Success for All Foundation

Alignment to the Science of Reading Standards

KinderCorner

Reading Roots

Reading Wings

Success for All FOUNDATION®

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KinderCorner Alignment to the Science of Reading Standards

Standards for Word Recognition, Language Comprehension, Reading Comprehension, Writing, Assessment, and Overall Instructional Design

KinderCorner is a full-day comprehensive kindergarten program that fosters students' language, cognitive, mathematical, emotional, interpersonal, creative, and physical development. The program includes a detailed, stimulating curriculum, with complete literacy and math programs, many of the materials necessary to implement the program, and rich thematic units to teach students basic science and social studies concepts. The program also provides support for students' families, teachers, and communities.

This curriculum evaluation tool, designed by The Reading League, features components that align with the Simple View of Reading (Gough & Tunmer, 1986) and Scarborough's Rope (Scarborough, 2001). Word Recognition and Language Comprehension are broken down into subcomponents and writing and spelling as well as assessment are included.

Green Flags indicate instructional practices that are aligned with the science of reading.
Red Flags indicate instructional practices that are *not aligned* with the science of reading.

Success for All program alignment is highlighted for each section in the blue column, with additional narrative in the notes section for each area.

WORD RECOGNITION		
Phonological and Phoneme Awareness		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) as well as the phoneme level.	Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as 'tr' are kept intact rather than having students notice their individual sounds).	The daily Rhyme Time component of KinderCorner 2nd Edition focuses on phonological and phonemic awareness. Each lesson focuses on one of the following phonological- and phonemic-awareness skills: • recognizes and produces rhymes • understands the concept of a sentence • segments sentences • segments and counts syllables • blends syllables • blends and segments onsets and rimes in single-syllable spoken words • recognizes alliteration • understands that words are made of sounds • identifies initial, medial, and ending sounds • blends auditory sounds • segments auditory sounds • substitutes, adds, and deletes phonemes The Literacy Lab engages students in games in which they learn to identify targeted sounds at the beginning, middle, and end of words; change beginning and ending sounds in words; add a sound to a word to make a new word; make CVC words; and play auditory blending and segmentation games with words (e.g., unit 9, days 1–5).
Instruction includes all phoneme awareness tasks including those that feature advanced manipulation (isolating, blending, segmenting, deletion, substitution, reversal).	Phoneme awareness instruction does not include more advanced manipulation tasks.	Students learn to substitute sounds in KinderRoots (units 7–16) when they play the game Quick Erase, in which they change one letter at a time in a word to create a series of new words.
Advanced phoneme proficiency instruction is evident *beyond* K-1; students are both accurate and automatic with these skills.	Phoneme awareness instruction discontinues after K-1.	Phoneme proficiency instruction is a key part of the KinderCorner (kindergarten) and Reading Roots (grade 1) programs.

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		Phonemic proficiency instruction continues in the Reading Wings (grades 2–6) program. *Savvy Reader—Clarifying* lessons teach students to use strategies to read unfamiliar or difficult words, including sound blending. Word Power lessons provide students extra practice in phoneme proficiency, including with r-controlled vowels, diphthongs, digraphs, and consonant blends. Please see the Reading Wings program alignment for more details.
Phonemic awareness is taught directly, explicitly, and systematically.	Phonemic awareness is taught implicitly and briefly.	Phonemic awareness is taught daily during Rhyme Time (5–10 minutes) and reviewed and practiced as a part of the Daily Message routine within Theme Exploration (15 minutes). For example: • Identifying a focus sound (/m/) and identifying words in a sentence that start with the sound.
When phoneme awareness is taught, awareness of individual phonemes is established prior to introduction of corresponding graphemes.	When phoneme awareness is taught, phonemes are immediately connected to graphemes (printed letters).	KinderCorner establishes awareness of individual phonemes prior to introduction of corresponding graphemes. Stepping Stones lessons first introduce the sound of the focus letter through various activities: • Silly Sentence: alliterative phrase using the sound • Mnemonic Picture: key cards for each sound associate a picture with a sound (/c/ = caterpillar). Animated Alphabet clips reinforce this. • People, Pictures, and Objects: identify students with names that start with the sound, look at pictures and objects that begin with the sound • Making the Sound: discuss how the sound is made After students are introduced to and practice with the new sound, they are introduced to its corresponding grapheme.
All levels of phonological and phoneme awareness are assessed and monitored regularly.	Phonological and phoneme awareness are not assessed and monitored regularly.	Phonological and phonemic awareness are assessed and monitored regularly. There are phonological- and phonemic-awareness skills assessed each week as guided by the weekly record form. Students may demonstrate mastery of these skills during the Rhyme Time lessons or at other times using the prompts described in the Observe Student Progress section of Greetings, Readings, & Writings on days 2 and 6 in each theme guide. Data is recorded as D (demonstrated) or ND (not demonstrated).
GLOSSARY		

