

ARC (American Reading Company) -Early Literacy Curriculum and Instructional Materials Criteria

Use this form to record your ratings for each set of curricula or instructional materials submitted.

* Indicates required question

1. Email *

2. Council Member Name (first and last) *

3. Select the name of curricula / instructional materials being reviewed. *

Mark only one oval.

ARC, American Reading Company

4. Please type out the name of the curricula/instructional materials you are evaluating to verify name of curricula/instructional materials. Type name EXACTLY as listed above. *

5. Grade Level(s) included in company submissions. *

Check all that apply.

- Kindergarten
 1st Grade
 2nd Grade
 3rd Grade

6. Did the publisher provide materials for all grades in K-3? *

Mark only one oval.

- Yes
 No

General

Items in the "should **not** be included" sections on the rubric have "yes" or "no" responses. The desired answer is No.

Items in the "things to be included" sections of the rubric list four responses for the evidence: 1 - not present, 2- minimal, 3 - sufficient, and 4 - exemplary.

7. Is there a leveled reader approach that denies many students access to rigorous texts in favor of providing universal student access to less rigorous texts? (Desired answer is no.) *

Mark only one oval.

- Yes
 No

8. Is there an instructional focus on single skills or isolated standards (like “find the main idea” or “find the key details”) that employ texts and topics as a vehicle for discrete skills attainment? (Desired answer is no) *

Mark only one oval.

Yes

No

9. Curriculum is designed to seamlessly integrate practices from the ELA standards. The standards themselves are not the goal of daily instruction; instead, the goal of instruction is that students understand the texts encountered and can express that understanding in multiple ways. Standards mastery is the end result of, not a design principle for, reading instruction. *

Mark only one oval.

1 - Not present

2 - Minimal

3 - Sufficient

4 - Exemplary

10. Curriculum is purposeful in design, including regular, predictable instructional routines that teachers and students can rely on from the moment the new program is enacted. *

Mark only one oval.

1 - Not present

2 - Minimal

3 - Sufficient

4 - Exemplary

11. Teacher-facing materials are clear and concrete about what program elements are essential for core instruction, and which are “nice to have” additional dimensions. This clarity extends to communicating high-level program dimensions for caregivers and community stakeholders. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

12. Curriculum encourages professional learning that deals concretely with how the materials can be effectively implemented and supports ongoing and systematic work in teacher study groups and professional learning communities. This is in contrast with one- or two-day “unpack the boxes and organize the materials” training sessions. Professional learning should offer aligned sessions for teachers, coaches and administrators. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

13. Curriculum invites professional learning by vetted vendors or proxies that deal concretely with how the materials can be effectively implemented and supports ongoing and systematic work in collaborative teams. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

14. Curriculum is well designed and curated. Lessons: 1) are well-paced, 2) dive deeply into content and the core texts spending at least two to three weeks on a topic, 3) can reasonably be completed within the school year, and 4) avoids bulk and bloat, by ensuring there is a strong rationale for each component of the curriculum. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

15. Curriculum has an extensive assessment system that effectively and efficiency measures what is taught. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

16. Curriculum provides a range of supports designed to address results from informal and more formal assessments (gathered from observations, assignments and test questions), and promotes timely and concrete feedback to students. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

17. Curriculum provides the means to ensure all students work with and can meet grade-level standards. The curriculum provides both the systematic guidance and resources required for building in time and support for students reading below grade level, and/or students whose first language is other than English so that they can access the text and learn alongside peers. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

18. Curriculum includes regular communal practice for all students with high-quality, complex texts that anchor each unit. These texts are at students' grade level, as defined by quantitative and qualitative analyses. In grades K-2, interactive read-alouds that are two to three years above what children can read themselves are a staple. Read-alouds are interactive with specific instructional goals and continue to contribute to knowledge-building well into adolescence. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

19. Curriculum expects students to regularly engage in a volume of reading materials of their choice related to the topics being studied. The curriculum includes teacher and student scaffolds, and structures, including lightweight student accountability (e.g. book talks, journals) to foster productive use of the reading time. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

20. **Overall General Category Rating ***

Mark only one oval.

