Literacy Curriculum Evaluation Rubric
A.   Materials Review - Instructional Materials

River Trails
SCHOOL DISTRICT 26

Curriculum Components	Yes	No	Evidence
A.1.ELA: The curriculum provides a coherent plan for literacy development from early kindergarten through sixth grade.	❏	❏	
A.2.ELA: The curriculum shows evidence of alignment with the Illinois Learning Standards for English Language Arts.	❏	❏	
A.3.ELA: The curriculum shows evidence of alignment with the seven components of the Illinois Comprehensive Literacy Framework (oracy, phonological awareness, word recognition, fluency, vocabulary, comprehension, writing)	❏	❏	
A.4.ELA: The curriculum shows evidence of resources and strategies for differentiating instruction to meet the diverse needs of students.	❏	❏	
A.5.ELA: The curriculum shows evidence of incorporating a diverse range of reading materials (text, multimedia resources, interactive tools) to support literacy and provide multiple ways for students to engage.	❏	❏	
A.6.ELA: The curriculum shows evidence of students being offered choice of materials/projects/ways to express and share their personal experiences through written and spoken language.	❏	❏	

Curriculum Components	Yes	No	Evidence
A.7.ELA: The curriculum appears to guide educators on using assessment data to adjust instruction and improve student outcomes.	❏ Oracy ❏ Phonological Awareness ❏ Word Recognition ❏ Fluency ❏ Vocabulary ❏ Comprehension ❏ Writing	❏ Oracy ❏ Phonological Awareness ❏ Word Recognition ❏ Fluency ❏ Vocabulary ❏ Comprehension ❏ Writing	
A.8.ELA: The curriculum appears to include integrated, aligned assessments to monitor student progress in the seven components of literacy.	❏ Oracy ❏ Phonological Awareness ❏ Word Recognition ❏ Fluency ❏ Vocabulary ❏ Comprehension ❏ Writing	❏ Oracy ❏ Phonological Awareness ❏ Word Recognition ❏ Fluency ❏ Vocabulary ❏ Comprehension ❏ Writing	

Literacy Curriculum Evaluation Rubric
B. PILOT - Instructional Materials

River Trails
SCHOOL DISTRICT 26

Curriculum Components	Yes	No	Evidence
B.1.ELA: The curriculum provides a coherent plan for literacy development from early kindergarten through sixth grade.	❏	❏	
B.2.ELA: The curriculum **is** aligned with the Illinois Learning Standards for English Language Arts.	❏	❏	
B.3.ELA: The curriculum shows evidence of alignment with the seven components of the Illinois Comprehensive Literacy Framework (oracy, phonological awareness, word recognition, fluency, vocabulary, comprehension, writing)			**SEE ADDITIONAL PAGES**
B.4.ELA: The curriculum **has** resources and strategies for differentiating instruction to meet the diverse needs of students.	❏	❏	
B.5.ELA: The curriculum **has** a diverse range of reading materials (text, multimedia resources, interactive tools) to support literacy and provide multiple ways for students to engage.	❏	❏	
B.6.ELA: The curriculum **allows** students choice of materials/projects/ways to express and share their personal experiences through written and spoken language.	❏	❏	

Literacy Curriculum Evaluation Rubric
B. PILOT - Instructional Materials - ORACY

Curriculum Components	Yes	No	Evidence
B.3.ELA: The curriculum shows evidence of the seven components of the Illinois Comprehensive Literacy Framework (oracy, phonological awareness, word recognition, fluency, vocabulary, comprehension, writing)	❑	❑	

Oracy Strand	What It Means	Example Practices
Physical voice, gesture, posture, tone	How students use their voice and body to communicate meaning.	Using gestures • Presenting • Storytelling • Retelling • Role playing • Video recording with reflection (self-awareness of delivery)
Linguistic vocabulary, grammar, rhetorical devices	The words, sentence structures, and language choices used to communicate clearly.	Modeling academic vocabulary • Sentence starters/stems • Claim–Evidence–Reasoning responses • Open-ended questions • Word games
Cognitive content, reasoning, structuring talk	How students develop, organize, and share their thinking through talk.	Think-pair-share • Debates • Problem-based learning • Oral planning before writing • Time to reflect on prompts • Math talks • Storytelling (structuring narrative)
Social & Emotional listening, turn-taking, confidence, collaboration	How students interact with others, build confidence, and develop listening and collaboration skills.	Book clubs • Fishbowl discussion • Morning meetings • Partner listening activities • Using podcasts and audiobooks • Playful learning • Setting expectations for group talk • Accountable talk • Modeling and feedback of what we say and how we say it

