Program Name: Wright Group Literacy   **Date of Publication:**   2002

Publisher: **Wright Group/ McGraw-Hill**   **Reviewer Code:**

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

   __X__   Includes comprehensive materials for grades K-3.

   __X__   Provides instruction in each of the critical elements:

        phonemic awareness
        phonics
        fluency
        vocabulary
        comprehension

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

   _____   Includes comprehensive materials for grades K-3.

_____ Provides instruction in each of the critical elements.
   _____   phonemic awareness
   _____   phonics
   _____   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
   _____   fluency
   _____   vocabulary
   _____   comprehension

   _____   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.*

Rating	Criterion
High Priority Items — Phonemic Awareness Instruction	
◯	1. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). *(ss)*
◯	2. Teaches skills explicitly and systematically. *(w)*
◯	3. Models phonemic awareness tasks and responses orally and follows with students' production of the task. *(w)*
⦿⁺	4. Integrates letter-sound correspondence instruction to phonological awareness. *(w)* [NRP, pg. 2-41]
◯	5. Focuses on segmentation or the combination of blending and segmenting for greatest transfer. *(ss)* [NRP, pg. 2-41]

Kindergarten Phonemic Awareness Instruction — High Priority

Tally the number of elements with each rating.

_____ ●	1 ⦿⁺	_____ ⦿	_____ ◯⁺	4 ◯
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   1.5   /   10   =   15%

Rating	Criterion
●	1. Focuses beginning instruction on the phonemic level of phonological units with short words (two to three phonemes; e.g., *at, mud, run*).
◐⁺	2. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next.
○	3. Focuses first on the initial sound (*s*at), then on the final sound (sa*t*), and lastly on the medial sound (s*a*t) in words.
○	4. Provides brief instructional sessions. (Significant gains in phonemic awareness are often made in 15 to 20 minutes of daily instruction and practice over a period of 9 to 12 weeks.) [NRP 5-15 hrs total, pg. 2-41]

Discretionary Items — Phonemic Awareness Instruction

Kindergarten Phonemic Awareness Instruction — Discretionary

Tally the number of elements with each rating.   1 ●   1 ◐⁺   ●   ○⁺   2 ○
        (2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Total Points / Total Possible Points   3.5 / 8 = 44%

Phonics *is the ability to recognize words accurately, fluently, and independently 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*. [NRP, pg. 2-41; pg. 2-93]

Rating	Criterion
◐⁺	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/). *(ss)*
○	2. Explicitly models the sound of letter prior to student practice and assessment. *(w)*
○⁺	3. Incorporates frequent and cumulative review of taught letter sounds to automaticity. *(st)*

High Priority Items — Letter-Sound Association Instruction

Kindergarten Letter-Sound Association Instruction — High Priority

Tally the number of elements with each rating.   ●   1 ◐⁺   ●   1 ○⁺   1 ○
        (2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Total Points / Total Possible Points   2 / 6 = 33%

Discretionary Items — Letter-Sound Association Instruction	
Rating	Criterion
●	1. Sequences the introduction of letter sounds in ways that minimize confusion (e.g., sequence /p/, /b/, /v/; /e/, /i/).
◉	2. Includes a few short vowels early in the sequence so that students can use letter-sound knowledge to segment and blend words.

Kindergarten Letter-Sound Association Instruction — Discretionary

Tally the number of elements with each rating.

1 ●	◉⁺	1 ◉	○⁺	○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   3 / 4 = 75%

High Priority Items — Decoding Instruction	
Rating	Criterion
○	1. Provides explicit strategy for blending words. *(w)* [NRP, pg. 2-96]
○	2. Provides multiple opportunities within lessons for students to blend and read words. *(w)*
○	3. Provides sufficient guided practice in decodable word lists and short, controlled connected text. *(w)* and *(ss)*
○	4. Introduces regular word types (CV or CVC) first in the sequence. *(ss)*
○	5. Introduces regular words for which students know all letter sounds. *(ss)*

Kindergarten Decoding Instruction — High Priority

Tally the number of elements with each rating.

●	◉⁺	◉	○⁺	5 ○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   0 / 10 = 0%

High Priority Items — Irregular Words Instruction	
Rating	Criterion
◑	1. Introduces words of high utility (e.g., I, have, etc.) with ample practice for automaticity. *(w)* and *(st)*

Kindergarten Irregular Words Instruction — High Priority

Tally the number of elements with each rating.

●	◑⁺	1 ◑	○⁺	○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   1 / 2 = 50%

Discretionary Items — Irregular Words Instruction	
Rating	Criterion
◑⁺	1. Limits # of words introduced within a lesson.
●	2. Separates highly similar words (e.g., was/saw).

