# High-Quality Instructional Materials

**OFFICE OF CURRICULUM AND INSTRUCTION**

**OKLAHOMA Education**

# Oklahoma Reading Intervention Instructional Materials
## Evaluation Rubric

Instructional materials selection is an important district decision, and conducting a thorough review of instructional materials at the local level is essential in ensuring the adoption of high-quality instructional materials that meet the needs of students within a district. This evaluation rubric is designed to offer an evaluation structure that districts can utilize to determine how well instructional materials align to the Oklahoma Academic Standards for English Language Arts (OAS-ELA) and other criteria for high-quality instructional materials for Reading Intervention. The evaluation rubric includes key considerations for high-quality instructional materials and outlines four **Gateways** for consideration when evaluating materials. Within each Gateway, **Criterion** and related **Indicators** are provided along with **Guiding/Key Questions**. Additionally, **Priority Indicators** are indicated with an asterisk (*) in an effort to draw reviewers' attention to aspects of the reviewed materials that will likely need to be supplemented if the given instructional materials are adopted. Each **Indicator** is evaluated as Does Not Represent Quality, Approaching Quality, or Exemplifies Quality using a 0-1-2 or 0-2-4 scale score.

The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. If instructional materials do not meet the thresholds for Exemplifies Quality or Approaching Quality expectations for a Gateway, reviewers are prompted not to move forward with reviewing the other Gateways.

- ❏ **Gateway 1:** Required Features of Scientifically-Based or Evidence-Based Reading Programs
    - ❏ Advance to Gateway 2 only if Exemplifies Quality or Approaching Quality.
- ❏ **Gateway 2:** Teaching Essential Literacy Skills
    - ❏ Advance to Gateway 3 only if Exemplifies Quality or Approaching Quality
- ❏ **Gateway 3:** Access and Technology

Remember to focus on what is present in the instructional materials and any supplemental resources rather than what might be inferred. All scores should be based on evidence observed from the instructional materials themselves.

| Title of Material(s) | | Grade(s) and/or Literacy Component Evaluated | |
|---|---|---|---|
| Publisher | | Reviewer | |

| Review Summary | Criterion | Score | Rating |
|---|---|---|---|
| **Gateway 1: Required Features of Scientifically-Based or Evidence-Based Reading Programs** | **1.1** | | |
| | **1.2** | | |
| | **1.3** | | |
| | **Sub-Total** | | |
| **Gateway 2: Teaching Essential Literacy Skills** | **2.1** | | |
| | **2.2** | | |
| | **2.3** | | |
| | **2.4** | | |
| | **2.5** | | |
| | **Sub-Total** | | |
| **Gateway 3: Access and Technology** | **3.1** | | |
| **Overall Rating**<br>**Exemplifies Quality:** All Gateways are Exemplifies Quality<br>**Approaching Quality:** All Gateways are Approaching Quality or Better<br>**Does Not Represent Quality:** Any Gateway is Does Not Represent Quality | **Total Score** | **Final Rating** | |
| | | | |

## Gateway 1: Required Features of Scientifically-Based or Evidence-Based Reading Programs

High-quality instructional materials for Reading Intervention or English Learners are aligned to the OAS-ELA and include all the essential elements of an evidence-based reading intervention program. Reading programs must be explicit, sequential, systematic and cumulative, and comprehensive and cohesive. To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

| Gateway 1 Overview | Available Points |
|---|:---:|
| **Criterion 1.1: Research Alignment**<br>**Indicators 1a - 1e**<br>The program reflects current and confirmed research in reading and cognitive science. | 7 |
| **Criterion 1.2: Instruction**<br>**Indicators 1f - 1p**<br>The program includes a detailed scope and sequence. The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills. | 14 |
| **Criterion 1.3: Coordinated Components & Related Elements**<br>**Indicators 1q - 1v**<br>Elements of the program are clearly linked. The program contains features that are optimal for delivering effective instruction. | 8 |
| **Total Available Points in Gateway 1** | 29 |

| Criterion 1.1 Research Alignment | The program reflects current and confirmed research in reading and cognitive science. | | |
|---|---|---|---|
| **Indicators** | **Guiding/Key Questions** | **Score** | **Comments** |
| **1a. For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3, or 4. If Level 4, then a logic model must be submitted for approval.** | Is there a well-defined, research-supported logic model and evidence from an external research organization of the program's effectiveness? | 0   1 | |
| **\*1b. The program provides evidence of grounding in conceptual research and theoretical models with reference to research articles and websites. If the program is constructed for learning to read in a language other than English, a conceptual model and research foundation, as well as evidence that it is not merely a translation of an English program is provided.** | Are there citations or references to a theoretical model of reading development or instruction that accurately explains how it is embedded throughout the program? | 0   2 | |
| **1c. There is an obvious emphasis on teaching and learning the essential literacy skills.** \*Score only for literacy components the vendor selected within the application. | Are the essential skills addressed in the intervention program based on their stated target of instructional emphasis? | 0   1 | |
| **\*1d. The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.** | Are there consistent examples to demonstrate the program is based upon research specific to learning to read? | 0   2 | |
| **1e. Word recognition is explicitly taught through relating sounds to letters, and not visual memory, guessing, the shape of the word, or the use of context clues to decode.** | Are there consistent examples that explicitly and exclusively relates letters to specific sounds? | 0   1 | |

