



# Move On When Reading

## K-3 Core Reading Program Guidance

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**ARIZONA DEPARTMENT OF EDUCATION**  
**K-12 Academic Standards**

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## Introduction

Arizona Revised Statute §[15-704](#) requires each school district or charter school providing instruction for students in grades kindergarten through three to evaluate and adopt an evidence-based reading curriculum (core reading program) that includes the essential components of reading instruction. With the existence of multiple reading programs, this guidance is intended to assist schools in becoming informed consumers of quality programs designed with a solid evidence basis that will be effective for the vast majority of students.

Included in this tool are frequently asked questions about evidence-based core reading programs and guidelines for assessing a program for quality, effectiveness, and appropriateness.

While there are no simple answers for improving the reading achievement of students, there does exist an extensive body of knowledge about the skills that must be learned in order to read well. This knowledge has led to considerable literature describing the selection of core reading curriculum that effectively addresses the complexities of learning to read.

The Arizona Department of Education does not identify specific programs in this guide, but rather presents guidelines for selecting evidence-based curricula to be used for classroom instruction that meets the needs of most students in the primary grades as well as the requirements of A.R.S. §[15-704](#).

## Section 1: Evidence Based Core Reading Program

A core reading program is the primary tool used for reading instruction at the elementary level. Core reading programs integrate all of the key components of literacy for each grade level in a strategic sequence of increasing complexity. There is a convergence of evidence affirming curriculum design that incorporates systematic and explicit instruction is more effective for young learners. While there is no one size fits all approach to reading instruction, an evidence-based curriculum includes certain essential features of instruction which have been proven to be more effective with learners. Core reading programs are intended to be used in multiple grade levels to take advantage of the incorporation of various skills into one coherent program that builds on student knowledge and previously taught skills from year to year. These programs provide an organized scope and sequence which emphasizes mastery of component reading skills necessary for later reading success. Effective Core Reading programs share four important features:

1. A clearly articulated statement of strong evidence of effectiveness
2. Explicit instructional strategies
3. Consistent organizational and instructional routines
4. A focus on the five pillars of early literacy: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

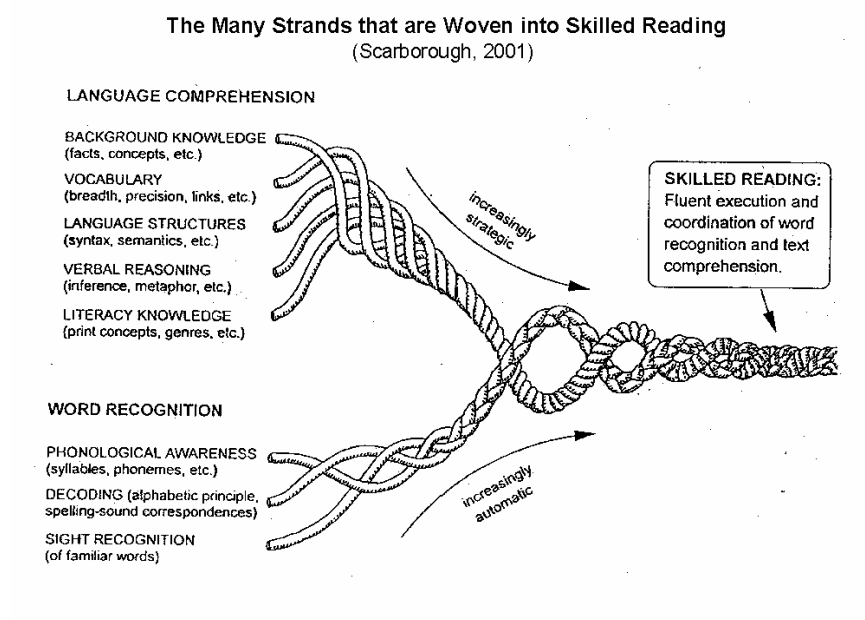
When these features are present in the curriculum, prevention of reading difficulties for a wide array of diverse learners is highly likely (Al Otaiba, Kosanovich-Frek, Torgesen, Hassler, and Wahl, 2005). Each of the important features will be discussed and explained further throughout this document.