Kindergarten Irregular Instruction — Discretionary

Tally the number of elements with each rating.

1 ●	1 ◑⁺	◑	○⁺	○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   3.5 / 4 = 88%

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.

High Priority Items —Vocabulary Instruction	
Rating	Criterion
○⁺	1. Provides direct instruction of specific concepts and vocabulary. *(w)*
◑⁺	2. Provides repeated and multiple exposures to critical vocabulary. *(w)* and *(st)*
○	3. 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. *(w)*

Kindergarten Vocabulary Instruction — High Priority

Tally the number of elements with each rating.

●	1 ◑⁺	◑	1 ○⁺	1 ○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Rating	Criterion
Discretionary Items — Vocabulary Instruction	
Rating	Criterion
○	1. Reviews previously introduced words cumulatively.
●	2. Provides opportunity for daily listening, speaking, and language experience.
●	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

Kindergarten Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.

2 ●   ◐⁺   ◐   ○⁺   1 ○
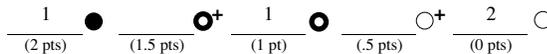(2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)
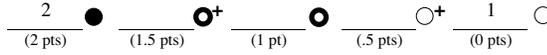
Listening Comprehension: The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard are the foundation of reading comprehension. Because many kindergarten children cannot yet read stories, it is imperative that they have frequent and rich opportunities to listen to and discuss stories and informational text that will extend their current understandings and vocabulary knowledge. [NRP, pg. 2-97]

| Rating	Criterion
High Priority Items — Listening Comprehension	
Rating	Criterion
○	1. Models and systematically reviews critical comprehension strategies. *(st)* [NRP, pg. 4-126; pp 4-100] • Literal comprehension • Retelling
○	2. Models and guides the students through story structure (e.g., setting _____), thinking out loud as the elements are being identified. *(w)* [NRP, pg. 4-100]
◉	3. Strategically selects and reinforces critical vocabulary during story reading (connects with background knowledge and examples). *(w)* and **(ss)**
●	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. *(ss)* [NRP, pp 4-109]

Kindergarten Listening Comprehension — High Priority

Tally the number of elements with each rating.

1 ●   ◐⁺   1 ◐   ○⁺   2 ○
(2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Rating	Criterion
○⁺	1. Focuses on only a few important elements and introduces additional elements when the students can reliably identify those previously taught. [NRP, pg. 4-100]
○	2. Models multiple examples and provides extensive guided practice in listening-comprehension strategies. [NRP, pg. 4-107]
○	3. 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.) [NRP, pg. 4-110; pg. 4-111]

Discretionary Items — Listening Comprehension

Kindergarten Listening Comprehension — Discretionary

Tally the number of elements with each rating.

    ●   ○⁺   ◉   1 ○⁺   2 ○

(2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)
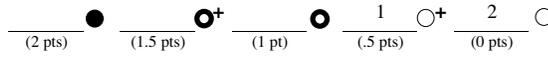
Summary of Kindergarten Ratings

High Priority Items	
Phonemic Awareness Instruction (5)	15%
Phonics Instruction (9)	17%
Letter-Sound Association Instruction (3)	33%
Decoding Instruction (5)	0%
Irregular Words Instruction (1)	50%
Vocabulary Instruction (3)	
Listening Comprehension Instruction (4)	

Discretionary Items	
Phonemic Awareness Instruction (4)	44%
Phonics Instruction (4)	81%
Letter-Sound Association Instruction (2)	75%
Decoding Instruction (0)	
Irregular Words Instruction (2)	88%
Vocabulary Instruction (3)	
Listening Comprehension Instruction (3)	

Kindergarten High Priority Totals	16%

Kindergarten Discretionary Totals	63%

Kindergarten Design Features	
Rating	Criterion
◉	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 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.

Kindergarten Design Features

Tally the number of elements with each rating.

●	◉⁺	1 ◉	○⁺	4 ○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   1   /   10   =   10%

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.*

High Priority Items — Phonemic Awareness Instruction	
Rating	Criterion
◉⁺	1. Allocates appropriate amount of daily time to blending, segmenting, and manipulating tasks until proficient. *(w)* [NRP, pg. 2-41]
●	2. Incorporates letters into phonemic awareness activities. *(w)* [NRP, pg. 2-41]

First Grade Phonemic Awareness Instruction — High Priority

Tally the number of elements with each rating.