1 - Not present

2 - Minimal

3 - Sufficient

4 - Exemplary

21. **Overall General Category Comments**

Comprehension

Language Comprehension - Often referred to by various other names including linguistic comprehension, listening comprehension, and comprehension. These terms are defined as the ability to derive meaning from spoken words when they are part of sentences or discourse.

Reading Comprehension - Language comprehension is different from reading comprehension because of a reliance on print, not oral language, to perceive words and derive meaning (Hoover and Gough, 1990).

Comprehension Strategies - The National Reading Panel (2000) described comprehension strategies as cognitive strategies that guide students as they attempt to read. They are particular mental activities that support readers' understanding of what they are reading (Duke et al., 2021). These are highlighted in the "Reading" strand of the Wisconsin Standards for English Language Arts (2020). There is no research to support that these skills transfer from text to text and should be approached holistically with the text pointing to which distinct standards (strategies) arise from its particular demands (Liben & Pimentel, 2018). A high-quality curriculum might include explicit cognitive strategy instruction as necessary when teaching students text cohesion--for example, when a text is complex teaching students to summarize the essential points or infer critical ideas in a plot might be necessary. However, a curriculum should focus on text-based comprehension that develops knowledge on a topic with cognitive strategies serving a supporting role and only when the text demands it.

22. Curriculum includes the use of strategies in context and as needed: when students encounter challenging sections of text, encouraging students to engage in mental moves to support their comprehension. As with standards, strategy instruction is not the goal of lessons but a means to build comprehension and knowledge. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

23. Curriculum is designed to seamlessly integrate practices from the ELA standards in reading, writing, speaking and listening, as well as facility with language. The standards themselves are not the goal of daily instruction; instead, the goal of instruction is that students understand the texts encountered and can express that understanding in multiple ways. Standards mastery is the end result of, not a design principle for reading instruction. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

24. Culminating assignments regularly reflect what is essential for students to learn from the text(s) and address several grade-level (or above) standards. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

25. Curriculum includes regular practice for all students with high-quality, complex anchor texts at students' grade-level as defined by qualitative and quantitative analyses *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

26. **Overall Comprehension Category Rating ***

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

27. **Overall Comprehension Category Comments**

Building Background Knowledge

The most dominant model of reading comprehension, The Construction Integration Model (Kintsch & Welsch, 2018), suggests that information in text is combined with and integrated into the reader’s knowledge and personal store of experience. Hennessy (2021) notes that “background knowledge differs from prior knowledge in that it is specific to the situations, problems, and concepts presented in targeted texts used in an academic setting”(p.149). Adams (2015) suggests that knowledge about the topic at hand is like mental velcro. The relevant knowledge gives the words of the text places to stick and make sense, thereby supporting comprehension and propelling the reading process forward” (p.8).

28. Explicit knowledge building begins in kindergarten and continues as students get older. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

29. Curriculum provides repeated encounters with challenging, content-rich complex texts- each time with a different purpose-to allow students to grapple with sequences of high-quality, text-specific questions and building and understanding of the text with discussions being a regular part of these repeated encounters so students develop an ear for more sophisticated vocabulary. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

30. Curriculum is intentionally designed to give students grounding in a diverse range of topics in arts, history, literature, and science by providing enough time (at least several weeks) to explore each topic to allow for knowledge and vocabulary growth. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

31. Curriculum provides a series of conceptually coherent texts (or relies on full-length books) organized around conceptually related topics available at various complexity levels with less complex texts supporting access to more complex texts to build knowledge. These texts offer a range of different knowledge-building resources with a substantial number of nonfiction texts represented. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

32. Culminating assignments regularly reflect what is essential for students to learn from the text(s), including the information contained within them; offer practice in speaking, writing, or projects using more sophisticated vocabulary and syntax, and address several grade-level (or above) standards. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

- 33. In grades K-2, interactive read-aloud texts are 2-3 years above grade level and intentionally paired (e.g. through a text set) to develop background knowledge on a range of topics. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

- 34. **Overall Background Knowledge Category Rating ***

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

- 35. **Overall Background Knowledge Category Comments**

Vocabulary Building to Build Lexical and Morphological Knowledge

Similar to background knowledge, Appendix 1 of the Wisconsin Standards for ELA (2020), note in key shift number three that all students will engage in regular practice with complex text and build academic vocabulary. It also notes that the standards call for students to build their vocabularies through text-based conversations, direct instruction, and reading. It further points out that “ability to understand complex text and the development of vocabulary are critical to engaging meaningfully with complex texts and topics and, therefore, finding success in college, careers, and communities” (p71). The standards express the importance of developing general academic vocabulary and discipline-specific vocabulary. Wisconsin Language Anchor Standards L2-L4.