## Purpose of Core Reading Programs

Strong instruction for all students in the early grades greatly reduces the need for intensive interventions in later grades (Hougen, 2012, p. 14). Research confirms that reading instruction guided by particular and specific features is most effective. Reading achievement involves a complex development of various skills in language comprehension and word recognition (see Fig. 1). Given the complexity of these demands, a careful schedule and sequence of priority objectives, explicit instruction, and student supports is necessary to build a solid literacy foundation. It is through this carefully designed plan that students move across the continuum of “learning to read” in the early grades to “reading to learn” in later grades. Core programs are designed to require much less supplementation and modification by supporting a wide range of learners through differentiated lessons and

materials at every level. The programs are designed around an understanding that all students will benefit from direct instruction in critical areas such as oral language development, alphabetic principle, phonemic awareness, decoding, fluent word recognition, vocabulary, comprehension, , spelling, and writing. Schools with coherent and consistent programs have shown benefits in student achievement in reading and writing.

Fig. 1



## Evidence Based Reading Requirements

While many programs show various forms of evidence and success, it is important to evaluate the validity of the scientific basis. The Every Student Succeeds Act (ESSA) states that evidence-based “means an activity, strategy, or intervention that—

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
  - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
  - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
  - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.”

## Key Elements of an Evidence-Based Core Reading Program

In addition to the empirical evidence of effectiveness from appropriate research, the instructional content and instructional design of the core reading program must be analyzed.

1. Instructional content of the core reading program includes instruction in the five essential components of reading: phonological awareness, phonics, vocabulary, fluency and comprehension. Instruction in oral language, writing, spelling, and handwriting is also essential. These components should be addressed in a comprehensive and effective manner.
2. Instructional design of high-quality programs includes explicit and systematic strategies for instruction, consistent instructional routines, and ample opportunity for practice with appropriate student support materials, cumulative review, and alignment to the Arizona ELA standards for each grade level. Instructional design should also effectively integrate the components of reading rather than isolate each skill.

## Critical Components of Reading Instruction

There are 5 critical components of effective early reading instruction according to the findings of the National Reading Panel Report (NICHD, 2000). High quality instruction in these components can prevent reading difficulties. An evidence-based program will support and coordinate acquisition of each of these components thoroughly and in a carefully sequenced manner (Simmons & Kame'enui, 2002). The content of a high quality program will include explicit and systematic instruction that integrates the five critical areas of:

- Phonemic Awareness: The ability to identify and manipulate individual sounds (phonemes) in spoken words. Instruction focused on the awareness that the spoken sounds of language work together to make words.
- Phonics: An understanding that there is a predictable relationship between phonemes and graphemes (sounds and letters).
- Vocabulary: Development of word meanings and pronunciation necessary for communication. Includes listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.
- Reading Fluency and Oral Reading: Ability to read text accurately and at an appropriate rate. It provides the bridge between word recognition and comprehension.
- Reading Comprehension: Purposeful steps used by active readers to make sense of text. Skills used for understanding, remembering, and communicating with others what has been read.

In order to develop independent reading with understanding, all of these identified skills must be developed. Purposeful instructional focus on certain skills, however, should be emphasized at differing times in the early years. The graphic in Fig. 2 illustrates the changing emphasis of the essential components as students move through the grades. When selecting a core reading program, it is recommended to assess the emphasis of the five critical components at different levels and to verify coordination of reading, writing, listening, and speaking.

Fig. 2

	K	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade
Phonological Awareness	Blending, Segmenting, Deleting, Manipulating			
Alphabetic Principal	Letter Sounds & Combinations		Morphemes & Advanced word study	
Automaticity, Accuracy & Access to Meaning	Letter/Letter Combination Fluency		Word Fluency	
Vocabulary	Listening		Reading	
Comprehension/ Written Response	Listening & Speaking		Reading & Writing	
Oral Language	← Listening and Speaking →			

## Effective Instruction in the 5 Components of Literacy

When reviewing a program to make curriculum decisions, inclusion of the five elements of reading is essential to identify. Further inspection, however, should evaluate the consistency of instructional delivery of each component against the recommendations from research findings of the National Reading Panel (2000). This requires a very careful evaluation, knowing that the skills should not be taught in isolation, but rather incorporated in an authentic and meaningful manner.