1 ●	1 ◉⁺	◉	○⁺	○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   3.5   /   4   =   88%

	Discretionary Items — Phonemic Awareness Instruction
Rating	**Criterion**
O⁺	1. Analyzes words at the phoneme level (i.e., working with individual sounds within words).
●	2. Works with phonemes in all position in words (initial, final, medial).
O⁺	3. Progresses from identifying or distinguishing the positions of sounds in words to producing the sound and adding, deleting, and changing selected sounds.
●	4. Works with increasingly longer words (three to four phonemes).
●	5. Expands beyond consonant-vowel-consonant words (e.g., *sun*) to more complex phonemic structures (consonant blends).

First Grade Phonemic Awareness Instruction — Discretionary

Tally the number of elements with each rating.

　　3　●　　2　O⁺　　　　O　　　　○⁺　　　　○
　(2 pts)　　(1.5 pts)　　(1 pt)　　(.5 pts)　　(0 pts)

Total Points / Total Possible Points　　　9　/　10　=　90%

	High Priority Items — Phonics Instruction
Rating	**Criterion**
O⁺	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. *(ss)* [NRP, pg. 2-132]
O⁺	2. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words). *(w)* and *(ss)*
O⁺	3. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. *(w)*
O⁺	4. Includes repeated opportunities to read words in contexts in which students can apply their knowledge of letter-sound correspondences. *(w)* and *(ss)* [NRP, pg. 3-28]
O⁺	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 trade books. Decodable texts should contain the phonics elements and sight words that students have been taught. *(w)* and *(ss)*

First Grade Phonics Instruction — High Priority

Tally the number of elements with each rating.

　　　　●　　5　O⁺　　　　O　　　　○⁺　　　　○
　(2 pts)　　(1.5 pts)　　(1 pt)　　(.5 pts)　　(0 pts)

Total Points / Total Possible Points　　　7.5　/　10　=　75%

Discretionary Items — Phonics Instruction	
Rating	Criterion
●	1. Provides integrated proactive instruction and practice in words that students first read, spell, and write.
●	2. Sequences words strategically to incorporate known letters or letter-sound combinations. [NRP, pg. 2-132]
○⁺	3. Begins instruction in word families and word patterns (i.e., reading orthographic units of text, such as *at, sat, fat, rat*) <u>after</u> students have learned the letter-sound correspondences in the unit. [NRP, pg. 2-132]
◑⁺	4. Teaches students to process larger, highly represented patterns to increase fluency in word recognition.

First Grade Phonics Instruction — Discretionary

Tally the number of elements with each rating.

2 ●	1 ◑⁺	◑	1 ○⁺	○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   6 / 8 = 75%

High Priority Items — Irregular Words Instruction	
Rating	Criterion
○⁺	1. Selects words of high utility with ample practice for automaticity. *(st)*
●	2. Controls the number of irregular words introduced at one time. *(w)*

First Grade Irregular Words Instruction — High Priority

Tally the number of elements with each rating.

1 ●	◑⁺	◑	1 ○⁺	○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   2.5 / 4 = 63%

Discretionary Items — Irregular Words Instruction	
Rating	Criterion
◑⁺	1. Strategically separates high-frequency words (e.g., *was, saw; them, they, there*), that are often confused by students.
◑⁺	2. Points out irregularities while focusing student attention on all letters in the word.

First Grade Irregular Words Instruction — Discretionary

Tally the number of elements with each rating.

●	2 ◑⁺	◑	○⁺	○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   3 / 4 = 75%

High Priority Items — Connected Text and Fluency Instruction	
Rating	Criterion
◉	1. Introduces passage reading soon after students can read a sufficient number of words accurately. *(w)*
◉	2. Contains regular words comprised of letter-sounds and words types that have been taught. *(w)* and *(ss)*
◯⁺	3. Contains only high-frequency irregular words that have been previously taught. *(ss)*
◯	4. Uses initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). *(w)*
◯	5. Builds toward a 60 word per minute fluency goal by end of grade. *(ss)* [NRP, pg. 3-4]
◉	6. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. *(w)* and *(ss)* [NRP, pg. 3-28]

First Grade Connected Text and Fluency Instruction — High Priority

Tally the number of elements with each rating.

　　　　●　　　　◉⁺　　　3　◉　　　1　◯⁺　　2　◯
　　(2 pts)　　(1.5 pts)　　(1 pt)　　(.5 pts)　　(0 pts)

Total Points / Total Possible Points　　3.5　/　12　=　29%

Discretionary Items — Connected Text and Fluency Instruction	
Rating	Criterion
◯	1. Teaches explicit strategy to move from reading words in lists to reading words in sentences and passages.
◯⁺	2. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-28; pg. 3-15]

First Grade Connected Text and Fluency Instruction — Discretionary

Tally the number of elements with each rating.

