



Center on Teaching and Learning
College of Education, University of Oregon

A Consumer's Guide to Analyzing a Core Reading Program

Grades K-3: A Critical Elements Analysis

August, 2006

Deborah C. Simmons, Ph.D.
Texas A&M University
Edward J. Kame'enui, Ph.D.
University of Oregon

The selection and adoption of an effective, research-based core reading program in the primary grades is a critical step in the development of an effective school wide reading initiative. The investment in identifying a core program that aligns with research and fits the needs of learners in your school will reap long-term benefits for children's reading acquisition and development.

A critical review of reading programs requires objective and in-depth analysis. For these reasons, we offer the following recommendations and procedures for analyzing critical elements of programs. First, we address questions regarding the importance and process of a core program. Following, we specify the criteria for program evaluation organized by grade level and reading dimensions. Further, we offer guidelines regarding instructional time, differentiated instruction, and assessment. We trust you will find these guidelines useful and usable in this significant professional process.

1. What is a core reading program?

A core reading program is the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. A core program should address the instructional needs of the majority of students in a respective school or district.

Historically, core-reading programs have been referred to as basal reading programs in that they serve as the "base" for reading instruction. Adoption of a core does not imply that other materials and strategies are not used to provide a rich, comprehensive program of instruction. The core program, however, should serve as the primary reading program for the school and the expectation is that all teachers within and between the primary grades will use the core program as the base of reading instruction. Such programs may or may not be commercial textbook series.

2. Why adopt a core reading program?

In a document entitled "Teaching Reading is Rocket Science," Louisa Moats (1999) articulated the complexities of carefully designed and implemented reading instruction. Teaching reading is far more complex than most professionals and laypersons realize. The demands of the phonologic, alphabetic, semantic, and syntactic systems of written language require a careful schedule and sequence of prioritized objectives, explicit strategies, and scaffolds that support students' initial learning and transfer of knowledge and skills to other contexts. The requirements of curriculum construction and instructional design that effectively move children through the "learning to read" stage to the "reading to learn" stage are simply too important to leave to the judgment of individuals. The better the core addresses instructional priorities, the less teachers will need to supplement and modify instruction for the majority of learners.

3. What process should be used to select a core reading program?

Ideally, every teacher involved in reading instruction would be involved in the review and selection of the core reading program. Realistically, a grade-level representative may be responsible for the initial review and reduce the "possible" options

to a reasonable number. At minimum, we recommend that grade-level representatives use the criteria that follow and then share those findings with grade-level teams.

Schools often ask whether the adoption should be K-6 or whether a K-3/4-6 adoption is advisable. Ideally, there would be consensus across grades K-6; however, it is imperative to give priority to how children are taught to learn to read. Therefore, kindergarten and first grades are critical grades and should be weighted heavily in adoption decisions. This may entail a different adoption for grades 4-6.

4. What criteria should be used to select a core reading program?

Few core reading programs have undergone the rigorous level of evaluation currently required to satisfy scientific standards of causal evidence (What Works Clearinghouse, 2002). Nonetheless, a converging body of scientific evidence is available and accessible to guide the development of primary-grade reading programs. We know from research the critical skills and strategies that children must acquire in order to become successful readers by grade 3 (National Reading Panel, 2000, National Research Council, 1998; NICHD, 1996, Simmons & Kameenui, 1998). Following, we specify criteria for reviewing critical elements of reading organized by grade.

Stage I: Is There Trustworthy Evidence of Program Efficacy?

Prior scientific studies of program efficacy should be a first-order criterion to identify the pool of possible core programs. Your review of programs should answer the following questions:

- _____ 1. Does the program have evidence of efficacy established through carefully designed experimental studies? (See standards specified by the What Works Clearinghouse).
- _____ 2. Does the program reflect current and confirmed research in reading?
- _____ 3. Does the program provide explicit, systematic instruction in the primary grades (K-3) on the following dimensions:
- phonemic awareness (grades K-1)
 - phonics and word analysis
 - fluency
 - vocabulary
 - comprehension (listening and reading)
- _____ 4. Was the program tested in schools and classrooms with similar demographic and learner profiles as your school?

If the answers to questions 1-4 are yes, you have evidence to indicate that if adopted and implemented faithfully, there is high probability the program will be effective.

If you can narrow your selection to programs with trustworthy evidence, proceed to Stage II for more comprehensive analysis.

If you cannot select a program because of a lack of prior evidence of efficacy, we recommend that you conduct an analysis of the components of the program. A lack of program efficacy should not exclude a program from consideration. Your analysis of critical elements, however, assumes greater importance.

A new generation of reading programs is currently finding its way into the marketplace; a generation of programs that holds great promise yet lacks evidence of efficacy. New programs often do not have adequate levels of evidence because large-scale, longitudinal evidence is costly and difficult to obtain. If programs lack established program efficacy, evaluate the program carefully and thoroughly according to following elements described in this guide.

**Stage II: A Consumer's Guide to Selecting a Core Program:
A Critical Elements Analysis**

A key assumption of a core program is that it will (a) address all grade-level content standards and (b) ensure that high priority standards are taught in sufficient depth, breadth, and quality that all learners will achieve or exceed expected levels of proficiency. All standards are not equally important. Our critical elements analysis focuses on those skills and strategies essential for early reading.

General Review Process

1. Scope of Review

Review each critical element for each grade.

2. Type of Review and Sampling Procedure

To gain a representative sample of the program, we recommend the following strategies:

- (a) Within lesson procedure (W) involves identifying the first day (lesson) in which a critical skill or strategy (e.g., letter sound correspondence, word reading, identifying main idea) is introduced and following that skill over a sequence of 2-3 days. Then, repeating the process to document evidence at two other points in time (e.g., middle/end of program) where new skills or strategies are introduced. In the evidence columns, document the lesson/unit number to reference the specific information you reviewed.

- (b) Scope and sequence procedure (SS) involves using the scope and sequence to identify the initial instruction in a skill or strategy area (e.g., phonemic awareness, fluency) and analyze how instruction progresses over time. Document progression in the evidence columns by indicating unit, lesson, section numbers you reviewed.

- (c) Skills trace procedure (ST) will be used for selected skills and is designed to provide in-depth analysis of the sequence and review schedule of instruction. (See attached description of the procedure.)

3. Documenting Evidence

On the review forms there is space to document specific information. Example information may include lesson number, particular skill/strategy introduced, etc.

4. Calculating Scores and Summarizing Findings

Criteria are calculated at the Critical Element level by grade and across Critical Elements by grade level. At the end of each critical element, tally the number of consistently, partially, and does not satisfy criterion scores.

5. Grade Level Design Features Analysis

At the end of each grade, there are 4-6 overarching items to assess the design, coherence, and systematic nature of instruction across lessons in the program. These items are intended to provide a big picture analysis.

Use the following criteria for each critical element:

● = Element consistently meets/exceeds criterion. Use this rating when the majority of lessons you review meet or exceed the criterion.

◐ = Element partially meets/exceeds criterion. Use this item when instruction meets the criterion in one instance but not in the other or when the instruction only partially satisfied the criterion.

○ = Element does not satisfy criterion.

When evaluating individual elements, slash (/) the respective circle that represents your rating (e.g., ●) or put an X in the box below the appropriate circle.

Type of Review

1. (*w*) = Within a sequence of lessons. A specified element is best analyzed by reviewing a particular lesson or a series of 2-3 successive lessons.
2. (*ss*) = Scope and sequence. A specified element is best analyzed by reviewing the program's scope and sequence.
3. (*st*) = Skills trace. A specified element is best analyzed by completing a skills trace over a series of 10 consecutive lessons.

Getting Started

1. Review the organization of the Consumer's Guide
 - a. Critical elements
 - b. Format for scoring and documenting evidence
 - c. Summary of sufficient and insufficient quality
2. Preview the items within a critical element (e.g., phonemic awareness, fluency) to provide an advance organizer.
3. For within (w) lesson items, identify "anchor" lessons you will use. For example, select lessons that teach critical skills. Select lessons that represent initial instruction. You will find you can use these anchor lessons to address many of the "w" items.
4. Be sure to document your reference points carefully. Include the grade level, unit number, lesson number, page number in case there is need to reconcile discrepant scores.
5. Cross reference what is reported in the scope and sequence by actually going to the lesson number in which skills/strategies are taught. Use the scope and sequence as a guide but not as a source.

CLASSIFICATION OF PROGRAM

Program Name: The Superkids Reading Program

Date of Publication: 2017

Publisher: Zaner-Bloser, Inc.

Reviewer Code: _____

1. _____ The program meets the following criteria for a comprehensive/core program and will be evaluated using the Consumer's Guide.

_____ Includes comprehensive materials for grades K-3.

_____ Provides instruction in each of the critical elements.

- _____ phonemic awareness
- _____ phonics and word analysis
- _____ fluency
- _____ vocabulary
- _____ comprehension

2. _____ The program does not meet the following criteria for a comprehensive/core program and will be evaluated using the Consumer's Guide (select all that apply).

_____ Includes comprehensive materials for grades K-3.

_____ Provides instruction in each of the critical elements.

- _____ phonemic awareness
- _____ phonics and word analysis
- _____ fluency
- _____ vocabulary
- _____ comprehension





3. _____ The program meets criteria for a supplemental or intervention program and will be reviewed for that purpose.

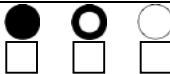
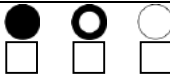
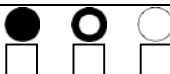
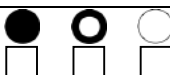
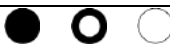
_____ Provides targeted instruction on specific skill (select all that apply).

- _____ phonemic awareness
- _____ phonics and word analysis
- _____ fluency
- _____ vocabulary
- _____ comprehension

K-2 Specify for which Grade/Age the program is appropriate.

Phonemic Awareness is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

Phonological and Phonemic Awareness Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
	1. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (<i>ss</i>)	Identify initial /k/ Unit 1, Lesson 1, p. 9	Phonemic Awareness: Segmenting words Unit 2, Lesson 5, pp. 23 (Reinforce)	Blend sounds to decode words (letter pairs) Unit 5, Lesson 4, pp. 17–18
	2. Teaches new phonemic awareness skills explicitly using multiple models. (<i>w</i>)	Identify initial /l/ Unit 7, Lesson 1, p. 7	Associate picture names with initial /l/ Unit 7, Lesson 1, p. 7	Listen for initial and final /l/ in “Lily’s Song” Unit 7, Lesson 3, p. 16
	3. Teaches phonemic awareness skills systematically. (<i>w</i>)	Identify /b/ Unit 14, Lesson 1, pp. 8–9	Associate picture names with /b/ Unit 14, Lesson 1, pp. 9–10	Give practice distinguishing between b/b/ and d/d/ Unit 14, Lesson 5, pp. 27–28
	4. Following teacher models, provides multiple opportunities for students to respond orally. (<i>w</i>)	Identify /r/ Unit 15, Lesson 1, p. 34	Listen and respond to “The R Song.”	Phonics Rr/r/ (Play the game Run, Rabbit, Run.)

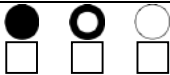

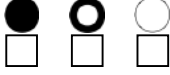
Phonological and Phonemic Awareness Instruction				
			Unit 15, Lesson 1, p. 35	Unit 15, Lesson 2, p. 41 (Reinforce)
	<p>5. Integrates letter-sound correspondence instruction to phonological awareness/phonemic awareness. (<i>w</i>)</p>	<p>Associate picture names with initial and medial /a/ Unit 4, Lesson 2, p. 11</p>	<p>Give phonemic awareness practice: Medial /a/ Unit 4, Lesson 5, p. 21</p>	<p>Teach phonics: Medial a/a/, o/o/ Unit 4, Lesson 5, p. 22</p>
	<p>6. In second half of kindergarten, focuses on segmentation or the combination of blending and segmentation. (<i>ss</i>)</p>	<p>Blend sounds to decode words Unit 14, Lesson 2, p. 14</p>	<p>Blending (Daily Routines) Unit 14, Lesson 3, p. 17</p>	<p>Give encoding practice Unit 15, Lesson 5, p. 52</p>
	<p>7. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (<i>ss</i>)</p>	<p>Decoding and encoding practice with ck/k/ Unit 21, Lesson 3, p. 16</p>	<p>Encode medial vowels in words Unit 22, Lesson 2, pp. 46–47</p>	<p>Listen for /ks/ at the end of a word Unit 23, Lesson 1, p. 7</p>
	<p>8. Focuses beginning instruction on the phonemic level of phonological units with short words (two to three phonemes; e.g., <i>at, mud, run</i>). (<i>ss</i>)</p>	<p>Teach vocabulary and phonemic awareness: /t/ (<i>Tic, Tac, Toc</i>) Unit 9, lesson 1, p. 6</p>	<p>Identify beginning sounds (<i>glup, six, toes, ten, do, two</i>) Unit 9, Lesson 2, p. 11</p>	<p>Give encoding practice for initial sounds (<i>dig, fit, sit, fast, fist, toss</i>) Unit 10, Lesson 2, p. 12</p>
				

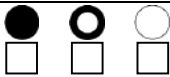
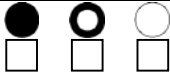
Phonological and Phonemic Awareness Instruction				
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>9. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (<i>w</i>)</p>	<p>Develop phonemic awareness: Final /p/ (tap a finger on the desk when they hear a final /p/) Unit 18, Lesson 2, p. 12</p>	<p>Blending races (use a toy car to blend sounds from left to right in nonsense syllables) Unit 20, Lesson 1, p. 49 (Reinforce)</p>	<p>Phonics: Initial letter-sounds (Play “Stand on the Letter” using large letters on the floor) Unit 22, Lesson 1, p. 44 (Reinforce)</p>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>10. Focuses first on the initial sound (<i>s</i>at), then on the final sound (<i>sa</i>t), and lastly on the medial sound (<i>sa</i>t) in words. (<i>ss</i>)</p>	<p>Give phonemic awareness practice: /g/ Unit 3, Lesson 1, p. 8</p>	<p>Teach phonemic awareness and phonics: Final g/g/ Unit 3, Lesson 4, p. 20</p>	<p>Teach phonemic awareness and phonics: Medial e/e/ Unit 11, Lesson 3, p. 16</p>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>11. Allocates appropriate amount of time on high priority phonemic awareness skills (e.g., initial sound, blending, segmenting, manipulating). (<i>w</i>) and (<i>ss</i>)</p>	<p>Identify rhyming words Unit 1, Lesson 5, pp. 25, 27</p>	<p>Review rhyme Unit 3, Lesson 4, pp. 19</p>	<p>Phonological Awareness (Clap if words rhyme) Unit 4, Lesson 1, p. 5 (Daily Routines: Informal Assessment)</p>

Kindergarten Phonemic Awareness Instruction
 Tally the number of elements with each rating.



