

WORKING DRAFT		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) STAGE 2: Literacy Standards			Indicates Nonnegotiable Indicator			
Criterion 1: Text Quality and Text Complexity (Grades K-2)						
	Indicators	Rating	Evidence			
STAGE 1	Anchor texts are of high quality, worthy of careful reading, and consider a range of student interests. *This does not include decodables. See Phonics and Word Recognition for decodables indicator.					
	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)					
Criterion 2: Print Concepts and Letter Recognition (Alphabet Knowledge) (Grades K-1 only)						
	Indicators	Rating	Evidence			
STAGE 1	Materials include an overall structure that reflects a gradual release of responsibility (I do, we do, you do) with sufficient scaffolding to support students’ independent work.					
	Materials include a typical lesson structure that provides brief (no more than approximately 10 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 purposeful, meaningful way. 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.					
STOP	Only continue on to Stage 2 in Print Concepts and Letter Recognition if Stage 1 nonnegotiables each receive a rating of 3.					

STAGE 2	Materials provide explicit instruction for letter identification of all 26 letters (uppercase and lowercase). The materials engage students in sufficient practice of letter identification and embed practice in meaningful use to develop students' letter knowledge. (K)		
	Materials provide explicit instruction to print and to practice forming the 26 letters (uppercase and lowercase). (K-1)		
	Materials provide explicit instruction for all of the grade level standards in the area of Print Concepts (i.e., Foundational Skills Standard 1 for grades K and 1 on page 15). The materials provide cumulative review of print concepts, letter identification, and printing letters. (K-early Grade 1)		
Criterion 3: Phonological Awareness (Grades K-2)			
	Indicators	Rating	Evidence
STAGE 1	Materials include an overall structure that reflects a gradual release of responsibility (I do, we do, you do) with sufficient scaffolding to support students' independent work.		
	Materials include a typical lesson structure that provides brief (no more than approximately 10 minutes in length), explicit, whole group instruction for phonological awareness. 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 review of previously taught concepts, extended practice, and independent application of skills.		
STOP	Only continue on to Stage 2 in Phonological Awareness if Stage 1 nonnegotiables each receive a rating of 3.		
STAGE 2	Phonological awareness instruction follows a progression to develop phonological awareness (e.g., syllables, rhyming, alliteration, onset and rime), and instruction follows a developmental progression - for example, phoneme isolation (first, final, and medial sounds), blending, segmentation, and phoneme deletion; use with tiles then with letters/graphemes as students become more skilled.		
	Materials provide explicit instruction in phonological awareness through systematic modeling, and the materials have daily opportunities for students to engage in phonological awareness activities, including practice and review, in context and in isolation.		
	Materials provide explicit instruction for all of the grade level standards in the area of Phonological Awareness (i.e., Foundational Skills Standard 2 for grades K and 1 on page 15).		
Criterion 4: Phonics and Word Recognition (Grades K-2)			
	Indicators	Rating	Evidence
STAGE 1	Materials include an overall structure that reflects a gradual release of responsibility (I do, we do, you do) with sufficient scaffolding to support students' independent work.		

	<p>Materials include a typical lesson structure that provides brief (no more than approximately 10 minutes in length), explicit, whole group instruction for phonics and word recognition.</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>						
	<p>Materials provide explicit instruction that reflect a grade level's standards in the area of Phonics and Word Recognition (i.e., Foundational Skills Standard 3 for grades K-2 on page 16). The instruction progresses from simple to more complex concepts.</p>						
	Materials support review of previously taught concepts, extended practice, and independent application of skills.						
	Materials provide sufficient amount of practice in decoding words in isolation and in decodable text to allow practice of phonic skills.						
STOP	Only continue on to Stage 2 in Phonics and Word Recognition if Stage 1 nonnegotiables each receive a rating of 3.						
STAGE 2	Materials support instruction that teaches students how to blend letters to write/spell and decode common sound-spelling patterns of English in an explicit, sequential fashion (for example CV, CVC words containing digraphs, and vowel teams).						
	Materials include frequent practice opportunities for students to decode words that consist of common and newly-taught sound and spelling patterns and provide opportunities for students to review previously taught phonics skills (i.e., in decodable texts, in isolation).						
	Materials explicitly teach word analysis strategies (e.g., phoneme/grapheme recognition, syllabication, prefixes/suffixes, prounouncable word parts, morpheme analysis) based on the requirements of the standards and provide students with frequent practice opportunities to apply word analysis strategies.						
	Materials include systematic instruction of high-frequency words and opportunities to practice reading of regular and irregular high-frequency words to develop automaticity, in isolation and in context.						
Criterion 5: Fluency (Grades K-2)							
	Indicators	Rating	Evidence				
STAGE 1	Materials include an overall structure that reflects a gradual release of responsibility (I do, we do, you do) with sufficient scaffolding to support students' independent work.						
	<p>Materials include a typical lesson structure that provides brief (no more than approximately 10 minutes in length), explicit, whole group instruction for fluency.</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>						