　　　　●　　　　◉⁺　　　　◉　　　1　◯⁺　　1　◯
　　(2 pts)　　(1.5 pts)　　(1 pt)　　(.5 pts)　　(0 pts)

Total Points / Total Possible Points　　0.5　/　4　=　13%

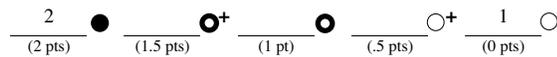|	**High Priority Items — Vocabulary Instruction**
Rating	Criterion
○	1. Provides direct instruction of specific concepts and vocabulary. *(w)*
○⁺	2. Provides repeated and multiple exposures to critical vocabulary. *(w)* and *(st)*
○⁺	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. *(w)*

First Grade Vocabulary Instruction — High Priority

Tally the number of elements with each rating.

　　　●　　　○⁺　　　○　　2　○⁺　　1　○
(2 pts)　(1.5 pts)　(1 pt)　(.5 pts)　(0 pts)

	Discretionary Items — Vocabulary Instruction
Rating	Criterion
○	1. Reviews previously introduced words cumulatively.
●	2. Provides opportunity for daily listening, speaking, and language experience.
●	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

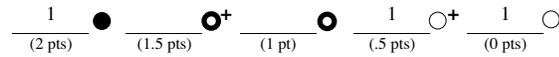First Grade Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.

2　●　　　○⁺　　　○　　　○⁺　　1　○
(2 pts)　(1.5 pts)　(1 pt)　(.5 pts)　(0 pts)

High Priority Items — Reading Comprehension Instruction	
Rating	Criterion
○⁺	1. Guides students through sample text in which teachers think out loud as they identify the components of story structure. *(w)* [NRP, pg. 4-122]
●	2. 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. *(ss)* [NRP, pg. 4-109]
○	3. Explicitly teaches critical comprehension strategy (e.g., main idea, literal, inferential, retell, prediction). *(w)* and *(ss)*

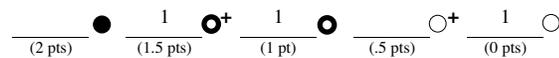First Grade Reading Comprehension Instruction — High Priority

Tally the number of elements with each rating.

$\underset{\text{(2 pts)}}{\underline{1}}$ ● $\underset{\text{(1.5 pts)}}{\underline{\quad}}$ ○⁺ $\underset{\text{(1 pt)}}{\underline{\quad}}$ ◉ $\underset{\text{(.5 pts)}}{\underline{1}}$ ○⁺ $\underset{\text{(0 pts)}}{\underline{1}}$ ○

Discretionary Items — Reading Comprehension Instruction	
Rating	Criterion

○	1. The text for initial instruction in comprehension:
	  -begins with text units appropriate for the learner
	  -uses familiar vocabulary
	  -activates prior knowledge [NRP, pg. 4-108]
	  -uses simple sentences
	  -begins with short passages to reduce the memory load for learners

◉⁺	2. Introduces text where the structure of text is explicit (beginning, middle, and end being obvious). [NRP, pg. 4-112]
◉	3. Has students discuss the story structure orally and make comparisons with other stories. [NRP, pg. 4-100]

First Grade Reading Comprehension Instruction — Discretionary

Tally the number of elements with each rating.

$\underset{\text{(2 pts)}}{\underline{\quad}}$ ● $\underset{\text{(1.5 pts)}}{\underline{1}}$ ◉⁺ $\underset{\text{(1 pt)}}{\underline{1}}$ ◉ $\underset{\text{(.5 pts)}}{\underline{\quad}}$ ○⁺ $\underset{\text{(0 pts)}}{\underline{1}}$ ○

Summary of First Grade Ratings

High Priority Items	
Phonemic Awareness Instruction (2)	88%
Phonics Instruction (7)	71%
Phonics Instruction (5)	75%
Irregular Words Instruction (2)	63%
Connected Text and Fluency Instruction (6)	29%
Vocabulary Development (3)	
Reading Comprehension Instruction (3)	

Discretionary Items	
Phonemic Awareness Instruction (5)	90%
Phonics Instruction (6)	75%
Phonics Instruction (4)	75%
Irregular Words Instruction (2)	75%
Connected Text and Fluency Instruction (2)	13%
Vocabulary Development (3)	
Reading Comprehension Instruction (3)	

First Grade High Priority Totals	57%

First Grade Discretionary Totals	71%

First Grade Design Features	
Rating	Criterion
○	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.