- Phonological awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.
- Phoneme awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.
- Phoneme: The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.
- Grapheme: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

SUCCESS FOR ALL PROGRAM NOTES

- Instructional activities that help to develop these skills are done daily as a part of the Rhyme Time lesson. Rhyme Time promotes phonemic awareness and increases theme-related vocabulary through rhymes, songs, and games. After chanting a rhyme or singing a song, students are engaged in an activity each day that aims to develop a specific phonological- or phonemic-awareness skill. Rhyme Time lessons are between 5 and 10 minutes long.
- Many of these skills are also reviewed and practiced as a part of the Daily Message routine. The Daily Message introduces the thematic concept for the day. The teacher writes the Daily Message in front of students, modeling writing and spelling each word in its conventional form. After focusing on a few aspects of writing, phonics, or concepts-of-print skills that are illustrated in the message, the teacher uses the message to introduce the daily focus for the day.
- The Literacy Lab consists of materials and activities that promote letter awareness and emergent literacy in a creative and fun manner. Students can enjoy a wide array of experiences with letters such as manipulating magnetic letters, rubbing beaded letters, and sorting objects that begin with different letters. Tactile letter activities, such as gluing green glitter on the letter "g" pattern, help students to internalize the letter shapes.
- Weekly Record Form: Teachers monitor and track growth on a daily basis throughout the day. Information about student progress is easily managed with a tool called the weekly record form. Using the online data tools, teachers generate a weekly record form each week that identifies specific skills to look for to track students' development with oral language, phonological and phonemic awareness, phonics, concepts of print, beginning reading, social problem solving, and math. The form is printed out and placed on a clipboard for use throughout the week.
- <u>Phonological Awareness</u>
    - Rhyme recognition and production: Students identify words that sound the same at the end such as "funny" and "honey." They also develop the ability to produce words that rhyme with a given word.
    - Concept of a sentence: Students learn that a sentence is a group of words that represent a complete thought.
    - Sentence segmentation: Students learn to separate a sentence into separate words. This helps them to develop their concept of words.
    - Syllable segmenting and counting: Students learn to divide words into syllables and count the number of syllables in a word.
    - Syllable blending: Students learn to combine syllables to make words.
    - Blend and segment onsets and rimes of single-syllable spoken words: Students learn to separate the part of the word that precedes the vowel. It may be a single letter sound or a blend. (Examples: /c/ is the onset of "car," but "spl" is the onset of "splash.")
    - Recognize alliteration: Students learn to recognize all the words in a sentence, poem, or rhyme that begin with the same sound.
    - Words are made of sounds: Students learn that words are collections of different sounds.
    - Identify initial, medial, and ending sounds: Students learn to isolate and produce sounds at the beginning, in the middle, and at the end of words.

- <u>Phonemic Awareness</u>
    - Auditory sound blending: Students learn to blend a given set of sounds into a word. This oral-only activity provides the foundation to sounding out written words. It is done in Rhyme Time on days 2 and 7 of every unit through a fun game called Say-It-Fast. Because the mascot puppet KinderRoo's baby, Joey, is young, he only speaks in segmented language, or Joey Talk. That means he says each sound in a word separately and does not blend them together to pronounce the word smoothly. Students need to blend the sounds together to make the words that Joey is trying to say.