Literacy Curriculum Evaluation Rubric
B. PILOT - Instructional Materials - PHONOLOGICAL AWARENESS

Curriculum Components	Yes	No	Evidence
B.3.ELA: The curriculum shows evidence of the seven components of the Illinois Comprehensive Literacy Framework (oracy, phonological awareness, word recognition, fluency, vocabulary, comprehension, writing)	❑	❑	

Phonological Awareness Strands	What It Means	Example Practices
Auditory & Listening Skills	How students tune in to, distinguish, and manipulate sounds in spoken language before connecting them to print. These foundational listening skills support all other phonological awareness development.	Listening games • poetry/song (use or create) • Rhythm and rhyme • Game play • Incorporating sounds from students' native languages
Phoneme-Level Skills	How students isolate, identify, and manipulate the smallest units of sound in spoken words (phonemes). These skills form the building blocks of decoding and encoding.	Elkonin boxes • Word ladders • Word mapping • Categorizing/sorting sounds • Playing with words • Compare and contrast sounds • Sound walls (with mirrors for articulation practice)
Connecting Sounds to Print	How students link oral sound knowledge to letters, symbols, and written words, supporting phonics development.	Connection of sound to print • Pictures/visuals for sound (not word) • Use of manipulatives • Multisensory routines (tapping, tracing, movement)

Literacy Curriculum Evaluation Rubric
B. PILOT - Instructional Materials - WORD RECOGNITION

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SCHOOL DISTRICT 26

Curriculum Components	Yes	No	Evidence
B.3.ELA: The curriculum shows evidence of the seven components of the Illinois Comprehensive Literacy Framework (oracy, phonological awareness, word recognition, fluency, vocabulary, comprehension, writing)	❏	❏	

Word Recognition Strands	What it Means	Example Practices
Phonological Awareness	Ability to hear, identify, and manipulate sounds in spoken language, especially phonemes (smallest units of sound). This is the foundation for decoding.	Phoneme to grapheme mapping • Word chains • More time on phoneme blending and segmentation
Decoding (Phonics)	Using knowledge of letter-sound relationships to read and spell words. Students "sound out" unfamiliar words by applying phonics patterns.	Decodable texts • Decodables aligned to phonics skill • Decoding is 1st approach • Decoding to encode • Modeling (decoding & encoding) • Word families • Word structure analysis (prefixes, suffixes, syllables, roots) • Word building • Sorting activities
Sight Recognition	Instantly recognizing familiar words without needing to decode. This develops with repeated practice and exposure until words are stored in memory.	Repeated reading • Lots of opportunities to practice • Environmental labels • Multisensory approach (songs, movement, tactile)

Literacy Curriculum Evaluation Rubric
B. PILOT - Instructional Materials - FLUENCY

River Trails
SCHOOL DISTRICT 26

Curriculum Components	Yes	No	Evidence
B.3.ELA: The curriculum shows evidence of the seven components of the Illinois Comprehensive Literacy Framework (oracy, phonological awareness, word recognition, fluency, vocabulary, comprehension, writing)	❏	❏	

Reading Fluency Strands	What it Means	Example Practices
Accuracy	Reading words correctly; relies on strong word recognition skills.	Rehearse difficult words • Modeling for accuracy • Teacher model then student rereads • Reread at instructional or independent level • Vocabulary building to enhance fluency
Automaticity / Rate	Reading smoothly and at an appropriate speed, freeing cognitive energy for comprehension. Automaticity focuses on smooth, confident reading rather than word-by-word decoding.	Focus on rate/accuracy/expression • Opportunity to practice • 1:1 fluency coaching • Scaffold fluency practice • Choice reading (just right books) • Partner reading
Prosody / Expression	Reading with expression, phrasing, and intonation to convey meaning and support comprehension. Prosody includes attention to punctuation, phrasing, and expression.	Modeling expressions (read aloud) • Echo or choral reading • Teacher model then student rereads • Variety of model readers • Family read aloud • Explicit instruction on types of sentences (. ? !) • Exposure to a variety of genres

