**NMPED** New Mexico Public Education Department
**2014**

# FORM F.4 Citation Alignment and Scoring Rubric – Reading and CORE Reading Intervention
2014 Adoption Institute Grade 9 – 12 ELA; CORE Reading; Modern, Classical and Native Languages

| | | | |
|---|---|---|---|
| Publisher / Imprint | | Imprint: | |
| Title of Student Edition: | | ISBN: | |
| Title of Teacher Edition: | | ISBN: | |

Reviewer Name: _____   Reviewer Number: _____   Date: _____   Facilitator: _____

## TOTAL SCORE – to be completed after all criteria are scored

| SECTION | REVIEWER TOTAL | FACILITATOR VERIFICATION | FACILITATOR NOTES: |
|---|---|---|---|
| **Section 1** | | | |
| **Section 2** | | | |
| **TOTAL** | | | Facilitator Signature: |

**ALL CRITERIA**

**Publisher:**
- All criteria are scored as to whether the evidence occurs in the instructional material
- Criteria may refer to the Student Edition or the Teacher Edition
- All three citations must be found satisfactory by the reviewer to meet the requirements of the standard.

**Reviewer: Use the Teacher's Edition and the Student Edition to conduct this portion of the review.**
- Zero (0): All 3 citations did not meet the requirements of the standard.
- Five (5): All 3 citations met the requirements of the standard.

| Section 1: CORE Reading Intervention Standards | | | | |
|---|---|---|---|---|
| **#** **Phonemic Awareness** The ability to hear and manipulate the sound structure of language. Phonemic awareness is an auditory skill and consists of multiple components: | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **1** Teaches skills explicitly. | | | | |
| **2** Models phonemic awareness tasks and responses orally and follows with students' production of the task. | | | | |
| **3** Progresses from easier phonemic awareness to more difficult. | | | | |
| **4** Incorporates letters into phonemic awareness activities. | | | | |
| **5** Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulative that signal the movement of one sound to the next. | | | | |
| **6** Analyzes words at the phoneme level and works with individual sounds within the words. | | | | |
| **7** Focuses beginning phonemic level instruction on sort words. | | | | |
| **8** Works with increasingly longer words and expands beyond consonant-vowel-consonant words to more complex phonemic structures, consonant blends. | | | | |
| **9** Focuses appropriate amount of time on blending, segmenting, and manipulating tasks until proficient. | | | | |
| **#** **Phonics (decoding):** The ability to recognize words accurately, fluently, and independently. Phonics is fundamental to reading in an alphabetic writing system. Learning includes the critical skills to associate sounds with letters, using those associations to decode and read simple words, and learning to recognize important nondecodable words. | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **10** Introduces high-utility letter sound instruction early in the sequence instead of low-utility letter sounds. | | | | |
| **11** Sequences the introduction of letter sounds, letter combinations, and word parts in ways that minimize confusion. | | | | |
| **12** Incorporates frequent and cumulative review of taught letter sounds to increase automatically. | | | | |
| **13** Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blending, reading whole words. | | | | |
| **14** Introduces regular words for which students know all the letter sounds. | | | | |
| **15** Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. | | | | |
| **16** 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 on to print. | | | | |
| **17** Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. | | | | |

Form F.4: Citation Alignment & Scoring Rubric – Reading/CRI     **REVIEWER #:** _____     **PAGE 2 Score Subtotal** [ ]

| | Section 1: CORE Reading Intervention Standards | | | | |
|---|---|---|---|---|---|
| 18 | Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unity. | | | | |
| 19 | Teaches students to process larger, highly represented patterns to increase fluency in word recognition. | | | | |
| 20 | Teaches advanced phonic-analysis skills explicityly, first in isolation, then in words and connected text and uses other program materials such as trade books, anthologies, etc. | | | | |
| 21 | Uses structural analysis judiciously to support word recognition strategies. | | | | |
| | **Phonics (Irregular Words)** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| 22 | Selects words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. | | | | |
| 23 | Controls the number of irregular words introduced at one time. | | | | |
| 24 | Separates highly similar words for initial instruction (e.g. was/saw) | | | | |
| 25 | Points out irregularities and provides a strategy for reading irregular words using letters of parts of the words. | | | | |
| 26 | Preteaches sight words and incorporates then into connected text. | | | | |
| 27 | Provides ample practice and cumulative review of important high-frequency sight words. | | | | |
| | **Text Reading and Fluency**: the effortless, automatic ability to read words in isolation (orthographic coding) and connected text. | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| 28 | Provides fluency practice at the word level. | | | | |
| 29 | Introduces passage reading soon after students can read a sufficient number of words accurately. | | | | |
| 30 | Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. | | | | |
| 31 | Initial stories/passages composed of high percentage of regular words (minimum of 75-80% decodable words) | | | | |
| 32 | Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. | | | | |
| 33 | Passages contain high-frequency irregular words that have been previously taught. | | | | |
| 34 | Introduces fluency practice after students read words in passages accurately. | | | | |
| 35 | Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. | | | | |
| 36 | Builds toward a 60 word-per-minutes frequency goal and on to 90 word-per minute, then to 120 word-per-minute goal. | | | | |
| 37 | Assess fluency regularly. | | | | |
| | **Vocabulary:** 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. | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| 38 | Selects words that are highly useful for passage understanding and/or later learning. | | | | |