### Phonemic Awareness

A large amount of research demonstrates that explicit teaching of phonemic awareness leads to stronger reading and spelling outcomes for children (NICHD, 2000). Phonemic awareness instruction is intended to tune students into the sounds in spoken language. Children can learn these crucial skills before learning to read and during beginning reading by engaging in strategic oral language activities. Research findings conclude that instruction in phonemic awareness should focus on few types of phoneme manipulation at a time until mastery is reached before moving on to more complex manipulations. The activities necessary to increase student phonemic awareness skills require students to blend and segment sounds. Instruction that explicitly teaches the connection between phonemic awareness and reading is most beneficial. Effective phonemic awareness instruction in kindergarten and first grade helps all students become efficient at reading and spelling. Most students acquire sufficient phonemic awareness skills through 10-15 minute daily practice in kindergarten and first grade (Al Otaiba & Hougen, 2012, p. 63).

Phonemic Awareness Tasks include phoneme manipulation through:

- Isolation
- Identification
- Bending
- Categorizing
- Segmenting
- Adding
- Deleting
- Substituting

### Phonics

Phonics instruction helps students learn the alphabetic principle which contributes to the ability to accurately read and spell words. The early elementary years are crucial for students to master these skills (Hougen, 2012, p.89). The importance and effectiveness of carefully sequenced phonics instruction is confirmed by over thirty years of research. According to many experts in the field of reading acquisition, including Ehri (2003), students have difficulty figuring out the complex system of the English language on their own and benefit from systematic phonics instruction (p. 3). The students are taught to process all letters in a word rather than guessing based on partial

letter/sound correspondence recognitions. Instruction in phonics helps students to recognize words and in turn, comprehend text effectively (Ehri, 2003, p. 4). A research based reading program teaches phonics directly in a systematic sequence of sound-spelling relationships. Program materials should include multiple opportunities for students to practice applying these skills in reading of decodable text and encoding of targeted letter/sound correspondences. Core reading programs should begin phonics instruction in kindergarten or first grade for maximum effectiveness. Most students will need approximately two years of basic phonics instruction in letter sounds and combinations. Once these skills are mastered at a basic level, students should engage in learning more complex and sophisticated skills of syllabication, affixes, and word origin. The Center for the Improvement of Early Reading Achievement (2003) provides the following guidelines for evaluating a program. Effective programs offer phonics instruction that

- *helps teachers explicitly and systematically instruct students in how to relate letters and sounds, how to break spoken words into sounds, and how to blend sounds to form words;*
- *helps students understand why they are learning the relationships between letters and sounds;*
- *helps students apply their knowledge of phonics as they read words, sentences, and text;*
- *helps students apply what they learn about sounds and letters to their own writing;*
- *can be adapted to the needs of individual students, based on assessment;*
- *includes alphabetic knowledge, phonemic awareness, vocabulary development and the reading of text, as well as systematic phonics instruction (p.15).*

## Spelling Instruction

Research has found that systematic spelling instruction is beneficial and necessary. Spelling requires integration of phonological, orthographic, and morphological knowledge about words; and this coordination directly supports reading. Decoding and encoding have a reciprocal relationship and development of one supports development of the other. The findings from recent research recommend at least 75 minutes of spelling instruction weekly for students in early elementary grades (Joshi, Treiman, Carreker, & Moats, 2008, p. 22). Spelling instruction should be integrated with decoding instruction due to the complementary nature of reading and writing.

## Fluency

Fluent reading is necessary for comprehension and developed partly as a result of decoding accuracy. Opportunities for developing reading fluency should be included in the core reading program. The National Reading Panel (2000) concluded that oral reading practice is essential in supporting reading fluency. Core reading programs address fluency by allotting instructional time for modeled fluency (read-aloud), offering extensive opportunity for students to reread passages with guidance and feedback, and providing independent level books for all students to practice. In kindergarten and first grade, students should focus on improving speed and accuracy of letter names, letter sounds, and high-frequency words following the sequence of instruction. It is important that the program provides a variety of reading materials from different genres to support fluency development. Silent, independent reading should not be used in place of direct instruction with feedback as it is not sufficient to improve student fluency skill (NICHD, 2000). Considering the time constraints of the school day, fluency practice should also be encouraged outside of school using independent level text.