First Grade Design Features

Tally the number of elements with each rating.

● (2 pts)	○⁺ (1.5 pts)	1 ● (1 pt)	3 ○⁺ (.5 pts)	1 ○ (0 pts)

Total Points / Total Possible Points   2.5 / 10 = 25%

Phonics *is the ability to recognize words accurately, fluently, and independently 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. [NRP, pg. 2-41; pg. 2-93]*

Rating	High Priority Items — Phonics Instruction
	Criterion
◉	1. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and applies to other program materials (e.g., trade books, anthologies) when students are proficient. *(w)* and *(ss)* [NRP pg. 2-13]
◉⁺	2. Provides teacher guided practice in word lists and controlled contexts in which students can apply newly learned skills successfully. *(w)*
○⁺	3. Teaches explicit strategy to read multisyllabic words by using prefixes, suffixes, and known word parts. *(w)*

Second Grade Phonics Instruction — High Priority

Tally the number of elements with each rating.

       ●   1 ◉⁺   1 ◉   1 ○⁺   ○

      (2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Total Points / Total Possible Points   3 / 6 = 50%

Rating	Discretionary Items — Phonics Instruction
	Criterion
◉⁺	1. Avoids assuming that learners will automatically transfer skills from one word type to another. When introducing a new letter combination, prefix, or word ending, models each of the fundamental stages of blending the word and then reading the whole word.
○⁺	2. Separates auditorily and visually similar letter combinations in the instructional sequence (e.g., does not introduce both sounds for *oo* simultaneously; separates *ai, au*).
◉⁺	3. Ensures that students know the sounds of the individual letters prior to introducing larger orthographic units (e.g., *ill, ap, ing*).
◉⁺	4. Offers repeated opportunities for students to read words in contexts where they can apply their advanced phonics skills with a high level of success. [NRP, pg. 3-28; 3-15]
◉⁺	5. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters onto print.
◉⁺	6. Makes clear the connections between decoding (symbol to sound) and spelling (sound to symbol).

Second Grade Phonics Instruction — Discretionary

Tally the number of elements with each rating.

       ●   5 ◉⁺   ◉   1 ○⁺   ○

      (2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Total Points / Total Possible Points   8 / 12 = 67%

	High Priority Items — Irregular Words Instruction
Rating	Criterion
●	1. Selects words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. *(ss)*

Second Grade Irregular Words Instruction — High Priority

Tally the number of elements with each rating.

1 ●	◉+	◉	○+	○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   2 / 2 = 100%

	Discretionary Items — Irregular Words Instruction
Rating	Criterion
●	1. Sequences high-frequency irregular words to avoid potential confusion. For example, high-frequency words that are often confused by students should be strategically separated for initial instruction.
○	2. Limits the number of sight words introduced at one time.
●	3. Preteaches the sight words prior to reading connected text.
○+	4. Provides a cumulative review of important high-frequency sight words as part of daily reading instruction.

Second Grade Irregular Words Instruction — Discretionary

Tally the number of elements with each rating.

2 ●	◉+	◉	1 ○+	1 ○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   4.5 / 8 = 56%

	High Priority Items — Vocabulary Instruction
Rating	Criterion
○+	1. Provides direct instruction of specific concepts and vocabulary essential to understanding text. *(w)* [NRP, pg. 4-4]
○+	2. Provides repeated and multiple exposures to critical vocabulary. *(w)* and *(st)* [NRP, pg. 4-4]

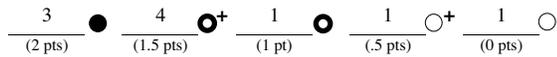Second Grade Vocabulary Instruction — High Priority

Tally the number of elements with each rating.

●	◉+	◉	2 ○+	○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Rating	Criterion
Discretionary Items — Vocabulary Instruction	
◓⁺	1. Variety of methods [NRP, pg. 4-4]
●	2. Incorporates exposure to a broad and diverse vocabulary through listening to an reading stories and informational texts. [NRP, pg. 4-4]
◑	3. 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. [NRP, pg. 4-4]
○	4. Reviews previously introduced words cumulatively. [NRP, pg. 4-4]
◓⁺	5. Teaches strategy for word meanings based on meaning of prefixes and suffixes.
◓⁺	6. Introduces the prefix or suffix in isolation, indicating its meaning and then connecting it in words.
●	7. Illustrates the prefix or suffix with multiple examples.
○⁺	8. Restructuring of vocabulary tasks for at-risk, low achieving students.
◓⁺	9. Uses examples when the roots are familiar to students (e.g., *remake* and *replay* as opposed to *record* and *recode*.)
●	10. Separates prefixes that appear similar in initial instructional sequences (e.g., *pre, pro*).