| Criterion 1.1 Summary | Sub-Total | Rating Levels | Rating |
|---|---|---|---|
| | / 7 | **Exemplifies Quality:** 6-7 <br> **Approaching Quality:** 4-5 <br> **Does Not Represent Quality:** 0-3 | |

| Criterion 1.2 Instruction | The program includes a detailed scope and sequence. The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills. | | |
|---|---|---|---|
| **Indicators** | **Guiding/Key Questions** | **Score** | **Comments** |
| **\*1f. Lessons include instructional routines and/or scripts that note what the teacher should say, include a step-by-step sequence, including procedures, and consistent academic language and vocabulary that relates back to grade-level outcomes and standards**. \*Score only for grade-level vendors selected within the application. | Is there sufficient teacher guidance for implementing appropriate instruction? | 0   2 | |
| **1g. Routines include language for the teacher to introduce, define or explain new skills through demonstration and modeling before students are asked to perform the skills.** | Do the materials include routines that model prior to student performance? | 0   1 | |
| **1h. There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.** | Are there multiple opportunities to practice new skills?<br><br>Is there sufficient teacher guidance to provide immediate and constructive feedback? | 0   1 | |
| **1i. The scope and sequence for a skill within a grade shows a clear progression from easier to harder, and is appropriate for the grade for which the program is designed.** \*Score only for literacy components and a grade level selected by the vendor within the application. | Do the skills progress from easier to harder? | 0   1 | |

| | | | |
|---|---|---|---|
| **\*1j. The scope and sequence at each grade level articulates when skills are taught across grades.** \*Score only for literacy components and grade levels selected by the vendor within the application. | Are there clear explanations of how the skill(s) vertically progress across more than one grade? | 0  2 | |
| **\*1k. There are recommendations for the frequency of lessons and units, with suggestions for the length of time dedicated to each of the literacy skill areas.** \*Score only for literacy components and grade levels selected by the vendor within the application. | Do the materials provide sufficient suggested schedules that include explicit length(s) of time for each lesson as well as a number of lessons per identified time frame (e.g. 50-min lessons three times a week)? | 0  2 | |
| **1l. A clear and consistent lesson format is present in program lessons for the essential literacy skills**. \*Score only for literacy components and grade levels selected by the vendor within the application. | Is there a consistent routine used to support students with the identified skill(s)? | 0  1 | |
| **1m. Majority of instruction delivered in small, flexible, skill-based groups.** | Is there teacher guidance to support providing opportunities for frequent small group instruction based upon skill? | 0  1 | |
| **1n. Independent or group practice occurs after teacher-led instruction on the essential skills, not before the teacher-led instruction and not without it or instead of it.** | Are the necessary prerequisite skills reviewed at the start of the lesson? | 0  1 | |
| **1o. The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as word lists\* or book list).** \*Word lists are not to be confused with vocabulary lists. | Is there teacher guidance that explicitly explains how to implement instruction with materials, scripts, examples, and other specified content? | 0  1 | |

| 1p. High-priority skills are cumulatively reviewed. | Do the materials include comprehensive assessments of skills vital for fluency? | 0   1 | | |
|---|---|---|---|---|
| | | **Sub-Total** | **Rating Levels** | **Rating** |
| **Criterion 1.2 Summary** | | **/14** | **Exemplifies Quality:** 12-14 <br> **Approaching Quality:** 8-11 <br> **Does Not Represent Quality:** 0-7 | |

| Criterion 1.3 Coordinated Components & Related Elements | Elements of the program are clearly linked. The program contains features that are optimal for delivering instruction. | | |
|---|---|---|---|
| **Indicators** | **Guiding/Key Questions** | **Score** | **Comments** |
| **\*1q. The same routines, terminology, and procedures are used across skill areas and over time.** | Do the materials contain consistent language? | 0  2 | |
| **1r. There is a clear link between foundational skills and higher order skills. Skills are integrated across areas (e.g. phonemic awareness and phonics, phonemic awareness and oral language).** *Score only for literacy components selected by the vendor within the application. | Does the program include evidence that the skills build upon one another? | 0  1 | |
| **\*1s. Appropriate suggestions are provided to support students who are English Learners, students who are struggling, and those who need acceleration.** | Are there guidelines for increasing intervention intensity for students who are not showing adequate progress with the skill focus?<br><br>Are there guidelines for moving students forward when showing success with the skill focus? | 0  2 | |
| **1t. There are formative assessments for progress monitoring, summative assessments, and a framework to support data-based decision making.** | Do the materials include formative and summative assessments?<br><br>Is there sufficient teacher guidance to use assessment data to inform instruction? | 0  1 | |
| **1u. Addresses classroom management to support small group instruction and resources to support student motivation (e.g. built-in student choice, progress charts, immediate feedback).** | Does the program provide guidance on how to create a positive classroom climate and culture? | 0  1 | |