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- Auditory sound segmentation: Students also learn to break words into their separate sounds. This skill is developed through a game called Break-It-Down, which is done in Rhyme Time on days 3 and 7 in every unit. Being able to hear the distinct sounds in words helps students learn how to spell them.
- Phoneme substitution, addition, and deletion: Further manipulation of the sounds in words occurs through various games and activities during Rhyme Time lessons throughout the year. Students change the sounds in a word, add new sounds to the word, or remove sounds from it.
- Phoneme substitution, addition, and deletion: Quick Erase is a fun game that helps students explore word patterns and generalize from known words to new words. The teacher changes one letter of a word at a time to create a new word. "Tad" becomes "mad," "mad" becomes "dad," and so forth.

Phonics

Green Flags	Red Flags	Success for All Program Alignment
Letter-sound correspondences are taught in an explicit, systematic, and sequential fashion, from simple to complex.	Letter-sound correspondences are taught opportunistically or implicitly during text reading.	KinderCorner uses Stepping Stones lessons (30 minutes) in units 2–6 introduce the twenty-six letters of the alphabet plus "sh" and "ch." • In unit 2, each sound is introduced over a two-day period to help students adjust to the lesson structure. • In units 3–6, three new letters are introduced each week with a review lesson on days 5 and 10. • Letters that appear more frequently in words are introduced first so students will be able to read and write words that contain them more quickly. Once introduced, the letters are practiced in several contexts throughout the year. Some students will remember the sound-letter connections right away, and others will need more exposure and practice before automatic recall is developed. By unit 7, students are ready for KinderRoots lessons (30 minutes). Students combine their concepts-of-print, phonics, and sight word skills to read KinderRoots Shared Stories. During this time, they apply these newly learned skills and begin to develop their reading comprehension and fluency. See the Appendix for a link to the KinderCorner Letter-Sound Introduction Scope and Sequence.
Phonics instruction is robust with explicit instruction, cumulative review, and application in reading and writing.	Phonics instruction takes place in short "mini-lessons."	Phonics instruction in Stepping Stones follows a basic routine: • Students review previously introduced sounds. • Students learn the new sound through alliterative phrases, mnemonic pictures, Animated Alphabet clips, and Phonics Picture Cards.

		• Students practice making the sound and discuss what happens as they form the sound with their mouths. • Students come up with words with the sound. • Students compare upper- and lowercase forms of the letters. • Students learn the shape of letters and practice writing them. • Students work with partners in Partner Practice Booklets to read sounds. • Students use stretch and count or stretch and spell strategies to write words. Following the Beginning Phonics section of the lesson, students move onto Emergent Reading, where they read concepts-of-print books, applying what they have been learning. Application continues in KinderRoots where students begin reading KinderRoots Shared Stories. KinderRoots Shared Stories allow students to read engaging and interesting stories even if they only know a few letter sounds. Each story adds a focus sound and contains numerous words that begin with or contain that sound. See the Appendix for a link to the KinderCorner Instructional Process Chart.
The initial instructional sequence includes a mixture of short vowels and consonants.	The initial instructional sequence introduces a large number of (or all) consonants before a vowel is introduced, or vowels are all taught in rapid succession.	The initial instructional sequence in Stepping Stones introduces letters that appear more frequently in words first so students will be able to read and write words that contain them more quickly. For example, the first 10 letters introduced are: m, a, s, d, t, i, n, p, g, and o. See the Appendix for a link to the KinderCorner Letter-Sound Introduction Scope and Sequence.
Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.	Segmenting and blending are not explicitly taught nor practiced.	Segmenting and blending sounds are taught in Stepping Stones lessons (units 1–6). These skills are also taught or reviewed during Rhyme Time in all units.
Explicit instruction directs students' attention to the structure of the word; the emphasis is on phonic decoding.	Instruction encourages students to memorize whole words, guess at words in context, or use picture clues.	KinderCorner explicitly teaches students to decode phonetically regular words, directing them to the structure of the words.

