

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 | | | |
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| <u>Phonological Awareness</u> | <p>Phonological awareness activities for larger units of words are present. Activities are done orally, without the presence of letters, and include opportunities for students to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify syllables, onsets, and rimes in isolation <input type="checkbox"/> Blend syllables or onset/rime pairs to create words <input type="checkbox"/> Segment syllables within a word <input type="checkbox"/> Segment onsets from rimes within words | <p>Phonemic awareness, the awareness of <i>single</i> speech sounds (phonemes), is practiced. Activities are done orally and without the presence of letters, 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 without the presence of letters, 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 |
| <u>Phonics</u> | <p>Phonics skills are taught in a logical progression:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beginning with consonants and short vowels <input type="checkbox"/> Second sounds for consonants are taught after students have automatized their first sounds <input type="checkbox"/> Curriculum includes teaching 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 by attending to sound-letter associations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regularly spelled high frequency words are taught within the scope and sequence of the phonics instruction <input type="checkbox"/> Phonetically irregular high frequency words are taught by identifying the regularly spelled part and the irregularly spelled part is the focus of instruction |
| <u>Encoding</u> | <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) | <ul style="list-style-type: none"> <input type="checkbox"/> Spelling rules and generalizations are explicitly taught (e.g., rules when adding a suffix to a base word) | <ul style="list-style-type: none"> <input type="checkbox"/> Morphology is used to explain common spelling patterns |

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| <u>Decodable Texts</u> | <input type="checkbox"/> Decodable texts are controlled to contain words in which the sound-symbol correspondences have been explicitly taught <input type="checkbox"/> Decodable texts included are aligned with the curriculum’s content |
| <u>Fluency</u> | <input type="checkbox"/> Fluency instruction begins by applying phonemic awareness and phonics skills to first build word-reading automaticity and accuracy before moving to rate and prosody |
| <u>Assessment</u> | <input type="checkbox"/> Weekly informal phonics assessments include decoding both real and pseudo-words in isolation <input type="checkbox"/> Assessments are designed to be used in a diagnostic-prescriptive manner |

Components to Support Language Comprehension

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| <u>Vocabulary</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 |
| <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 Ties |

Additional Components to Support Language Comprehension with Evidence Provided by EdReports

| <u>Component</u> | <u>Evidence from EdReports</u> | <u>Curriculum Rating</u> |
|------------------------------------|--|---|
| <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 |

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| | 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 |