Phonics is the ability to recognize words accurately, fluently, and independently and is fundamental to reading in an alphabetic writing system. For kindergarten students, critical skills include learning to associate sounds with letters, using those associations to decode and read simple words, and learning to recognize important nondecodable words.





Letter-Sound Association Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (<i>ss</i>)	Teach phonics: Initial Aa/a/ Unit 4, Lesson 1, p. 7	Teach phonics: Initial Ss/s/ Unit 6, Lesson 1, p. 7	Teach phonemic awareness and phonics: Zz/z/ Unit 24, Lesson 1, p. 32
	2. Explicitly models the introduction of the new sound of a letter prior to student practice and assessment. (<i>w</i>)	Teach phonemic awareness and phonics: Initial Ii/i/ Unit 8, Lesson 1, p. 7	Give decoding practice (Children match words to pictures.) Unit 8, Lesson 3, p. 15–16	Blending Unit 8, Lesson 5, p. 22 (Daily Routines: Informal Assessment)
	3. Incorporates frequent and cumulative review of taught letter sounds to automaticity. (<i>st</i>)	1. Teach phonemic awareness and phonics: Nn/n/ Unit 16, Lesson 1, p. 6 2. Teach vocabulary: on and in Unit 16, Lesson 2, p. 11	5. Decoding: Word Discrimination (including robin, ten, fan, button) Unit 16, Lesson 5, p. 25 (Reinforce) 6. Dictation (Write	8. Build vocabulary Preview decodable words from the story (mitten, lemon, lend, buttons) Unit 19, Lesson 3, p. 39 9. Blending (including


Letter-Sound Association Instruction				
		<p>3. Build vocabulary Preview decodable words from the story (<i>band, stand, tent</i>) Unit 16, Lesson 3, p. 15</p> <p>4. Blending (Words containing n) Unit 16, Lesson 4, p. 19 (Daily Routines: Informal Assessment)</p>	<p>words containing n) Unit 17, Lesson 1, p. 29</p> <p>7. Give encoding practice (Child writes m or n to complete words) Unit 17, Lesson 2, p. 35</p>	<p><i>man, men</i>) Unit 17, Lesson 4, p. 43 (Daily Routines: Informal Assessment)</p> <p>10. Give practice matching pictures with words (including lemon, buttons, ribbon, mitten) Unit 17, Lesson 5, p. 49</p>
	<p>4. Sequences the introduction of letter sounds in ways that minimize confusion (e.g., sequence /p/, /b/, /v/; /e/, /i/). (ss)</p>	<p>Teach phonics: Initial Gg/g/ Unit 3, Lesson 1, p. 7</p>	<p>Teach phonics: Initial Ff/f/ Unit 10, Lesson 1, p. 7</p>	<p>Teach phonemic awareness and phonics: Vv/v/ Unit 19, Lesson 1, p. 27</p>
	<p>5. Includes a few short vowels early in the sequence so that students can use letter-sound knowledge to segment and blend words. (ss)</p>	<p>Teach phonics: Initial Oo/o/ Unit 2, Lesson 1, p. 7</p>	<p>Teach phonics: Initial Aa/a/ Unit 4, Lesson 1, p. 7</p>	<p>Teach phonics: Medial a/a/, o/o/ Unit 4, Lesson 5, p. 22</p>

Kindergarten Letter-Sound Association Instruction

Tally the number of elements with each rating.



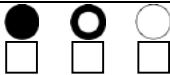

Decoding Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
	1. Provides explicit strategy for blending words. (<i>w</i>)	Teach blending (Letter pairs) Unit 5, Lesson 4, pp. 17–18	Give blending practice Unit 5, Lesson 4, pp. 18–19	Teach blending sounds to decode words Unit 5, Lesson 5, p. 21
	2. Provides multiple opportunities within lessons for students to blend and read words. (<i>w</i>)	Give practice discriminating sentences Unit 12, Lesson 5, p. 23	Give decoding practice (Game: “Hit the Gas”) Unit 12, Lesson 3, pp. 23–24	Reading and Writing: Form sentences Unit 12, Lesson 5, p. 25 (Reinforce)
	3. Introduces regular words for which students know all letter sounds. (<i>ss</i>)	Practice blending sounds to decode words Unit 5, Lesson 5, pp. 22–23	Give decoding practice Unit 8, Lesson 3, pp. 15–16	Give decoding practice Unit 13, Lesson 3, p. 15
	4. Provides sufficient guided practice in decodable word lists and short, controlled connected text for students to develop automaticity. (<i>w</i>) and (<i>ss</i>)	Guide reading and comprehension (Story: “Sal”) Unit 6, Lesson 4, pp. 19–20	Guide reading and comprehension (Story: “Tag”) Unit 9, Lesson 5, p. 22–24	Guide reading and comprehension (Story: “Tug”) Unit 13, Lesson 4, pp. 18–20




	<p>5. Introduces regular word types (e.g., VC, CV, or CVC) first in the sequence of decodable words. (<i>ss</i>)</p>	<p>Give encoding practice (<i>dog, Doc, odd</i>) Unit 5, Lesson 6, p. 25</p>	<p>Teach encoding: -ad family (<i>sad, glad</i>) Unit 7, Lesson 4, p. 19</p>	<p>Give decoding practice (<i>fat, flat, cat, fast, lost, lots</i>) Unit 10, Lesson 5, p. 24</p>
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Kindergarten Decoding Instruction

Tally the number of elements with each rating.

_____ ● _____ ○ _____ ○

Irregular Words Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
	<p>1. Introduces words of high utility (e.g., I, have, etc.). (<i>w</i>)</p>	<p>Teach the Memory Word <i>a</i> Unit 8, Lesson 4, p. 20</p>	<p>Teach Memory Word: <i>the</i> Unit 12, Lesson 3, pp. 15–16</p>	<p>Teach Memory Word <i>to</i> Unit 20, Lesson 2, p. 52</p>
	<p>2. Provides ample practice and review of words to develop automaticity. (<i>w</i>) and (<i>st</i>)</p>	<p>1. Teach Memory Word <i>of</i> and give decoding practice Unit 14, Lesson 3, p. 18</p> <p>2. Preview Memory Words and decodable words from the story (<i>of, the, a</i>) Unit 14, Lesson 4, p. 22</p> <p>3. Review Memory Word <i>of</i> Unit 14, Lesson 5, p. 28</p> <p>4. Handwriting (<i>Add lots of flags.</i>) Unit 15, Lesson 1, p. 33 (Daily Routines: Informal Assessment)</p>	<p>5. Preview Memory Words and decodable words from the story (<i>of, the, a</i>) Unit 15, Lesson 3, p. 43</p> <p>6. Comprehension: Matching pictures and sentences (<i>The crib has lots of dust; It has lots of rags; The rag has lots of dust.</i>) Unit 15, Lesson 4, p. 50 (Reinforce)</p> <p>7. Guide reading and comprehension (Story: “The Boss”) (<i>A stand is a lot of fuss; A band is a lot of fun!</i>) Unit 16, Lesson 3, p. 16</p>	<p>8. Give encoding practice (<i>lots of buttons</i>) Unit 17, Lesson 2, pp. 35–36</p> <p>9. Preview Memory Words and decodable words from the story (<i>no, of, I</i>) Unit 17, Lesson 3, p. 39</p> <p>10. Spelling: Memory Word for (<i>lots of buttons, globs of mud</i>) Unit 17, Lesson 4, p. 46 (Reinforce)</p>

	<p>3. Preteaches irregular words prior to using them in text. (<i>w</i>)</p>	<p>Preview Memory Words and decodable words from the play (<i>like, of, no</i>) Unit 21, Lesson 4, p. 20</p>	<p>Help children identify the pink Memory Word in the first sentence. (<i>like</i>) Unit 21, Lesson 4, p. 22</p>	<p>Preview Memory Words and decodable words from the play. (<i>like, likes</i>) Unit 21, Lesson 5, p. 24</p>
	<p>4. Limits # of words introduced within a lesson. (<i>w</i>)</p>	<p>Teach Memory Word <i>put</i> Unit 18, Lesson 2, p. 11</p>	<p>Writing: Sentences with <i>put</i> Unit 18, lesson 2, p. 13 (Reinforce)</p>	<p>Preview Memory Words and decodable words from the story (<i>put, the, of, no</i>) Unit 18, Lesson 3, p. 15</p>
	<p>5. Separates highly similar words (e.g., was/saw). (<i>w</i>) and (<i>ss</i>)</p>	<p>Teach Memory Word <i>was</i> Unit 24, Lesson 2, p. 37</p>	<p>Preview the Memory Word and decodable words from the story (<i>was</i>) Unit 24, Lesson 3, p. 41</p>	<p>Review Memory Words (<i>of, said, to, for, was</i>) Unit 24, Lesson 5, p. 50</p>


Kindergarten Irregular Words Instruction



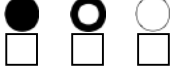
Tally the number of elements with each rating.



Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

Vocabulary Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Provides explicit instruction of specific concepts and vocabulary. (w)	Teach vocabulary and phonemic awareness <i>(coconut, casserole concoction, ingredients)</i> Unit 1, Lesson 1, p. 9	Build vocabulary by discussing Cass’s kitchen Unit 1, Lesson 2, p. 13	Vocabulary and Grammar: Cooking verbs Unit 1, Lesson 2, p. 15 (Reinforce)
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. Selects words that are highly useful for passage understanding and later learning. (w)	Build vocabulary using the illustration <i>(skiing, sledding, skateboarding, skating, walking on stilts, swimming swinging)</i> Unit 6, Lesson 1, pp. 6–7	Teach drawing conclusions (The answer to the riddle: sled) Unit 11, Lesson 5, p. 24	Build vocabulary and background for “Ed Slid” Unit 11, Lesson 5, pp. 24–25
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3. Explains meanings of words in everyday language. (w)	Discuss vocabulary from the text Unit 6, Lesson 6, p. 26	Teach vocabulary and phonemic awareness: /t/ Unit 9, Lesson 1, pp. 6–7	Teach vocabulary: Multiple-meaning words Unit 16, Lesson 4, p. 21