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		During Rhyme Time, students engage in the Say-It-Fast and Break-It-Down activities to decode words.
Instruction includes letter sounds correspondences, syllable types, word families, word analysis skills for multisyllabic words, and morphemes.	Instruction in phonics ends once letter sounds correspondences are taught.	KinderCorner units include instruction for letter-sound correspondence (Stepping Stones), syllable segmenting and counting and syllable blending, and word families (Rhyme Time).
Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds.	Irregular high-frequency words are taught as whole-word units, often as stand-alone "sight words" to be memorized.	Sight Words: Words that students will encounter frequently, but cannot be sounded out due to their phonetic irregularity, are presented as word wall words. The teacher introduces sight words during either the Daily Message or as a part of the Stepping Stones concepts-of-print lessons. The words are pronounced, defined, and posted to a word wall that students have visual access to throughout the day. The words on the wall are periodically reviewed, especially as new words are added. Once students have learned the letter names in KinderRoots, they learn to play Say-Spell-Say, a memory game that helps them to add more words to their sight-word vocabularies with each story. These words are also added to the word wall. In KinderRoots, students are introduced to Green and Red Words in the KinderRoots Shared Stories. Green Words are phonetic. We teach students that "Green" means go. Go ahead, and sound it out. Red words are sight words. We say, "If you don't remember a Red Word, ask someone."
Opportunities to practice decoding words in isolation are provided.	No opportunities for word-level decoding practice are provided.	KinderCorner units provide opportunities to practice decoding words in isolation. For example, during Stepping Stones and KinderRoots lessons, students are presented with out of context words to practice letter sounds through Phonics Picture Cards and their Partner Practice Booklets.
Instruction includes recursive review of phonics/encoding skills.	Instruction is typically "one and done"; phonics/encoding skills are introduced but with very little or very short-term review.	Students learn letter-writing cues as a part of the Stepping Stones lessons in units 2–6. The cues help to reinforce the mnemonic pictures that are used to help students remember the connection between letter shapes and sounds. Students learn to break words into their individual sounds and then write the letter that corresponds with each sound to write phonetic words. This process is first introduced during Stepping Stones lessons in units 3–6. Students work with partners to spell

		words. Students continue to stretch and spell words as they move into KinderRoots.
Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the phonics elements taught, securing phonic decoding.	Early text is predominantly predictable, leveled texts which includes phonic elements that have not been taught and encourages memorizing patterns and using picture clues rather than phonic decoding.	KinderRoots Shared Stories (units 7–16) are connected, mostly decodable text in the KinderRoots Shared Stories. These short stories contain small-font text for the teacher to read and larger phonetically regular text for students to read. Each story has a focus sound (presented on the back cover) that reviews sounds previously taught in Stepping Stones. KinderRoots lessons reinforce and build on the introductory-reading instruction of earlier units. The goal of each lesson is to help students use sound blending, pictures, and context strategies to successfully read the story that is the focus of the lesson.

GLOSSARY

- Explicit: Explicit instruction involves direct explanation. The teacher's language is concise, specific, and related to the objective. Another characteristic of explicit instruction is a visible instructional approach which includes a high level of teacher/student interaction. Explicit instruction means that the actions of the teacher are clear, unambiguous, direct, and visible. This makes it clear what the students are to do and learn. Nothing is left to guess work.
- Implicit: Implicit instruction does not provide direct or specific guidance on what is to be learned.
- Systematic: The material follows a sequence beginning with the easiest/basic elements preceding to the most difficult.
- Morpheme: The smallest meaningful unit of a word.
- Irregular high-frequency words: Words that BOTH highly frequent in text and not spelled phonetically (e.g., said, of, one)

