



Curriculum Evaluation Guidelines (3rd Edition): Reviewer Workbook

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Instructions

Before Review

GATHER:

- ☐ Gather and familiarize yourself with the materials to be evaluated:
 - A copy of K–5 curriculum, including at minimum:
 - Teacher's Manual for all grades intended to be reviewed
 - Any materials that may contain foundational skills instruction
 - Examples of student practice texts
 - At least five sample lessons that span from the beginning to the end of the school year
 - Your school's or Local Education Agency's (LEA) suite of assessments for the final section of this evaluation
 - (Optional) A digital subscription with virtual content so reviewers can use a “search” feature for particular words

- ☐ Assemble a review team that includes at least three individuals who have a base of knowledge in the science of reading. It is important to include a mix of school and district leaders, educators, special educators, and specialists who have been trained in the science of reading and understand the terms within each glossary.

FAMILIARIZE:

- ☐ Familiarize yourself with the structure of the curriculum by answering the following questions:
 - Are foundational skills taught within the core block, or in a separate block?
 - Are there daily assessments? Weekly? Monthly? By unit?
 - What information is given in a scope and sequence or unit overview? Are detailed objectives provided?
 - What texts are included in the curriculum, and what texts are optional?
 - Are there supporting materials provided for students (e.g., worksheets, activities)?

- Are there aligned intervention materials that you intend to pull into core instruction that should be reviewed?
- ❑ Download, read, and familiarize yourself with The Reading League's Curriculum Evaluation Guidelines.
 - Note that the structure of these guidelines aligns with Scarborough's reading rope; there are sections for the subcomponents of word recognition, followed by subcomponents of language comprehension.
 - There is a third section to review components of reading comprehension, a fourth section to review writing, and a fifth section to review assessment materials.
- ❑ Select a section to review as a group to calibrate the process of how to use the CEGs and the specific information that will be written into each field.
- ❑ Review each section either as a group or individually. If reviewed individually, reviewers should come together afterward to compare scores.

During Review

- ❑ Use The Reading League's curriculum reviewer workbook to capture information.

Review Protocol

Process	Resource
1. Determine which section of the CEGs you will be reviewing and for what grades. Read through the red flags you will be searching for.	The Reading League's Curriculum Evaluation Guidelines
2. Locate evidence of red flags within the curriculum (e.g., scope and sequence, individual lessons, ancillary materials). a. Review the scope and sequences for evidence of components b. Thoroughly examine modules/units and individual lessons	Curriculum Materials

c. Review ancillary Tier I curriculum materials for evidence (e.g., assessment documents)	
3. As you review each component, determine the extent to which the corresponding red flag statement is true, then select the appropriate rating in the drop-down menu for that component as outlined below: • 1 - Red Flag statement is false. • 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. • 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. • 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	Reviewer Workbook
4. Use the notes section of each component as needed or as directed by your team lead. Examples of helpful notes to capture are keywords that describe a practice listed within the CEGs, specific examples, and precise locations of evidence.	Reviewer Workbook
5. Determine if you will be looking for optional aligned components, and if so, take notes in those sections.	Reviewer Workbook

After Review

1. Use the color-coded drop-downs as a big picture view of the number of red flags within the reviewed curriculum.
2. Discuss detailed notes to consider the impact of the red flags on your review (e.g., form a plan to address red flags, determining if the curriculum meets your school's or district's needs).

Optional: Team Lead Pre-Work

Every curriculum differs in its organization, setup, and keywords. It is recommended that your team lead completes a pre-work review of the curriculum to find general locations of where your review team should search for aligned or non-aligned components.

Curriculum Publisher/Title:

Grade Levels to Review:

Review Plan/Schedule:

Guidance before beginning the review:

Team leads should use this section to provide guidance to their team on where to locate evidence for specific sections (e.g., foundational skill lessons, scope and sequence, specific grade level materials).

Overall Design and Delivery

To identify effective literacy curricula, the instruction must provide appropriate practice, materials, and guidance for scheduling and pacing. It is a Red Flag if your reading and writing instruction does not attend to these important design and delivery components.

<u>Red Flag Statements:</u> <u>Word Recognition Non-Negotiables</u>	<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	<u>Recording Evidence From Curricular Materials</u> 1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
No evidence of deliberate and purposeful practice: "These two terms refer to practice that goes beyond rote repetition and involves practicing for a purpose (e.g., accuracy, fluent retrieval,	Not Yet Assessed	

generalization) with the deliberate goal of long-term improvement of skill performance” (Hughes & Riccomini, 2019, p. 406).		
Notes and questions for group discussion:		
No evidence of retrieval practice: Retrieval practice "consists of tasks requiring retrieval of targeted skills and knowledge from memory without prompts or cues" (Hughes & Riccomini, 2019, p. 407). “Retrieval practice is a strategy in which calling information to mind subsequently enhances and boosts learning” (Agarwal, Roediger, McDaniel, & McDermott, 2020, p. 2).	Not Yet Assessed	
Notes and questions for group discussion:		
No evidence of spaced or distributed practice: Spaced or distributed practice “involves taking a given amount of time devoted to learning and	Not Yet Assessed	