	<p>4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (<i>w</i>) and (<i>st</i>)</p>	<p>1. Teach position words (<i>top, middle, bottom</i>) Unit 1, Lesson 3, pp. 17–18</p> <p>2. Give practice with position words Unit 1, Lesson 3, p. 18</p> <p>3. Vocabulary: Position words Unit 1, Lesson 3, p. 19 (Reinforce)</p> <p>4. Review the concepts of top, middle, and bottom Unit 1, Lesson 5, p. 26 (Handwriting)</p>	<p>5. Review the concepts of top, middle, and bottom Unit 2, Lesson 3, p. 14 (Handwriting)</p> <p>6. Develop print and book awareness (<i>Then show them how they can flip the <u>top</u> or <u>bottom</u> half of a page and make odd animals that are a mix of two different animals.</i>) Unit 2, Lesson 7, p. 30</p> <p>7. Develop listening skills (<i>Then cut the page in half along the <u>middle</u> blue line. Cut along the green curving lines at the <u>top</u> and <u>bottom</u> of the two pieces.</i>) Unit 3, Lesson 5, p. 23 (Following oral directions)</p>	<p>8. Guide reading and comprehension (<i>Have children look at one frame at a time, going from left to right, <u>top to bottom</u> on page 8 and then doing the same on page 9.</i>) Unit 6, Lesson 4, p. 19 (Print and Book Awareness)</p> <p>9. Develop listening skills (<i>Find the two red dots at the <u>bottom</u> on one strip and place them over the <u>top</u> of the blue dots at the <u>top</u> of the other strip.</i>) Unit 8, Lesson 1, pp. 6–7 (Following oral directions)</p> <p>10. Teach vocabulary: Position words Unit 13, Lesson 1, pp. 6–7</p>
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	<p>5. Integrates words into sentences and asks students to tell the meanings of the words in the sentences. (<i>w</i>)</p>	<p>Use context clues Unit 4, Lesson 7, p. 29</p>	<p>Understand the meanings of homophones <i>dew</i> and <i>do</i> Unit 7, Lesson 6, p. 27</p>	<p>Understand multiple-meaning words Unit 18, Lesson 3, p. 16</p>
	<p>6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words). (<i>w</i>)</p>	<p>Build vocabulary using the illustration (<i>bakery</i>) Unit 14, Lesson 1, p. 9</p>	<p>Vocabulary: Neighborhood places (<i>neighborhood</i>) Unit 14, Lesson 1, p. 11 (Extend)</p>	<p>Teach the contraction <i>let's</i> Unit 14, Lesson 4, p. 22</p>
	<p>7. Reviews previously introduced words cumulatively. (<i>st</i>)</p>	<p>1. Review the Superkids Chart and add Golly (<i>Identify Cass and Oswald</i>) Unit 3, Lesson 1, p. 6</p> <p>2. Build vocabulary using the illustration (<i>Cass, Oswald, Doc, Alf, Sal, Golly</i>) Unit 6, Lesson 2, p. 10</p> <p>3. Identify Superkids' names Unit 8, Lesson 4, pp. 19–20</p>	<p>5. Discuss characters and setting (<i>Frits, Lily, Golly</i>) Unit 10, Lesson 3, p. 15</p> <p>6. Teach vocabulary: Position words (Children use position words to play a riddle game about the Superkids.) Unit 13, Lesson 1, pp. 6–7</p> <p>7. Review Memory Words: Superkids' names</p>	<p>8. Teach drawing and writing to tell about a favorite Superkid Writing Teacher's Guide Unit 13, Lesson 2, pp. 54–55</p> <p>9. Check comprehension (Children color paint buckets to match colors the Superkids have.) Unit 15, Lesson 4, p. 47</p> <p>10. Check</p>

		<p>4. Introduce story characters (<i>Tic, Sal, Cass, Tac, Lily, Doc, Toc, Golly</i>) Unit 9, Lesson 5, p. 22</p>	<p>Unit 13, Lesson 5, pp. 22–23</p>	<p>comprehension (Have children match the Superkids with the food they ate in the story.) Unit 18, Lesson 4, pp. 20–21</p>
<p>● □</p> <p>○ □</p> <p>○ □</p>	<p>8. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts. (<i>ss</i>)</p>	<p>Develop vocabulary (<i>fierce</i>) Unit 1, Lesson 8, p. 40</p>	<p>Understand vocabulary (<i>curious</i>) Super Smart Teacher’s Guide Unit 7, p. 57</p>	<p>Understand vocabulary (<i>fossils</i>) Super Smart Teacher’s Guide Unit 22, p. 81</p>

Kindergarten Vocabulary Instruction

Tally the number of elements with each rating.



Listening Comprehension: *The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard are the foundation of reading comprehension. Because many kindergarten children cannot yet read stories, it is imperative that they have frequent and rich opportunities to listen to and discuss stories and informational text that will extend their current understandings and vocabulary knowledge.*

Listening Comprehension				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Explicitly teaches critical comprehension strategies. (<i>w</i>) <ul style="list-style-type: none"> • Literal comprehension • Retelling, main idea 	Review animal facts and vocabulary (Oswald’s <i>Book of Odd Animals</i>) Unit 2, Lesson 3, p. 14	Identify main idea and details (“Fun Fish Facts”) Unit 10, Lesson 6, p. 30	Comprehension: Retell (<i>United States Presidents</i>) Super Smart Teacher’s Guide Unit 16, p. 29
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. Models and guides students through story structure (e.g., setting _____), thinking out loud as the elements are being identified. (<i>w</i>)	Recognize plot (“Gregory’s Green Goggles”) Unit 3, Lesson 6, p. 29	Understand characters (“Icky’s What Ifs”) Unit 8, Lesson 6, p. 28	Describe setting (“Just Plain Us”) Unit 13, Lesson 6, p. 27
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3. Strategically selects and reinforces critical vocabulary during story reading (connects with background knowledge and examples). (<i>w</i>) and (<i>ss</i>)	Develop vocabulary (<i>mysterious</i>) (“Oswald’s Special Surprise”) Unit 2, Lesson 8, p. 34	Build vocabulary and background (<i>plain, fancy</i>) (“A Bed for Coconut”) Unit 5, Lesson 7, p. 29	Build vocabulary and background (<i>include</i>) (“Tac, Toc, and Turtles”) Unit 9, Lesson 7, p. 30

<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>				
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<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>4. Provides plentiful opportunities to listen to and explore narrative and expository text forms and to engage in interactive discussion of the messages and meanings of the text. (<i>ss</i>)</p>	<p>Identify main topic (<i>Play Ball</i>) Super Smart Teacher’s Guide Unit 6, p. 51</p>	<p>Identify theme (“Hot Rod’s Sharing Solution”) Unit 12, Lesson 6, p. 30</p>	<p>Understand main topic (<i>Our 5 Senses</i>) Super Smart Teacher’s Guide Unit 17, p. 38</p>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>5. Focuses on only a few important story/text elements and introduces additional elements when the students can reliably identify those previously taught. (<i>w</i>)</p>	<p>Discuss genre, characters, and setting (“What Do Crocodiles Eat for Dinner?”) Unit 1, Lesson 8, p. 38</p>	<p>Introduce story characters (“Oswald’s Special Surprise”) Unit 2, Lesson 8, p. 33</p>	<p>Introduce story characters (“Icky’s What Ifs?”) Unit 8, Lesson 6, p. 27</p>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>6. Models multiple examples and provides extensive guided practice in listening-comprehension strategies. (<i>w</i>)</p>	<p>Connect ideas: Compare and contrast (<i>A Great Place</i>) Super Smart Teacher’s Guide Unit 14, p. 7</p>	<p>Compare and contrast (<i>Colorific!</i>) Super Smart Teacher’s Guide Unit 15, p. 18</p>	<p>Understand vocabulary; Compare and contrast (<i>Pack a Picnic</i>) Super Smart Teacher’s Guide Unit 18, p. 45</p>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>7. Inserts questions at strategic intervals to reduce the memory load for learners when introducing strategies in stories. (For example, have students retell the important events after each page rather than wait for the end of the story.) (<i>w</i>)</p>	<p>Make predictions (“What Do Crocodiles Eat for Dinner?”) Unit 1, Lesson 8, p. 40</p>	<p>Confirm predictions (“What Do Crocodiles Eat for Dinner?”) Unit 1, Lesson 8, p. 41</p>	<p>Generate questions (Make predictions) (“Icky’s What Ifs”) Unit 8, Lesson 6, p. 29</p>

Kindergarten Listening Comprehension

Tally the number of elements with each rating.



Summary of Kindergarten Instruction Ratings

Phonemic Awareness Instruction (11)	___ ● ___ ○ ___ ○
Letter-Sound Association Instruction (5)	___ ● ___ ○ ___ ○
Decoding Instruction (5)	___ ● ___ ○ ___ ○
Irregular Words Instruction (5)	___ ● ___ ○ ___ ○
Vocabulary Instruction (8)	___ ● ___ ○ ___ ○
Listening Comprehension Instruction (7)	___ ● ___ ○ ___ ○
<i>Kindergarten Instruction Totals (41)</i>	___ ● ___ ○ ___ ○

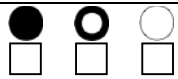
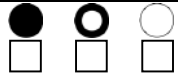
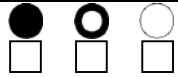
Kindergarten Design Features			
●	○	○	1. Coordinates and integrates <u>phonemic awareness</u> and <u>phonics</u> instruction and student materials.
□	□	□	
●	○	○	2. Provides ample practice on high-priority skills.
□	□	□	
●	○	○	3. Provides explicit instruction.
□	□	□	
●	○	○	4. Provides systematic instruction by careful selection and extension of examples.
□	□	□	
●	○	○	5. Includes systematic and cumulative review of high priority skills.
□	□	□	
●	○	○	6. Demonstrates and builds relationships between fundamental skills leading to higher order skills.
□	□	□	



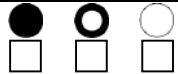
SUMMARY	
Evidence of Sufficient Instructional Quality (specify elements)	Evidence of Insufficient Instructional Quality (specify elements)


Additional Comments

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Phonemic Awareness is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

Phonemic Awareness Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
	1. Allocates appropriate amount of daily time to blending, segmenting, and manipulating tasks until proficient. (w)	Phonemic Awareness and Phonics: Associate <i>ch</i> with /ch/ Unit 1, Lesson 1, pp. 6–7	Decoding (<i>chop, chip, chin, chick, check, chest</i>) Unit 1, Lesson 2, p. 16 (Daily Routines: Informal Assessment)	Decoding (<i>chin, chill, chest, chip, chick, itch, bench, match, branch, stretch</i>) Unit 2, Lesson 1, p. 6 (Daily Routines: Informal Assessment)
	2. Incorporates letters into phonemic awareness activities. (w)	Phonemic Awareness and Phonics: Associate <i>y</i> with /ī/ Unit 10, Lesson 1, pp. 6–7	Phonemic Awareness and Phonics: Distinguish between <i>y/ī/</i> and <i>y/ē/</i> Unit 10, Lesson 1, p. 8	Phonemic Awareness and Phonics: Associate <i>ay</i> with /ā/ Unit 10, Lesson 2, p. 17
	3. Teaches new skills explicitly. (w)	Phonemic Awareness and Phonics: Associate <i>ed</i> with /d/ Unit 4, Lesson 6, p. 59	Phonemic Awareness and Phonics: Associate <i>ed</i> with /t/ Unit 4, Lesson 6, p. 60	Decoding (<i>ed/d/</i> and <i>ed/t/</i> words) Unit 4, Lesson 7, p. 68 (Daily Routines: Informal Assessment)

	<p>4. Analyzes words at the phoneme level (i.e., working with individual sounds within words). (<i>w</i>) and (<i>ss</i>)</p>	<p>Phonemic Awareness and Phonics: Associate <i>aw</i> with /ô/ Unit 12, Lesson 6, p. 64</p>	<p>Have children preview decodable words from the story (“Tex McGraw’s Visit”) (<i>McGraw, lawn, awful, awning, saw, paws</i>) Unit 12, Lesson 7, p. 77</p>	<p>Decoding (<i>called, hawk, lawn, raw, bawl, squawk, falling, awful, baseball</i>) Unit 12, Lesson 9, p. 95 (Daily Routines: Informal Assessment)</p>
	<p>5. Works with phonemes in all positions in words (initial, final, medial). (<i>ss</i>)</p>	<p>Phonemic Awareness and Phonics: Associate <i>th</i> with /th/ Unit 2, Lesson 6, pp. 58–59</p>	<p>Phonics and Spelling: Teach decoding and encoding final <i>th</i> words Unit 2, Lesson 6, p. 59</p>	<p>Decoding (<i>thin, thick, thank, thump, thrill, math, mash, stretch, bathtub</i>) Unit 2, Lesson 10, p. 93 (Daily Routines: Informal Assessment)</p>
	<p>6. Progresses from identifying or distinguishing the positions of sounds in words to producing the sound and adding, deleting, and changing selected sounds. (<i>ss</i>)</p>	<p>Phonemic Awareness and Phonics: Associate <i>ng</i> with /ng/ Unit 3, Lesson 1, pp. 6–7</p>	<p>Decoding (Have children tell which letter changed.) (<i>long, song, sung, hung, hang, rang, rung, ring</i>) Unit 3, Lesson 3, p. 23 (Daily Routines: Informal Assessment)</p>	<p>Spelling: Encode <i>ng</i> words (<i>sung, sang, rang, ring, sing, song; thing, ring, rung, hung, hang, bang</i>) Unit 3, Lesson 4, p. 36 (Reinforce)</p>


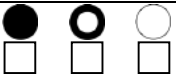
	<p>7. Works with increasingly longer words (three to four phonemes) to include more complex phonemic structures (consonant blends). (<i>ss</i>)</p>	<p>Phonemic Awareness and Phonics: Associate <i>all</i> with /ôl/ (<i>basketball, ballgame, baseball</i>) Unit 12, Lesson 1, p. 6</p>	<p>Decoding (<i>baseball, basketball, hallway, ballgame</i>) Unit 12, Lesson 2, p. 18 (Daily Routines: Informal Assessment)</p>	<p>Decoding (<i>smaller, stall</i>) Unit 12, Lesson 4, p. 39 (Daily Routines: Informal Assessment)</p>
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First Grade Phonemic Awareness Instruction

Tally the number of elements with each rating.