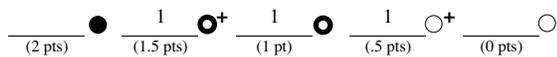Second Grade Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.

<u> 3 </u> ●	<u> 4 </u> ◓⁺	<u> 1 </u> ◑	<u> 1 </u> ○⁺	<u> 1 </u> ○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Rating	Criterion
High Priority Items — Passage Reading - Fluency Instruction	
◑	1. Contains regular words comprised of phonic elements and word types that have been introduced. *(ss)*
◓⁺	2. Selects majority of high frequency irregular words from list of commonly used words in English. *(ss)*
○⁺	3. Builds toward a 90 word-per-minute fluency goal by end of grade 2. Assesses fluency regularly. *(ss)* [NRP, pg. 3-4]

Second Grade Passage Reading- Fluency Instruction — High Priority

Tally the number of elements with each rating.
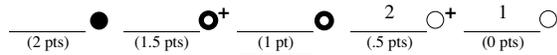
<u> </u> ●	<u> 1 </u> ◓⁺	<u> 1 </u> ◑	<u> 1 </u> ○⁺	<u> </u> ○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Total Points / Total Possible Points   <u> 3 </u> / <u> 6 </u> = 50%

Rating	Discretionary Items — Passage Reading - Fluency Instruction
	Criterion
○⁺	1. Contains only irregular words that have been previously taught.
○⁺	2. Introduces repeated readings after students read words in passages accurately. [NRP, pg. 3-28; 3-15]
○	3. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP, pg. 3-28]

Second Grade Passage Reading- Fluency Instruction — Discretionary

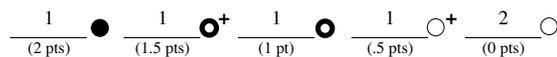Tally the number of elements with each rating.

    ●   ◉⁺   ◉   2 ○⁺   1 ○
     (2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Total Points / Total Possible Points   1 / 6 = 17%

Rating	High Priority Items — Reading Comprehension Instruction
	Criterion
◉⁺	1. Teaches conventions of informational text (e.g., titles, chapter headings) to locate important information. *(w)* and *(ss)*
◉	2. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. *(w)* and *(ss)*
●	3. Teaches or activates prior knowledge to increase a student's understanding of what is read. [NRP, pg. 4-108] *(w)*
○⁺	4. Teaches skill or strategy (e.g., comprehension monitoring, summarizing) explicitly with the aid of carefully designed examples and practice. *(w)* and *(ss)* [NRP, pg. 4-108]
○	5. Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy. *(st)*
○	6. 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. *(w)* [NRP, pg. 4-112]

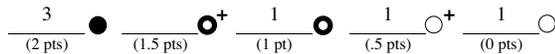Second Grade Reading Comprehension Instruction — High Priority

Tally the number of elements with each rating.

1 ●   1 ◉⁺   1 ◉   1 ○⁺   2 ○
(2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Rating	Criterion
●	1. Teaches narrative and informational text.
◉	2. Organizes instruction in a coherent structure.
○	3. Connects previously taught skills and strategies with new content and text. [NRP, 4-107]
●	4. 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. [NRP, 4-107]
○⁺	5. Teaches analyzing elements of narrative text and comparing and contrasting elements within and among texts.
●	6. Uses graphic organizers on the content of passages.

Discretionary Items — Reading Comprehension Instruction *(table title)*

Second Grade Reading Comprehension Instruction — Discretionary

Tally the number of elements with each rating.

$\dfrac{3}{\text{(2 pts)}}$ ● $\dfrac{}{\text{(1.5 pts)}}$ ◉⁺ $\dfrac{1}{\text{(1 pt)}}$ ◉ $\dfrac{1}{\text{(.5 pts)}}$ ○⁺ $\dfrac{1}{\text{(0 pts)}}$ ○

Summary of Second Grade Ratings

High Priority Items	
Phonics Instruction (4)	63%
Phonics Instruction (3)	50%
Irregular Words Instruction (1)	100%
Vocabulary Instruction (2)	
Passage Reading - Fluency Instruction (3)	50%
Reading Comprehension Instruction (6)	

Second Grade High Priority Totals	57%

Discretionary Items	
Phonics Instruction (10)	63%
Phonics Instruction (6)	67%
Irregular Words Instruction (4)	56%
Vocabulary Instruction (10)	
Passage Reading - Fluency Instruction (3)	17%
Reading Comprehension Instruction (6)	

Second Grade Discretionary Totals	52%

	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.