arranging that time into multiple sessions that are spread over time” (Carpenter & Agarwal, 2019, p. 3).		
No evidence of cumulative practice: Cumulative practice is “the systematic addition of a just-learned skill to previously learned and related skills, allowing them to be practiced together” (Hughes & Lee, 2019, p. 414; Archer & Hughes, 2011). “It requires that new (and usually related) skills are added to a practice activity as they are acquired, thus providing distributed practice for multiple skills within one session” (Hughes & Riccomini, 2019, p. 407).	Not Yet Assessed	
No evidence of interleaved practice: Interleaved practice “is similar to cumulative practice but involves mixing the order of skills and problems to be practiced by distributing	Not Yet Assessed	

them in a random fashion, causing the learner to have to discriminate” (Kirschner, P. & Hendrick, C., 2020).		
Student Interest: The materials are generally not intrinsically interesting and engaging for most students in that grade.	Not Yet Assessed	
Cohesion: The program components are disjointed and not seamlessly related to one another. Instruction based on the science of reading must be integrated, acknowledging the impact of various component skills upon each other.	Not Yet Assessed	
Usability: The materials are confusing and/or difficult to manage and use in a classroom setting.	Not Yet Assessed	
Notes and questions for group discussion:		

Section 1: Components to Support Word Recognition

1A: Word Recognition Non-Negotiables

<u>Red Flag Statements: Word Recognition Non-Negotiables</u>		<u>To what extent is this red flag statement true?</u>	<u>Recording Evidence From Curricular Materials</u>
		1 - Red Flag statement is False. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
1.1	The three-cueing system is taught as a strategy for decoding in early grades (i.e., directing students to use picture cues, context cues, or attend	Not Yet Assessed	

	to the first letter of a word as a cue).		
Notes and questions for group discussion:			
1.2	Guidance is given to memorize whole words, including high-frequency words, by sight, without attending to the letter-sound correspondences.	Not Yet Assessed	
Notes and questions for group discussion:			
1.3	Supporting materials do not provide a systematic scope and sequence nor opportunities for practice and review of elements taught (e.g., phonics, decoding, encoding).	Not Yet Assessed	
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Word Recognition Non-Negotiables If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			

1.4	There is explicit instruction of phonemic awareness, phonics, and spelling.	
1.5	There is a systematic scope and sequence of skills, building from simple to complex.	
1.6	Curriculum and support materials provide opportunities for practice and interleaving of elements taught (e.g., phonics, decoding, encoding).	

1B: Phonological and Phoneme Awareness

<u>Red Flag Statements: Phonological and Phoneme Awareness</u>		<u>To what extent is this red flag statement true?</u>	<u>Recording Evidence From Curricular Materials</u>
		1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
1.7	Instruction only attends to larger units of phonological sensitivity (syllables, rhyme, onset-rime) as a focus of instruction without moving to the phoneme level.	Not Yet Assessed	
Notes and questions for group discussion:			

1.8	Blends such as /b/ /l/ are kept intact rather than having students notice their individual sounds.	Not Yet Assessed	
Notes and questions for group discussion:			
1.9	Students do not practice the phonemes as soon as they learn the graphemes.	Not Yet Assessed	
Notes and questions for group discussion:			
1.10	Instruction is focused on letters only, without explicit instruction and practice with the phonemes that letters represent.	Not Yet Assessed	
Notes and questions for group discussion:			
1.11	Phoneme awareness is not taught as a foundational reading skill.	Not Yet Assessed	
Notes and questions for group discussion:			
1.12	Phoneme awareness is not assessed and monitored (e.g., a student's ability to identify the initial, final, and medial phonemes in a word).	Not Yet Assessed	

Notes and questions for group discussion:

OPTIONAL Observations: Aligned Practices for Phonological and Phoneme Awareness

If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:

1.13	Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) in pre-K and beginning of K, progressing to the phoneme level as soon as possible in K.	
1.14	Phoneme awareness is taught directly, explicitly, and systematically.	
1.15	Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placement, and vocal cord voicing are happening).	
1.16	Instruction includes a focus on attuning students to all phonemes in words (e.g., first, final, and medial phonemes, phonemes in blends).	

1C: Phonics and Phonic Decoding

Note: Decoding and encoding are reciprocal processes and should be taught as such. This section includes similar components to the spelling components in Section 4. Reviewing these sections together may take less time than reviewing them separately.