Phonics and Word Analysis Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Progresses <u>systematically</u> from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words. (<i>ss</i>)	Phonemic Awareness and Phonics: Introduce the CVCe pattern Review short vowel pattern and introduce Super e and the CVCe pattern (<i>kit, kite; cap, cape; tap, tape; hop, hope</i>) Unit 6, Lesson 6, p. 62	Phonemic Awareness and Phonics: Teach decoding and encoding of CVCe words with -s (e.g., <i>bikes, snakes, smiles</i>) Unit 7, Lesson 1, pp. 6–7	Structural Analysis and Spelling: Teach adding -ing and -ed to CVCe words (e.g., <i>skating, raked, closed</i>) Unit 7, Lesson 6, pp. 61–62
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. Models initial instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words). (<i>w</i>) and (<i>ss</i>)	Phonemic Awareness and Phonics: Associate sh with /sh/ Have children identify initial and final /sh/ Unit 1, Lesson 6, pp. 59–60	Phonics and Spelling: Teach decoding and encoding sh words (<i>fish, wish, rush, brush</i>) Unit 1, Lesson 6, p. 60	Decoding (e.g., hush, crush, dish, squish) Unit 1, Lesson 7, p. 68 (Daily Routines: Informal Assessment)

Phonics and Word Analysis Instruction				
	<p>3. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (<i>w</i>)</p>	<p>Phonemic Awareness and Phonics: Associate <i>oi</i> and <i>oy</i> with /oi/ Unit 14, Lesson 1, pp. 6–7</p>	<p>Phonics and Fluency: Read the Superkids Short (“The Garden Club”) <i>(join, moist, soil, spoil, pointed, boy, enjoy, annoy)</i> Unit 14, Lesson 1, pp. 9–10</p>	<p>Phonics and Fluency: Introduce the Reader Story (“For the Birds”) <i>(join, coins, soil, moist, pointed, disappointed, boys, annoy, enjoy)</i> Unit 14, Lesson 2, pp. 20–21</p>
	<p>4. Includes repeated opportunities to read words in contexts in which students can apply their knowledge of letter-sound correspondences. (<i>w</i>) and (<i>ss</i>)</p>	<p>Phonemic Awareness and Phonics: Associate <i>er</i> with /èr/ (e.g. <i>hammer, butter, cracker, whiskers</i>) Unit 4, Lesson 1, pp. 6–7</p>	<p>Phonics and Fluency: Introduce the Reader story (“Lily’s Desert Project”) <i>(sister, other, deserts, terrific, different, interesting, Internet)</i> Unit 4, Lesson 2, p. 16</p>	<p>Structural Analysis: Teach -er as an ending (<i>helper, kicker, singer, jumper, sniffer</i>) Unit 4, Lesson 3, pp. 24–25</p>

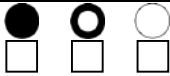
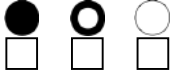

Phonics and Word Analysis Instruction				
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>5. Uses decodable text based on specific phonics lessons in the early part of the first grade as an intervening step between explicit skill acquisition and the students' ability to read quality literature and informational text. Decodable texts should contain the phonics elements and sight words that students have been taught. (<i>w</i>) and (<i>ss</i>)</p>	<p>Phonemic Awareness and Phonics: Associate <i>le</i> with /əl/ Unit 3, Lesson 6, pp. 55–56</p>	<p>Phonics and Fluency: Introduce the Reader story (“Fiddlesticks”) (<i>bubble, little, simple, Twinkle</i>) Unit 3, Lesson 7, p. 65</p>	<p>Phonics and Fluency: Introduce the Super-Duper (<i>Bubbles</i>) (SUPER-DUPER Magazine) Unit 3, Lesson 9, pp. 84–85</p>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>6. Sequences words strategically to incorporate known letters or letter-sound combinations. (<i>w</i>) and (<i>ss</i>)</p>	<p>Phonemic Awareness and Phonics: Associate <i>ow</i> with /ou/ Unit 15, Lesson 1, pp. 6–7</p>	<p>Phonemic Awareness and Phonics: Associate <i>ou</i> with /ou/ Unit 15, Lesson 1, p. 7</p>	<p>Phonemic Awareness and Phonics: Associate <i>ow</i> with /ō/ Unit 15, Lesson 6, pp. 62–63</p>


Phonics and Word Analysis Instruction				
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>7. Begins instruction in word families and word patterns (i.e., reading orthographic units of text, such as <i>at, sat, fat, rat</i>) <u>after</u> students have learned the letter-sound correspondences in the unit. (<i>ss</i>)</p>	<p>Phonics: Introduce CVVC words with <i>ai</i> and <i>oa</i> Unit 8, Lesson 1, p. 6</p>	<p>Phonics and Spelling: Guide practice decoding and encoding CVVC words (<i>mail, nail, tail; rain, train; boat, coat, float; load, road</i>) Unit 8, Lesson 1, p. 7</p>	<p>Decoding (<i>jail, mail, nail, pail, tail, sail, snail; boat, coat, goat, float, throat</i>) Unit 8, Lesson 2, p. 15 (Daily Routines: Informal Assessment)</p>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>8. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (<i>w</i>)</p>	<p>Phonemic Awareness and Phonics: Associate <i>er, ir,</i> and <i>ur</i> with /èr/ (e.g., <i>ladder, person, dirt, curl</i>) Unit 13, Lesson 6, pp. 62–63</p>	<p>Phonemic Awareness and Phonics: Associate <i>ar, or, ear</i> with /èr/ (e.g., <i>dollar, learn, calendar, doctor</i>) Unit 13, Lesson 8, pp. 83–84</p>	<p>Vocabulary: Discuss job names ending in <i>er, or</i> (e.g., <i>firefighter, teacher, gardener, sailor, inventor, janitor</i>) Unit 13, Lesson 8, p. 87</p>



First Grade Phonics and Word Analysis Instruction

Tally the number of elements with each rating.



Irregular Words Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
	1. Selects words of high utility. (<i>w</i>)	Fluency and Spelling: Introduce Memory Words <i>(I, my, she, her, he, his)</i> Unit 1, Lesson 2, p.17	Grammar and Spelling: Teach pronouns <i>(she, her, he, his, I, my)</i> Unit 1, Lesson 3, pp. 26–27	Grammar and Spelling: Guide practice with pronouns <i>(he, his, she, her)</i> Unit 1, Lesson 7, pp. 68–69
	2. Controls the number of irregular words introduced at one time. (<i>w</i>)	Fluency and Spelling: Introduce Memory Words <i>(down, too, work, many, first)</i> Unit 10, Lesson 2, p. 18	Spelling and Comprehension: Review Memory Words <i>(down, too, work, many, first)</i> Unit 10, Lesson 4, p. 37	Phonics and Fluency: Introduce the Reader story (“Golly Helps”) Read the Story Words and Memory Words <i>(down, too work, many, first)</i> Unit 10, Lesson 7, pp. 73–74
	3. Preteaches irregular words prior to reading connected text. (<i>w</i>)	Fluency and Spelling: Introduce Memory Words <i>(where, what, why, when, which, who)</i> Unit 2, Lesson 1, p. 7	Phonics and Fluency: Read the Superkids Short (“Ben’s Shop”) Read the Story Words and Memory Words <i>(where, what, why, when, which, who)</i>	Phonics and Fluency: Introduce the Reader story (“What Can You Get with a Nickel?”) Read the Story Words and Memory Words <i>(where, what, why,</i>


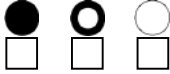

			<p>Unit 2, Lesson 1, p. 9</p>	<p><i>when, which, who</i>) Unit 2, Lesson 2, p. 17</p>
	<p>4. Strategically separates the introduction of new high-frequency words (e.g., <i>was, saw; them, they, there</i>), that are often confused by students. (<i>st</i>)</p>	<p>1. Fluency and Spelling: Introduce Memory Words (<i>look, your, the, was, are, for</i>) Unit 4, Lesson 2, p. 15</p> <p>2. Spelling: Review Memory Words (<i>look, your, the, was, are, for</i>) Unit 4, Lesson 7, p. 68</p> <p>3. Fluency and Spelling: Introduce Memory Words (<i>there, from, be, to, we, or</i>) Unit 5, Lesson 2, p. 17</p> <p>4. Spelling and Fluency: Guide practice with Memory Words (<i>there, from, be, to, we, or</i>) Unit 5, Lesson 6, p. 62</p>	<p>5. Fluency: Review Memory Words (<i>from, we, be, or, to, there</i>) Unit 5, Lesson 9, p. 90</p> <p>6. Fluency and Spelling: Introduce Memory Words (<i>boy, girl, two, four, about, over, before</i>) Unit 9, Lesson 2, p. 16</p> <p>7. Spelling and Vocabulary: four, for; two, to Unit 9, Lesson 4, p. 43 (Extend)</p>	<p>8. Fluency and Spelling: Introduce Memory Words (<i>down, too, work, many, first</i>) Review the homophones to, two, and too Unit 10, Lesson 2, p. 18</p> <p>9. Fluency and Spelling: Introduce Memory Words (<i>their, now, always, because, been</i>) Discuss the homophones their and there Unit 11, Lesson 2, pp. 16–17</p> <p>10. Vocabulary and Grammar: Teach homophones it's, its and you're, your Unit 11, Lesson 3, pp. 27–28</p>

	<p>5. Points out irregularities while focusing student attention on all letters in the word. (<i>w</i>)</p>	<p>Fluency: Read and use Memory Words (<i>said, only, you, out, of, here</i>) Unit 2, Lesson 2, p. 26 (Reinforce)</p>	<p>Fluency and Spelling: Introduce Memory Words (<i>oh, any, day, good, very, want</i>) (Explain that <i>Oh</i> is a word you say to show a strong emotion) Unit 7, Lesson 2, p. 15</p>	<p>Fluency and Spelling: Introduce Memory Words (<i>live, eight, old, hold, write</i>) Discuss Memory Word <i>live</i> (/liv/) and the other way to pronounce it (/lĭv/). Unit 16, Lesson 2, pp. 18–19</p>
	<p>6. Provides ample practice and cumulative review of important high frequency irregular words. (<i>w</i>) and (<i>st</i>)</p>	<p>1. Fluency and Spelling: Introduce Memory Words (<i>where, what, why, when, which, who</i>) Unit 2, Lesson 1, p. 7</p> <p>2. Phonics and Fluency: Read the Superkids Short Read the Story Words and Memory Words (<i>where, what, why, when, which, who</i>) Unit 2, Lesson 1, pp. 8–9</p> <p>3. Informative Writing: Teach how to use question words (<i>who, what, where, when, why, which</i>) Unit 2, Lesson 1, p. 12</p>	<p>5. Grammar and Spelling: Review Memory Words <i>which</i> and <i>why</i> Unit 2, Lesson 2, p. 16</p> <p>6. Phonics and Fluency: Introduce the Reader Story Read the Story Words and Memory Words (<i>where, what, why, when, which, who</i>) Unit 2, Lesson 2, p. 17</p> <p>7. Independent Activities: Practice Page 34: Play Memory Words</p>	<p>8. Informative Writing: Teach how to write questions Review what question words are and the purpose of asking questions (<i>Who, What, Where, When, Why</i>) Unit 2, Lesson 2, pp. 21–22</p> <p>9. Grammar: Use question words (<i>who, what, where, when, which, why</i>) Unit 2, Lesson 2, p. 23 (Reinforce)</p>

		<p>4. Grammar and Spelling: Review Memory Words <i>who, where, and what</i> Unit 2, Lesson 2, p. 15</p>	<p>Concentration (<i>where, what, why, when, which, who</i>) Unit 2, Lesson 2, p. 18</p>	<p>10. Spelling and Comprehension: Check understanding of a story and review Memory Words (<i>where, what, why, when, which, who</i>) Unit 2, Lesson 4, p. 33</p>
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First Grade Irregular Words Instruction

Tally the number of elements with each rating.

