

K – 2 Curriculum Materials Review: Foundational Skills for Reading

This tool is intended to be used with curricula that have been rated green in all three gate-ways by EdReports. The goal is to identify strengths and weaknesses of foundational reading skills within Tier I curriculum and help LEAs determine if additional instructional materials will be needed.

Components to Support Decoding and Word Recognition			
<u>Phonological</u> and <u>Phonemic</u> <u>Awareness</u>	<p>Phonological sensitivity: Students are taught that words are made of sounds, and those words can be broken down into increasingly smaller units of sound including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllables <input type="checkbox"/> Onset/rime <input type="checkbox"/> Phonemes 	<p>Phonemic awareness, the awareness of <i>single</i> speech sounds (phonemes), is practiced. Activities are done orally and include opportunities for students to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify phonemes in isolation <input type="checkbox"/> Blend phonemes to create words <input type="checkbox"/> Segment words into individual phonemes 	<p>Advanced phoneme manipulation skills are practiced. Activities are done orally and include opportunities for students to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Delete individual phonemes in words <input type="checkbox"/> Substitute individual phonemes in words
	<ul style="list-style-type: none"> <input type="checkbox"/> Phonological awareness is practiced until an understanding is reached <input type="checkbox"/> Students move to the phoneme level as soon as they are ready, usually in early Kindergarten 	<ul style="list-style-type: none"> <input type="checkbox"/> Phonemic awareness is practiced daily until automaticity is reached, usually in 1st or 2nd grade. <input type="checkbox"/> Students are assessed on their ability to identify first, final, and medial sounds within a word (e.g., single sounds in blends) 	<ul style="list-style-type: none"> <input type="checkbox"/> Advanced phoneme manipulation skills are practiced frequently until automaticity is reached, usually in 2nd grade or beyond.

Phonics	<p>Phonics skills are taught using an explicit, systematic scope and sequence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begins with consonants and short vowels <input type="checkbox"/> Teaches second sounds for consonants after students have automatized their first sounds <input type="checkbox"/> Teaches sound-symbol associations from simple to complex 	<p>Syllable types are taught from simple to complex:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Closed syllables (CVC) <input type="checkbox"/> Open, vowel-consonant-e, r-controlled and vowel team syllables (not necessarily in this order) <input type="checkbox"/> Consonant-le syllables <input type="checkbox"/> Rule breaker syllables 	<p>High Frequency words are taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> By attending to sound-symbol associations and not by memorizing whole words <input type="checkbox"/> Phonetically irregular high frequency words are taught by identifying the regularly spelled part and the irregularly spelled part explicitly taught (e.g., heart word approach, tricky word approach)
	<ul style="list-style-type: none"> <input type="checkbox"/> Phonics skills are taught one at a time at a reasonable pace beginning in Kindergarten <input type="checkbox"/> Phonics skills are practiced to automaticity <input type="checkbox"/> Phonics skills are frequently assessed and instruction adjusted based on need <input type="checkbox"/> Phonics instruction includes spiraling review 	<ul style="list-style-type: none"> <input type="checkbox"/> Syllable types are taught one at a time at a reasonable pace <input type="checkbox"/> Syllable types are learned and practiced to automaticity <input type="checkbox"/> Frequent informal assessments include decoding both real and pseudo-words of all syllable types in isolation <input type="checkbox"/> Syllable types instruction includes spiraling review 	<ul style="list-style-type: none"> <input type="checkbox"/> High frequency words are taught one at a time at a reasonable pace <input type="checkbox"/> The sound-symbol associations within high frequency words are practiced to automaticity <input type="checkbox"/> High frequency words instruction includes spiraling review
Encoding	<p>Speech-to-Print spelling instruction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are taught the variety of ways in which the 44 speech sounds of English can be written with graphemes (e.g., single letters, digraphs, trigraphs) 	<p>Spelling rules and generalizations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spelling generalizations (e.g., ai/ay, ou/ow, oi/oy) are explicitly taught <input type="checkbox"/> Spelling rules (e.g., rules when adding a suffix to a base word) are explicitly taught 	<p>Morphology informs spelling:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Morphology is used to explain common spelling patterns
	<ul style="list-style-type: none"> <input type="checkbox"/> Encoding skills are taught one at a time at a reasonable pace <input type="checkbox"/> Encoding skills are practiced to automaticity 	<ul style="list-style-type: none"> <input type="checkbox"/> Spelling rules and generalizations are taught one at a time at a reasonable pace <input type="checkbox"/> Spelling words and generalizations are practiced to automaticity 	<ul style="list-style-type: none"> <input type="checkbox"/> Morphemes are taught one at a time at a reasonable pace <input type="checkbox"/> Spelling practice includes multiple related words containing the morpheme taught