<u>Red Flag statements: Phonics and Phonic Decoding</u>		<u>To what extent is this red flag statement true?</u>	<u>Evidence from curricular materials</u>
		1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
1.17	Letter-sound correspondences are taught opportunistically or implicitly during text reading.	Not Yet Assessed	

Notes and questions for group discussion:			
1.18	Instruction is typically “one and done”; phonics skills are introduced but with very little or short-term review.	Not Yet Assessed	
Notes and questions for group discussion:			
1.19	The first letters of key words for letter-sound correspondences are not aligned with the pure phoneme being taught (e.g., earth for /ě/, ant for /ă/, orange for /ő/).	Not Yet Assessed	
Notes and questions for group discussion:			
1.20	Phonics instruction takes place in short (or optional) “mini-lessons” or “word work” sessions.	Not Yet Assessed	
Notes and questions for group discussion:			
1.21	The initial instructional sequence introduces many (or all) consonants before a vowel is introduced, short	Not Yet Assessed	

	vowels are all taught in rapid succession, and/or all sounds for one letter are taught all at once.		
Notes and questions for group discussion:			
1.22	Blending is not explicitly taught nor practiced.	Not Yet Assessed	
Notes and questions for group discussion:			
1.23	Instruction encourages students to memorize whole words, read words using the first letter only as a clue, guess at words in context using a “What would make sense?” strategy, or use picture clues rather than phonic decoding.	Not Yet Assessed	
Notes and questions for group discussion:			
1.24	Words with known letter-sound correspondences, including high-frequency words, are taught as whole-word units, often as stand-alone “sight words” to be memorized.	Not Yet Assessed	

Notes and questions for group discussion:			
1.25	There are few opportunities provided for word-level decoding practice of new phonics patterns and interleaving practice for prior phonics patterns.	Not Yet Assessed	
Notes and questions for group discussion:			
1.26	Early texts are predominantly predictable and/or leveled texts which include phonic elements that have not been taught; decodable texts are not used or emphasized.	Not Yet Assessed	
Notes and questions for group discussion:			
1.27	Advanced word study (Grades 2-5): Instruction in phonics ends once single-syllable phonics patterns (e.g., CVC, CVCe) are taught.	Not Yet Assessed	
Notes and questions for group discussion:			

1.28	Advanced word study (Grades 2-5): There is no evident instruction in multisyllabic word decoding strategies and/or using morphology to support word recognition.	Not Yet Assessed	
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Phonics and Phonic Decoding If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
1.29	Letter-sound correspondences are taught to automaticity in an explicit manner.		
1.30	Phonics instruction includes cumulative review including application in reading and writing.		
1.31	Phonics instruction is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns (i.e., instruction begins with short vowels and consonants) within a clear scope and sequence.		
1.32	Segmenting and blending are taught explicitly and practiced regularly in both decoding and encoding.		
1.33	Explicit instruction directs students' attention to the structure of the word; the emphasis is on phonic decoding for beginning readers and on the morphemes within words for advanced readers.		
1.34	Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught.		

1.35	There are opportunities to practice decoding regular and irregular words in isolation.	
1.36	Instruction includes spaced practice and interleaving of skills taught (e.g., practicing old and new phonics patterns in one activity, practicing a learned phonics pattern in reading <i>and</i> spelling).	
1.37	Phonics skills are practiced by applying letter-sound knowledge in decodable texts that align with the phonics elements taught, reinforcing phonetic decoding.	
1.38	Advanced Word Study: Instruction begins with basic letter-sound correspondences followed by increasingly complex linguistic features, such as syllable types, morphemes, and etymological influences (i.e., word origins).	
1.39	Advanced Word Study: More advanced phonics skills are included (e.g., second sounds of c/g, digraphs, variant vowels).	
1.40	Once multilingual learners decode a word accurately, supports (e.g., descriptions, pictures, or gestures) are used to teach or confirm the meaning of the decoded word.	
1.41	Instruction for multilingual learners includes attention to positive transfer of letters and sounds from their home language, in addition to explicit instruction in letters and sounds not present in their home language.	

1D: Fluency

<u>Red Flag Statements:</u> <u>Fluency</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	<u>Recording Evidence From Curricular Materials</u> 1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
1.42	Fluency instruction focuses primarily on student silent reading.	Not Yet Assessed	
Notes and questions for group discussion:			
1.43	Rate is emphasized over accuracy; priority is given to the student's ability to read words quickly.	Not Yet Assessed	

Notes and questions for group discussion:			
1.44	Word-level fluency practice to automaticity is not provided, or fluency is viewed only as text-reading fluency.	Not Yet Assessed	
Notes and questions for group discussion:			
1.45	Fluency is practiced only in narrative text or with repeated readings of patterned text.	Not Yet Assessed	
Notes and questions for group discussion:			
1.46	Fluency assessment allows acceptance of incorrectly decoded words if they are close in meaning to the target word (e.g., accepting the word “house” instead of the printed word “home”).	Not Yet Assessed	
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Fluency If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			

1.47	Letter names and their associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity.	
1.48	Instruction includes teacher-led modeling, oral reading by students, and immediate feedback.	
1.49	Reading accuracy and automaticity are emphasized as the hallmarks of fluent reading.	
1.50	Word-level fluency practice is provided.	
1.51	Connected text fluency practice is provided, encouraging students to read with prosody (e.g., decodable texts, poetry, readers' theater, paired reading).	
1.52	For multilingual learners, additional support is included whenever possible to ensure these students understand the meaning of the words being read.	

