Science of Reading for K-5 ELA Rubric

Features of Scientifically-Based and Evidence-Based Core Reading Programs
This serves as the rubric used for evaluation of instructional materials bid for state adoption

Section 1: Research Alignment – The program reflects current and confirmed research in reading and cognitive science.

1. For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3 or 4.

2. The program provides evidence of grounding in conceptual research and theoretical models with reference to research articles and websites.

3. There is an emphasis on teaching and learning the six essential early literacy skills (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension).

4. The program reflects the understanding of "Structured Literacy" and that reading is a language-based skill and learning to read depends on mapping sounds to print (e.g., Scarborough's Reading Rope).

Section 2: Three-Cueing System – The program reflects the omission of three-cueing, which is an instructional approach to foundational skills instruction that involves the use of three different types of instructional cues: semantic (gaining meaning from the context and sentence-level cues), syntactic or grammatical features and grapho-phonic (spelling patterns) elements in lieu of explicit instruction in phonic decoding and encoding.
The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding.

1. Three-cueing systems are NOT taught as strategies for teaching word reading.

2. Guidance is NOT provided to memorize any whole words by sight without attending to the sound/symbol correspondences. Irregular or temporarily irregular words have specific sounds or patterns that can be taught through a process called orthographic mapping. Students should use phonics to decode most of the word and commit to memory the irregular letter(s).

3. Instruction does NOT encourage students to memorize whole words, read using the first letter only as a clue, guess at words in context using a "what would make sense?" strategy, or picture clues rather than phonic decoding.

4. Words with known sound-symbol correspondences are NOT taught as whole-word units, often as standalone "sight words" to be memorized.

5. Fluency assessment does NOT allow acceptance of incorrectly decoded words if they are close in meaning to the target word (e.g., assessment based upon the cueing systems, meaning, structure/syntax and visuals, (M/S/V)

6. Students do NOT practice spelling by memorization only (e.g., rainbow writing, repeated writing, pyramid writing).

7. Foundational skills assessments are NOT primarily running records or similar assessments that are based on whole language or cueing strategies (e.g., read the word by looking at the first letter, use picture support for decoding).

Section 3: Explicit Instruction – Students are introduced to the new skill before they are asked to perform it.

1. Lessons include instructional routines and/or scripts.

2. Routines include language for the teacher to introduce, define or explain new skills through demonstration and modeling before students are asked to perform the skills.

3. There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.

Section 4: Sequential Instruction (Scope and Sequence) – There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when skills are taught (by week, month, unit).

1. The scope and sequence for a skill within a grade shows a clear progression from easier to harder.

2. Advanced skills are not introduced before students have been taught prerequisite skills.

3. The scope and sequence articulates when skills are taught across grades.

Section 5: Systematic and Cumulative Instruction – The structured lesson format includes a plan, procedure or routine that is carried through the sequence of teaching skills.

1. A clear and consistent lesson format is evident

2. There is a daily schedule of lessons noting suggestions for the length of lessons and units.

3. Time is spent in whole group and small group formats.

4. Independent or group practice occurs after teacher-led instruction on the skill.

5. Lessons include instructional routines, noting what the teacher should say, which includes a step-by-step sequence, procedures, and consistent language across lessons and grades.

6. The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as

word lists or booklist).

7. Benchmark spotlights and supporting benchmarks are cumulatively reviewed.

Section 6: Coordinated Components – Elements of the program are clearly linked.
1. The same routines, terminology and procedures are used across skill areas and over time.
2. There is a clear link between foundational skills and higher order skills. Skills are integrated across areas (e.g., phonemic awareness and phonics, phonemic awareness and oral language).
3. Lessons and materials are available for differentiating instruction for students who are having difficulty or need enrichment.
4. Differentiation and support are provided for supporting English Learners, students who are having difficulty, and those who need acceleration. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g. alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.)

Section 7: Related Elements – The program contains features that are optimal for delivering effective instruction.
1. Assessments include screening, diagnostic, progress monitoring and summative assessments. - Framework for data-based decision making is present.
2. Environment - Classroom management to support small group instruction is included. - Motivation for students (e.g., built-in choice, charts/graphs of progress, immediate feedback on progress) is present.
3. Professional Learning - Professional learning and coaching opportunities are available to support implementing the program with fidelity.