Second Grade Design Features

Tally the number of elements with each rating.

$\dfrac{}{\text{(2 pts)}}$ ● $\dfrac{}{\text{(1.5 pts)}}$ ◉⁺ $\dfrac{}{\text{(1 pt)}}$ ◉ $\dfrac{5}{\text{(.5 pts)}}$ ○⁺ $\dfrac{}{\text{(0 pts)}}$ ○
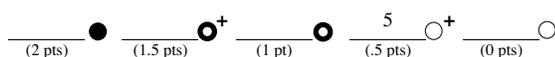
Total Points / Total Possible Points   2.5   /   10   =   25%

| High Priority Items — Decoding and Word Recognition Instruction [Systematic NRP, pg. 2-132] ||
Rating	Criterion
●	1. Teaches strategies to decode multisyllabic words using the structural features of such word parts as affixes (e.g., *pre-, mis-,-tion*) to aid in word recognition. *(w)*
◯⁺	2. Emphasizes reading harder and bigger words (i.e., multisyllabic words) and reading all words more fluently. *(ss)*

Third Grade Decoding and Word Recognition Instruction — High Priority

Tally the number of elements with each rating.

<u> 1 </u> ●   <u>   </u> ◉⁺   <u>   </u> ◉   <u> 1 </u> ◯⁺   <u>   </u> ◯
(2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Total Points / Total Possible Points   <u> 2.5 </u> / <u> 4 </u> = | 63% |

| Discretionary Items — Decoding and Word Recognition Instruction ||
Rating	Criterion
◉⁺	1. Separates word parts that are highly similar (e.g., *ight* and *aight*).
◉⁺	2. Introduces word parts that occur with high frequency over those that occur in only a few words.
◉⁺	3. Teaches the word parts first and then incorporates the words into sentences and connected text.
●	4. Extends instruction to orthographically larger and more complex units (e.g., *ight, aught, own*).
◯⁺	5. Provides explicit explanations, including modeling, "Think-alouds," guided practice, and the gradual transfer of responsibility to students.
◉	6. Relies on examples more than abstract rules. (Begin with familiar words. Show "nonexamples." Use word parts rather than have students search for little words within a word. *Examples*: depart, report.)
◯⁺	7. Makes clear the limitations of structural analysis.
◉⁺	8. Uses extended text in opportunities for application.

Third Grade Decoding and Word Recognition Instruction — Discretionary

Tally the number of elements with each rating.

<u> 1 </u> ●   <u> 4 </u> ◉⁺   <u> 1 </u> ◉   <u> 2 </u> ◯⁺   <u>   </u> ◯
(2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Total Points / Total Possible Points   <u> 10 </u> / <u> 16 </u> = | 63% |

Rating	Criterion
◉	1. Teaches strategies to use context to gain the meaning of an unfamiliar word. Context includes the words surrounding the unfamiliar word that provide information to its meaning. *(w)*
○⁺	2. Repeated and multiple exposures to vocabulary. *st))* [NRP, pg. 4-4]
○⁺	3. Emphasizes direct instruction in specific concepts and vocabulary essential to understanding text. *(w)*
●	4. Provides exposure to a broad and diverse vocabulary through listening to and reading stories. *(ss)* [NRP, pg. 4-4]
○⁺	5. Variety of methods; variety of contexts. *(ss)* [NRP, pg. 4-4]

High Priority Items — Vocabulary Instruction

Third Grade Vocabulary Instruction — High Priority

Tally the number of elements with each rating.

  1   ●   ◉⁺   1   ◉   3   ○⁺   ○
(2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Discretionary Items — Vocabulary Instruction

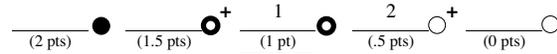| Rating	Criterion
○	1. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. Uses words in context and that are encountered frequently.
◉	2. Restructuring of vocabulary tasks for at-risk, low achievers.
●	3. Extends the understanding of concepts and vocabulary of the English language through (1) learning and using antonyms and synonyms: (2) using individual words in compound words to predict the meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words.

Third Grade Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.

  1   ●   ◉⁺   1   ◉   ○⁺   1   ○
(2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Rating	Criterion
High Priority Items — Passage Reading - Fluency Instruction	
○⁺	1. Contains only words comprised of phonic elements and word types that have been introduced. *(w)* and *(ss)*
◉	2. Builds toward a 120 word-per-minute fluency goal by end of grade 3. Assess fluency regularly. *(ss)* [NRP, pg. 3-28]
○⁺	3. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. *(w)* [NRP, pg. 3-28]

Third Grade Passage Reading - Fluency— High Priority

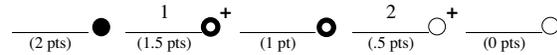Tally the number of elements with each rating.