Section 2-4: Components to Support Language Comprehension, Reading Comprehension, & Writing

2-4 Non-Negotiables: Language Comprehension, Reading Comprehension, and Writing

<u>Red Flag Statements:</u> <u>Language Comprehension Non-Negotiables</u>	<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	<u>Recording Evidence From Curricular Materials</u> 1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
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2-4.1	(LC, RC, W) In early grades, the instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded learning.	Not Yet Assessed	
Notes and questions for group discussion:			
2-4.2	(LC, RC, W) Students are not exposed to rich vocabulary and complex syntax in reading and writing materials.	Not Yet Assessed	
Notes and questions for group discussion:			
2-4.3	(RC) Comprehension instruction focuses mainly on reading a text and answering comprehension questions instead of supporting the process of and providing scaffolds for comprehending texts.	Not Yet Assessed	
Notes and questions for group discussion:			
2-4.4	(RC, W) Writing is not taught or is taught separately from reading at all times.	Not Yet Assessed	

Notes and questions for group discussion:			
2-4.5	(LC, RC) Questioning during read-alouds focuses mainly on lower-level thinking skills.	Not Yet Assessed	
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Language Comprehension, Reading Comprehension, and Writing Non-Negotiables If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
2-4.6	(LC, RC, W) There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of elements of language comprehension, reading comprehension, and writing taught in an explicit system.		
2-4.7	(LC, RC, W) Students are exposed to rich vocabulary and complex syntax orally and in reading and writing materials, including, but not limited to, read-alouds at language levels beyond students' reading levels.		
2-4.8	(LC, RC, W) For multilingual learners, instruction in English-language development (ELD) and acquisition is included to support reading comprehension and continued reading and writing development.		

Section 2: Components to Support Language Comprehension

Note: This section may take longer to complete, so it is recommended to review after you are familiar with a curriculum's design. Elements of language comprehension may not be apparent from the lesson title, so be sure to read multiple complete lessons across grade levels to review this section.

2B: Background Knowledge

<u>Red Flag Statements: Language Comprehension Background Knowledge</u>	<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	<u>Recording Evidence From Curricular Materials</u> 1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
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2.1	Read-aloud opportunities emphasize simple stories or narrative texts. Read-aloud text is not sufficiently complex and/or does not include knowledge-building expository texts (i.e., topics related to science, social studies, current events).	Not Yet Assessed	
Notes and questions for group discussion:			
2.2	Opportunities to bridge existing knowledge to new knowledge are not apparent in instruction.	Not Yet Assessed	
Notes and questions for group discussion:			
2.3	Advanced (Grades 2-5): For students who are automatic with the code, texts for reading are primarily leveled texts that do not feature a variety of diverse, complex, knowledge-building text sets to develop background knowledge in a variety of subject areas.	Not Yet Assessed	
Notes and questions for group discussion:			

OPTIONAL Observations: Aligned Practices for Background Knowledge If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:		
2.4	Read-aloud opportunities for students who are still learning the code and text reading opportunities for students who are automatic with the code feature a variety of diverse, complex texts, including narrative and expository texts above grade-level to develop background knowledge and vocabulary in a variety of subject areas.	
2.5	Opportunities are available to bridge existing knowledge to new knowledge.	
2.6	Opportunities for multilingual learners are identified for building background knowledge in a student's home language and/or by using visuals and clarification whenever possible.	

2C: Vocabulary

<u>Red Flag Statements:</u> <u>Language Comprehension</u> <u>Vocabulary</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	<u>Recording Evidence From Curricular Materials</u> 1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
2.7	Vocabulary worksheets and activities are used with little opportunity for deep understanding of vocabulary words.	Not Yet Assessed	
Notes and questions for group discussion:			

2.8	Instruction includes memorization of isolated words and definitions out of context.	Not Yet Assessed	
Notes and questions for group discussion:			
2.9	Tier 2 words are not explicitly taught and practiced; students are not given opportunities to use them in their speech, see them in print, and use them in writing.	Not Yet Assessed	
Notes and questions for group discussion:			
2.10	Students are not exposed to and taught Tier 3 words.	Not Yet Assessed	
Notes and questions for group discussion:			
2.11	Explicit instruction in morphology is either absent or not consistently taught according to a scope and sequence (i.e., simple to complex) throughout K-5 instruction.	Not Yet Assessed	
Notes and questions for group discussion:			

OPTIONAL Observations: Aligned Practices for Vocabulary

If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:

2.12	Vocabulary instruction includes robust teacher-student and student-student conversations to illustrate examples and non-examples of the vocabulary word being taught.	
2.13	Vocabulary words are taught deeply by using concept maps, pictures, or other devices that help students understand multiple layers of the word.	
2.14	Explicit instruction in vocabulary for Tier 2 and 3 words is evident, along with instruction of Tier 1 words within texts.	
2.15	Students are given opportunities to use Tier 2 words in their speech, see them in print, and use them in writing (when appropriate).	
2.16	Explicit instruction in morphology is provided with numerous opportunities for students to read and write words with these morphemes and to use morphemes to infer the meaning of words.	
2.17	For multilingual learners, instruction in ELD is included to support continued vocabulary development.	