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| 1v. There are explicit links between state standards and grade-level expectations. | Do the materials consistently and frequently reference connections between the Oklahoma Academic Standards and the expectations for each grade-level? | 0   1 | |
| --- | --- | --- | --- |
| **Criterion 1.3 Summary** | | **Sub-Total** | **Rating Levels** | **Rating** |

| **Criterion 1.3 Summary** | **/ 8** | **Exemplifies Quality:** 7-8 <br> **Approaching Quality:** 5-6 <br> **Does Not Represent Quality:** 0-4 | |
| --- | --- | --- | --- |

| Gateway 1 Points Available | Rating Levels | | Gateway 1 Points Achieved | Gateway 1 Rating |
| --- | --- | --- | --- | --- |
| **29** | **Exemplifies Quality:** 24-29 | | | |
| | **Approaching Quality:** 16-23 | | | |
| | **Does Not Represent Quality:** 0-15 | | | |
| **Gateway 1 Comments** | | | | |
| | | | | |

# Gateway 2: Teaching Essential Literacy Skills

Gateway 2 examines how instructional materials are designed to emphasize the skills that are vital to effectively implement reading intervention. To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

❏ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

| Gateway 2: Overview | Available Points | | |
|---|---|---|---|
| | **K** | **1** | **2+** |
| **Criterion 2.1: Phonological and Phonemic Awareness** **Indicators 2a - 2e** Materials include explicit progression of skills that develops an awareness that words are composed of individual sounds and the ability to manipulate words. | 10 | 9 | 5 |
| **Criterion 2.2: Phonics and Word Study** **Indicators 2f - 2t** Materials promote sound-symbol relationships to support the ability to read and write words. | 17 | 14 | 16 |
| **Criterion 2.3: Vocabulary** **Indicators 2u - 2gg** Materials include opportunities to understand the meanings and pronunciation of words essential to effective communication. | 11 | 11 | 14 |
| **Criterion 2.4: Text Reading and Fluency** **Indicators 2hh - 2mm** Materials provide repeated and supported practice in automatic word recognition. | 2 | 7 | 7 |
| **Criterion 2.5: Listening and Reading Comprehension** **Indicators 2nn - 2iii** Materials develop an understanding and meaning from spoken and written language. | 10 | 10 | 14 |
| **Total Available Points in Gateway 2** | 50 | 51 | 56 |

| Criterion 2.1 Phonological and Phonemic Awareness | Materials include explicit progression of skills that develops an awareness that words are composed of individual sounds and the ability to manipulate words. | | | | |
|---|---|---|---|---|---|
| **Indicators** | **Guiding/Key Questions** | **K** | **1** | **2+** | **Comments** |
| **\*2a. There is a detailed scope and sequence of phonological and phonemic awareness skills that progress from easier to more difficult, culminating in advanced skills such as addition, deletion and substitution of phonemes.** | Does the scope and sequence articulate the order of skills from easier to harder? | 0  2 | 0  2 | 0  2 | |
| **2b. New skills are explicitly modeled using multiple examples, where the new skills are introduced, defined and/or explained model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback.** | Do the lessons begin with an explicit model of the correct skill and include opportunities to orally practice and receive immediate, constructive feedback? | | | | |
| **2b*i*.  There is segmenting at the level of individual focus *(second half of Kindergarten only)*** | | 0  1 | | | |
| **2b*ii*. The order of attention to phonemes in three-phoneme words is first sound, last sound, middle sound *(Kindergarten and First Grade Only)*** | | 0  1 | 0  1 | | |
| **2b*iii*. Instructional time is focused on high priority skills such as isolating beginning phoneme, blending, segmenting and manipulating phonemes *(Kindergarten and First Grade Only)*** | | 0  1 | 0  1 | | |
| **2b*iv*.  Students are taught to blend and segment phonemes in three-, four- and five-phoneme words *(Kindergarten and First Grade Only)*** | | 0  1 | 0  1 | | |
| **2b*v*. Students are taught to pull apart the two phonemes in consonant blends when segmenting.*(Kindergarten and First Grade Only)*** | | 0  1 | 0  1 | | |

