

Sources: EdReports, IES, The Reading League

Stage 3 of finalist curricula will include in-depth materials review and usability review items

Program:		Rating Key:	0 - Not Present	1 - Partially	3 - Yes
STAGE 1: Instructional Design and Pedagogy (how it is taught)		Indicates Nonnegotiable Indicator			
STAGE 2: Literacy Standards					
Criterion 1: Text Quality and Complexity					
	Indicators	Rating	Evidence		
STAGE 1	Anchor texts are of high quality, worthy of careful reading, and consider a range of student interests.				
	Texts for each grade band align with complexity guidelines (i.e., quantitative, qualitative, and matching reader to text and task) and instructional goals. See page 31 in the ELA Standards document and refer to RL and RI Standard 10. The following definitions are from page 31 in the ELA Standards document: *Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands *Quantitative evaluation of the text: Readability measures and other scores of text complexity *Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)				
STOP	Only continue to stage 2 in Text Quality and Complexity if Stage 1 nonnegotiables each received a rating of 3				
STAGE 2	Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.				
	Additional materials are provided to increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading. (Classroom library)				
	Lesson structures allows opportunities for students to choose their reading and to be deeply involved with the learning process, thus fostering an interest in, as well as developing an ownership of the reading process (Kragler, 2000)				
Criterion 2: Comprehension Skills & Reading Standards for Literature and Information					
	Indicators	Rating	Evidence		
STAGE 1	Materials include an overall structure that reflects a gradual release of responsibility (I do, we do, you do) with <i>sufficient scaffolding to support students' independent work</i> .				
	Materials include a typical lesson structure that provides brief (no more than approximately 20 minutes in length), explicit, whole group instruction for print concepts and letter recognition. The remainder of the lesson time includes one or more learning activities that provide students with the opportunity to apply the skill that was taught in the whole group lesson with teacher and, on a regular basis, opportunity to review and practice previously taught concepts. The learning activity(ies) should reflect the skill that was taught <i>in a purposeful, meaningful way</i> . This work occurs independently and in variations of partner, small group, and teacher-led small group/1:1.				
	Materials support review of previously taught concepts, extended practice, and independent application of skills.				
	Materials provide a balance of texts and instructional time for literary and informational texts.				
	Materials provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year, including accountability structures for and promotion of independent reading. Structure & practice allows time for sustained independent reading in class .				
STOP	Only continue to stage 2 in Reading Standards for Literature and Information if Stage 1 nonnegotiables each received a rating of 3				
STAGE 2	Specific texts are included in materials for teaching various text structures (sequence, compare/contrast, cause/effect), and text features (chapters/scenes, illustrations, graphs) to support comprehension and careful reading of narrative and informational text.				

	Materials support instruction that teaches students to identify and describe or explain ideas for narrative text (main idea and theme) and informational text (connections between ideas and concepts) in a progressively more complex manner.		
	Materials support instruction that teaches students to understand and analyze various points of view for narrative text (author, narrator, characters) and informational text (what the author wants to explain) with increasing complexity.		
	Materials incorporate texts that require students to and engage students in careful and purposeful reading and re-reading.		
	Materials support instruction that teaches students to compare and contrast or analyze information within and across narrative text (for example, compare and contrast two versions of the same story and compare and contrast stories in the same genre) and informational text (for example, identify similarities and differences between two texts on the same topic and integrate information from several texts on the same topic to write about the subject) with increasing complexity.		
	Materials provide opportunities for reading comprehension strategies (making inferences, summarizing, etc.) to be taught with a gradual release of responsibility using appropriate instructional texts.		
	Materials provide explicit instruction in comprehension-monitoring strategies (i.e., Standard 4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary).		
	Materials provide questions and tasks that require students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.		
	Materials provide explicit instruction for all of the grade level standards for RI and RI.		
Criterion 3: Foundational Standards			
	Indicators	Rating	Evidence
STAGE 1	Materials include an overall structure that reflects a gradual release of responsibility (I do, we do, you do) with a sufficient amount of scaffolding to support students' independent work.		
	Materials include a typical lesson structure that provides brief (no more than approximately 20 minutes in length), explicit, whole group instruction for foundational standards. The remainder of the lesson time includes one or more learning activities that provide students with the opportunity to apply the skill that was taught in the whole group lesson with teacher and, on a regular basis, opportunity to review and practice previously taught concepts. The learning activity (ies) should reflect the skill that was taught in a purposeful, meaningful way. This work occurs independently and in variations of partner, small group, and teacher-led small group/1:1.		
	Materials, questions, and tasks provide opportunities for practicing grade-level foundational skills by providing explicit instruction in phonics, and spelling that demonstrate a research-based progression with increased complexity.		
	Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of skills.		
	Materials provide frequent instructional opportunities for students to practice and achieve reading fluency in order to read with purpose and understanding.		
STOP	Only continue to stage 2 in Foundational Standards if Stage 1 nonnegotiables each received a rating of 3		
STAGE 2	Materials provide opportunities for students to practice and and review elements taught (phonics, decoding, encoding), including both words in isolation and application in reading and writing.		
	Materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin roots, and syllabication patterns).		
	Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught.		
	Spelling patterns are taught one at a time and not all at once or in a non-systematic manner.		
Criterion 4: Language Standards			
STAGE 1	Materials include an overall structure that reflects a gradual release of responsibility (I do, we do, you do) with a sufficient amount of scaffolding to support students' independent work.		