| | Section 1: CORE Reading Intervention Standards | | | | |
|---|---|---|---|---|---|
| 39 | Explain meanings of words in everyday language. | | | | |
| 40 | Provides direct instruction of targeted concepts and vocabulary. | | | | |
| 41 | Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. | | | | |
| 42 | Integrates words into sentences and asks students to tell the meaning of the word in the sentence. | | | | |
| 43 | Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words.) | | | | |
| 44 | Reviews previously introduced words cumulatively. | | | | |
| 45 | Teaches strategies to use context to gain the meanings of an unfamiliar word. | | | | |
| 46 | Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. | | | | |
| | Extends the understanding of concepts and vocabulary of the English language through: | | | | |
| 47 | Extends the understanding of concepts and vocabulary of the English language through:<br>• Learning and using antonyms and synonyms<br>• Using individual words in compound words to predict meaning<br>• Using prefixes and suffixes to assist in word meaning<br>• Learning simple multiple-meaning words | | | | |
| | **Comprehension:** the complex cognitive process involving the intentional interaction between reader and text to extract and construct meaning. | Occurrence 1 | Occurrence 2 | Occurrence 3 | Score |
| 48 | Explicitly teaches critical comprehension strategies (e.g., main idea, literal, inferential, retell, prediction) by providing multiple examples. | | | | |
| 49 | Teaches background information or activates prior knowledge to increase a student's understanding of what is read. | | | | |
| 50 | The text for initial instruction in comprehension begins with text units appropriate for the learner, uses familiar vocabulary and uses simple sentences. The text is high interest for high school students. Text packaging is similar to and mirrors other high school level materials. | | | | |
| 51 | Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. | | | | |
| 52 | Provides guided practice in and systematic review of critical comprehension strategies. | | | | |
| 53 | Connects previously taught skills and strategies with new content and text. | | | | |
| 54 | Models and guides the student through story structure. | | | | |
| 55 | 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. | | | | |
| 56 | Teaches conventions of informational text such as titles and chapter headings, to locate important information. | | | | |
| 57 | Teaches explicit strategy to interpret information from graphs, diagrams, and charts. | | | | |

| | Section 1 TOTAL SCORE | |
|---|---|---|

| # | Section 2: CORE Reading Intervention Other Criteria | | | | |
|---|---|---|---|---|---|
| | **STUDENT EDITION Other Relevant Criteria** **The textbook provides:** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| 58 | Pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. | | | | |
| 59 | A variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. | | | | |
| 60 | Assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability. | | | | |
| 61 | An introduction to the lesson including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction. | | | | |
| 62 | Visual presentations to assist students' comprehension. | | | | |
| 63 | The student with ongoing review and practice for the purpose of retaining previously acquired knowledge. | | | | |
| 64 | Activities for students to make interdisciplinary connections to social studies, science, language arts, music, art and sports plus connections with their personal experiences. | | | | |
| 65 | References to support student learning such as a glossary and word lists. | | | | |
| **#** | **TEACHER EDITION Other Relevant Criteria** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| 66 | The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. | | | | |
| 67 | Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. | | | | |
| 68 | The Teacher's Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. | | | | |
| 69 | The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction). | | | | |
| 70 | The Teacher's Edition provides the teacher with instructional strategies for every lesson. | | | | |
| 71 | The Teacher's Edition embeds various assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives. | | | | |
| 72 | The Teacher's Edition embeds student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration. | | | | |
| **#** | **Technology and Digital Resources**  Do the materials: | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| 73 | Include technology–based reference tools that provide teachers with additional tasks and resources? | | | | |
| 74 | Include teacher guidance for use of embedded technology to support and enhance student learning? | | | | |

Form F.4: Citation Alignment & Scoring Rubric – Reading/CRI      **REVIEWER #:** _____      **PAGE  5 Score Subtotal** [        ]

| | Section 2: CORE Reading Intervention Other Criteria | | | | |
|---|---|---|---|---|---|
| **75** | Provide opportunities for students' presentations, reading, and projects using technology? | | | | |

| | **Construction and Design of Materials**<br>**Reviewers:** Items 85-88 are to be scored based upon reviewer assessment as follows: High 8 – 10; Medium 5 – 7; Low or none – zero | **Publishers: do not enter citations for items XX – XX.** | | | **Score** |
|---|---|---|---|---|---|
| **76** | Have appropriate font and print size and organization? | ☐ High 8-10 pts | ☐ Medium 5-7 pts | ☐ Low/none 0 pts | |
| **77** | Have a highly functional yet inviting appearance? | ☐ High 8-10 pts | ☐ Medium 5-7 pts | ☐ Low/none 0 pts | |
| **78** | Have a clearly organized Teachers' Edition? | ☐ High 8-10 pts | ☐ Medium 5-7 pts | ☐ Low/none 0 pts | |
| **79** | Have teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning? | ☐ High 8-10 pts | ☐ Medium 5-7 pts | ☐ Low/none 0 pts | |

| | **Section 2 TOTAL SCORE** | |
|---|---|---|
| | | |