



ELA K–5 Review Criteria: Quick Guide on Where to Locate the Science of Reading

K–2 Core: Comprehensive ELA Tool, v1.5	3–5 Core: Comprehensive ELA Tool, v1.5	Foundational Skills Tool, v1.0
<p>Gateway 1</p> <p>Indicators 1f–1m: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</p> <p>Indicators 1n–1s: Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.</p> <p>◆ 1n. Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K–1), and phonics (K–2) that demonstrate a transparent and research-based progression for application both in and out of context.</p> <p>◆ 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).</p> <p>◆ 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.</p> <p>◆ 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.</p> <p>◆ 1r. Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.</p> <p>◆ 1s. Materials, questions, and tasks provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.</p>	<p>Gateway 1</p> <p>Indicators 1f–1m: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</p> <p>Indicators 1n–1p: Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.</p>	<p>Gateway 1</p> <p>Alignment to Standards and Research-Based Practices for Foundational Skills Instruction</p> <ul style="list-style-type: none"> ● Print Concepts and Letter Recognition (K–1 only) ● Phonological Awareness (K–1) and Phonics ● Word Recognition, Word Solving, and Word Analysis ● Decoding Accuracy, Automaticity, and Fluency <p>Gateway 2</p> <p>Implementation, Support Materials, and Assessment</p> <ul style="list-style-type: none"> ● Guidance for Implementation, Including Scope and Sequence ● Decodable Texts ● Assessment and Differentiation ● Effective Technology Use and Visual Design
<p>Gateway 2</p> <p>Indicators 2a–2f: Materials build knowledge through integrated reading, writing, speaking, listening, and language.</p>	<p>All EdReports.org review tools are available for free at: edreports.org/process/review-tools</p>	



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<p>Indicators 1f–1m Questions that prompt thinking, speaking, and/or writing tasks focus on the central ideas and key details of the text, rather than superficial or peripheral aspects of a text. Reading and writing (and speaking and listening) are done in a cohesive learning environment, rather than separated out as discrete tasks (with rare exceptions where appropriate). Attention to vocabulary development.</p> <p>Indicators 1n–1s identify instructional materials for the necessary foundational skills components of an effective, core comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>Students are applying their foundational skills through decoding as they advance toward reading at grade level.</p>	<p>Indicators 1f–1m Questions that prompt thinking, speaking, and/or writing tasks focus on the central ideas and key details of the text, rather than superficial or peripheral aspects of a text. Reading and writing (and speaking and listening) are done in a cohesive learning environment, rather than separated out as discrete tasks (with rare exceptions where appropriate). Attention to vocabulary development.</p> <p>Indicators 1n–1p identify instructional materials for the necessary foundational skills components of an effective, core comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>Students are applying their foundational skills through decoding as they advance towards reading at grade level.</p>	<p>Indicators 1a–1b identify materials and instruction that provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition in early Kindergarten.</p> <p>Indicators 1c–1e identify materials that emphasize explicit, systematic instruction of research-based and/or evidence-based phonological awareness (K–1).</p> <p>Indicators 1f–1j identify materials that emphasize explicit, systematic instruction of research-based and/or evidence-based phonics (K–2).</p> <p>Indicators 1k–1m identify materials and instruction that support students in learning and practicing regularly and irregularly spelled high-frequency words (K–2).</p> <p>Indicators 1n–1q identify materials and instruction that provide systematic instruction and practice in fluency by focusing on accuracy and automaticity in decoding in K and 1, and rate, expression, and accuracy in mid-to-late 1st and 2nd grade. Materials for 2nd grade fluency practice should vary.</p> <p>Indicators 2a–2e identify materials that are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics and word recognition, fluency, and print concepts.</p> <p>Indicator 2f identifies work with decodables in K and Grade 1, and as needed in Grade 2, following the grade-level scope and sequence to address securing phonics.</p> <p>Indicators 2g–2i identify materials that offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials also offer teachers with strategies for meeting the needs of a range of learners so that students demonstrate independent ability with grade-level standards.</p>
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