Repeated oral reading activities with evidence for improving and developing reading fluency include:

- Choral reading
- Read aloud
- Voice recorded assisted reading
- Partner reading
- Readers' theatre
- Timed repeated oral reading
- Computer assisted reading

## Vocabulary

A well-designed program includes both direct and indirect vocabulary instruction. Direct instruction in word meanings and strategies for learning words supports reading comprehension. Experts suggest directly teaching eight to ten new words per week. Critical vocabulary encountered in instructional text should be taught before reading to facilitate understanding. Indirect instruction occurs by modeling of rich and daily oral language usage. Students should also have ample and repeated exposure to new vocabulary in context through teacher read-alouds and independent, wide reading in a variety of genres. Integration of new vocabulary with known words, repetition of exposure to new words, and opportunity for meaningful usage of words are qualities known to be effective in vocabulary instruction (Nagy, 2004).

## Comprehension

Comprehension is the purpose for reading and researchers have provided specific guidance about what should be taught and how it should be taught. Use of these recommendations will be evident in an effective program. Students should be encouraged to think actively during the reading process through thoughtful teacher questions before, during and after reading. The Center for Early Reading Achievement (2003) summarized the consistent recommendations for comprehension strategy instruction. They recommend developing student comprehension by using:

1. Comprehension monitoring
2. Visual representation (graphic organizers) of concepts in text
3. Questioning and metacognition
4. Story structure and organization
5. Summarizing

While deep understanding of text is the goal of comprehension instruction, it is also important to provide instruction that helps readers use the strategies in combination and with flexibility as they progress through the grade levels (p. 46). Students require these essential skills across all disciplines and in a variety of ways.

## Writing and Language

According to Moats (1999), effective reading teachers “raise awareness and proficiency with every level of language organization including sounds, syllables, meaningful parts, phrases, sentences, paragraphs, and various genres of text (p. 20). As recommended by Moats, the teaching strategies in the classroom need to be engaging and exploratory in order to be attained by students. Language skill instruction must be balanced with opportunities to apply what has been learned to purposeful reading and writing at all skill levels (Moats, 1999, p. 20). Experts recommend giving students opportunities to apply knowledge of language structure by integrating the instruction into the writing process (Cal & Bowen, 2003). Adjustments must be made so that students are provided with multiple opportunities to write for extended periods of time. It is also recommended to provide daily practice with oral language (Cal & Bowen, 2003). Young students must be taught how to use guiding questions for conventions used to assess writing.

## Features of Effective Instruction

Materials are an important component of literacy instruction but teachers must also implement effective teaching practices. Effective instruction has certain features that ensure student learning. Vaughn & Linan-Thompson (2004) summarized the five features of effective instruction as:

1. Explicit instruction with modeling



2. Systematic instruction with scaffolding
3. Multiple opportunities for students to respond and practice
4. Ongoing progress monitoring
5. Immediate corrective feedback

(Vaughn Gross Center for Reading and Language Arts, 2007).

## **SECTION 2. Planning Curriculum Selection Process**

### **Program Selection Team**

Selecting and adopting a core reading program requires input from many stakeholders. A team approach including teachers, administrators, coaches, reading specialists, etc. is recommended. The team should include representatives of all stakeholders who will use the program. If it is difficult to involve all teachers in the process, a grade level representative may be involved and then report findings back with grade-level teams for input. It is important to remember that the early grades (K-1) should be prioritized when adopting a new program. The “learning to read” stage is imperative and effective instruction will prevent future reading delays and skill deficits.