	Materials support review of previously taught concepts, extended practice, and independent application of skills.		
	Materials include a sufficient number of texts that allow students to read a variety of texts daily with and without feedback to support accuracy, fluency, and comprehension.		
	Materials include texts for students to learn and practice self-monitoring as they read and to self-correct reading errors when they occur.		
	Materials provide teachers opportunities to model fluent reading and to scaffold and give feedback as students read orally in order to foster accurate and efficient word identification.		
STOP	Only continue on to Stage 2 in Fluency if Stage 1 nonnegotiables each receive a rating of 3.		
STAGE 2	Materials provide opportunities for students to engage in decoding practice focused on accuracy and automaticity in K and Grade 1.		
	Instructional opportunities are built into the materials for systematic, evidence-based, explicit instruction in fluency. (Grades 1-2)		
	Varied and frequent opportunities are built into the materials for students to engage in supported practice to gain oral reading fluency beginning in mid-Grade 1 and through Grade 2 (once accuracy is secure).		
	Materials provide teacher guidance to support students as they confirm or self-correct errors (Grades 1-2) and emphasize reading for purpose and understanding.		
	Materials provide explicit instruction for all of the grade level standards in the area of Fluency (i.e., Foundational Skills Standard 3 for grades K-2 on page 16).		
Criterion 6: Reading Standards for Literature and Information (Grades K-2)			
	Indicators	Rating	Evidence
STAGE 1	Materials include an overall structure that reflects a gradual release of responsibility (I do, we do, you do) with sufficient 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 reading standards for literature and information. 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 frequent review of previously taught concepts, extended practice, and independent application of phonics 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 on to Stage 2 in Reading Standards for Literature and Information if Stage 1 nonnegotiables each receive a rating of 3.		

STAGE 2	Materials cultivate students' abilities to ask and answer questions based on the text.		
	Materials provide opportunities for reading comprehension strategies (e.g., asking and answering questions, making inferences, summarizing) to be taught via gradual release of responsibility (i.e., I do, we do, you do) 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 explicit opportunities for students 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 include a sufficient number of texts that allow students to read a variety of texts daily with and without feedback to support accuracy, fluency, and comprehension.		
	Materials include texts for students to learn and practice self-monitoring as they read and to self-correct reading errors when they occur.		
	Texts are provided for read-alouds that are above the instructional level in complexity and guidance. These texts are used to conduct multiple read-alouds for the purpose of building vocabulary and reading comprehension with text-specific questions.		
	Materials provide explicit instruction for all of the grade level standards in the areas of Reading for Literature and Information (i.e., RL and RI Standards 1-10 on pages 10-13).		
Criterion 7: Writing (Grades K-2) - 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 sufficient scaffolding to support students' independent work.		
	Materials include a typical lesson structure that provides brief (no more than approximately 15 minutes in length), explicit, whole group instruction for writing 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 frequent review of previously taught concepts, extended practice, and independent application of skills.		
STOP	Only continue on to Stage 2 in Writing if Stage 1 nonnegotiables each receive a rating of 3.		
STAGE 2	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 provide opportunities for students to do research and present their knowledge, specific to Writing Standards 7-9 for each grade level.		
	Materials include sufficient time for modeling, planning, and brainstorming ideas orally before drafting.		
	The writing process (i.e., planning, drafting, revising, editing, and publishing) is explicitly taught and practiced.		
	Models and graphic organizers are provided, when appropriate, to support composition and promote executive functioning.		
	Materials provide opportunities for students to write about what they read in both literary and informational texts (summaries, reactions, analysis or interpretation of text, notes, ask/answer questions, opinions, explanations, narratives) including words introduced in reading instruction.		
	Materials provide explicit instruction for all of the grade level standards in the area of Writing (i.e., Writing Standards on page 15).		
Criterion 8: Language (Grades K-2)			
	Indicators	Rating	Evidence
STAGE 1	Materials include an overall structure that reflects a gradual release of responsibility (I do, we do, you do) with sufficient scaffolding to support students' independent work.		
	Materials include a typical lesson structure that provides brief (no more than approximately 10 minutes in length), explicit, whole group instruction for language 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 frequent review of previously taught concepts, extended practice, and independent application of skills.		
STOP	Only continue on to Stage 2 in Language if Stage 1 nonnegotiables each receive a rating of 3.		
STAGE 2	There is a clear scope and sequence for teaching conventions of English that progresses from simple to complex concepts (Language Standards 1-2).		
	There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence and reflecting Language Standard 2 for each grade level.		
	Materials provide opportunities for students to practice the conventions of standard English (e.g., complete sentences, spelling, grammar, punctuation, capitalization, etc.) in the context of writing that are specific to Language Standards 1-2 for each grade level and progress from simple to complex concepts.		
	Materials include activities to engage students in conversations that support comprehension of inferential and narrative language and word knowledge using narrative and informational texts.		
	Materials provide the opportunity to teach vocabulary by making connections between a new word and other known words, by relating the word to their own experiences, by differentiating between correct and incorrect uses of the word, and by generating and answering questions that include the word.		

	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 include instruction for students to understand relationships and nuances in word meanings (shades of meaning).		
	Materials provide extensive opportunities, not based on memorization, for students to demonstrate understanding of vocabulary words both in isolation and in context.		
	Materials provide extensive and recursive opportunities, not based on memorization, for students to spell words both in isolation and in context.		
	Materials provide explicit instruction for all of the grade level standards in the area of Language (i.e., Language Standards on pages 26-27).		
Criterion 9: Oracy/Speaking and Listening (Grades K-2)			
	Indicators	Rating	Evidence
	Materials provide explicit opportunities for students 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 support the development and use of oral communication skills.		
	Materials provide explicit instruction for all of the grade level standards in the area of Speaking and Listening (i.e., Speaking and Listening Standards on page 23).		
Criterion 10: Handwriting (Grades K-2)			
	Indicators	Rating	Evidence
STAGE 1	There is explicit instruction related to handwriting (e.g., letter formation, posture, grip), and there are opportunities for cumulative practice. (Language Standard 1 for grades K-1).		
STOP	Only continue on to Stage 2 in Handwriting if Stage 1 nonnegotiables each receive a rating of 3.		
STAGE 2	Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning (Language Standard 1 for grades K-1).		