| 2c. Movement and/or manipulatives are used to make sounds in words concrete during activities designed to elicit high levels of responding and engagement. | Are there regular and frequent prompts in the lessons for physical movements or other representations of sound? | 0  1 | 0  1 | 0  1 | |
| --- | --- | --- | --- | --- | --- |
| 2d. Students spend time practicing orally producing the sounds in spoken words, not just identifying the sounds or matching the sounds using objects or pictures. | Do phonological and phonemic awareness lessons provide opportunities for students to produce the sounds in words themselves? | 0  1 | 0  1 | 0  1 | |
| 2e. Differentiation of phonological awareness, including phonemic awareness, instruction is linked to assessment data. | Do the program materials direct teachers to use assessments within or outside the program to create and change groups based on skills?<br><br>Do the program materials provide a suggestion for how to group students so the students in the small group have the same phonemic awareness need? | 0  1 | 0  1 | 0  1 | |

| Criterion 2.1 Summary | Sub-Totals | | |
| --- | --- | --- | --- |
| | K | 1 | 2+ |
| Rating Levels | / 10 | /9 | /5 |
| Exemplifies Quality: | 8-10 | 9 | 5 |
| Approaching Quality: | 6-7 | 6-7 | 3-4 |
| Does Not Represent Quality: | 0-5 | 0-5 | 0-2 |

| Criterion 2.2 Phonics and Word Study | Materials promote sound-symbol relationships to support the ability to read and write words. | | | | |
|---|---|---|---|---|---|
| **Indicators** | **Guiding/Key Questions** | **K** | **1** | **2+** | **Comments** |
| **2f. There is a detailed scope and sequence of phonological and phonemic awareness skills that progress from easier to more difficult, culminating in advanced skills such as addition, deletion and substitution of phonemes.** | Does the scope and sequence articulate the order of skills from easier to harder? | 0　1 | 0　1 | 0　1 | |
| **2g. The phonics lesson format includes**<br>● **brief cumulative review of previously taught skills,**<br>● **a phonological warm up,**<br>● **phoneme-grapheme matching,**<br>● **word reading accuracy,**<br>● **fluency building at the word, phrase, sentence and passage level,**<br>● **sentence dictation,**<br>● **transfer to text.** | Do the phonics lessons follow a format or template that resembles the elements listed in the indicator? | 0　1 | 0　1 | 0　1 | |
| **2h. The number of irregular words introduced in a lesson is minimized.** | Do the lessons include instruction in reading one or two irregular words at a time? | 0　1 | 0　1 | 0　1 | |
| **2i. Irregularities are pointed out in high utility words (i.e., have, I, said) while still focusing attention on the predictable letter-sound combinations.** | Do the lessons on irregular words draw students' attention to the phoneme-grapheme correspondences that are orthographically regular, and those that are irregular or have not been taught? | 0　1 | 0　1 | 0　1 | |

| | | | | |
|---|---|---|---|---|
| **2j. Phonics patterns and high-utility words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.** | Do the decodable texts include only regular and irregular words that have been taught in prior lessons? | 0  1 | 0  1 | 0  1 |
| **2k. There are repeated opportunities to read words in context of the controlled decodable text that contain the phonic elements and irregular words students have learned previously.** | Does the program include decodable texts that match the phonics scope and sequence and include multiple decodable texts for each phonics skill or pattern? | 0  1 | 0  1 | 0  1 |
| **2l. Word knowledge (e.g., morphology and origin) skills are taught and learned in isolation before introduced in text that students read independently.** | Are morphemes and their origin introduced to students prior to students reading independently? | 0  1 | 0  1 | 0  1 |
| **2m. Spelling (encoding) is integrated with the phonics instruction.** | Do the phonics lessons include writing the words? | 0  1 | 0  1 | 0  1 |
| **2n. A clear sequence for letter-sound instruction is present, in which easily confused letters, letter-sounds (grapheme-phoneme) and words (those that look or sound similar) are not taught in close sequence but are separated in time.** | Do the materials have an instructional sequence that is intentional about spacing out letters, letter-sounds, and words that may look or sound similar? | | | |
| **2n*i*.  Letter-sound (grapheme-phoneme) instruction starts with high-utility letters. (i.e., m, s, a, r, t) *(Kindergarten only)*** | 0  1 | | | |
| **2n*ii*.  Letter-sound (grapheme-phoneme) instruction integrates the letter name, sound, and explicitly and systematically how to write the symbol. *(Kindergarten only)*** | 0  1 | | | |

