

Section 1: WORD RECOGNITION

NON-NEGOTIABLES: WORD RECOGNITION

Red Flags: Practices Not Aligned with the Science of Reading

Three cueing-systems are taught as strategies for decoding in early grades (i.e., directing students to use picture cues, context cues, or attend to the first letter of a word as a cue).

Guidance to memorize any whole words, including high frequency words, by sight without attending to the sound/symbol correspondences.

Supporting materials do not provide a systematic scope and sequence nor opportunities for practice and review of elements taught (e.g., phonics, decoding, encoding).

Practices Aligned with the Science of Reading

Explicit instruction of phonemic awareness, phonics, and spelling

Systematic scope and sequence of skills building from simple to complex.

Curriculum and support materials that provide opportunities for practice and interleaving of elements taught (e.g., phonics, decoding, encoding).

Phonological and Phoneme Awareness

Practices Aligned with the Science of Reading

Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) in Pre-K and beginning of K (Note: instruction should progress to the phoneme level as soon as possible).

Phoneme awareness is taught directly, explicitly, and systematically.

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, vocal cord voicing are happening)

Instructional focus on attuning students to all phonemes in words (e.g., first, final, medial, phonemes in blends).

Phonics and Phonic Decoding

Practices Aligned with the Science of Reading

Letter-sound correspondences are taught to automaticity in an explicit manner.

Phonics instruction includes cumulative review including application in reading and writing.

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).

Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.

Explicit instruction directs students' attention to the structure of the word; the emphasis is on phonic decoding.

	Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught.
	Opportunities to practice decoding regular and irregular words in isolation are provided
	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).
	Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the phonics elements taught, securing phonic decoding.
	Advanced Word Study (Grades 2 and above): Instruction begins with basic letter-sound correspondences followed by increasingly more complex patterns such as syllable types, morphemes, and etymological influences (i.e., word origins).
	Advanced Word Study (Grades 2 and above): Includes more advanced phonics skills (e.g., second sounds of c/g, digraphs, variant vowels).
	For Multilingual Learners, once they decode the word accurately, supports (e.g., descriptions, pictures, or gestures) are used to teach or confirm the meaning of the decoded word(s).
	For Multilingual Learners, attention is paid to positive transfer of letters and sounds from their home language in addition to explicit attention to those not present in their home language.

Fluency Practices Aligned with the Science of Reading

	There are opportunities for fluency instruction that is not primarily focused on student silent reading, including in non-narrative texts.
	Letter names and associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity.
	Instruction includes teacher-led modeling, oral reading by students, and immediate feedback.
	Reading accuracy and automaticity are emphasized as the hallmarks of fluent reading.
	Word-level fluency practice is provided.
	Connected text fluency practice is provided encouraging students to read with prosody (e.g. decodable texts, poetry, readers' theater, paired reading)
	For Multilingual Learners, additional support is included whenever possible to ensure students understand the meaning of words being read.

Section 2: LANGUAGE COMPREHENSION

NON-NEGOTIABLES: LANGUAGE COMPREHENSION

Red Flags: Practices Not Aligned with the Science of Reading

(LC, RC, W) In early grades, the instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded learning.

(LC, RC, W) Students are not exposed to rich vocabulary and complex syntax in reading and writing materials.

(LC, RC) Questioning during read-alouds focuses mainly on lower-level questioning skills.

Practices Aligned with the Science of Reading

(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.

Background Knowledge Practices Aligned with the Science of Reading

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.

Opportunities are provided to make connections between a new word or concept and other known words or concepts relating ideas to experiences.

For Multilingual Learners, opportunities are identified for building background knowledge in a students' home language and/or by using visuals and clarification whenever possible.

Vocabulary Practices Aligned with the Science of Reading

Instruction includes robust teacher-student and student-student conversations in order to support a clear understanding of vocabulary words.

Vocabulary words are taught deeply by using concept maps or other devices that help students understand multiple layers of the word. (Anderson & Freebody, 1997)

Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 2 words).

Tier 2 words are taught explicitly, and students are given opportunities to use them in their speech, see them in print and use them in writing (when appropriate).

Explicit instruction in morphology is provided with numerous opportunities for students to read and write words with these morphemes

For Multilingual Learners, instruction in ELD is included to support continued vocabulary development.

Knowledge of Language Structures Practices Aligned with the Science of Reading

There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing.

Instruction attends to sentence-level comprehension including simple, compound, and complex sentences, as well as cohesive devices within and among sentences.

Instruction includes sufficient time for discussion, including teacher modeling full ideas and complete sentences.

Highlighting the difference in complexity between conversational speaking and sentences found in expository texts.

	For 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.
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Verbal Reasoning Practices Aligned with the Science of Reading

	Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate and accurate background knowledge.
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	Students are instructed how to interpret inferential language (i.e., ideas beyond the immediate context of what they read) from a text and in conversation.
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	Students are instructed how narrative language is used to describe a series of events, both fictional and non-fictional.
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	Instruction includes queries to develop a student's ability to be metacognitive (i.e., to think about their thinking while they read).
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Literacy Knowledge Practices Aligned with the Science of Reading

	Genre types and features are explicitly taught and used to support comprehension and/or build content knowledge.
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	Explicit instruction of text types (e.g., cause and effect, problem/solution, sequence, time order, compare and contrast).
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	Explicit instruction in signal words (aka connectives). For example, signal words for cause and effect texts include <i>for, because, and as a result</i> whereas signal words for problem and solution texts include <i>however, in contrast, and on the other hand</i> .
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	Graphic organizers are provided to support student understanding of text and genre types
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Section 3 READING COMPREHENSION

NON-NEGOTIABLES: READING COMPREHENSION

Red Flags: Practices Not Aligned with the Science of Reading

	In early grades, the instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded learning.
	Students are not exposed to rich vocabulary and complex syntax in reading and writing materials.
	Comprehension activities focus mainly on assessing whether students understand content (the product of comprehension) instead of supporting the process of comprehending texts.
	Writing is not taught or is taught separately from reading at all times.
	Questioning during read-alouds focuses mainly on lower-level questioning skills.