Text Reading and Fluency Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
	1. Introduces sentence/passage reading soon after students can read a sufficient number of words accurately. (<i>w</i>) and (<i>ss</i>)	Phonemic Awareness and Phonics: Associate <i>ch</i> and /<i>ch</i>/ Unit 1, Lesson 1, pp. 6–7	Phonics and Fluency: Read the Superkids Short (“Cass’s Cat”) Preview decodable words (<i>chest, chomp, such, lunch, crunch</i>) Unit 1, Lesson 1, p. 9	Phonics and Fluency: Introduce the Reader story (“Help!”) Preview decodable words (<i>chin, chest, inch, bench, branch, catch, stretch</i>) Unit 1, Lesson 2, p. 18
	2. Contains regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (<i>w</i>) and (<i>ss</i>)	Structural Analysis: Teach how to form contractions with <i>n’t</i> Unit 9, Lesson 1, pp. 6–7	Phonics and Fluency: Read the Superkids Short (“Icky’s Play”) Preview <i>n’t</i> contractions (<i>hasn’t, isn’t, didn’t, aren’t, couldn’t haven’t, weren’t, wouldn’t, wasn’t</i>) Unit 9, Lesson 1, pp. 8–9	Structural Analysis and Fluency: Introduce the Reader story (“The Spingle Spangle Talent Show”) Preview contractions from the story (<i>isn’t, didn’t, wasn’t, weren’t, couldn’t, hadn’t, haven’t, aren’t</i>) Unit 9, Lesson 2, p. 17
	3. Contains only high-frequency irregular words that have been previously taught. (<i>ss</i>)	Fluency and Spelling: Introduce Memory Words (<i>come, coming, they, our,</i>	Phonics and Fluency: Introduce the Reader	Phonics and Fluency: Introduce the Reader story (“Tex

Text Reading and Fluency Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
		<p><i>put</i>) Unit 12, Lesson 2, p. 19</p>	<p>story (“Play Ball!”) Review the Story Words and Memory Words (<i>come, coming, they, our, put</i>) Unit 12, Lesson 2, pp. 19–20</p>	<p>McGraw’s Visit”) Discuss the Memory Words (<i>come, coming, they, our, put</i>) Unit 12, Lesson 7, p. 77</p>
<p>● <input type="checkbox"/> ○ <input type="checkbox"/> ○ <input type="checkbox"/></p>	<p>4. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. (<i>ss</i>)</p>	<p>Structural Analysis and Fluency: Read the Superkids Short (“The Big, Bad Blob”) Read the story aloud to model fluency. Unit 5, Lesson 1, pp. 9–10</p>	<p>Independent Activities: Reader: Have children reread “The Big, Bad Blob” several times with a partner Unit 5, Lesson 1, p. 10</p>	<p>Small-Group Reading: Guide fluency practice with a literary text. Have children read “The Big, Bad Blob” aloud in small groups. Unit 5, Lesson 1, p. 11</p>
<p>● <input type="checkbox"/> ○ <input type="checkbox"/> ○ <input type="checkbox"/></p>	<p>5. Uses initial stories and text composed of a high percentage of regular words and pretaught irregular words. (<i>w</i>)</p>	<p>Phonics: Introduce CVVC words with <i>ai</i> and <i>oa</i> Unit 8 Lesson 1, p. 6</p> <p>Phonics and Fluency: Read the Superkids Short (“Lily’s Little Boat”) Preview CVVC words from the story (<i>sail, rain,</i></p>	<p>Fluency and Spelling: Introduce Memory Words (<i>would, could, some, one, new, were</i>) Unit 8, Lesson 2, p. 16</p>	<p>Phonics and Fluency: Introduce the Reader story (“The Little Horse”) Preview CVVC words from the story (including <i>train, sail, tail, paid, boat</i>) Read the Story Words and review the</p>

Text Reading and Fluency Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
		<p><i>pain, wait, goat, toad, coat, groan, float, soap</i></p> <p>Unit 8, Lesson 1, pp. 8–9</p>		<p>Memory Words (<i>would, could, some, one, new, were</i>)</p> <p>Unit 8, Lesson 2, pp. 16–17</p>
<p>● <input type="checkbox"/> ○ <input type="checkbox"/> ○ <input type="checkbox"/></p>	<p>6. Builds toward established and recognized fluency goals, including end of grade fluency goal between 40-60 wcpm. (ss)</p>	<p>Directions for scoring the fluency assessments (WCPM Benchmarks for First Grade)</p> <p>Assessment Book, Units 1–8, pp. 6–7</p>	<p>Student Record Form: Formal Assessment</p> <p>Progress Test 1: Fluency: Passage 1, Passage 2 (measure WCPM)</p> <p>Assessment Book, Units 1–8, p. 90</p>	<p>Directions for scoring the fluency assessments (WCPM Benchmarks for First Grade. DIBELS Next: End of year: 47 and above)</p> <p>Assessment Book, Units 9–16, p. 6</p>
<p>● <input type="checkbox"/> ○ <input type="checkbox"/> ○ <input type="checkbox"/></p>	<p>7. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. (w) and (ss)</p>	<p>Small-Group Reading: Monitor independent reading of the Library Books (Easy: <i>Lets Have Lunch</i>, On-Level: <i>Golly’s Trick</i>, Challenging: <i>The Enchanted Land of Sand</i>)</p> <p>Unit 3, Lesson 4, pp. 31–34</p>	<p>Small-Group Reading: Monitor independent reading of the Library Books (Easy: <i>We Like Mud</i>, On-Level: <i>Wilma Rudolf</i>, Challenging: <i>Insect Pets</i>)</p> <p>Unit 9, Lesson 4, pp. 37–40</p>	<p>Small-Group Reading: Monitor independent reading of the Library Books (Easy: <i>Extreme Sports</i>, On-Level: <i>It’s a Robot</i>, Challenging: <i>The Turtle Who Wanted to Fly</i>)</p> <p>Unit 13, Lesson 4, pp. 36–39</p>



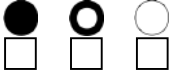
First Grade Text Reading & Fluency Instruction

Tally the number of elements with each rating.



Vocabulary Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Provides explicit instruction of specific concepts and vocabulary. (<i>w</i>)	Vocabulary: Introduce Unit 2 Words to Know <i>(choices carefully, decision)</i> Unit 2, Lesson 1, p. 11	Vocabulary: Review Unit 2 Words to Know <i>(choices, carefully, decision)</i> Unit 2, Lesson 6, pp. 62–63	Vocabulary: Reinforce Unit 2 Words to Know <i>(choices, decision, carefully)</i> Unit 2, Lesson 10, p. 97
● <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. Selects words that are highly useful for passage understanding and later learning. (<i>w</i>)	Vocabulary: Identify antonyms (e.g., foolish, clever) Unit 6, Lesson 3, pp. 32–33	Comprehension: Understand main ideas of an informational text <i>(Super Smart: Storms Ahead!)</i> Understand vocabulary <i>(meteorologist)</i> Unit 10, Lesson 5, p. 51	Phonics and Fluency: Introduce the Super -Duper <i>(Who Am I?) (SUPER-DUPER Magazine)</i> (<i>sense, echo, gracefully</i>) Unit 16, Lesson 9, p. 101

<p>● ☐</p> <p>◐ ☐</p> <p>○ ☐</p>	<p>3. Explains meanings of words in everyday language. (<i>w</i>)</p>	<p>Vocabulary: Introduce Review Unit Words to Know (<i>adventures, amazing, fit</i>) Review Unit, Lesson 6, p. 72</p>	<p>Vocabulary and Grammar: Teach the use of good, better, and best Unit 7, Lesson 3, p. 29</p>	<p>Vocabulary: Review onomatopoeia Unit 14, Lesson 8, pp. 95–96</p>
<p>● ☐</p> <p>◐ ☐</p> <p>○ ☐</p>	<p>4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (<i>w</i>) and (<i>st</i>)</p>	<p>1. Fluency and Spelling: Introduce the Memory Words (<i>I, my, she, her, he, his</i>) Unit 1, Lesson 2, p. 17</p> <p>2. Grammar and Spelling: Teach pronouns (<i>she, her, he, his, I, my</i>) Unit 1, Lesson 3, pp. 26–27</p> <p>3. Grammar and Comprehension: Associate pronouns with characters (<i>I, my, she, her, he, his</i>) Unit 1, Lesson 3, p. 27.</p> <p>4. Independent Activities: Grammar: Have children write one or two sentences using the pronouns <i>I</i> and <i>my</i>.</p>	<p>5. Grammar and Spelling: Guide practice with pronouns (<i>he, his, she, her</i>) Unit 1, Lesson 7, pp. 68–69</p> <p>6. Phonics and Fluency: Introduce the Reader story. Discuss the Story Words and Memory Words (<i>I, my, she, her, he, his</i>) (“The Patch-it-up Shop”) Unit 1, Lesson 7, p. 69</p> <p>7. Grammar: Use pronouns (<i>I, my, she, her, he, his</i>) Unit 1, Lesson 7, p. 75 (Reinforce)</p>	<p>8. Grammar and Spelling: Guide practice with pronouns (<i>I, my, she, her, he, his</i>) Unit 1, Lesson 8, p. 77</p> <p>9. Structural Analysis: Teach contractions with <i>is</i> and <i>are</i>. Introduce contractions that combine a pronoun with <i>is</i>, <i>am</i>, or <i>are</i>. (<i>he’s, she’s, it’s, you’re, we’re, I’m</i>) Unit 11, Lesson 1, pp. 6–7</p> <p>10. Structural Analysis: Teach contractions with</p>

		Unit 1, Lesson 5, p. 47		<p>will. Introduce contractions that combine a pronoun with will. (<i>she'll, we'll, I'll, you'll, it'll</i>)</p> <p>Unit 11, Lesson 1, pp. 7–8</p>
	<p>5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. (<i>w</i>)</p>	<p>Vocabulary and Grammar: Teach words that are both nouns and verbs (e.g., <i>patch, brush, hammer, paint, shop</i>)</p> <p>Unit 1, Lesson 8, p. 80</p>	<p>Vocabulary: Teach how to use context clues</p> <p>Unit 10, Lesson 8, p. 87</p>	<p>Vocabulary: Teach multiple meanings of <i>right, kind, and light</i></p> <p>Unit 14, Lesson 3, p. 36</p>
	<p>6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words). (<i>w</i>)</p>	<p>Vocabulary: Discuss shades of meaning between verbs (Act out and compare <i>stomp</i> and <i>tap</i>)</p> <p>Unit 5, Lesson 3, p. 32</p>	<p>Vocabulary: Categorize weather words (Discuss <i>rainy, sunny, and their related words</i>)</p> <p>Unit 10, Lesson 3, p. 32</p>	<p>Vocabulary: Categorize words related to basketball</p> <p>Unit 12, Lesson 3, p. 34</p>
	<p>7. Reviews previously introduced words cumulatively. (<i>st</i>)</p>	<p>1. Fluency and Spelling: Introduce Memory Words (<i>said, only, you, out, of, here</i>)</p> <p>Unit 6, Lesson 2, p. 16</p> <p>2. Phonics and Fluency:</p>	<p>5. Fluency and Spelling: Introduce Memory Words (<i>oh, any, day, good, very, want</i>)</p> <p>Unit 7, Lesson 2, p. 15</p> <p>6. Structural Analysis</p>	<p>8. Fluency and Spelling: Introduce Memory Words (<i>would, could, some, one, new, were</i>)</p> <p>Unit 8, Lesson 2, p. 16</p>



		<p>Introduce the Reader story (“The Foolish Giant”) Review the Story Words, rebuses, and Memory Words. (<u>said</u>, <u>only</u>, <u>you</u>, <u>out</u>, <u>of</u>, <u>here</u>) Unit 6, Lesson 2, p. 18</p> <p>3. Spelling: Introduce the spelling list (<u>game</u>, <u>same</u>, <u>ride</u>, <u>side</u>, <u>said</u>, <u>only</u>, <u>you</u>, <u>out</u>, <u>of</u>, <u>here</u>) Unit 6, Lesson 6, pp. 63–64</p> <p>4. Spelling and Comprehension: Review Memory Words (<u>said</u>, <u>only</u>, <u>you</u>, <u>out</u>, <u>of</u>, <u>here</u>) Unit 6, Lesson 7, p. 72</p>	<p>and Fluency: Introduce the Reader story (“The Very Best Gift”) Read the Story Words and review the Memory Words (<u>oh</u>, <u>any</u>, <u>day</u>, <u>good</u>, <u>very</u>, <u>want</u>) Unit 7, Lesson 2, p. 16</p> <p>7. Spelling: Introduce the spelling list (<u>baking</u>, <u>baked</u>, <u>smiling</u>, <u>smiled</u>, <u>oh</u>, <u>any</u>, <u>day</u>, <u>good</u>, <u>very</u>, <u>want</u>) Unit 7, Lesson 6, pp. 62, 64</p>	<p>9. Spelling and Fluency: Guide practice with Memory Words (<u>some</u>, <u>were</u>, <u>new</u>, <u>would</u>, <u>could</u>, <u>one</u>) Unit 8, Lesson 7, p. 68</p> <p>10. Directions for Administering the Benchmark Test: Part 2: Spelling (<u>good</u>, <u>some</u>, <u>day</u>, <u>here</u>, <u>said</u>, <u>game</u>, <u>ride</u>, <u>smiled</u>, <u>hoping</u>, <u>slide</u>) Assessment Book, Units 1–8, p. 72</p>
<p>● <input type="checkbox"/> ○ <input type="checkbox"/> ○ <input type="checkbox"/></p>	<p>8. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts. (ss)</p>	<p>Comprehension: Understand main ideas of an informational text (Super Smart: <i>The Pyramids</i>) Super Smart vocabulary: <i>pyramid</i>, <i>modern</i>, <i>ancient</i>, <i>pharaohs</i>, <i>constructed</i>, <i>grand</i> Unit 4, Lesson 5, p. 45</p>	<p>Comprehension: Understand main ideas of an informational text (Super Smart: <i>Puppets</i>) Super Smart vocabulary: <i>puppeteers</i>, <i>rod</i>, <i>interesting</i>, <i>audience</i>, <i>imagination</i>, <i>marionette</i>, <i>amazing</i> Unit 9, Lesson 5, p. 50</p>	<p>Guide to Spanish in the Story. The story “Fire!” includes some sentences in Spanish. Unit 13, Lesson 7, p. 74</p>


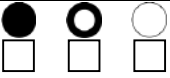
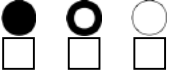
First Grade Vocabulary Instruction

Tally the number of elements with each rating.