| | | | | |
|---|---|---|---|---|
| **2n*iii*.** The letter(s) (grapheme) that represents the sound (phoneme) is clearly modeled with multiple explicit examples before students practice and apply. *(Kindergarten only)* | 0  1 | | | |
| **2n*iv*.** Letter-sound (grapheme-phoneme) combinations are learned to automaticity through frequent and cumulative review. *(Grades K-2 only)* | 0  1 | 0  1 | 0  1 | |
| **2o. Students practice automaticity in word lists, phrases and controlled decodable texts that provide enough exposures to the learned words that they become sight words**. | Do the materials provide frequent opportunities that sufficiently support students developing automaticity of sight words? | | | |
| **2o*i*.** A few short vowel letter-sounds (grapheme-phoneme) are taught early so students can blend VC and CVC patterns to read and write words *(Grades K-1 only)* | 0  1 | 0  1 | | |
| **2o*ii*.** There is an explicit strategy for blending letter sounds (grapheme-phoneme) into words that is taught with multiple unambiguous examples (e.g., an explicit step-by-step routine is utilized) *(Grades K-1 only)* | 0  1 | 0  1 | | |
| **2o*iii*.** There are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words (e.g, phoneme-grapheme mapping) *(Grades K-2 only)* | 0  1 | 0  1 | 0  1 | |
| **2o*iv*.** Students are taught and practice how to build regular words for which they know all letter sounds *(Grades K-2 only)* | 0  1 | 0  1 | 0  1 | |
| **2p. There is cumulative review of known letter-sound combinations and words *(Grades K-2 Only)*** | Do the materials review previously learned words for mastery as new letter-sound combinations and phonics patterns are introduced? | 0  1 | 0  1 | 0  1 |
| **2q.  Phonics lessons include step by step routines to teach new advanced phonics patterns *(Grades 2-3 Only)*** | Do the lessons have clear, step by step routines to introduce new phonics patterns? | | 0  1 | |

| | | | |
|---|---|---|---|
| **2r. Multi-syllable words are taught using prefixes, suffixes and known word parts that are taught explicitly** (*Grades 2-3 Only*) | Do the lessons support student recognition of root words, affixes, and syllable types to help with decoding multi-syllable words? | 0  1 | |
| **2s. Larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition** (*Grades 2-3 Only*) | Do the lessons draw attention to letter sound combinations that have been explicitly taught? | 0  1 | |
| **2t. There is sufficient practice in automatic reading of longer, more complex, multi-syllable words** (*Grades 2-3 only*) | Do the lessons provide opportunities for sufficient practice in automatic reading of longer, more complex words? | 0  1 | |

| | Sub-Totals | | |
|---|---|---|---|
| **Criterion 2.2 Summary** | **K** | **1** | **2+** |
| **Rating Levels** | **/ 17** | **/14** | **/16** |
| **Exemplifies Quality:** | **14-17** | **12-14** | **13-16** |
| **Approaching Quality:** | **9-13** | **8-11** | **9-12** |
| **Does Not Represent Quality:** | **0-8** | **0-7** | **0-8** |

| Criterion 2.3 Vocabulary | Materials include opportunities to understand the meanings and pronunciation of words essential to effective communication. | | | | |
|---|---|---|---|---|---|
| **Indicators** | **Guiding/Key Questions** | **K** | **1** | **2+** | **Comments** |
| **\*2u. Words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction.** | Are the selected vocabulary words representative of those that are likely to appear in text and conversation instead of used for phonics lessons or spelling lists? | 0  2 | 0  2 | 0  2 | |
| **2v. New words are explicitly modeled using student-friendly definitions, multiple unambiguous examples and non-examples, and students are given opportunity to practice using the words with immediate corrective feedback.** | Does the script or lesson format for vocabulary instruction of new words include age-appropriate definitions, several supporting examples and non-examples, and opportunities for immediate constructive feedback? | 0  1 | 0  1 | 0  1 | |
| **2w. Words that have been taught are repeated multiple times in a variety of contexts.** | Do the selected vocabulary words appear in the materials students listen to or teachers read to students? | 0  1 | 0  1 | 0  1 | |
| **2x. New words are integrated into sentences and students are prompted to use them in sentences.** | Does the introduction of new vocabulary words include putting them into the context of sentences that convey the meaning of the word? | 0  1 | 0  1 | 0  1 | |
| **2y. Students are engaged in processing word meanings at deeper levels, to associate new words with known words.** | Does the introduction of new words include student-friendly definitions that associate the new word with words that most students already know? | 0  1 | 0  1 | 0  1 | |

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| | | | | |
|---|---|---|---|---|
| **2z. There is cumulative review and practice of previously learned words.** | Do the materials review previously learned words for master as new words are introduced? | 0  1 | 0  1 | 0  1 | |
| **2aa. Students are exposed to a wide range of words through reading aloud from a wide range of stories and informational text.** | Are there texts provided for teachers to read aloud at a higher level of text complexity that include narratives and expository text structures? | 0  1 | 0  1 | 0  1 | |
| **2bb. Morphemic analysis is taught explicitly and systematically to teach building word meaning through knowledge of root words, prefixes and suffixes.** | Do the materials include the use of root words and simple affixes to understand the meaning of words? | 0  1 | 0  1 | 0  1 | |
| **2cc. Activities and materials are designed to elicit high levels of responding and engagement.** | Do the program materials maintain a brisk pace with multiple opportunities for student response and interaction? | 0  1 | 0  1 | 0  1 | |
| **2dd. Differentiation of vocabulary instruction is linked to assessment data.** | Do the program materials direct teachers to use assessments within or outside the program to create and change groups based on skills? | 0  1 | 0  1 | 0  1 | |
| **2ee. Students are taught to predict meaning using antonyms and synonyms, words in compound words, roots, base words, prefixes and suffixes.** *(Grades 2-3 only)* | Do the lessons include instruction in word parts, affixes, antonyms, and synonyms which are explicitly linked to vocabulary instruction? | | | 0  1 | |
| **2ff. Students are taught simple multiple meaning words.** *(Grades 2-3 only)* | Is the instruction in multiple-meaning words clearly evident in the vocabulary scope and sequence? | | | 0  1 | |