Practices Aligned with the Science of Reading

	(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.
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Reading Comprehension Practices Aligned with the Science of Reading

	Students are not asked to independently read texts they are unable to decode with accuracy in order to practice reading comprehension strategies (e.g., making inferences, predicting, summarizing, visualizing).
	The foundation for reading comprehension is built through rich read-aloud experiences before children are able to read independently.
	Comprehension strategies (e.g., making inferences, summarizing) are taught via gradual release of responsibility (i.e. I do, we do, you do) using appropriate instructional text that students can accurately decode.
	Students are taught and practice comprehension-monitoring strategies
	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: WRITING

NON-NEGOTIABLES: READING COMPREHENSION

Red Flags: Practices Not Aligned with the Science of Reading

(LC, RC, W) In early grades, the instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded learning.

(LC, RC, W) Students are not exposed to rich vocabulary and complex syntax in reading and writing materials.

(RC, W) Writing is not taught or is taught separately from reading at all times.

Practices Aligned with the Science of Reading

(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.

Handwriting Practices Aligned with the Science of Reading

There is explicit instruction related to handwriting (e.g., letter formation, posture, grip), and there are opportunities for cumulative practice.

Handwriting instruction features lined paper to guide letter formation.

Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning.

Spelling Practices Aligned with the Science of Reading

There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence.

Evidence of phoneme segmentation and/or phoneme-grapheme mapping to support spelling instruction.

Patterns taught for decoding are also practiced in encoding/spelling lessons.

Spelling patterns are taught one at a time and not all at once (e.g., all spellings of long /a/) or in a non-systematic manner.

Extensive and recursive practice opportunities, not based on memorization strategies (e.g., rainbow writing, repeated writing, pyramid writing), are provided to spell words both in isolation and in context.

(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.

Composition Practices Aligned with the Science of Reading

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.

Writing is structured; models and graphic organizers are provided frequently to support composition and promote executive functioning.

The writing process (i.e. planning, revising, editing) is explicitly taught and practiced.

Conventions of print, grammar, and syntax (i.e., sentence structure) are taught explicitly in the context of writing including sentence reduction and sentence combining.

Writing instruction includes a variety of text types (e.g. narrative, informational, persuasive).

Section 5: ASSESSMENT

NON-NEGOTIABLES: ASSESSMENT

Red Flags: Practices Not Aligned with the Science of Reading

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).

Assessments include miscue analysis in which misread words that have the same meaning are marked as correct.

Practices Aligned with the Science of Reading

A school or LEA's suite of assessments provide multiple data points to understand students' word recognition and language comprehension abilities.

Assessment data is used to differentiate instruction across a Multi-Tiered System of Supports (MTSS) based on student progress.

Assessments are standardized, reliable, and valid for the intended purpose.

Assessment Practices Aligned with the Science of Reading

Assessments include screening, diagnostic, and progress monitoring to inform instruction and prevent future reading difficulties.

Foundational skills assessments identify students' instructional needs.

Phonics skills are assessed using both real and nonsense words.

Oral Reading Fluency (ORF assessments are used to assess fluency, usually first grade and beyond).

A systematic spelling survey/spelling inventory is used to analyze students' applications of phonemes, graphemes, and morphemes.

Phonological and phoneme awareness (PA) are assessed in K/1 and for older students who exhibit PA weaknesses as evidenced by appropriate assessment.

Assessments address both word recognition and language comprehension (e.g., vocabulary, syntax, writing, listening comprehension).

Trends in groups of student scores can be used to identify the overall effectiveness of the Multi-Tiered System of Supports (MTSS).

Multilingual Learners are assessed in their home language when available.

Section 6: Cultural Representation/ Other Equity Frameworks

Cultural Representation	
	Students are able to see themselves in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).
	Language used in the texts are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative
	Language includes all protected classes and historical underserved populations.
	Materials provide opportunities to see diverse cultures in significant roles.
	Materials include pictures / graphics / examples of all groups in a positive, affirmative manner.
	Materials provide a social-emotional learning connection.
	To the extent we can tell, diverse cultural and gendered voices were involved in authoring texts and instructional materials.

Additional Equity Frameworks	
	Uses principals from Universal Design for Learning
	Meets criteria for MTSS including accessibility, embedded interventions, aligned vocabulary
	High expectations with lots of entry points and ways to make meaning
	Culture impacts the kinds of learning styles and approaches feel more comfortable and students have different strengths in these areas. Curriculum attends to the cultural dimensions of language.

	Are there materials to build family and community partnerships (ideally in many languages)
	Materials have a scope and sequence that comfortably and ambitiously fills an instructional year.
	Materials are usable and teacher-friendly
	Non-fiction materials connect, where possible to Oregon Social Studies and NGSS Science Standards