Reading Comprehension Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Explicitly teaches critical comprehension strategies (e.g., main idea, literal, inferential, retell, prediction) with the aid of carefully designed examples. (<i>w</i>) and (<i>ss</i>)	Make and confirm predictions (“The Monster Under the Bus”) Unit 5, Lesson 2, pp. 22–23	Comprehension: Discuss the main idea and details of a section (<i>Making Waves</i>) (SUPER-DUPER Magazine) Unit 11, Lesson 10, p. 107	Comprehension: Summarize a story (“The Case of the Mystery Monster” and “Zoo Clue”) Unit 16, Lesson 8, pp. 92–93
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. Teaches background information or activates prior knowledge to increase student’s understanding of what is to be read. (<i>w</i>)	Phonics and Fluency: Introduce the Reader story. Discuss the story title to activate prior knowledge (“The Foolish Giant”) Unit 6, Lesson 2, p. 18	Build Background (<i>Games</i>) (SUPER-DUPER Magazine) Unit 10, Lesson 9, p. 94	Phonics and Fluency: Introduce the Reader story. Discuss the story title, make predictions, and activate prior knowledge (“Tex McGraw’s Visit”) Unit 12, Lesson 7, p. 77
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3. Provides guided practice and systematic review of critical comprehension strategies. (<i>st</i>)	1. Small-Group Reading: Distinguish between characters in a literary text (“Help”) Unit 1, Lesson 2, p. 19	5. Comprehension: Tell a new ending for a story (“Help”) Unit 1, Lesson 5, p. 54 (Extend)	8. Comprehension: Discuss cause-and-effect connections (“The Patch-it-up Shop”)

Reading Comprehension Instruction				
		<p>2. Small-Group Reading: Distinguish between characters in a literary text (“Help”) Unit 1, Lesson 3, p. 28</p> <p>3. Comprehension: Discuss plot (“Help”) Unit 1, Lesson 3, p. 29</p> <p>4. Comprehension: Check understanding of a story (“Help”) Unit 1, Lesson 4, p. 35</p>	<p>6. Small-Group Reading: Discuss cause and effect in a literary text (“The Patch-it-up Shop”) Unit 1, Lesson 7, p. 70</p> <p>7. Small-Group Reading: Identify characters’ feelings in a literary text (“The Patch-it-up Shop”) Unit 1, Lesson 8, p. 78</p>	<p>Unit 1, Lesson 8, p. 79</p> <p>9. Comprehension: Discuss cause-and-effect connections Unit 1, Lesson 8, p. 82 (Reinforce)</p> <p>10. Comprehension: Guide practice with connected events (“The Patch-it-up Shop”) Unit 1, Lesson 9, p. 85</p>
	<p>4. Guides students through sample text in which teachers think out loud as they identify the components of story structure. (<i>w</i>)</p>	<p>Summarize. Think aloud (“The Spingle Spangle Talent Show”) Unit 9, Lesson 2, p. 21</p>	<p>Sequence steps. Think Aloud (“In Case of Rain”) Unit 10, Lesson 2, p. 23</p>	<p>Understand characters; cite text evidence. Think Aloud (“Buster’s Surprise”) Unit 11, Lesson 2, p. 19</p>
	<p>5. Provides plentiful opportunities to listen to and explore narrative and expository text forms and to engage in interactive discussion of the messages and meanings of the text. (<i>ss</i>)</p>	<p>Identify the play’s lesson (“The Contest: A Play”) Unit 8, Lesson 7, p. 72</p>	<p>Identify the lessons a story teaches (“The Wish”) Unit 11, Lesson 2, p. 23</p>	<p>Main idea and details (Super Smart: <i>Wild About Birds</i>) Unit 14, Lesson 5, p.</p>

Reading Comprehension Instruction				
	<p>6. Connects previously taught skills and strategies with new content and text. (<i>w</i>) and (<i>ss</i>)</p>	<p>Comprehension: Discuss setting in a literary text (“What Can You Get with a Nickel?”) Unit 2, Lesson 3, p. 27</p>	<p>Comprehension: Discuss setting in a literary text (“The Little Horse”) Unit 8, Lesson 3, p. 27</p>	63
	<p>7. The text for initial instruction in comprehension:</p> <ul style="list-style-type: none"> - begins with text units appropriate for the learner - uses familiar vocabulary - activates prior knowledge - uses simple sentences - begins with short passages to reduce the memory load for learners. (<i>w</i>) 	<p>Phonics and Fluency: Read the Superkids Short. Discuss and model how to read the poem rhythmically (“Golly Went Sniffing”) Unit 3, Lesson 1, p. 8</p>	<p>Small-Group Reading: Recognize patterns in a literary text (“Super Scrub-a-matic” and “Super-Duper Golly!”) Unit 3, Lesson 2, pp. 17–19</p>	<p>Comprehension: Compare and contrast poems (“Super Scrub-a-matic” and “Super-Duper Golly!”) Unit 3, Lesson 3, p. 25</p>
	<p>8. Introduces text where the structure of text is explicit (beginning, middle, and end being obvious). (<i>w</i>)</p>	<p>Comprehension: Discuss a sequence of steps (“Lily’s Desert Project”) Unit 4, Lesson 3, p. 27</p>	<p>Comprehension: Discuss beginning, middle, and end (“In a Pickle”) Unit 4, Lesson 8, p. 80–81</p>	<p>Comprehension: Discuss beginning, middle, and end (“Race Day”) Unit 7, Lesson 8, p. 87</p>

First Grade Reading Comprehension Instruction

Tally the number of elements with each rating.



Summary of First Grade Instruction Ratings

Items	
Phonemic Awareness Instruction (7)	_____ ● _____ ○ _____ ○
Phonics and Word Analysis Instruction (8)	_____ ● _____ ○ _____ ○
Irregular Words Instruction (6)	_____ ● _____ ○ _____ ○
Text Reading and Fluency Instruction (7)	_____ ● _____ ○ _____ ○
Vocabulary Development (8)	_____ ● _____ ○ _____ ○
Reading Comprehension Instruction (8)	_____ ● _____ ○ _____ ○
<i>First Grade Instruction Totals (44)</i>	_____ ● _____ ○ _____ ○

First Grade Design Features			
●	○	○	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
□	□	□	
●	○	○	2. Provides ample practice on high-priority skills.
□	□	□	
●	○	○	3. Provides explicit instruction on new skills/strategies.
□	□	□	
●	○	○	4. Includes systematic and cumulative review of high priority skills.
□	□	□	
●	○	○	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.
□	□	□	

SUMMARY	
Evidence of Sufficient Instructional Quality (specify elements)	Evidence of Insufficient Instructional Quality (specify elements)

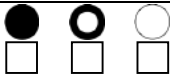
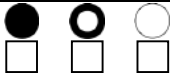
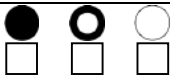
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FIRST GRADE

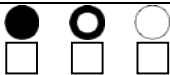
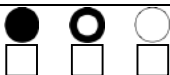
Additional Comments

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Phonics is the ability to recognize words accurately, fluently, and independently and is fundamental to reading in an alphabetic writing system. For kindergarten students, critical skills include learning to associate sounds with letters, using those associations to decode and read simple words, and learning to recognize important nondecodable words.

Phonics and Word Analysis Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
	1. Teaches new advanced phonic-analysis skills explicitly. (<i>w</i>)	Phonics and Spelling: Teach decoding and encoding <i>kn/n/</i> and <i>wr/r/</i> words Unit 7, Lesson 1, pp. 6–7	Phonics and Spelling: Teach distinguishing homophones with <i>kn/n/</i> and <i>wr/r/</i> Unit 7, Lesson 2, pp. 16–17	Phonics and Spelling: Words with <i>kn/n/</i> and <i>wr/r/</i> Unit 7, Lesson 2, p. 25 (Reteach)
	2. Integrates and demonstrates application of new skills in words and connected text and applies to other program materials (e.g., trade books, anthologies) when students are proficient. (<i>w</i>) and (<i>ss</i>)	Phonics and Spelling: Teach letter-sound correspondences <i>a-/ũ/</i>, <i>-en/ũn/</i>, and <i>-on/ũn/</i> Unit 9 Lesson 6, pp. 59–60	Phonics and Spelling: Guide practice decoding and encoding words with <i>a-/ũ/</i>, <i>-en/ũn/</i>, and <i>-on/ũn/</i> Unit 9, Lesson 7, pp. 69–70	“On the Farm” (<i>away</i>, <i>frozen</i>, <i>around</i>, <i>chickens</i>) Unit 9, Lesson 8, pp. 80–81
	3. Teaches explicit strategy to read multisyllabic words by using prefixes, suffixes, and known word parts. (<i>w</i>)	Structural Analysis and Fluency: Teach using syllables to decode longer words Unit 3, Lesson 3, pp. 22–23	Spelling and Vocabulary: Teach prefixes <i>un-</i> and <i>re-</i> Unit 7, Lesson 3, pp. 27–28	Structural Analysis: Teach compound words Unit 12, Lesson 6, p. 50

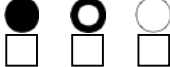
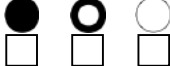
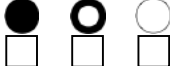
Phonics and Word Analysis Instruction				
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>4. Explicitly teaches and provides opportunity to process larger, highly represented patterns (e.g., ight, ing) to increase fluency in word recognition (<i>w</i>)</p>	<p>Structural Analysis and Spelling: Teach adding -ing and -ed endings Unit 3, Lesson 7, pp. 59–60</p>	<p>Phonics and Spelling: Teach letter-sound correspondences igh/ī/, aught/ôt/, and ought/ôt/ (e.g., light, caught, brought) Unit 7, Lesson 6, pp. 58–59</p>	<p>Phonics: Associate -tion with /shən/ and -ture with /chər/ (e.g., question, nature) Unit 8, Lesson 6, p. 52</p>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>5. Separates auditorily and visually similar letter combinations in the instructional sequence (e.g., does not introduce both sounds for oo simultaneously; separates ai, au). (<i>w</i>) and (<i>ss</i>)</p>	<p>Phonics and Spelling: Review long-vowel pattern CVVC (ai/ā/, oa/ō/, ea and ee/ē/, ie/ī/, and ui/ū/) Unit 2, Lesson 6, p. 53</p>	<p>Phonics and Spelling: Teach decoding and encoding /ô/ words (aw/ô/, au/ô/, all/ô/, and all/ôl/) Unit 5, Lesson 1, pp. 6–7</p>	<p>Phonics and Spelling: Teach decoding and encoding /ē/ words with -ey, ie, and -ine (e.g., key, field, magazine) Unit 10, Lesson 6, pp. 59–60</p>
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>6. Offers repeated opportunities for students to read words in contexts where they can apply their advanced phonics skills with a high level of success. (<i>w</i>) and (<i>ss</i>)</p>	<p>“An Important Letter” (Reader story) Unit 5, Lesson 4, p. 35</p>	<p>Small-Group Reading of Literary Texts (Easy: Mercy Watson Fights Crime, On-Level: Ivy + Bean Break the Fossil Record, Challenging: Detective Gordon: The First Case) Unit 10, Lesson 3, p. 31</p>	<p>Guide reading and discuss sequence (“Ewww! Germs!” That’s Wild!) SUPER Magazine Teacher’s Guide Unit 15, Lesson 3, pp. 38–39</p>

Phonics and Word Analysis Instruction				
	<p>7. Makes the connections between decoding (symbol to sound) and spelling (sound to symbol). (<i>w</i>)</p>	<p>Phonics and Spelling: Teach decoding and encoding <i>sh</i> and <i>ch</i> words Unit 1, Lesson 1, pp. 6–7</p>	<p>Phonics and Spelling Teach decoding and encoding <i>tch</i> words. Explain when to use <i>tch</i> for /ch/ Unit 1, Lesson 2, pp. 15–16</p>	<p>Spelling: Encode words with <i>ch</i> and <i>tch</i> Unit 1, Lesson 2, p. 22 (Reinforce)</p>
	<p>8. Incorporates and integrates spelling to reinforce phonics and word analysis. (<i>w</i>) and (<i>ss</i>)</p>	<p>Phonics and Spelling: Teach words with open-syllable vowel patterns Unit 11, Lesson 6, pp. 53–54</p>	<p>Spelling: Introduce the spelling list (<i>favor, lazy, later, equal, secret, final, title, tiny, broken, total, human, student</i>) Unit 11, Lesson 6, p. 54</p>	<p>Phonics and Spelling: Practice long-vowel words with open-syllable vowel patterns (e.g., <i>lady, open, music</i>) Unit 11, Lesson 7, p. 62</p>

Second Grade Phonics and Word Analysis Instruction

Tally the number of elements with each rating.