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Curriculum Components	Yes	No	Evidence
B.3.ELA: The curriculum shows evidence of the seven components of the Illinois Comprehensive Literacy Framework (oracy, phonological awareness, word recognition, fluency, vocabulary, comprehension, writing)	❑	❑	

Vocabulary Strands	What it Means	Example Practices
Word Recognition **Word Knowledge**	Students learn to read, recognize, and pronounce words, including understanding spelling patterns, word parts, and morphology.	Use strategies: context clues, definitions, grammar, morphology • Teach morphology (word parts have meaning) • Word wall by content or morphology • Draw attention to new vocab (snap when you hear the word) • Offer word banks • TPR – using gestures
Meaning **Conceptual Understanding**	Students understand what a word means and how it is used in different contexts. Builds both receptive and expressive knowledge.	Preview vocab in text to create conceptual understanding • Student-friendly definitions • Show words in different contexts • Sort words by meaning • Explicit instruction of academic language • Include synonyms/antonyms/homonyms • Idioms • Explicitly connect to real life • Repeated exposure • Use read alouds to teach/reinforce vocabulary • Use graphic organizers – Frayer model • Teach morphology
Word Usage **Application**	Students can use words in speaking, writing, and comprehension tasks, strengthening retention and flexible use.	Encourage vocab use both spoken and written • Create opportunities to use vocab words with scaffolds • Directed play • Share vocab with families

Literacy Curriculum Evaluation Rubric
B. PILOT - Instructional Materials - COMPREHENSION

River Trails
SCHOOL DISTRICT 26

Curriculum Components	Yes	No	Evidence
B.3.ELA: The curriculum shows evidence of the seven components of the Illinois Comprehensive Literacy Framework (oracy, phonological awareness, word recognition, fluency, vocabulary, comprehension, writing)	❏	❏	

Comprehension Strands	What it Means	Example Practices
Background Knowledge	Connecting new information in the text to what students already know.	• Activate and build knowledge • Preteach to activate background knowledge • Sustained exploration of topics through themes • Read a wide variety of texts • Access to diverse texts
Language Structures	Understanding how sentences and grammar convey meaning. Includes syntax, cohesive devices, and figurative language.	•Teach language structures • Active listening • Teach figurative language
Verbal Reasoning (Higher-Order Thinking)	Using reasoning to go beyond the text—making inferences, asking questions, analyzing, and drawing conclusions.	•Get students asking questions • Vary the types of questions asked • Model thinking • Strategy instruction (how/when) • Teach annotation/close reading • Consider the reader, the text, and the task • Focus on comprehension before, during, and after reading
Literacy Knowledge	Recognizing how different texts are organized (narrative, informational) and applying knowledge of genres and features.	•Teach about reading genres •Teach text features • Teach text structures: Identify to apply •Teach signal words (first, next, because, however) • Use graphic organizers – familiar types • Discuss and write

Literacy Curriculum Evaluation Rubric
B. PILOT - Instructional Materials - WRITING

Curriculum Components	Yes	No	Evidence
B.3.ELA: The curriculum shows evidence of the seven components of the Illinois Comprehensive Literacy Framework (oracy, phonological awareness, word recognition, fluency, vocabulary, comprehension, writing)	❏	❏	

Writing Strands	What it Means	Example Practices
Critical Thinking	Generating, connecting, and expanding ideas; analyzing and synthesizing information to support writing.	• Collaborative activities • Write across content • Synthesis • Students analyze writing • Talk before, during, after writing task • Prewriting – talk it out • Teach process of writing • Goal setting
Syntax	Constructing clear, accurate, and varied sentences; applying grammar in context.	• Teach structure: sentences, paragraphs • Embedded grammar instruction • Sentence elaboration
Text Structure	Organizing ideas within paragraphs and across whole texts; applying patterns for different genres.	• Various genres of writing • Provide models • Integrate reading and writing
Writing Craft	Engaging the reader through purposeful word choice, style, tone, and creativity.	• Provide models • Students analyze writing (craft-focused)
Transcription	Accurately and fluently getting words onto the page through handwriting, spelling, and conventions.	• Automaticity of formation of letters • Writing rope – connect to phonics

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