SUCCESS FOR ALL PROGRAM NOTES

- Phonics and word skills is a desired outcome for language and literacy in KinderCorner. Desired outcomes include:
  - Identifies upper- and lowercase letters, sounds, and numbers
  - Blends sounds to read simple words
  - Recognizes some sight words
- Stepping Stones: Stepping Stones (units 1–6) provides formal reading instruction for beginning readers. Lessons are presented in a whole-group setting to students of all developmental levels. Extensive partner practice is included in each lesson to help students progress from one stage of reading to the next. Stepping Stones lessons are divided into two primary sections: beginning phonics and emergent reading.
  - During the beginning-phonics section, students are introduced to the twenty-six letters of the alphabet plus a few letter groups such as "ch" and "sh." Students learn to associate the letter shapes with sounds and to blend those sounds to read phonetic words. They also learn to write the lowercase form of the letter shapes and then to use those shapes for sound spelling.
  - Beginning-phonics skills are practiced with partners throughout the week in the Stepping Stones Partner Practice Booklets.
  - In emergent-reading lessons, students develop basic concepts about print and an understanding of book conventions through teacher modeling and instruction plus hands-on practice with concepts-of-print books. Students also learn to recognize several sight words. Students practice turning pages and tracking text with two new concepts-of-print books each week, books that they are able to bring home to add to their personal libraries. Puppets and videos keep students excited and engaged.
- Kinder Roots: KinderRoots lessons reinforce and build on the introductory-reading instruction of earlier units, expanding to include the reading of connected, mostly decodable text in the KinderRoots Shared Stories. These short stories contain small-font text for the teacher to read and larger phonetically regular text for students to read. The goal of each lesson is to help students use sound blending, pictures, and context strategies to successfully read the story that is the focus of the lesson.

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- Monitoring and Tracking Student Progress
  - Students develop skills in each of the developmental domains as they progress through each of the thematic units. Teachers monitor and track this growth on a daily basis throughout the day. Information about student progress is easily managed with a tool called the weekly record form. Using the online data tools, teachers generate a weekly record form each week that identifies specific skills to look for to track students' development with oral language, phonological and phonemic awareness, phonics, concepts of print, beginning reading, social problem solving, and math. The form is printed out and placed on a clipboard for use throughout the week.
- Letter-Sound Correspondence
  - Consonants: Students learn to associate letter shapes and the most frequent sound for all consonants and a few letter groups, such as "ch" and "sh," with the aid of mnemonic picture clues. The teacher assesses students on their ability to say the sound associated with two or three letters per week as guided by the online data tools. Mastery information is tracked and guides the teacher as he or she reviews letter sounds and coaches individual students.
  - Vowels: Students first learn to associate the short sound with each vowel as they develop initial letter-sound correspondence and learn to blend sounds to read words. They later learn "ee" and "ea," which appear in Shared Stories in units 15 and 16. The long-vowel silent "e" pattern is introduced in unit 12 through the Story of Sneaky "e," a funny tale that helps students to remember the spelling rule of silent "e." Words with this pattern are highlighted throughout the day, especially in the Daily Message, in subsequent weeks.

Fluency

Green Flags	Red Flags	Success for All Program Alignment
Instruction includes teacher-led modeling, oral reading by students, and immediate feedback.	Instruction focuses primarily on student silent reading.	To lay the foundation for fluent reading, students in KinderCorner hear models of fluent reading during Story Telling and Retelling (STaR) lessons from the very first unit. In KinderRoots lessons, students begin practicing fluent reading with KinderRoots Shared Stories. Instruction for each Shared Story occurs over five days. The teacher support for reading the stories gradually decreases as students move through the week. • Guided Group Reading: The teacher and students read the story for the first time together in unison. • Guided Partner Reading: The teacher guides the class from page to page and stops after each page to clarify difficult words or story content, but students work to read the text with their partners. • Partner Reading: Students read the story with their partners. Partners alternate pages, help each other as needed, and reread the page together for fluency practice. By working with partners, students receive feedback about their learning and reading in each lesson.