2D: Language Structures

<u>Red Flag Statements:</u> <u>Language Comprehension</u> <u>Language Structures</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	<u>Recording Evidence From Curricular Materials</u> 1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
2.18	Conventions of print, grammar, and syntax are taught implicitly or opportunistically with no evidence of consistent, explicit, simple to complex instruction across all grade levels.	Not Yet Assessed	
Notes and questions for group discussion:			

2.19	Instruction does not include teacher modeling nor sufficient opportunities for discussion.	Not Yet Assessed	
Notes and questions for group discussion:			
2.20	Students are asked to memorize parts of speech as a list without learning in context and through application.	Not Yet Assessed	
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Language Structures If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
2.21	There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (i.e., sentence structure) in reading and writing.		
2.22*	There is instruction that attends to the function of words (e.g., parts of speech, phrases, clauses) in context.		
2.23	Instruction attends to sentence-level comprehension, including simple, compound, and complex sentences, as well as cohesive devices within and between sentences.		

2.24	Instruction includes sufficient time for discussion, including teacher modeling of full ideas and complete sentences.	
2.25	The difference in complexity between conversational speaking and sentences found in expository and narrative texts is highlighted.	
2.26	For multilingual learners and speakers of English language variations, an asset-based approach is used to engage in a contrastive analysis between home and school language, including sentence structures, suffixes, and subject-verb agreement.	

2E: Verbal Reasoning

<u>Red Flag Statements:</u> <u>Language Comprehension Verbal Reasoning</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	<u>Recording Evidence From Curricular Materials</u> 1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
2.27	Inferencing strategies are not taught explicitly and may be based only on picture clues (i.e., picture walking), and not connecting them to background knowledge and instructional texts.	Not Yet Assessed	
Notes and questions for group discussion:			

2.28	Students do not practice inferencing as a discrete skill.	Not Yet Assessed	
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Verbal Reasoning If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
2.29	Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate and accurate background knowledge.		
2.30	Students are instructed how to interpret inferential language (i.e., ideas beyond the immediate context) both in reading and in conversation.		
2.31	Students are instructed on how narrative language is used to describe a series of events, both fictional (e.g., setting, characters) and non-fictional.		
2.3	Instruction includes queries to develop a student's metacognitive ability (i.e., to think about their thinking while they read).		

2F: Literacy Knowledge

<u>Red Flag Statements:</u> <u>Language Comprehension Literacy Knowledge</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	<u>Recording Evidence From Curricular Materials</u> 3) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 4) Justify your response by describing the practices that signal the presence of the red flag.
2.33	Genre types and features are not explicitly taught.	Not Yet Assessed	
Notes and questions for group discussion:			
2.34*	Genre types and text structures (e.g., cause and effect, problem and solution, sequence, compare and contrast) are not used to	Not Yet Assessed	

	understand the purpose of what is being read.		
Notes and questions for group discussion:			
2.35	Specific text structures and corresponding signal words are not explicitly taught and practiced.	Not Yet Assessed	
OPTIONAL Observations: Aligned Practices for Literacy Knowledge If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
2.36	The structures and features of major genre types (e.g., narrative, information, opinion) are explicitly taught and used to support comprehension and build content knowledge.		
2.37	There is explicit instruction of text structures (e.g., cause and effect, problem and solution, sequence, compare and contrast).		
2.38	There is explicit instruction of signal words that help identify the structure of a text (e.g., cause and effect signal words include “therefore,” “because,” and “as a result,” whereas compare and contrast signal words include “however,” “in contrast,” and “on the other hand.”)		
2.39	Graphic organizers are provided to support student understanding of text and genre types.		

Section 3: Components to Support Reading Comprehension

<u>Red Flag Statements: Reading Comprehension</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	<u>Recording Evidence From Curricular Materials</u> 1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
3.1	Comprehension strategies such as identifying the main idea, summarizing, noting text structure, inferencing, and fix-ups are not taught and practiced throughout the year using a gradual release of responsibility (i.e., I do, we do, you do) using	Not Yet Assessed	

	appropriate instructional text that students can accurately decode.		
Notes and questions for group discussion:			
3.2	Students are asked to independently apply reading comprehension strategies primarily in short, disconnected readings at the expense of engaging in knowledge-building text sets.	Not Yet Assessed	
Notes and questions for group discussion:			
3.3	Emphasis on independent reading and book choice without engaging with complex texts.	Not Yet Assessed	
Notes and questions for group discussion:			
3.4	Materials for comprehension instruction are predominantly predictable and/or leveled texts.	Not Yet Assessed	
Notes and questions for group discussion:			

3.5	Students are not taught methods to monitor their comprehension while reading.	Not Yet Assessed	
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Reading Comprehension If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
3.6	The foundation for reading comprehension is built through rich, read-aloud experiences before children are able to read independently.		
3.7	Comprehension strategies such as identifying the main idea, summarizing, noting text structure, inferencing, and fix-ups are taught and practiced all year using a gradual release of responsibility (i.e., I do, we do, you do) using appropriate instructional text that students can accurately decode.		
3.8	Students are taught and practice comprehension-monitoring strategies.		
3.9	Advanced (Grades 2-5): For students automatic with the code, materials for reading comprehension instruction include sufficiently complex literary and knowledge-building informational texts.		