Irregular Words Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
	1. Selects words that have high utility (i.e., words that are used frequently in grade-appropriate literature and informational text). (<i>ss</i>)	Spelling: Introduce the spelling list (<i>mess, class, buzz, quiz, was, does, doesn't, close, goes, easy, busy, because</i>) Unit 3, Lesson 1, p. 7	Phonics: Associate ear, ar, and or with /èr/ (e.g., <i>earth, dollar, doctor</i>) Unit 4, Lesson 6, p. 51	Phonics: Associate c with /s/ and g with /j/ (e.g., <i>pencil, city, huge, giant</i>) Unit 6, Lesson 6, pp. 53–54
	2. Limits the number of irregular words introduced at one time. (<i>w</i>)	Spelling: Introduce the spelling list (<i>handle, middle, ring, strong, want, look, come, any, some, very, new, good</i>) Unit 2, Lesson 1, p. 7	Spelling: Introduce the spelling list (<i>show, now, work, first, down, many, about, over, only, before, would, could</i>) Unit 2, Lesson 6, p. 54	Spelling: Introduce the spelling list (<i>lifted, lived, pushed, pulled, school, friend, people, outside, more, all, years, should</i>) Unit 3, Lesson 6, p. 52
	3. Preteaches the irregular words prior to reading connected text. (<i>w</i>)	Guide reading and discuss vocabulary (<i>chemical</i>) (“Sleep Tight” <i>Light’s Out!</i>) <i>SUPER Magazine Teacher’s Guide</i> Unit 5, Lesson 5, p. 17	“Fancy Footwork” (<i>Reader story</i>) (<i>loyal</i>) Unit 7, Lesson 5, p. 45–46	“Persuasion” (<i>Reader story</i>) (<i>persuasion, persuade, persuasive</i>) Unit 14, Lesson 1, p. 8

<p> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	<p>4. Provides ample practice and cumulative review of important high-frequency irregular words. (<i>st</i>)</p>	<p>1. Comprehension and Fluency: Guide practice reading a story (“Having a Blast”) Preview Memory Words (<i>have, want, here, do, good, you</i>) Warm-up Unit, Lesson 1, p. 11</p> <p>2. Fluency: Guide reading an informational text (“At the Dog Park”) Preview Memory Words (<i>are, one, you, kind, their, would, were</i>) Warm-up Unit, Lesson 2, p. 18</p> <p>3. Fluency: Read high-frequency words with automaticity (<i>have, want, here, do, good, you, their, would, were, are, one, kind</i>) Warm-up Unit, Lesson 2, p. 22 (Reinforce)</p> <p>4. Comprehension and Fluency: Guide reading a story (“A Question for Ettabetta”) Preview Memory Words (<i>was,</i></p>	<p>5. Comprehension and Fluency: Guide reading a story (“A Wet Cat”) Preview Memory Words (<i>news, come, from, dishwasher, to, what look</i>) Warm-up Unit, Lesson 4, p. 32</p> <p>6. Fluency: Read high-frequency words with automaticity (<i>have, want, here, was, about, do, kind, you, there, your, their, would, were, come, some, are, one, good, look, new</i>) Warm-up Unit, Lesson 4, p. 36 (Reinforce)</p> <p>7. Fluency and Spelling: Read and spell high-frequency words (<i>have, you, are, about, new, our, want, their, one, there, come, they, do, would, kind, some, to, what, good, were, was, your, wash, work</i>)</p>	<p>8. Comprehension and Fluency: Guide reading of an informational text (“All About Ants”) Preview Memory Words (<i>live, very, where</i>) Warm-up Unit, Lesson 7, p. 57</p> <p>9. Comprehension and Fluency: Guide reading an informational text (“Exploring the Amazon”) Preview Memory Words (<i>kinds, more, anywhere</i>) Warm-Up Unit, Lesson 10, p. 81</p> <p>10. Fluency and Spelling: Read and spell high-frequency words (<i>our, live, from, they, very, any, what, write, warm, work, said, more</i>) Warm-up Unit, Lesson 10, p. 87 (Reinforce)</p>
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		<i>some, yourself, there, about</i> Warm-up Unit, Lesson 3, p. 25	Warm-up Unit, Lesson 6, p. 53 (Reinforce)	
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Second Grade Irregular Words Instruction

Tally the number of elements with each rating.



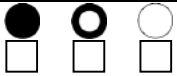
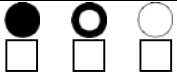

Text Reading and Fluency Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
<p>● ○ □ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>1. Selects majority of high frequency irregular words from list of commonly used words in English. (ss)</p>	<p>Spelling: Introduce the spelling list (<i>show, now, work, first, down, many, about, over, only, before, would, could</i>) Unit 2, Lesson 6, p. 54</p> <p>Note: Dolch Word List words for Second Grade are underlined</p>	<p>Spelling: Introduce the spelling list (<i>mess, class, buzz, quiz, was, does, doesn't, close, goes, easy, busy, because</i>) Unit 3, Lesson 1, p 7</p> <p>Note: Dolch Word List words for Second Grade are underlined</p>	<p>Spelling: Introduce the spelling list (<i>was, want, wash, water, were, would, what, where, which, who, whose, whole</i>) Unit 12, Lesson 1, p. 7</p> <p>Note: Dolch Word List words for Second Grade are underlined</p>
<p>● ○ □ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>2. Builds toward a minimum 90 word-per-minute fluency goal by end of grade 2. (ss)</p>	<p>Directions for scoring the fluency assessments (WCPM Benchmarks for Second Grade) Assessment Book, Units 1–8, p. 6</p>	<p>Student Record Form: Formal Assessment Progress Test 1: Fluency (measure WCPM) Assessment Book, Units 1–8, p. 104</p>	<p>Directions for scoring the fluency assessments (WCPM Benchmarks for Second Grade. DIBELS Next: End of year: 87 and above) Assessment Book, Units 9–16, p. 6</p>
<p>● ○ □ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>3. Introduces repeated readings and other fluency building strategies after students read words in passages accurately. (w)</p>	<p>Fluency: Guide practice reading accurately (“Panic”) Unit 2, Lesson 9, p. 81</p>	<p>Independent Activities: Reader: Have partners reread “Great Dog Golly,” taking turns reading each page aloud. Unit 9, Lesson 4, p. 40</p>	<p>Model reading with natural phrasing and guide fluency practice (“Super Shorts” <i>Splish, Splash!</i>) SUPER Magazine Teacher’s Guide Unit 13, Lesson 1, pp. 5–6</p>


<p> <input type="checkbox"/> ● <input type="checkbox"/> ○ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	<p>4. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. (<i>w</i>)</p>	<p>Small-Group Reading of Literary Text (Easy: <i>Betsy Who Cried Wolf</i>, On-Level: <i>The Bears on Hemlock Mountain</i>, Challenging: <i>Tornado</i>) Unit 6, Lesson 4, p. 34</p>	<p>Small-Group Reading of Literary Texts (Easy: <i>Wagon Wheels</i>, On-Level: <i>Zapato Power: Freddie Ramos Takes Off</i>, Challenging: <i>What Really Happened to Humpty?</i>) Unit 8, Lesson 3, p. 26</p>	<p>Small-Group Reading of Literary Texts (Easy: <i>Stink: The Incredible Shrinking Kid</i>, On-Level: <i>Lowji Discovers America</i>, Challenging: <i>Keena Ford and the Second-Grade Mix-Up</i>) Unit 12, Lesson 5, p. 42</p>
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Second Grade Text Reading and Fluency Instruction


Tally the number of elements with each rating.

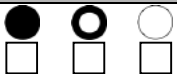
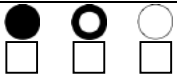
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Vocabulary Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
	<p>1. Provides explicit instruction of specific concepts and vocabulary essential to understanding text. (<i>w</i>)</p>	<p>Understand vocabulary (<i>swim meet, barbells, teammates, pep talks</i>) ("Sal's Training Plan") Warm-up Unit, Lesson 6, p. 51</p>	<p>Teach onomatopoeia ("Saving the Cranes" <i>It's Tricky</i>) SUPER Magazine Teacher's Guide Unit 3, Lesson 3, p. 40</p>	<p>Understand vocabulary (<i>hiking, chant, gestures</i>) ("Act 3: Johnny Appleseed") Unit 7, Lesson 10, p. 95</p>
	<p>2. Explains meanings of words in everyday language. (<i>w</i>)</p>	<p>Vocabulary: Introduce Unit 4 Words to Know (<i>realize, nervous, hesitate</i>) Unit 4, Lesson 2, p. 16</p>	<p>Vocabulary: Review Unit 11 Words to Know (<i>media, challenge, confident, famous</i>) Unit 11, Lesson 10, p. 87</p>	<p>Vocabulary: Homophones (<i>pear, pair; bury, berry; bear, bare; hair, hare; stare, stair</i>) Unit 15, Lesson 8, p. 59</p>
	<p>3. Selects words that are highly useful for passage understanding and later learning. (<i>w</i>)</p>	<p>Teach Vocabulary: Words related to invent ("Kid Inventions" <i>What's New?</i>) SUPER Magazine Teacher's Guide Unit 1, Lesson 7, p. 24</p>	<p>Vocabulary: Review Unit 10 Words to Know (<i>arranged, exhibit, immediately, investigate</i>) Unit 10, Lesson 5, p. 49</p>	<p>Teach vocabulary: Body parts ("Busy Bones" <i>The Inside Story</i>) SUPER Magazine Teacher's Guide Unit 11, Lesson 6, p. 59</p>



Vocabulary Instruction			
	<p>4. Reviews previously introduced words cumulatively. (<i>st</i>)</p>	<p>1. Spelling: Introduce the spelling list (<i>who, what, why, where, there, her, were, are, be, have, do, how</i>) Unit 1, Lesson 6, p. 52</p> <p>2. Spelling: Review spelling words (<i>who, there, where, have, what, how, were, do, are, be</i>) Unit 1, Lesson 9, p. 75</p> <p>3. Spelling: Introduce the spelling list (<i>mess, class, buzz, quiz, was, does, doesn't, close, goes, easy, busy, because</i>) Unit 3, Lesson 1, p. 7</p> <p>4. Spelling: Introduce the spelling list (<i>draw, yawn, awful, fault, August, called, smallest, chalk, walk, talk, today, away</i>) Unit 5, Lesson 1, p. 7–8</p>	<p>5. Phonics and Spelling: Review spelling words with /ô/ (<i>talk, called, salt, draw, walk, awful, fault</i>) Unit 5, Lesson 3, p. 26</p> <p>6. Spelling: Introduce the spelling list (<i>know, knew, knee, knock, knife, knot, write, wrote, wreck, wrap, wrong, wrinkle</i>) Unit 7, Lesson 1, pp. 7–8</p> <p>7. Spelling: Introduce the spelling list (<i>sigh, high, sight, bright, fright, night, slight, caught, taught, bought, brought, thought</i>) Unit 7, Lesson 6, pp. 59–60</p> <p>8. Spelling: Introduce the spelling list (<i>old, told, cold, hold, sold, most, post, child, wild, kind, find, mind</i>) Unit 8, Lesson 1, p. 7</p> <p>9. Phonics and Spelling: Review spelling words (<i>child, most, kind, mind, hold, told, find</i>) Unit 8, Lesson 4, p. 32</p> <p>10. Directions for Administering the Benchmark Test Part 2: Spelling (<i>child, high, knot, who, would, because, mother, two, talk, tough</i>) Assessment Book Units 1–8, p. 87</p>

Vocabulary Instruction				
	<p>5. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words). (<i>w</i>)</p>	<p>Teach Synonyms (“Making New Friends!” and “Wacky New Words” <i>What’s New?</i>) SUPER Magazine Teacher’s Guide Unit 1, Lesson 4, p. 15</p>	<p>Vocabulary: Introduce Unit 3 Words to Know (<i>useful, respect, distract, focus</i>) Unit 3, Lesson 2, p. 16</p>	<p>Phonics and Spelling: Teach <i>ea</i> for /ē/ and Introduce the spelling list. Children write spelling words to complete a crossword puzzle Unit 8, Lesson 6, p. 53</p>