| 2gg. Students are asked to demonstrate understanding word meaning by using words in oral and written sentences. *(Grades 2-3 only)* | Do the activities include a clear expectation to use the vocabulary words in their spoken and written communication? |  | 0   1 |  |
|---|---|---|---|---|
| **Criterion 2.3 Summary** | | **Sub-Totals** | | |
| | | **K** | **1** | **2+** |
| **Rating Levels** | | **/ 11** | **/11** | **/14** |
| **Exemplifies Quality:** | | **9-11** | **9-11** | **12-14** |
| **Approaching Quality:** | | **6-8** | **6-8** | **8-11** |
| **Does Not Represent Quality:** | | **0-5** | **0-5** | **0-7** |

| Criterion 2.4 Text Reading and Fluency | Materials provide repeated and supported practice in automatic word recognition. | | | | |
|---|---|---|---|---|---|
| **Indicators** | **Guiding/Key Questions** | **K** | **1** | **2+** | **Comments** |
| **\*2hh. Differentiation of oral reading fluency instruction is linked to assessment data.** | Do the program materials direct teachers to use assessments within or outside the program to create and change groups based on skills?<br><br>Are there multiple decodable texts that match the phonics scope and sequence that are available for fluency practice?<br><br>Do the materials prompt the teacher to use oral reading fluency data to match students to the text they should use for fluency practice? | 0   2 | 0   2 | 0   2 | |
| **2ii. Sentence and passage reading are introduced after students can accurately and automatically read a sufficient number of VC and CVC words along with a few high-utility irregular words. _(Grades 1-3 only)_** | Do the materials prompt students to read controlled, decodable text only after they know a few VC and CVC words and a few irregular words? | | 0   1 | 0   1 | |
| **2jj. The text students are asked to read independently includes only the letter-sounds, phonic elements and word types that have been previously taught in phonics lessons. _(Grades 1-3 only)_** | Is the text that students read controlled, decodable, and matches the phonics scope and sequence? | | 0   1 | 0   1 | |

| | | | | | |
|---|---|---|---|---|---|
| **2kk. Fluency building in connected text is done only with passages the student can read accurately.** *(Grades 1-3 only)* | Do the materials prompt students practice in controlled, decodable text to automaticity? | | 0  1 | 0  1 | |
| **2ll. There are sufficient numbers of controlled decodable text that align to the phonics scope and sequence to allow students to practice to automaticity.** *(Grades 1-3 only)* | Do the lessons include more than one decodable text for each phonics pattern in the scope and sequence? | | 0  1 | 0  1 | |
| **2mm. Materials are available for teachers to read aloud for the purpose of modeling fluent reading.** *(Grades 1-3 only)* | Does the program support the teacher on how to model fluent reading by providing read-aloud texts that include phonics patterns, syntax, grammar, and vocabulary that is more advanced than what students read independently? | | 0  1 | 0  1 | |

| **Criterion 2.4 Summary** | Sub-Totals | | |
|---|---|---|---|
| | **K** | **1** | **2+** |
| **Rating Levels** | **/ 2** | **/7** | **/7** |
| **Exemplifies Quality:** | 2 | 6-7 | 6-7 |
| **Approaching Quality:** | 1 | 4-5 | 4-5 |
| **Does Not Represent Quality:** | 0 | 0-3 | 0-3 |

| Criterion 2.5 Listening and Reading Comprehension | Materials develop an understanding and meaning from spoken and written language. | | | | |
|---|---|---|---|---|---|
| **Indicators** | **Guiding/Key Questions** | **K** | **1** | **2+** | **Comments** |
| **Listening Comprehension** | | | | | |
| **\*2nn. Differentiation of listening comprehension instruction is linked to assessment data** *(Kindergarten only)* | Do the program materials direct teachers to use assessments within or outside the program to create and change groups based on skills?<br><br>Are there a variety of texts options (e.g. narrative, expository) that are available for use in instruction? | 0  2 | | | |
| **2oo. The specific content knowledge students will learn throughout the year is clearly stated, mapped out across the year, and prepares students for later grades.** | Does the scope and sequence outline the content knowledge students will learn throughout the year? | 0  1 | 0  1 | 0  1 | |
| **2pp. There is a clear scope and sequence that guides listening comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.** *(Kindergarten only)* | Does the scope and sequence provide for the introduction to and coverage of the skills necessary to facilitate comprehension of text read aloud to students? | 0  1 | | | |
| **2qq. Students are explicitly taught to do an oral retelling of events or stories they listen to.** *(Kindergarten only)* | Do the materials provide explicit steps for students to retell a story or event with modeling that includes opportunities for guided practice and immediate corrective feedback? | 0  1 | | | |