### **Advantages for Classroom Teachers**

There are many benefits for teachers when they are provided with an efficient program for reading instruction. Considering the complexity of learning to read, it is nearly impossible for a single teacher to create a plan that incorporates all of the components learned through years of research. With the inclusive systematic lessons and units, teachers can focus on delivery rather than creation of lessons and materials. Another benefit for educators is improved collaboration and conversations about literacy instruction both within and outside of grade level teams. This consistency in instruction results in students who are better prepared to move through the grade levels with consistent instructional opportunities and results. Teachers are better equipped to support one another when the instruction is consistent. Most core reading programs also help teachers determine what to do when students are not reaching mastery of desired objectives and offer many tools for differentiation. Core reading programs make teaching more effective and efficient.

### **Curriculum Design and Delivery**

While having a program in place that meets all of the essential content known to support literacy acquisition is critically important, research also emphasizes that this instruction is best delivered in a systematic and explicit manner. Student achievement is promoted through purposeful scaffolds and supports to interact with new information in an engaging manner that leads to generalization and learning mastery.

***Systematic Instruction*** is a method of teaching that follows a sequential order that goes from simple to more complex. This research based instruction is carefully planned, purposeful, and sequenced in the program.

***Explicit Instruction*** is instruction that is concrete and visible. The teacher explains new concepts and strategies in clear and concise language. Explicit instruction involves modeling and explaining concepts and skills using many examples. Teachers provide a high level of support as students practice and apply newly learned concepts and skills then gradually release responsibility to students. While it is confirmed through research that all students benefit from explicit instruction, it is essential for those who are struggling (see Fig. 3).

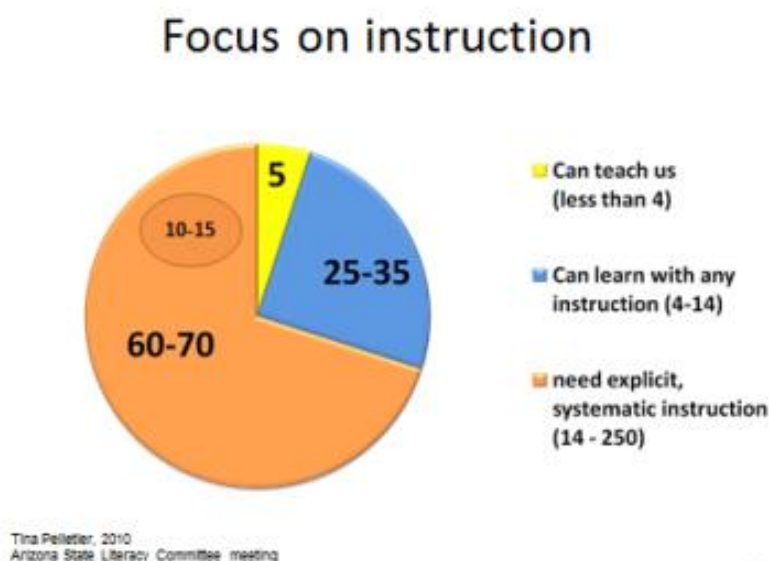
***Systematic and Explicit Instruction follows a predictable format:***

1. Orientation/Review--teachers present learning objectives, explain procedures, activate prior knowledge, review and ensure students have the necessary prerequisite skills.

2. **Presentation**--teachers present a new concept or skill; model/demonstrate it using visual, concrete examples, and lead students through a highly structured step-by-step practice.
3. **Guided Practice**--Teachers monitor students as they practice. Teachers correct errors and misconceptions and re-teach when necessary.
4. **Independent Practice**: Students practice independently. Teachers provide multiple practice sessions, help students integrate new concepts and skills as they read and write and monitor their progress.

Although some students will acquire the component reading skills and become proficient readers despite exposure to systematic and explicit instruction in key areas, the majority of students will not reach mastery in all domains without expert and specific instructional delivery (See Fig. 3).

**Fig. 3**



**Scaffolding** is an instructional technique that supports student learning. Scaffolding can be provided through teacher use of language, instructional materials, tasks, and grouping formats. The goal of scaffolding is to adjust and extend instruction so students are able to develop new concepts and skills. As students become more proficient, support is gradually withdrawn until student independence is achieved.

**Maximizing Student Engagement** refers to designing instruction so all students participate in learning activities that have academic value. It involves increasing every student's opportunity to interact and respond to instruction. Maximizing student engagement also minimizes activities that do not reinforce and extend student learning.