	<input type="checkbox"/> Encoding skills are assessed one concept at a time <input type="checkbox"/> Encoding instruction includes spiraling review	<input type="checkbox"/> Spelling rules and generalizations includes spiraling review	<input type="checkbox"/> Morphology instruction includes spiraling review
<u>Decodable Texts</u>	<input type="checkbox"/> Decodable texts are controlled to practice the sound-symbol correspondences that have been explicitly taught <input type="checkbox"/> Decodable texts included are aligned with the curriculum’s content <input type="checkbox"/> Reading fluency is assessed with decodable passages and places primary importance on word-level reading automaticity and accuracy		
	<input type="checkbox"/> Reading is practiced in decodable texts only (i.e., an absence of predictable or leveled texts) until students can accurately decode real and nonsense words of all syllable types		
Components to Support Language Comprehension			
<u>Morphology</u>	Materials include explicit instruction of common morphemes including: <ul style="list-style-type: none"> <input type="checkbox"/> Prefixes <input type="checkbox"/> Bases <input type="checkbox"/> Suffixes 		
	<input type="checkbox"/> Morphemes are learned and practiced to automaticity <input type="checkbox"/> Morphology instruction includes spiraling review		
<u>Syntax</u>	Materials include explicit instruction in: <ul style="list-style-type: none"> <input type="checkbox"/> Clauses <input type="checkbox"/> Sentence Structure <input type="checkbox"/> Cohesive Devices (e.g., pronoun referents, connectives, conjunctions) 		
	<input type="checkbox"/> Syntactic elements are learned and practiced to automaticity <input type="checkbox"/> Syntax instruction includes spiraling review		
Additional Components to Support Language Comprehension with Evidence Provided by EdReports			
<u>Component</u>	Evidence from EdReports		Curriculum Rating
<u>Vocabulary</u>	Indicator 1i. Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.		<input type="checkbox"/> Green <input type="checkbox"/> Orange <input type="checkbox"/> Red
	Indicator 2a. Texts are organized around a topic or topics to build students' knowledge and vocabulary which will over time support and help grow students’ ability to comprehend complex texts independently and proficiently.		<input type="checkbox"/> Green <input type="checkbox"/> Orange <input type="checkbox"/> Red
	Indicator 2e. Materials include a cohesive, year-long plan for students to interact and build key academic vocabulary words in and across texts.		<input type="checkbox"/> Green <input type="checkbox"/> Orange

		<input type="checkbox"/> Red
	Indicator 2f. Materials contain writing tasks and instruction which support students in building and communicating substantive understanding of topics and texts.	<input type="checkbox"/> Green <input type="checkbox"/> Orange <input type="checkbox"/> Red
<u>Background Knowledge</u>	Indicator 1a. Anchor texts (including read aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.	<input type="checkbox"/> Green <input type="checkbox"/> Orange <input type="checkbox"/> Red
	Indicator 2a. Texts are organized around a topic or topics to build students' knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.	<input type="checkbox"/> Green <input type="checkbox"/> Orange <input type="checkbox"/> Red
	Indicator 2g. Materials include a progression of focused shared research and writing projects to encourage students to develop knowledge and understanding of a topic using texts and other source materials.	<input type="checkbox"/> Green <input type="checkbox"/> Orange <input type="checkbox"/> Red
<u>Grammar</u>	Indicator 1n. Materials include explicit instruction of the grammar and conventions/language standards for the grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	<input type="checkbox"/> Green <input type="checkbox"/> Orange <input type="checkbox"/> Red
<u>Syntax</u>	Indicator 1i. Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.	<input type="checkbox"/> Green <input type="checkbox"/> Orange <input type="checkbox"/> Red
<u>Complex Texts</u>	Indicator 1b. Materials reflect the distribution of text types and genres required by the standards at each grade level.	<input type="checkbox"/> Green <input type="checkbox"/> Orange <input type="checkbox"/> Red
	Indicator 1c. Texts (including read aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what students can read independently.	<input type="checkbox"/> Green <input type="checkbox"/> Orange <input type="checkbox"/> Red
	Indicator 1d. Materials support students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (leveled readers and series of texts should be at a variety of complexity levels).	<input type="checkbox"/> Green <input type="checkbox"/> Orange <input type="checkbox"/> Red
	Indicator 1f. Anchor and supporting texts provide opportunities for students to engage in a range and volume of reading to achieve grade level reading proficiency.	<input type="checkbox"/> Green <input type="checkbox"/> Orange <input type="checkbox"/> Red