	Materials include a typical lesson structure that provides brief (no more than approximately 20 minutes in length), explicit, whole group instruction for foundational standards. The remainder of the lesson time includes one or more learning activities that provide students with the opportunity to apply the skill that was taught in the whole group lesson with teacher and, on a regular basis, opportunity to review and practice previously taught concepts. The learning activity (ies) should reflect the skill that was taught in a purposeful, meaningful way. This work occurs independently and in variations of partner, small group, and teacher-led small group/1:1.		
	Materials include a cohesive, year long plan for students to interact with and build vocabulary in and across complex texts.		
STOP	Only continue to stage 2 in Language Standards if Stage 1 nonnegotiables each received a rating of 3		
STAGE 2	Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example, quizzed, whined, and stammered) and that are basic to a particular topic (for example, wildlife, conservation, and endangered when discussing animal preservation).		
	Materials include instruction for students to determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-appropriate reading and content, choosing flexibly from a range of strategies.		
	Explicit instruction in morphology is provided with numerous opportunities for students to read and write words with these morphemes.		
	There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence.		
	Patterns taught for decoding are practiced in spelling/encoding.		
	Extensive and recursive practice opportunities, not based on memorization, are provided to spell words both in isolation and in context.		
	Spelling instruction includes explicit instruction in vowel teams, variant vowels, and how morphology influences spelling.		
	Materials include a clear scope and sequence for explicit instruction of the grade-level grammar and usage standards, with opportunities for application in context.		
	Materials provide explicit grade level instruction for all the Language Standards.		
Criterion 5: Oracy/Speaking & Listening			
	Indicators	Rating	Evidence
STAGE 1	Materials support students' listening and speaking about what they are reading and researching with relevant follow-up questions and evidence. Materials support the development and use of oral communication skills		
STOP	Only continue to stage 2 in Speaking & Listening if Stage 1 nonnegotiables each received a rating of 3		
STAGE 2	Materials include opportunities to continue to build oral language and listening skills as students determine main ideas and supporting details, paraphrase, and summarize texts read.		
	Materials provide explicit opportunities to engage effectively in a range of collaborative discussions (one-on-one, peer-to-peer, small groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	Materials provide explicit opportunities to express comprehension through dialogue		
Criterion 6: Writing - AS APPLICABLE in Comprehensive programs			
	Indicators	Rating	Evidence
STAGE 1	Materials include an overall structure that reflects a gradual release of responsibility (I do, we do, you do) with a sufficient amount of scaffolding to support students' independent work.		

	<p>Materials include a typical lesson structure that provides brief (no more than approximately 20 minutes in length), explicit, whole group instruction for foundational standards.</p> <p>The remainder of the lesson time includes one or more learning activities that provide students with the opportunity to apply the skill that was taught in the whole group lesson with teacher and, on a regular basis, opportunity to review and practice previously taught concepts. The learning activity (ies) should reflect the skill that was taught in a purposeful, meaningful way. This work occurs independently and in variations of partner, small group, and teacher-led small group/1:1.</p>		
STOP	Only continue to stage 2 in Writing if Stage 1 nonnegotiables each received a rating of 3		
	Materials provide opportunities for students to write different text types (i.e., narrative, informative/explanatory, opinion) and for different purposes that are specific to Writing Standards 1-3 for each grade level.		
	Materials provide opportunities for students to revise, edit, and publish their writing, specific to Writing Standards 5 and 6 for each grade level.		
	Materials include extensive practice with short, focused research projects that allow students to have multiple experiences with the research process throughout the year and facilitate development of the ability to conduct research independently.		
	Materials provide instruction in different text structures (for example, sequence, comparison, contrast, and cause/effect) and place a focus on argument and informative writing based on texts with these structures.		
	Materials provide opportunities for writing to be 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.		
	The writing process (i.e., planning, drafting, revising, editing, publishing) is explicitly taught and practiced.		
	Materials include activities that provide opportunities to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
	<u>*Materials provide explicit instruction for all of the grade-level standards in the area of Writing (i.e., Writing Standards on page 15).</u>		