Section 4: Components to Support Writing

Note: These elements may or may not be included in a comprehensive Tier I curriculum. For this section, review all available instructional materials both within and outside of the core curriculum.

Section 4A: Handwriting

<u>Red Flag Statements: Writing - Handwriting</u>		<u>To what extent is this red flag statement true?</u>	<u>Recording Evidence From Curricular Materials</u>
		1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
4.1	There is no direct instruction in handwriting.	Not Yet Assessed	

Notes and questions for group discussion:

4.2	Handwriting instruction is an isolated add-on.	Not Yet Assessed	
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Notes and questions for group discussion:

OPTIONAL Observations: Aligned Practices for Handwriting

If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:

4.3	There is explicit instruction related to handwriting (e.g., letter formation, posture, grip), and there are opportunities for cumulative practice.	
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4.4	Handwriting is integrated into core reading and writing instruction and follows the sequence of letter learning to form upper and lowercase letters during the teaching of letter-sound correspondences.	
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Section 4B: Writing - Spelling

<u>Red Flag Statements: Writing - Spelling</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	<u>Recording Evidence From Curricular Materials</u> 1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
4.5	There is no evidence of explicit spelling instruction, no spelling scope and sequence, or the spelling scope and sequence is not aligned with the phonics/decoding scope and sequence.	Not Yet Assessed	

Notes and questions for group discussion:			
4.6	There is no evidence of phoneme segmentation or phoneme-grapheme mapping to support spelling instruction.	Not Yet Assessed	
Notes and questions for group discussion:			
4.7	Patterns in decoding are not featured in encoding/spelling; spelling lists are based on content or frequency of word use and not connected to decoding/phonics lessons.	Not Yet Assessed	
Notes and questions for group discussion:			
4.8	Students practice spelling by memorization only (e.g., rainbow writing, repeated writing, pyramid writing).	Not Yet Assessed	
Notes and questions for group discussion:			
4.9	Spelling patterns for each phoneme are taught all at once (e.g., all spellings of long /ā/) instead of a systematic progression to	Not Yet Assessed	

	develop automaticity with individual grapheme/phonemes.		
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Spelling If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
4.10	There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence.		
4.11	Patterns taught for decoding are also practiced in encoding/spelling lessons.		
4.12	Spelling patterns are taught one at a time and not all at once or in a non-systematic manner.		
4.13	Extensive and recursive practice opportunities, not based on memorization, are provided to spell words both in isolation and in context.		
4.14	(Grades 2-5 Advanced Word Study): Spelling instruction continues in grades 2 and above and includes explicit instruction in vowel teams, variant vowels, and how morphology influences spelling.		

Section 4C: Writing - Composition

<u>Red Flag Statements: Writing - Composition</u>		<u>To what extent is this red flag statement true?</u>	<u>Recording Evidence From Curricular Materials</u>
		1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
4.15	Writing tasks and prompts are provided with minimal instruction for the skills needed to complete them and little time for planning prior to writing.	Not Yet Assessed	
Notes and questions for group discussion:			

4.16	Writing assignments are primarily unstructured with few models or graphic organizers.	Not Yet Assessed	
Notes and questions for group discussion:			
4.17	Conventions, grammar, and sentence structure are not explicitly taught, and opportunities for practice to develop automaticity are not provided; instead, they are addressed opportunistically.	Not Yet Assessed	
Notes and questions for group discussion:			
4.18	Writing instruction and assignments are focused primarily on narrative writing or unstructured student choice.	Not Yet Assessed	
Notes and questions for group discussion:			
4.19	Students are not taught the writing process (i.e., planning, drafting, revising, editing, and publishing).	Not Yet Assessed	
Notes and questions for group discussion:			

4.20	Writing is taught as a standalone skill and is not used to further reading comprehension.	Not Yet Assessed	
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Composition If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
4.21	Writing is taught explicitly through a gradual release of responsibility (i.e., I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas orally before drafting.		
4.22	Writing tasks and assignments are structured; models and graphic organizers are provided to support composition and executive functions (e.g., goal setting, planning, self-regulation).		
4.23	The writing process (i.e., planning, drafting, revising, editing, and publishing) is explicitly taught and practiced.		
4.24	Conventions of print, grammar, and syntax (i.e., sentence structure) are taught explicitly in the context of writing, including activities such as sentence combining and sentence deconstruction.		
4.25	Writing instruction includes a variety of text types (e.g., narrative, informational, opinion).		

Section 5: Components to Support Assessment

Assessment Non-Negotiables

Note: Most assessment systems are not featured as part of curriculum packages. For this section, review any assessments included with curricular materials along with your school's or Local Education Agency's (LEA) entire suite of assessments.