●_____◉⁺___1___◉___2___○⁺_____○
(2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Total Points / Total Possible Points   2 / 6 = 33%

Rating	Criterion
Discretionary Items — Passage Reading - Fluency Instruction	
○⁺	1. Contains only irregular words that have been previously taught.
◉⁺	2. Selects majority of high frequency irregular words from list of commonly used words in English.
○⁺	3. Introduces repeated readings after students read words in passages accurately. [NRP, pg. 3-28; 3-15]

Third Grade Passage Reading - Fluency—Discretionary

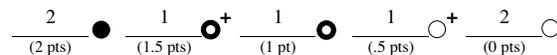Tally the number of elements with each rating.

●___1___◉⁺_____○___2___○⁺_____○
(2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Total Points / Total Possible Points   2.5 / 6 = 42%

Rating	Criterion
High Priority Items — Reading Comprehension Instruction	
●	1. Teaches background information and/or activates prior knowledge. *(w)* [NRP, pg. 4-108]
◉⁺	2. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. *(w)*
◉	3. Uses known or taught vocabulary and passages at appropriate readability levels for learners. *(w)*
○	4. Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy. *(w)* and *(st)*
○	5. Connects previously taught skills and strategies with new content and text. *(w)* and *(ss)* [NRP, pg. 4-107]
○⁺	6. Cumulatively builds a repertoire of multiple strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year. *(w)* and *(ss)* [NRP. pg. 4-107]
●	7. Explicitly teaches comprehension strategies with the aid of carefully designed examples and practice (e.g., comprehension monitoring, mental imagery, question generation, question answering, story structure, summarization). *(w)* [NRP. pg. 4-100 to 4-113]

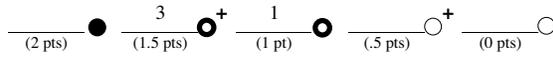Third Grade Reading Comprehension Instruction— High Priority

Tally the number of elements with each rating.

___2___●___1___◉⁺___1___◉___1___○⁺___2___○
(2 pts)   (1.5 pts)   (1 pt)   (.5 pts)   (0 pts)

Discretionary — Reading Comprehension Instruction	
Rating	Criterion
◐	1. Provides cooperative learning activities that parallel requirements of instruction.
◐⁺	2. Begins with linguistic units appropriate to the learner; for example, uses pictures and a set of individual sentences before presenting paragraph or passage-level text to help students learn the concept of main idea.
◐⁺	3. Uses familiar, simple syntactical structures and sentence types.
◐⁺	4. Progresses to more complex structures in which main ideas are not explicit and passages are longer.

Third Grade Reading Comprehension Instruction— Discretionary

Tally the number of elements with each rating.

| ●	3 ◐⁺	1 ◐	○⁺	○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)

Summary of Third Grade Ratings

High Priority Items	
Phonics Instruction (2)	63%
Vocabulary Instruction (5)	
Passage Reading - Fluency Instruction (3)	33%
Reading Comprehension Instruction (7)	

Discretionary Items	
Phonics Instruction (8)	63%
Vocabulary Instruction (3)	
Passage Reading - Fluency Instruction (3)	42%
Reading Comprehension Instruction (4)	

Third Grade High Priority Totals	45%

Third Grade Discretionary Totals	57%

Third 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.

Third Grade Design Features

Tally the number of elements with each rating.

●	1 ◐⁺	◐	4 ○⁺	○
(2 pts)	(1.5 pts)	(1 pt)	(.5 pts)	(0 pts)
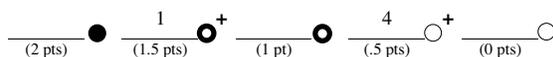
Total Points / Total Possible Points   3.5 / 10 = 35%

Overall Assessment of Instructional Sufficiency by Critical Element and Grade

PROGRAM NAME:

Critical Element	Kindergarten		First Grade	
	High Priority Items	**Discretionary Items**	**High Priority Items**	**Discretionary Items**
Phonemic Awareness	15%	44%	88%	90%
Phonics	17%	81%	71%	75%
Fluency			29%	13%
Vocabulary				
Comprehension				
Critical Element	**Second Grade**		**Third Grade**	
	High Priority Items	**Discretionary Items**	**High Priority Items**	**Discretionary Items**
Phonemic Awareness				
Phonics	63%	63%	63%	63%
Fluency	50%	17%	33%	42%
Vocabulary				
Comprehension				