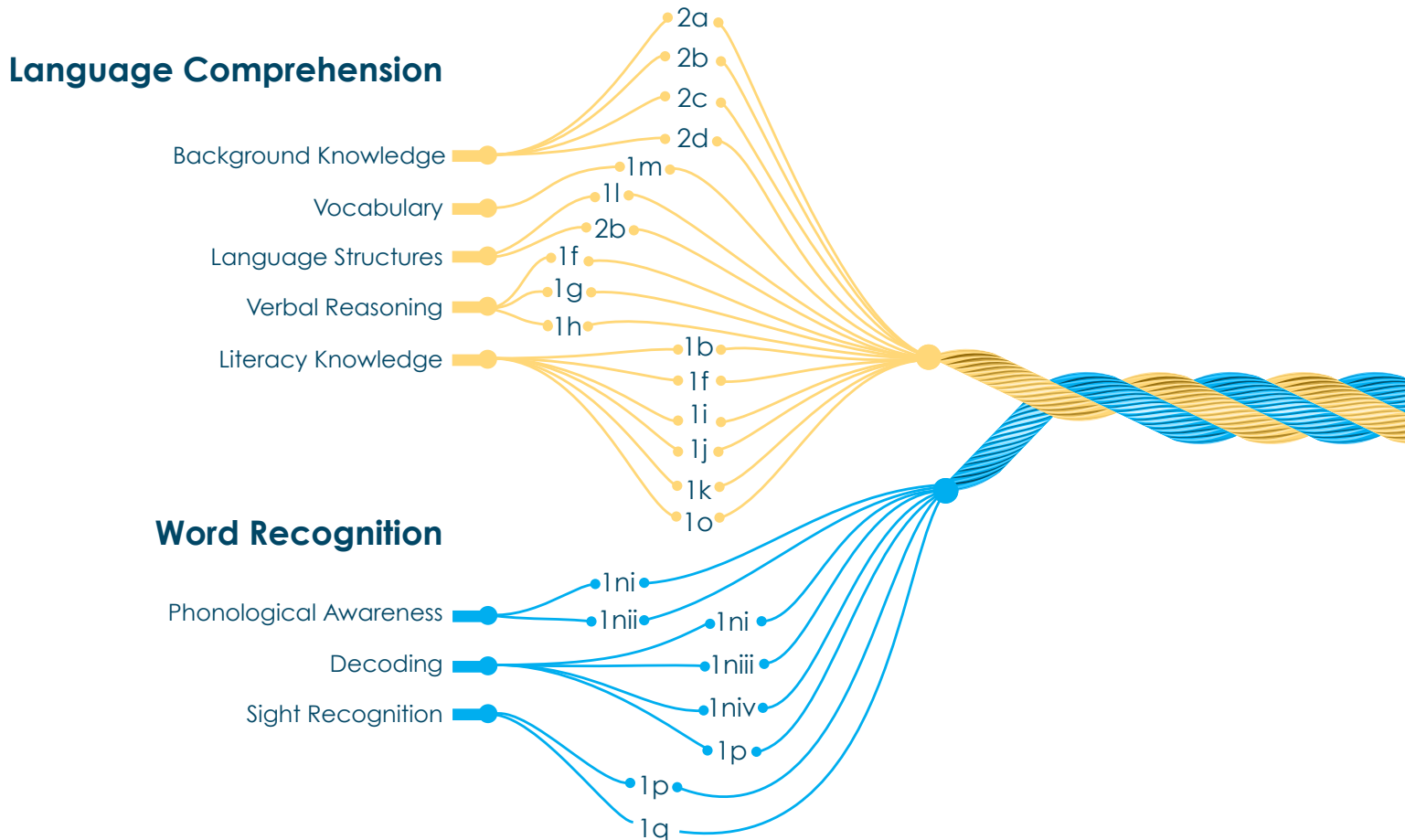


EdReports' Application of Scarborough's Rope



The instructional materials districts choose can make a difference. At EdReports, our reviews of English language arts (ELA) programs are designed to empower educators with high-quality content to support the kind of reading instruction that helps all students succeed in school and beyond.

EdReports' review process for K-5 ELA instructional materials is built on a foundation of college- and career-readiness standards and well-established research about how students learn to read and write. Our reports reflect not only alignment to the standards but also whether or not materials include the innovations necessary to prepare students to master the content and skills in the standards.

This graphic shows where EdReports' K-2 ELA review criteria overlaps with the elements of **Scarborough's Rope**¹, a seminal illustration of the components of the reading process, and how those components work together, to address the complexity of reading acquisition. We hope to better illustrate how EdReports infuses the science of reading into our reviews and what we look for in quality materials.

For a full crosswalk of how our K-5 ELA review tools (including our Foundational Skills and 3-5 review criteria) address both college and career-ready standards and the science of reading, explore our [Quick Guide on Where to Locate Reading Science](#). We also recommend diving into [EdReports evidence guides](#) for information on research.

1 Scarborough, Hollis S. (2001) "Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice": <https://johnbald.typepad.com/files/handbookearlylit.pdf>

Key

EdReports K-2 Review Criteria Focused on Reading Science

Background Knowledge:

- 2a** Texts are organized around a cohesive topic(s) to build students' ability to read and comprehend complex texts independently and proficiently.
- 2b** Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently sequenced, high quality questions and tasks.
- 2c** Materials require students to analyze the integration of knowledge within individual texts as well as across multiple texts using coherently sequenced, high-quality text-specific and/ or text-dependent questions and tasks.
- 2d** Culminating tasks require students to demonstrate their knowledge of a unit's topic(s) through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening).

Vocabulary:

- 1m** Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts.

Language Structures:

- 1l** Materials include explicit instruction of the grade-level grammar and usage standards, with opportunities for application in context.
- 2b** Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently sequenced, high quality questions and tasks.

Verbal Reasoning:

- 1f** Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).
- 1g** Materials provide frequent opportunities and protocols for evidence-based discussions.
- 1h** Materials support students' listening and speaking about what they are reading (or read aloud) and researching (shared projects) with relevant follow-up questions and support.

Literacy Knowledge:

- 1b** Materials reflect the distribution of text types and genres required by the standards at each grade level.
- 1f** Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).
- 1i** Materials include a mix of on-demand and process, grade-appropriate writing (e.g., grade-appropriate revision and editing) and short, focused projects, incorporating digital resources where appropriate.
- 1j** Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.
- 1k** Materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.
- 1o** Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality, and function (K-1), structures and features of text (1-2).

Phonological Awareness:

- 1ni** Explicit instruction in phonological awareness (K-1) and phonics (K-2).
- 1nii** Phonological awareness based on a research-based continuum (K-1).

Decoding:

- 1ni** Explicit instruction in phonological awareness (K-1) and phonics (K-2)
- 1niii** Phonics demonstrated with a research-based progression of skills (K-2).
- 1niv** Decode and encode common and additional vowel teams (Grade 2).
- 1p** Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2.

Sight Recognition:

- 1p** Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2.
- 1q** Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.