36. Words chosen for study in context are 1) essential to understanding the text, 2) more academic or discipline specific words, 3) part of a semantic word family when possible making them good candidates for morphological study, and 4) high utility words. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

37. Curriculum provides robust vocabulary and syntax routines both in context (through text-based questions and tasks) and out of context (through games, exercises, etc.). These routines are designed to strengthen verbal reasoning as well as knowledge of morphology. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

38. Curriculum revisits newly learned words and phrases in multiple contexts, including encouraging students to use them in their discussions and speaking and writing activities. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

39. Explicit instruction in morphology is provided with numerous opportunities for students to read and write words with these morphemes. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

40. **Overall Vocabulary Building to Build Lexical and Morphological Knowledge** *
- Category Rating**

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

41. **Overall Vocabulary Building to Build Lexical and Morphological Knowledge Category Comments**

Oral Language Development

Oral Language Development Through Rich Text-Based Discussion - Oral language can best be defined as “the ability to produce or comprehend spoken language, including vocabulary and grammar” (National Early Literacy Panel, 2008, p viii).

42. Oral language and listening comprehension are elements of instruction. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

43. Curriculum engages students in productive and sustained academic discussions through thought-provoking questions that develop both literal and deep understanding of the text and content being studied, including cultivating students' abstract reasoning and analytical thinking. When students answer questions, they are consistently required to provide evidence for their responses. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

44. Curriculum includes frequent opportunities for collaborative text-based discussions that develop analytical thinking as required by grade level standards. Students are taught to respond in complete sentences using text-based evidence to support thinking. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

45. Peer-to-Peer discussions are threaded throughout instruction to make classrooms ^{*} vibrant centers of intellectual engagement and co-learning. For younger children especially, discussions should include a language expansion focus, allowing students to connect to the text/topic, repeating & clarifying, and expanding language (new words, phrases, ideas, etc.). Example: dialogic reading.

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

46. **Overall Oral Language Category Rating ^{*}**

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

47. **Overall Oral Language Category Comments**

Phonological Awareness

Including word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation. The Wisconsin Standards for ELA (2020) define phonological awareness as the ability to detect and manipulate the units of spoken language. It is the global awareness of large chunks of speech, word awareness, spoken syllable, onset rime, and phoneme.

Phonemic Awareness - Including phonemic identification, isolation, blending, segmentation, addition, substitution, and deletion. Phonemic awareness is an oral language task that deals with individual phonemes in spoken words or syllables (Moats, 2020).

48. Does the instruction only attend to larger units of phonological awareness (rhyme, alliteration) without moving to phoneme level? (Desired answer is NO) *

Mark only one oval.

Yes

No

49. Is the instruction focused on letters only without explicit instruction and practice with phonemes that letters represent? (desired answer is no) *

Mark only one oval.

Yes

No

50. Phoneme awareness is taught as a foundational skill. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

51. Scope and sequence for systematic phonological awareness (syllable, onset-rime e.g.) and phonemic awareness instruction is utilized moving from simple to complex. Phonemic awareness instruction progresses from simple (eg., hearing initial sounds) to more complex activities (eg., manipulating sounds). *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

52. Curriculum includes instruction of the larger units of phonological awareness (syllable, rhyme, onset-rime) in kindergarten, with the bulk of instruction at the phoneme level. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

53. Phoneme awareness is taught directly, explicitly, systematically, and frequently paired with letter instruction. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

54. Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placement, vocal cord voicing are happening). *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

55. Curriculum includes instructional focus on identifying, segmenting, and blending phonemes within a word (e.g., first, final, medial, phonemes in blends). *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

56. **Overall Phonological Awareness Category Rating ***

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

57. **Overall Phonological Awareness Category Comments**

Phonics

The relationships between sounds and words; this includes alphabetic principle, decoding, orthographic knowledge, encoding, and fluency (creating automaticity at the skill level).