<u>Red Flag Statements: Assessment</u>	<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	<u>Recording Evidence From Curricular Materials</u> 1) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
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5.1	Assessments measure comprehension only without additional assessment measures to determine what is leading to comprehension weaknesses (e.g., phonics, phoneme awareness, nonsense word fluency, decoding, encoding, fluency, vocabulary, listening comprehension).	Not Yet Assessed	
Notes and questions for group discussion:			
5.2	Assessments include miscue analysis in which misread words are marked correct if the mistake does not substantially alter the meaning of the text.	Not Yet Assessed	
OPTIONAL Observations: Aligned Practices for Assessment Non-Negotiables If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
5.3	The suite of assessments from school or the Local Education Agency provides multiple, complementary data points that do not overlap, helping to evaluate students' word recognition and language comprehension abilities.		
5.4	Assessment data is used to differentiate instruction across a Multi-Tiered System of Supports (MTSS) based on student progress.		

5.5	Assessments are standardized, reliable, valid, and efficient for their intended purpose.	
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Assessment

<u>Red Flag statements:</u> <u>Assessment</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is false. 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned. 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum.	<u>Recording Evidence From Curricular Materials</u> 3) Note the specific location (if applicable). Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 4) Justify your response by describing the practices that signal the presence of the red flag.
5.6	Assessments result in benchmarks according to a leveled-text gradient.	Not Yet Assessed	

Notes and questions for group discussion:			
5.7	Foundational skills assessments are primarily running records or similar assessments that are based on whole language or cueing strategies (e.g., guess the word by looking at the first letter, use picture support for decoding).	Not Yet Assessed	
Notes and questions for group discussion:			
5.8	Phonics skills are not assessed.	Not Yet Assessed	
Notes and questions for group discussion:			
5.9	Phoneme awareness is not assessed.	Not Yet Assessed	
Notes and questions for group discussion:			
5.10	Decoding skills are assessed using real words only.	Not Yet Assessed	
Notes and questions for group discussion:			

5.11	Oral reading fluency (ORF) assessments are not used.	Not Yet Assessed	
Notes and questions for group discussion:			
5.12	The suite of assessments does not address aspects of language comprehension (e.g., vocabulary, syntax, listening comprehension).	Not Yet Assessed	
Notes and questions for group discussion:			
5.13	Multilingual learners are not assessed in their home language.	Not Yet Assessed	
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Assessment If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
5.14	Assessments include screening, diagnostic, and progress monitoring to inform instruction and prevent future reading difficulties.		
5.15	Foundational skills assessments identify students' instructional needs.		
5.16	Phonics skills are assessed using both real and nonsense words.		

5.17	Oral reading fluency (ORF) assessments are used to assess fluency, usually first grade and beyond.	
5.18	A systematic spelling survey/spelling inventory is used to analyze students' application of phoneme, grapheme, and morpheme knowledge.	
5.19	Phonological and phonemic awareness (PA) are assessed in kindergarten and first grade and in older students who exhibit PA weaknesses as evidenced by appropriate assessment.	
5.20	Assessments address both word recognition and language comprehension (e.g., vocabulary, syntax, writing, listening comprehension).	
5.21	Trends in groups of student scores can be used to identify the overall effectiveness of the Multi-Tiered System of Supports (MTSS).	
5.22*	Assessments have an explicitly defined purpose that aligns with their use (i.e., distinguishing between quick screeners and more comprehensive diagnostics) and are carefully designed to minimize time taken from instruction.	
5.23	Multilingual learners are assessed in their home language when feasible.	

Reflection

Analyze

Reflect on the red flags you've identified for this curriculum. Consider whether the curriculum meets the needs of your LEA.

Glossary

Section 1A: Phonological and Phoneme Awareness

Explicit Instruction: Instruction that is taught directly and clearly, leaving little to chance. Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do, we do, you do). Explicit instruction includes practice with immediate corrective feedback.

Grapheme: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

Phoneme: The smallest unit of sound in a spoken word; an individual speech sound.

Phoneme Awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in spoken words. It is the highest level of phonological awareness and a potent predictor of future reading success.

Phonological Sensitivity (Awareness): One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. It is an "umbrella" term that encompasses awareness of individual words in spoken sentences, syllables, onset-rime segments, and individual phonemes.

Systematic Instruction: The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.

Section 1B: Phonics and Phonic Decoding

Blending: Putting phonemes together to form a word.

Encoding: Using knowledge of individual phonemes in spoken words to spell words both orally and in print; a skill that develops reciprocally to decoding when explicitly taught.

Etymology: The history of a word or word part that includes its origin.

High-Frequency Words: Words that appear most often in printed text.

Interleaving Practice: Practice that is similar to cumulative practice but involves mixing the order of skills and problems to be practiced by distributing them in a random fashion, causing the learner to have to discriminate.

Letter-Sound Correspondences: The relationship between a grapheme, or printed letter(s), and its corresponding phoneme, or individual speech sound (e.g., “c” can correspond to the phoneme /k/ or /s/).

Morpheme: The smallest unit of a word that carries meaning (e.g., prefix, suffix, base element).

Phonics: Instruction to teach how print/letters represent the sounds of spoken language.

Phonic Decoding: The process of sounding out words using letter-sound knowledge and blending those sounds together to pronounce the word. In the research literature, this process is referred to as phonological recoding or simply recoding.

Segmenting: Breaking a spoken word into its individual phonemes.