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| **2rr. Story structure is explicitly modeled with multiple unambiguous examples.** *(Kindergarten only)* | Do the materials support teachers to include scaffolds such as "First...Then...Finally" while reading aloud? | 0  1 | | |
| **2ss. High-utility words are pre-selected and taught before, during and after reading aloud.** *(Kindergarten only)* | Does the program identify rich, high-utility words and provide student-friendly definitions prior to reading aloud?<br><br>Are the high-utility words briefly referred to while reading aloud and then referenced after reading aloud? | 0  1 | | |
| **2tt. The materials support engaging in interactive discussion on a wide variety of topics to expand and deepen background knowledge.** *(Kindergarten only)* | Do the teacher materials facilitate interactive discussion on a number of high interest, grade appropriate topics that expand background knowledge? | 0  1 | | |
| **2uu. The text selections include model questions to ask while reading aloud.** *(Kindergarten only)* | Do the teacher materials include questions to use while reading aloud? | 0  1 | | |
| **2vv. Complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.** *(Grades K-1 only)* | Does the scope and sequence of content and topics clearly show the way complex topics are introduced, revisited, and supported for deeper understanding? | 0  1 | 0  1 | |

| Reading Comprehension | | | | | |
|---|---|---|---|---|---|
| **2ww. Differentiation of reading comprehension instruction is linked to assessment data.** *(Grades 1-3 only)* | Do the program materials direct teachers to use assessments within or outside the program to create and change groups based on skills?<br><br>Is there a variety of text options that are available for practice?<br><br>Do the materials prompt the use of oral and silent reading fluency data to match students to the text that should be used for instruction and independent reading? | | 0  1 | 0  1 | |
| **2xx. A clear scope and sequence guides comprehension instruction, in which the goal is explicitly stated and in which the ideas follow a logical order.** *(Grades 1-3 only)* | Does the scope and sequence provide for the introduction to, and coverage of, skills necessary to facilitate comprehension of text read aloud to students or read independently by students? | | 0  1 | 0  1 | |
| **2yy. The background knowledge necessary to understand text, that is read to or by students, is explicitly taught or activated.** *(Grades 1-3 only)* | Does the program prepare students to engage and understand text by pre-teaching difficult words, previewing text to prime background knowledge, and chunking text into manageable segments? | | 0  1 | 0  1 | |

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| **2zz.  There are multiple opportunities to listen to and explore narrative and expository text forms and engage in interactive discussion of the meanings of text** *(Grades 1-3 only)* | Are there selections used for reading aloud that include both narrative and expository text?<br><br>Does the program provide explicit guidance on how the teacher should engage students in interactive discussion of text? | | 0   1 | 0   1 | |
| **2aaa. Previously taught skills and strategies are connected with new content and text previously taught skills and strategies are connected with new content and text** *(Grades 1-3 only)* | Does the reading comprehension scope and sequence explicitly identify the connections between new and previously taught skills and content?<br><br>Does the program support the application of reading comprehension skills to new content and new texts? | | 0   1 | 0   1 | |
| **2bbb. Text used for initial instruction in reading comprehension uses:**<br>·   **familiar vocabulary,**<br>·   **only words students can read accurately and have been learned previously,**<br>·   **previously learned content knowledge,**<br>·   **simple sentences,**<br>·   **passages that increase in length**<br>*(Grades 1-3 only)* | Does the text used for reading comprehension instruction include vocabulary familiar to students, words with patterns that have been learned, content that has been explicitly taught, and simple sentences with short passages? | | 0   1 | 0   1 | |

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| **2ccc. The specific content knowledge students will learn throughout the year is clearly stated, mapped out across the year, and prepares students for later grades** *(Grades 1-3 only)* | Does the scope and sequence outline the content knowledge that students will learn across the year? | | 0  1 | 0  1 | |
| **2ddd. Lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information** *(Grades 1-3 only)* | Are there explicit instructions provided in the use of conventions of informational text? | | 0  1 | 0  1 | |
| **2eee. Students use controlled decodable text for independent, small group or scaffolded reading instruction until they can accurately and fluently read:**<br>a. **one-syllable words in isolation that contain short vowels, digraphs and blends, silent e, r-controlled vowels**<br>b. **two-syllable words with short vowels, silent e, schwa**<br>c. **50 high-utility words with spelling patterns that haven't been taught (e.g., go, he, said, are, to, was, you, they, there, from)** *(Grade 2 Only)* | Does the program use controlled, decodable text to support the listed requirements of this indicator? (i.e. one-syllable words in isolation that contain short vowels, digraphs and blends, silent e, r-controlled vowels, etc.) | | | 0  1 | |
| **2fff. Students use controlled decodable text for independent, small group or scaffolded reading instruction until they can accurately and fluently apply advanced phonics skills in reading to comprehend** *(Grades 2-3 only)* | Does the program use controlled, decodable text until students are proficient with advanced phonics skills in reading to comprehend? | | | 0  1 | |