58. Does the curriculum teach letter-sound correspondences opportunistically/ implicitly during text reading? (desired answer is no) *

Mark only one oval.

- Yes
- No

59. Does phonics instruction take place in optional “mini-lessons” or “word work” sessions? (Desired answer is no) *

Mark only one oval.

Yes

No

60. The initial instructional sequence introduces many (or all) consonants before a vowel is introduced, and/or short vowels are taught in rapid succession and/or all sounds for one letter are taught all at once. (Desired answer is no) *

Mark only one oval.

Yes

No

61. Blending is not explicitly taught or practiced. (desired answer is no) *

Mark only one oval.

Yes

No

62. Does instruction encourage students to memorize whole words, read using the first letter only as a clue, or guess at words in context using a “what would make sense?” strategy, or use picture clues rather than phonic decoding? (These methods promote reading on the wrong side of the brain. Desired answer is no) *

Mark only one oval.

Yes

No

63. Are words with known sound-symbol correspondences, including high frequency words often taught as whole-words and/or stand-alone “site words” to be memorized? (desired answer is no) *

Mark only one oval.

Yes

No

64. There few opportunities for word-level decoding practice provided. (Desired answer is no) *

Mark only one oval.

Yes

No

65. Early texts are predominately predictable and/or leveled texts and include phonic elements that have not been taught? (Desired answer is no) *

Mark only one oval.

Yes

No

66. Does advanced word study (grades 2+) instruction in phonics end once single syllable phonics patterns are taught? (desired answer is no) *

Mark only one oval.

Yes

No

67. Advanced word study (grades 2+) does not include instruction in multisyllabic word decoding strategies and/or using morphology to support word recognition? (desired answer is no) *

Mark only one oval.

Yes

No

68. Decodable text is available for all in grades K-2, and for students who still need these supports in grade 3. Support for a gradual release to less controlled text is included. *

Mark only one oval.

1 - Not present

2 - Minimal

3 - Sufficient

4 - Exemplary

69. Letter-sound correspondences are taught to automaticity in an explicit manner including letter formation *

Mark only one oval.

1 - Not present

2 - Minimal

3 - Sufficient

4 - Exemplary

70. Phonics instruction includes cumulative review including application in reading and writing. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

71. Phonics instruction is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns (i.e., instruction begins with short vowels and consonants). *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

72. Segmenting and blending are taught explicitly and practiced regularly in both decoding and encoding. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

73. Irregular high-frequency words are taught by drawing attention to both regular and irregular grapheme phoneme correspondences (or letter sound correspondence). *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

74. Instruction includes spaced practice and interleaving of skills taught (e.g., practicing old and new phonics patterns in one activity, practicing a learned phonics pattern in reading and spelling). *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

75. Phonics skills are practiced through applying letter-sound knowledge both in isolation and in decodable texts that match the phonics elements taught, securing phonic decoding. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

76. Students are taught to use phonics patterns to read words in connected text; context is only suggested as a confirmation strategy (not taught as a decoding strategy). Reading Foundational Skills Fluency Standard C. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

77. Advanced word study in grades 2 and 3 includes explicit instruction on the various routes to reading longer words, including syllable and morphological strategies that will support the acquisition of more sophisticated and context dependent orthographic knowledge (e.g., tion; al). *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

78. Advanced word study in grades 2 and above includes more advanced phonics skills (e.g., second sounds of c/g, digraphs, variant vowels). *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

- 79. For multilingual learners, once they decode the word accurately, supports (e.g., descriptions, pictures, or gestures) are used to teach or confirm the meaning of the decoded word(s). *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

- 80. **Overall Phonics Category Rating** *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

- 81. **Overall Phonics Category Comments**

Spelling

"Encoding: the process of hearing a sound and being able to write a symbol to represent that sound. For example: if a child hears the sound /t/ and then writes the letter 't', this means they can encode this sound. Encoding also involves hearing a whole word, matching speech/phoneme to print/grapheme, and writing the whole word, ultimately, with the correct spelling." WI ELA Appendix 2 p. 76.