## Core Reading Curriculum and Arizona's ELA Standards

In order to be effective when evaluating and delivering a core curriculum, it must be clear what student outcomes are expected. The Arizona ELA standards provide a framework for understanding what skills and knowledge students will need to be successful in each grade level and prepared for college, careers, and life. The standards, however, are just a roadmap for success. It is at the discretion of the teacher and school to determine how students will get there since the standards alone do not include how to teach these expectations. Through the flexibility of local control, it is the responsibility of each school or district to obtain curriculum that is appropriate for the student population and achieves mastery of the Arizona ELA standards at each grade level. It is critical that any potential curriculum for reading is aligned with the expectations of the ELA standards for reading, writing, speaking,

listening, and language. In this way, Arizona educators can ensure systematic development of a literacy knowledge base that will support and prepare learners for ongoing success.

## Components of a Schoolwide Model for Literacy Achievement

Adopting an evidence-based core reading program that focuses intentionally and methodically on each of the identified areas is a critically important step in the school-wide comprehensive literacy plan. Strong leadership, assessment, intervention, and ongoing professional development must also be prioritized (Vaughn, Wanzek, Woodruff & Linan-Thomson, 2007). Although the other components are not within the scope of this guidance document, it is necessary to address all elements with integrity and fidelity in order to gain positive outcomes for students.

### Professional Development

Professional development provides educators with the skills needed to understand and interpret the core program. This support should be ongoing and should be aimed to help teachers understand the rationale for the program. Professional development focused on empowering teachers to make effective instructional decisions based on student needs is a powerful tool for student success.

### Teacher Effectiveness

While careful consideration of the scientific basis and effectiveness of student achievement are the goals of core reading programs, it is necessary to consider the effect of an individual in enhancing the likeliness of successful programming. The teacher has the key role in modifying instruction for each individual student. Classroom teachers must become critical consumers of the prepackaged curricula so that they can make professional decisions and apply creative approaches to meet the unique needs of each student. Teacher support is necessary to ensure fidelity which will lead to improved student outcomes. It is well-documented that teacher quality is the most important in-school factor impacting student achievement in school (Rivkin, Hanushek, & Kain, 2005). Teacher quality is improved through supportive leadership and ongoing professional development.

*“You can have a well-designed product or program, and it will fail by virtue of the user. You can have great tools, but if the teacher doesn’t understand why she’s using them or knows what to do when they don’t work, or know how to enhance or supplement them if necessary, you won’t see the results in student achievement. There is no way to take the thinking out of teaching!” (Diamond, 2004).*

### Instructional Time

K-3 teachers should dedicate a minimum of 90 minutes per day to uninterrupted reading instruction using the core program to address the five evidence based components of beginning reading. This block should be uninterrupted so the full 90 minute block is focused on instruction and practice.

### Fidelity of Implementation

Fidelity involves using all essential components as they are designed; including differentiated instructional time and assessments. Some programs may need enhancements after teachers have taught it with fidelity for at least one year. This includes incorporating intensive intervention for some students.

## SECTION 3. Evaluating a Core Reading Program

Step 1: Review potential core reading program research base to determine whether it meets the criteria for evidence-based reading research as defined above.

Step 2: Examine all comprehensive materials included for each grade level for inclusion of the five critical elements of reading as well as

1. Evidence of efficacy through scientific studies.
2. Comprehensive materials included for each grade (K-3).
3. Instruction in all five of the critical elements of reading as indicated by the National Reading Panel.
4. Strategies and lessons for supplemental instruction to meet needs of learners who are demonstrating skill levels that are above or below grade level.

Step 3: Examine the overall design and lesson delivery of the essential components of reading across the grade levels to look for evidence of:

1. Explicit systematic and supportive instruction
2. Multiple opportunities for students to practice newly acquired and previously learned skills
3. Regular cumulative review
4. Integration of the big ideas.

Adapted from Critical Elements Analysis CTL:

Useful tool that examines the strengths and weaknesses of programs is *A Consumer's Guide to Evaluating a Core Reading Program, Grades K-3: A Critical Elements Analysis*.