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| **2ggg. Lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts** (*Grades 2-3 only*) | Do the materials prompt student engagement with comparing and contrasting the elements of narrative text within and among texts?<br><br>Does the program include explicit instruction in the elements of narrative text? | | 0   1 | |
| **2hhh. A coherent sequence of questions and tasks supports students to examine language (vocabulary, sentences, and structure) and apply their knowledge and skills in reading, writing, speaking and listening.** *(Grades 2-3 only)* | Does the scope and sequence for reading comprehension explicitly identify the language structures students will learn across the grade?<br><br>Do the lessons support students to apply knowledge of language structure in reading, writing, speaking and listening? | | 0   1 | |
| **2iii. Complex topics are introduced in a carefully planned sequence including teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.** *(Grades 2-3 only)* | Is there a clear scope and sequence of content and topics that show the way complex topics are introduced, revisited, and supported for deep understanding?<br><br>Are there multiple activities that support building content knowledge? | | 0   1 | |

| Criterion 2.5 Summary | Sub-Totals | | |
|---|---|---|---|
| | K | 1 | 2 |
| **Rating Levels** | /10 | /10 | /14 |
| **Exemplifies Quality:** | 9-10 | 9-10 | 12-14 |
| **Approaching Quality:** | 6-8 | 6-8 | 8-11 |
| **Does Not Represent Quality:** | 0-5 | 0-5 | 0-7 |

| Gateway 2 Points Available | Rating Levels | Gateway 2 Points Achieved | | | Gateway 2 Rating |
|---|---|---|---|---|---|
| | | K | 1 | 2+ | |
| Kindergarten: 50 1st Grade: 51 2nd Grade and Above: 56 | **Exemplifies Quality:**<br>● **K & 1st Grade: 41-50/51**<br>● **2nd Grade & Above: 45-56**<br><br>**Approaching Quality:**<br>● **K & 1s Grade: 26-40**<br>● **2nd Grade & Above: 29-44**<br><br><br>**Does Not Represent Quality:**<br>● **K & 1st Grade: 0-25**<br>● **2nd Grade & Above: 0-28** | / | / | / | **K & 1st Grade**<br><br>**2nd Grade & Above** |
| **Gateway 2 Comments** | | | | | |
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## Gateway 3: Access and Technology

Schools can use digital resources in a variety of ways to support teaching and learning. To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion

| Gateway 3: Overview | Available Points |
|---|---|
| **Criterion 3.1: Accessibility and Technology**<br>**Indicators 3a-3e**<br>Materials integrate digital technology and interactive tools, when appropriate, in ways that support student engagement. | Narrative Evidence Only |
| **Total Available Points in Gateway 3** | -- |

| Criterion 3.1<br>Accessibility and Technology | Materials integrate digital technology and interactive tools, when appropriate, in ways that support student engagement. | | |
|---|---|---|---|
| **Indicators** | **Guiding/Key Questions** | **Score** | **Comments** |
| **3a. Materials integrate technology such as interactive tools and/or virtual manipulatives/objects in ways that engage students in the grade-level series standards, when applicable.** | Do the materials integrate digital technology and interactive tools in ways that support student engagement in English Language Arts and literacy? | Narrative Evidence Only | |
| **3b. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.** | Do the digital materials provide opportunities for teachers and/or students to collaborate with each other? | Narrative Evidence Only | |
| **3c. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.** | Does the visual design support student learning and engagement, without being visually distracting? | Narrative Evidence Only | |
| **3d. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.** | Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning? | Narrative Evidence Only | |
| **3e. Materials are available in a digital platform and support remote learning opportunities.** | Do the materials support virtual/remote or blended learning? | Narrative Evidence Only | |
| | | **Sub-Total** | **Rating Levels** | **Rating** |
| **Criterion 3.1 Summary** | | **/** | **Exemplifies Quality:**<br>**Approaching Quality:**<br>**Does Not Represent Quality:** | **--** |

| Gateway 3<br>Points Available | Rating Levels | | Gateway 3<br>Points Achieved | Gateway 3<br>Rating |
|---|---|---|---|---|
| N/A | Exemplifies Quality: -- | | N/A | -- |
| | Approaching Quality: -- | | | |
| | Not Representing Quality: -- | | | |
| Gateway 3 Comments | | | | |
| | | | | |