82. Patterns taught for decoding are practiced in encoding/spelling lessons. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

83. Explicit spelling instruction continues in grade 2 and above with the aim of building readers orthographic knowledge (etc., variant vowels, vowel teams, polysyllabic words; morphological knowledge). *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

84. Spelling patterns are taught in a logical sequence, with the most frequently occurring patterns emphasized, not all at once or in a non-systematic manner. Extensive and recursive practice opportunities, not based on memorization, are provided to spell words both in isolation and in context. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

85. Spelling instruction includes an emphasis upon phonology, orthography, and morphology. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

86. Spelling instruction continues in grades 2 and above and includes explicit instruction in vowel teams, variant vowels and how morphology influences spelling. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

87. A limited number of high-frequency words may be taught in advance of their phonic patterns to allow for the reading of interesting sentences. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

88. **Overall Spelling Category Rating ***

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

89. **Overall Spelling Category Comments**

Writing

Writing is complex and multifaceted including transcription and craft, text structures, syntax and critical thinking (Sedita, 2022).

90. Does writing instruction primarily include narrative or unstructured choice writing? *
(desired answer is no)

Mark only one oval.

- Yes
- No

91. Teaching of the entire writing process: planning, drafting, editing/revising, and publishing some pieces (see ELA standards). *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

92. There is explicit instruction in handwriting including letter formation, posture, and grip, and there are opportunities for practice using lined paper to guide letter formation. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

93. Sentence-level writing is a focus in grade K-2 writing instruction *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

94. Emphasis is placed on the quality - not quantity - of written work: organization, grammar, spelling, punctuation and capitalization are prioritized. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

95. Writing to learn is emphasized in the curriculum; writing is used as a means to comprehend the content under study. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

96. Curriculum includes writing assignments that vary in purpose, length, and duration. Writing is always directly or indirectly linked to the curriculum content. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

97. Curriculum includes frequent writing opportunities that are evidence-based and anchored in the content students are studying to extend and solidify their learning. Writing also includes regular use of short, focused research projects with teacher support (appropriate to the grade level), again anchored in the assigned content. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

98. Practice automatizing transcription skills is included, and explicit handwriting instruction is part of the daily routine in grades K-2. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

99. **Overall Writing Category Rating ***

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

100. **Overall Writing Category Comments**

Fluency

Often referred to as the bridge between decoding and reading comprehension. It is not simply reading speed, but involves automaticity, accuracy and prosody (expression) (Pennell, 2020).

101. Fluency instruction focuses primarily on student silent reading? (desired answer is no) *

Mark only one oval.

Yes

No

102. Is rate emphasized over accuracy; is priority given to the student's ability to read words quickly? (desired answer is no) *

Mark only one oval.

Yes

No

103. Is word-level fluency practice to automaticity provided, (desired) or is fluency viewed only as text-reading fluency (not enough)? *

CLARIFICATION: Is fluency viewed ONLY as text reading fluency? (desired answer is no)

Mark only one oval.

Yes

No

104. Is fluency practiced only in narrative text or with repeated readings of patterned text? (desired answer is no) *

Mark only one oval.

Yes

No

105. Does fluency assessment allow acceptance of incorrectly decoded words if they are close in meaning to the target word (e.g., assessment based upon the cueing systems, M/S/V)? (desired answer is no) *

Mark only one oval.

Yes

No

106. Letter names and associated sounds, and word parts are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

107. Instruction includes teacher-led modeling, oral repeated reading by students and immediate feedback. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

108. Word, phrase, and sentence-level fluency practice is provided as well as continuous, connected text. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

109. Connected text fluency practice is provided encouraging students to read with prosody: phrasing, pausing, intonation and expressiveness (e.g. decodable texts, poetry, readers' theater, paired reading). *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

110. Curriculum should address all aspects of fluency: accuracy, speed and expression. Meaningful opportunities for fluency practice include echo, choral, partner, repeated and wide reading. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

111. For multilingual learners, additional support is included whenever possible to ensure students understand the meaning of words being read. *

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

112. **Overall Fluency Category Rating ***

Mark only one oval.

- 1 - Not present
- 2 - Minimal
- 3 - Sufficient
- 4 - Exemplary

113. **Overall Fluency Category Comments**

114. **Overall comments about the Instructional Materials from this publisher.**

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