Vocabulary Instruction			
	<p>6. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (<i>w</i>) and (<i>st</i>)</p>	<p>1. Fluency: Guide practice reading text in illustrations (“The Worst News Ever”) Understand vocabulary (<i>adopted</i>) Unit 9, Lesson 1, p. 9</p> <p>2. Vocabulary: Introduce Unit 9 Words to Know (<i>adopt, celebration, culture, edible</i>) Unit 9, Lesson 2, p. 20</p> <p>3. Guide reading and discuss vocabulary (<i>celebration, culture</i>) (“Red is for Luck” <i>Color Crazy</i>) SUPER Magazine Teacher’s Guide Unit 9, Lesson 2, p. 7</p> <p>4. Independent Activities: Vocabulary: (<i>edible</i>) Have children draw and label an picture of something edible Unit 9, Lesson 2, p. 21</p>	<p>5. Independent Activities (<i>celebration</i>) Have children draw a picture of a celebration and write a sentence about it. Unit 9, Lesson 3, p. 32</p> <p>6. Guide reading and discuss vocabulary (<i>edible</i>) (“Green Thumbs” <i>Color Crazy</i>) SUPER Magazine Teacher’s Guide Unit 9, Lesson 4, p. 14</p> <p>7. Vocabulary: Review Unit 9 Words to Know (<i>adopt, celebration, culture, edible</i>) Unit 9, Lesson 5, p. 49</p> <p>8. Independent Activities: Vocabulary (<i>culture</i>) Have children write a sentence telling another culture they would like to know more about. Unit 9, Lesson 6, p. 63</p> <p>9. Independent Activities: Vocabulary (<i>adopt</i>) Have children draw and label and Picture of something Ms. Gibson will do for Golly now that she has adopted him Unit 9, Lesson 7, p. 72</p> <p>10. Vocabulary: Review Unit 9 Words to Know (<i>adopt, celebration, culture, edible</i>) Unit 9, Lesson 10, pp. 98–99</p>

Vocabulary Instruction			
	<p>7. Explicitly teaches strategies to use context to gain meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning). (w)</p>	<p>Teach context clues (“Do Not Disturb” <i>Lights Out!</i>) <i>SUPER Magazine</i> Teacher’s Guide Unit 5, Lesson 3, p. 12</p>	<p>Fluency: Guide practice reading long sentences smoothly (“Tie Score”) Understand vocabulary: Context clues Unit 7, Lesson 2, pp. 17–18</p> <p>Teach comprehension: Context clues (“A Thirsty World” <i>Splish, Splash!</i>) <i>SUPER Magazine</i> Teacher’s Guide Unit 13, Lesson 4, p. 15</p>
	<p>8. Extends the understanding of concepts and vocabulary through explicitly teaching antonyms and synonyms, using individual words in compound words to predict meaning, using prefixes and suffixes to assist in word meaning, and learning simple multiple meaning words. (w)</p>	<p>Vocabulary: Teach antonyms Unit 6, Lesson 8, p. 71</p>	<p>Structural Analysis: Teach compound words Unit 8, Lesson 3, p. 24</p> <p>Phonics and Vocabulary: Practice using multiple-meaning words correctly in sentences Unit 9, Lesson 2, p. 17</p>

Vocabulary Instruction				
	<p>9. Incorporates exposure to a broad and diverse vocabulary through listening to and reading stories and informational texts. (<i>ss</i>)</p>	<p>Fluency: Guide practice observing typographical clues (“Getting Set”) Understand vocabulary (<i>display, banner</i>) Unit 4, Lesson 6, p. 53</p>	<p>Guide reading and discuss vocabulary (<i>harsh, nectar, carefree, pod, chrysalis</i>) (“Fly, Butterflies!” <i>Go, Go, Go!</i>) SUPER Magazine Teacher’s Guide Unit 7, Lesson 5, pp. 49–50</p>	<p>Guide reading and discuss vocabulary (<i>cargo, coral reefs, ancient, fleet, emerald, muck, treasures</i>) (“Lost at Sea” <i>Splish, Splash!</i>) SUPER Magazine Teacher’s Guide Unit 13, Lesson 7, pp. 21–23</p>
	<p>10. Integrates words into sentences and asks students to demonstrate meaning of the word in oral/written sentences. (<i>w</i>)</p>	<p>Vocabulary and Spelling: Teach homonyms Unit 1, Lesson 9, p. 76</p>	<p>Spelling and Vocabulary: Teach distinguishing between homophones Unit 5, Lesson 9, p. 82</p>	<p>Grammar: Teach using conjunctions and, but, and or Unit 10, Lesson 8, pp. 79–80</p>
	<p>11. Teaches explicit strategy for deriving word meanings based on meaning of prefixes, suffixes, and roots. (<i>w</i>)</p>	<p>Grammar and spelling: Teach the -er ending and spelling rules Unit 4, Lesson 3, p. 22</p>	<p>Structural Analysis and Vocabulary: Teach words with suffixes -ful and -less Unit 9, Lesson 3, pp. 28–29</p>	<p>Teach vocabulary: Prefix un- and suffix -tion (“A Wild Imagination” <i>That’s Wild!</i>) SUPER Magazine Teacher’s Guide Unit 15, Lesson 6, p. 49</p>

Vocabulary Instruction				
	<p>12. Uses the word in a variety of contexts. (w)</p>	<p>Fluency: Guide practice reading text in illustrations (“A Note for Alec”) Understand vocabulary (<i>expression</i>) Unit 12, Lesson 2, p. 15</p>	<p>Vocabulary: Introduce Unit 12 Words to Know (<i>avoid, expression, protest, creative</i>) Unit 12, Lesson 2, p. 16</p>	<p>Independent Activities: Vocabulary (<i>expression</i>) Have children think of four different emotions and make an illustration of the expression they would have on their face when feeling that emotion Unit 12, Lesson 3, p. 26</p>
	<p>13. Initially teaches prefix/suffix strategy in familiar words. (w)</p>	<p>Spelling and Vocabulary: Teach prefixes <i>un-</i> and <i>re-</i> Unit 7, Lesson 3, pp. 27–28</p>	<p>Structural Analysis: Teach prefixes <i>mis-</i> and <i>dis-</i> Unit 12, Lesson 3, p. 23</p>	<p>Structural Analysis and Grammar: Teach the suffix <i>-ness</i> Unit 14, Lesson 8, p. 67</p>

Second Grade Vocabulary Instruction

Tally the number of elements with each rating.

_____ ● _____ ○ _____ ○

Reading Comprehension Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Explicitly teaches new comprehension skills or strategies (e.g., comprehension monitoring, summarizing) with the aid of carefully designed examples and practice. (w) and (ss)	Teach summarizing (“Night Lights” <i>Lights Out!</i>) SUPER Magazine Teacher’s Guide Unit 5, Lesson 2, p. 9	After-Reading Discussion: Summarize (“3, 2, 1,...Liftoff!” <i>Go, Go, Go!</i>) SUPER Magazine Teacher’s Guide Unit 7, Lesson 2, p. 42	After-Reading Discussion: Summarize (“Fly, Butterflies!” <i>Go, Go, Go!</i>) SUPER Magazine Teacher’s Guide Unit 7, Lesson 5, p. 50
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. Explicitly teaches conventions of informational text (e.g., titles, chapter headings) to locate important information. (w) and (ss)	Comprehension: Introduce the Reader. Discuss the title and contents pages. Unit 1, Lesson 1, p. 9	Informative Writing: Introduce new research topics. Discuss the headings in the articles. Unit 4, Lesson 6, p. 56	Locate information on contents pages (“Introduce <i>Color Crazy</i>” <i>Color Crazy</i>) SUPER Magazine Teacher’s Guide Unit 9, Lesson 1, p. 4
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)	Locate information in charts and graphs (“Everyone Snoozes” <i>Light’s Out!</i>) SUPER Magazine Teacher’s Guide Unit 5, Lesson 4, p. 13	Teach text features: Diagram (“Inside Tut’s Tomb” <i>The Inside Story</i>) SUPER Magazine Teacher’s Guide Unit 11, Lesson 7, p. 62	Interpret information from diagrams (“The Never-Ending Story” <i>Splish, Splash!</i>) SUPER Magazine Teacher’s Guide Unit 13, Lesson 3, p. 11

Reading Comprehension Instruction				
<p> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	<p>6. Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy. <i>(st)</i></p>	<p>1. Understand characters (“The Lunch Bunch”) Unit 10, Lesson 4, p. 38</p> <p>2. Understand characters (“Better Than Splendid”) Unit 10, Lesson 5, p. 48</p> <p>3. Understand characters (“Hair Combs”) Unit 10, Lesson 7, p. 72</p> <p>4. Understand characters (“Lily Gets Lost”) Unit 10, Lesson 9, p. 91</p>	<p>5. Understand characters (“Bailey Bear”) Unit 10, Lesson 10, p. 100</p> <p>6. Understand characters (“The 100 Party”) Unit 11, Lesson 1, p. 8</p> <p>7. Understand characters (“Cinderella”) Unit 11, Lesson 4, p. 32</p>	<p>8. Understand characters (“100 is A LOT!”) Unit 11, Lesson 5, p. 41</p> <p>9. Understand characters (“Not So Special”) Unit 11, Lesson 6, p. 55</p> <p>10. Understand characters (“Someone You Admire”) Unit 11, Lesson 9, p. 79</p>
<p> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	<p>7. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. <i>(w)</i></p>	<p>Understand text structure: Interviews (“Up All Night” Lights Out!) SUPER Magazine Teacher’s Guide Unit 5, Lesson 6, p. 20</p>	<p>Teach comparing and contrasting (“Up All Night” Lights Out!) SUPER Magazine Teacher’s Guide Unit 5, Lesson 6, p. 22</p>	<p>Understand text structure: Question and answer (“What’s Faster?” Go, Go, Go!) SUPER Magazine Teacher’s Guide Unit 7, Lesson 8, p. 58</p>

<p>● □ ○ □ ○ □</p>	<p>8. Teaches and applies comprehension strategies to both narrative and expository text. (ss)</p>	<p>Discuss how to determine important ideas (“Look Out!” <i>It’s Tricky</i>) SUPER Magazine Teacher’s Guide Unit 3, Lesson 9, p. 54</p>	<p>Determine important ideas (“Team Secrets”) Unit 7, Lesson 4, p. 38</p>	<p>Determine important ideas (<i>Lowji Discovers America</i>) Book Club Teacher’s Guide 3 Lesson 3, p. 38</p>
<p>● □ ○ □ ○ □</p>	<p>9. Connects previously taught skills and strategies with new content and text. (w) and (ss)</p>	<p>Teach comprehension: Problem and Solution (<i>Ivy + Bean Break the Fossil Record</i>) Book Club Teacher’s Guide 3 Lesson 6, p. 16</p>	<p>Recognize plot: Problem and solution (“Teacher’s Pet”) Unit 3, Lesson 5, p. 40</p>	<p>Teach comprehension: Problem and solution (<i>Lost in Bermooda</i>) Book Club Teacher’s Guide 4 Lesson 4, p. 58</p>
<p>● □ ○ □ ○ □</p>	<p>10. Cumulatively builds a repertoire of skills and strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year. (ss)</p>	<p>Teach comprehension: Cause and effect (<i>Betsy Who Cried Wolf</i>) Book Club Teacher’s Guide 1 Lesson 4, p. 50</p>	<p>After-Reading Discussion: Understand cause and effect (“The Mighty Light” <i>Light’s Out!</i>) SUPER Magazine Teacher’s Guide Unit 5, Lesson 9, p. 30</p>	<p>Teach comprehension: Cause and effect (<i>Wagon Wheels</i>) Book Club Teacher’s Guide 1 Lesson 2, p. 64</p>

<p>● □</p> <p>○ □</p> <p>○ □</p>	<p>11. Teaches analyzing elements of narrative text and comparing and contrasting elements within and among texts. (w)</p>	<p>Teach comprehension: Compare and contrast characters (<i>Tornado</i>) Book Club Teacher's Guide 3 Lesson 9, p. 66</p>	<p>Teach comprehension: Compare and contrast texts (<i>What Really Happened to Humpty?</i>) Book Club Teacher's Guide 3 Lesson 10, pp. 88–89</p>	<p>Teach comprehension: Compare and contrast characters (<i>Keena Ford and the Second-Grade Mix-up</i>) Book Club Teacher's Guide 4 Lesson 4, p. 35</p>
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Second Grade Reading Comprehension Instruction
Tally the number of elements with each rating.

_____ ● _____ ○ _____ ○

Summary of Second Grade Instruction Ratings

Phonics & Word Analysis Instruction (8)	___ ● ___ ○ ___ ○
Irregular Words Instruction (4)	___ ● ___ ○ ___ ○
Text Reading & Fluency Instruction (4)	___ ● ___ ○ ___ ○
Vocabulary Instruction (13)	___ ● ___ ○ ___ ○
Reading Comprehension Instruction (11)	___ ● ___ ○ ___ ○
<i>Second Grade Instruction Totals (40)</i>	___ ● ___ ○ ___ ○

Second Grade Design Features			
● □	○ □	○ □	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● □	○ □	○ □	2. Provides ample practice on high-priority skills.
● □	○ □	○ □	3. Provides explicit and systematic instruction.
● □	○ □	○ □	4. Includes systematic and cumulative review of high priority skills.
● □	○ □	○ □	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

SUMMARY	
Evidence of Sufficient Instructional Quality (specify elements)	Evidence of Insufficient Instructional Quality (specify elements)

Reviewer Code/Name: _____

SECOND GRADE

Additional Comments

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Reviewer Code/Name: _____