

6-8 Curriculum Rubric	Stage 3 of finalist curriculum will include in-depth materials review and usability review items	Rubric Sources: EdReports, IES, The Reading League				
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.					
	<p>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:</p> <p>*Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands</p> <p>*Quantitative evaluation of the text: Readability measures and other scores of text complexity</p> <p>*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)</p>					
STOP	Only continue to stage 2 (in TQ&C) 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 markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.					
	Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.					
Criterion 2: Comprehension Skills & Reading Standards for Literature & Information						
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 in a <i>purposeful, meaningful way</i> . This work occurs independently and in variations of partner, small group, and teacher-led small group/1:1.					
	Materials provide a balance of texts and instructional time for literary and informational texts					
	Materials support review of previously taught concepts, extended practice, and independent application of skills.					
	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 Lit. & Info.) 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 [Adol practice guide, Rec. 2].		
	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.: 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 opportunities to delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
	Materials provide opportunities to analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
	Materials provide opportunities to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
	Materials are designed with activities for students to write about what they read in both literary and informational text (for example, summaries, reactions, analysis or interpretation of text, notes, and ask/answer questions)		
	Materials provide opportunities to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*		
	Materials provide explicit opportunities to engage effectively in a range of collaborative discussions (one-on-one, in 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 instruction for all of the grade level standards in the area of Comprehension		

Criterion 3: Components to Support Vocabulary & Oracy

STAGE 1:	Materials include a cohesive, year long plan for students to interact with and build vocabulary in and across complex texts.		
	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 support the development and use of oral communication skills		

	Materials provide texts that support frequent review of previously taught morphology 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 Language Standards) if Stage 1 nonnegotiables each received a rating of 3		
STAGE 2:	Materials provide students with consistent structures to use when learning, studying, and practicing new words.		
	Materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin roots, and syllabication patterns).		
	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		
	Materials provide opportunities to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and to analyze how specific word choices shape meaning or tone.		
	Materials provide opportunities to make connections between a new word and other known words, to relate the word to experiences, to differentiate between correct and incorrect uses of the word, and to generate and answer questions that include the word		

Criterion 4: Speaking & Listening

STAGE 1:	Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) 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 use multimedia and technology to support and engage students in understanding and verbally expressing details and themes in a text.		
	Materials provide explicit opportunities to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.		

Criterion 5: Components to Support Writing (AS APPLICABLE in comprehensive programs for 6th grade only)

	Indicators	Rating	Evidence
STAGE 1:	Materials provide the opportunity to write arguments, informational, and narrative texts		
	Materials provide opportunities and instruction for writing outside of writing as a response to reading.		
	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		
STAGE 2:	<p>Materials include a typical lesson structure that provides brief (no more than approximately 20 minutes in length), explicit, whole group instruction in grammar and functions. 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.</p>		
	<p>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.</p>		
	<p>Models and graphic organizers are provided when appropriate to support composition and promote executive functioning.</p>		
	<p>The writing process (i.e., planning, revising, editing) is explicitly taught and practiced.</p>		
	<p>Materials include a clear scope and sequence for explicit instruction of the grade-level grammar and usage standards, with opportunities for application in context.</p>		
	<p>Conventions of print, grammar, and syntax (i.e., sentence structure) are taught explicitly in the context of writing including sentence reduction and sentence combining.</p>		
	<p>Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.</p>		