## Core Reading Program Evaluation Tool

Core Reading Curriculum Evaluation Tool			
This tool should be used by the team to evaluate literacy programs for critical elements proven to increase literacy outcomes for elementary students.			
Evaluation Criteria	Documentation of Evidence	0=No Evidence 1=Partial Evidence 2=Adequate Evidence	Notes
The program has a clear and documented research base showing evidence of effectiveness.			
The 5 components of literacy are taught explicitly (phonemic awareness, phonics, fluency, vocabulary and comprehension).			
Skills and strategies are taught systematically with increasing complexity supported by previous learning.			
Instruction is aligned to the Arizona English Language Arts Standards at each grade level.			
Daily lessons include whole group and small group differentiated instruction.			
Lesson objectives are clearly stated.			
Curriculum materials support lesson objectives.			
Spelling instruction is closely coordinated with decoding instruction.			
Decodable reading material is included in			

K-1.			
Fluency building activities are available and aligned with instruction.			
Written language instruction is integrated with reading instruction.			
The program offers multisensory strategies for students.			
Assessment instruments are available to monitor progress and differentiate instruction.			
Materials are accessible by diverse learners and provide appropriate support.			
The lessons are motivational and engaging for students.			
Lessons included strategies to build oral language and listening comprehension skills.			
Lessons and materials are user friendly and practical for classroom instruction.			
A clear scope and sequence chart illustrates a coherent and systematic development of various reading components across the grade levels.			

Step 4: Design Features by Grade Level:

Kindergarten:

1. Coordinates and integrates phonemic awareness and phonics instruction.
2. Provides ample practice on high-priority skills.
3. Provides Explicit Instruction
4. Provides systematic instruction by careful selection and extension of examples.
5. Includes systematic and cumulative review of high priority skill.
6. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

First Grade:

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 instruction on new skills/strategies.
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:

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:

1. Provides ample practice on high-priority skills.
2. Provides explicit and systematic instruction.
3. Includes systematic and cumulative review of high priority skills.
4. Demonstrates and build relationships between fundamental skills leading to higher order skills.

## **SECTION 4. Additional Resources**

The scientific findings on early literacy can be complex and difficult to translate into practice. In an effort to support districts and schools implement this research effectively in the classroom, the following practical tools were developed to inform sound curricular decision making:

Rubric for Evaluating Reading/Language Arts Instructional Materials for Kindergarten to Grade 5  <a href="https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017219.pdf">https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017219.pdf</a>
A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis  <a href="http://reading.uoregon.edu/cia/curricula/con_guide.php">http://reading.uoregon.edu/cia/curricula/con_guide.php</a>
Guidelines for Reviewing a Core Reading Program Rubric  <a href="http://www.doe.in.gov/sites/default/files/curriculum/lead-21-grade-1-april-2012.pdf">http://www.doe.in.gov/sites/default/files/curriculum/lead-21-grade-1-april-2012.pdf</a>
What Works Clearinghouse  <a href="http://ies.ed.gov/ncee/wwc/">http://ies.ed.gov/ncee/wwc/</a>
Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide

<a href="http://www2.ed.gov/rschstat/research/pubs/rigoroussevid/rigoroussevid.pdf">http://www2.ed.gov/rschstat/research/pubs/rigoroussevid/rigoroussevid.pdf</a>
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 <sup>rd</sup> Grade  <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/wwc_foundationalreading_070516.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/wwc_foundationalreading_070516.pdf</a>
Guidelines for Reviewing a Reading Program  <a href="http://www.texasgateway.org/sites/default/files/resources/documents/U5M1Handout10.pdf">http://www.texasgateway.org/sites/default/files/resources/documents/U5M1Handout10.pdf</a>
Why Teach Spelling?  <a href="http://centeroninstruction.org/why-teach-spelling">http://centeroninstruction.org/why-teach-spelling</a>
National Center on Instruction: Cedi.com Best Bets: Core Reading Programs and Interventions:  <a href="http://www.aft.org/periodical/american-educator/fall-2004/best-bets-core-reading-programs-and-interventions">http://www.aft.org/periodical/american-educator/fall-2004/best-bets-core-reading-programs-and-interventions</a>