Spaced Practice: Practice that occurs over time.

Syllable Types: The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant-le.

Types of Text:

- *Decodable*: Texts with a high proportion of phonetically regular words matched to common letter-sound relationships found within the program’s systematic scope and sequence.
- *Leveled*: Texts are leveled according to a gradient of difficulty typically based on features like vocabulary, text structures, and content.
- *Predictable*: Texts with predictable text structures such as repetitive sentences, words, and phrases.

Variant Vowels: Groups of letters that produce the same vowel sound (e.g., ai, ay, eigh).

Section 1C: Fluency

Accuracy: Decoding words without any letter-sound errors.

Automaticity: Performing a reading task without conscious effort to decode words.

Connected Text: Text that includes multiple sentences that are related to one another.

Prosody: Reading smoothly with expression and intonation that represent the meaning and comprehension of connected text.

Section 2A: Language Comprehension - Background Knowledge

Background Knowledge: A specific subset of knowledge needed to comprehend a particular situation, lesson, or text.

English Language Development (ELD): Instruction that is specially designed for multilingual learners to develop their listening, speaking, reading, and writing skills in English.

Expository Text: Text that provides factual information about a topic.

Narrative Text: Text that relates a series of events; this can include both fiction and nonfiction.

Section 2B: Language Comprehension - Vocabulary

English Language Development (ELD): Instruction that is specially designed for multilingual learners to help develop their listening, speaking, reading, and writing skills in English.

Morphology: The system of meaningful parts, or morphemes, that make up words.

Tiered Vocabulary Words: A means of classifying words due to their level of difficulty and frequency of use. It is important to note that these tiers are *not* related to tiers of instruction in a Multi-Tiered System of Supports.

- Tier 1 Vocabulary Words: Words that are familiar to children and occur often in text and conversation (e.g., house, car, dog, school).
- Tier 2 Vocabulary Words: Words that are not likely to be familiar to young children but reflect a concept they can identify with and can use in conversation (e.g., shiver, excitement, remarkable). Tier 2 words can appear in multiple domains and content areas.
- Tier 3 Vocabulary Words: Words that are low frequency and domain or content-area specific (e.g., words like rhombus, molecule, democracy, baroque).

Section 2C: Language Comprehension - Language Structures

Cohesive Devices: Words used to connect ideas within a sentence or text (e.g., pronouns, synonyms, connectives including coordinate and subordinate conjunctions).

Contrastive Analysis: A systematic study of two languages (or language variations) with the intent of identifying their structural similarities and differences.

Syntax: The arrangement of words to form sentences in a given language.

Section 2D: Language Comprehension - Verbal Reasoning

Inference: Using prior knowledge and information from the text to comprehend what is not directly stated.

Metacognition: Developing an interactive approach with text to recognize when you do not understand something and having options to know what to do about it.

Section 2E: Language Comprehension - Literacy Knowledge

Genre: A type of text or literature that has a particular form and style (e.g., poetry, narrative, information, opinion).

Signal Words: Words that signal readers as to the text structure. For example, signal words for cause and effect texts include “therefore,” “because,” and “as a result,” whereas signal words for compare and contrast texts include “however,” “in contrast,” and “on the other hand.”

Section 3: Reading Comprehension

Types of Text:

- *Decodable*: Texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within accompanying teacher guides.
- *Leveled*: Texts are leveled according to a gradient of difficulty, typically based on features like vocabulary, text structures, and content.
- *Predictable*: Texts with predictable text structures such as repetitive sentences, words, and phrases.

Section 4A: Writing - Spelling

Encoding: Using knowledge of individual phonemes in spoken words to spell words both orally and in print; a skill that develops reciprocally to decoding when explicitly taught.

Morphology: The system of meaningful parts, or morphemes, that make up words.

Variant Vowels: Groups of letters that produce the same vowel sound (e.g., ai, ay, eigh).

Section 4B: Writing - Composition

Syntax: The arrangement of words to form sentences in a given language.

Section 5: Assessment

Diagnostic Assessments: Used to assess specific skills or components of reading (such as phonics or fluency) to help educators plan targeted and individualized instruction.

Grapheme: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

Morpheme: The smallest unit of a word that carries meaning (e.g., prefix, suffix, base element).

Multi-Tiered System of Supports (MTSS): A framework for school improvement that ensures all students are supported to meet positive academic, behavioral, and social-emotional outcomes, beginning with core instruction in Tier I and interventions at increasing intensity at Tiers 2 and 3.

Phoneme: The smallest unit of sound in a spoken word; an individual speech sound.

Progress Monitoring: Frequent assessments given to students receiving intervention that measure progress toward acquiring specific skills.

Reliable: The extent to which assessments are consistent over time within the same settings.

Screening/Screeners: Brief assessments given to all students to determine which students are at risk of struggling with reading.

Standardized: Administered and scored in a consistent manner.

Syllable Types: The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant-le.

Systematic Instruction: The use of a planned, logical instructional sequence to introduce concepts, building from the simplest to those that are more complex.

Valid: The extent to which an assessment is accurate (i.e., whether or not it measures what it is supposed to measure).