Reading accuracy and automaticity are emphasized.	Rate is emphasized over accuracy; attention is given to students reading words quickly.	Reading with accuracy and automaticity are desired outcomes of KinderCorner. Students are given practice reading simple, phonetically controlled texts with accuracy.
Word-level fluency practice is provided.	Word-level fluency practice is not provided. Fluency is viewed only as text-reading fluency.	KinderCorner provides practice in word-level fluency through the Sound-It-Out activity (Rhyme Time). In Sound-It-Out, students blend sounds slowly, with the goal of eventually sounding the word out quickly. Students also practice word-level fluency when reading the Shared Stories. The inside cover of each Shared Story contains the Green Words and Red Words. Students practice reading these aloud with their partners, using strategies as needed.
Fluency is practiced in a variety of texts (narrative, informational, poetry, lists, etc.).	Fluency is practiced only in narrative text or with repeated readings of patterned text.	KinderRoots Shared Stories provide students with thematically linked and connect stories to practice reading. These stories are simple narratives. During STaR lessons, students hear fluent reading modeled by the teacher. STaR stories cover a variety of texts, including literature, informational, or poetry. Additionally, STaR lessons always have a Good-Reader Skill focus, which may include fluent reading. In addition to STaR, teachers read aloud from a variety of texts throughout the day for Rhyme Time (poetry) or Theme Exploration. Theme Exploration texts are often informational, providing background information about the theme.
Fluency is measured using a normed Oral Reading Fluency assessment.	Fluency assessment allows teachers acceptance of incorrectly decoded words if they are close in meaning to the target word.	During KinderRoots lessons, teachers should take the opportunity to observe and assess students for fluent reading during Partner Word and Sentence Reading as they practice reading the words and sentences from the inside front cover of the KinderRoots Shared Stories throughout the week. Each student must read both words and the sentences correctly to demonstrate mastery of the skill. This data is recorded on the Weekly Record Form. Success for All recommends that teachers use DIBLES (Dynamic Indicators of Basic Early Literacy Skills) or another proven assessment to measure and assess fluency in their students as needed.

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GLOSSARY

- Automaticity: Performing a reading task without conscious effort. For example, reading connected text with automaticity means that there is no conscious attention paid to decoding words.
- Normed: A normed assessment results in scores that are norm-referenced; test takers' scores can be compared in relation to how others in that same age/grade group performed. It allows results to have meaningful interpretation and it allows educators to understand if a student is performing below, at, or above expectations.

SUCCESS FOR ALL PROGRAM NOTES

- KinderRoots Shared Stories: Beginning in unit 7, students transition from Stepping Stones to KinderRoots. KinderRoots lessons reinforce and build on the introductory-reading instruction of earlier units, expanding to include the reading of connected, mostly decodable text in the KinderRoots Shared Stories. These short stories contain small-font text for the teacher to read and larger phonetically regular text for students to read.
    - The goal of each lesson is to help students use sound blending, pictures, and context strategies to successfully read the story that is the focus of the lesson. KinderRoots lessons are structured and fast paced, with activities that enable students to learn the sounds and words introduced in each story thoroughly and quickly.
    - KinderRoots Shared Stories allow students to read engaging and interesting stories even if they only know a few letter sounds. The first KinderRoots story, The Wet Dog, begins with text that uses very few sounds and only a couple of sight words. Each story adds a focus sound and contains numerous words that begin with or contain that sound.
    - Stories are introduced with discussion that helps students to tap into their background knowledge about the topics addressed in the story. These concepts are further developed with video support in the form of Word Plays. The Word Plays are particularly beneficial for English language learners. Students use the title, cover illustration, and interior illustrations to make predictions about what the story will be about.
    - Each page in a KinderRoots Shared Story has both a teacher section that provides a context for the story and a large-font student section. The student section uses only words with letter sounds that students have already been taught, a few key sight words, and readles (words represented by pictures). Through the teacher section and the student section, the entire story unfolds—thus the name, Shared Stories.

LANGUAGE COMPREHENSION		
Background Knowledge		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Read-aloud opportunities feature a variety of complex texts (narrative and expository texts above grade-level) to develop background knowledge and vocabulary in a variety of subject areas.	Read-aloud opportunities emphasize stories or narrative texts. Read-aloud text is not sufficiently complex	KinderCorner STaR stories provide a variety of complex texts, both narrative and expository that are often connected to the theme or topic of the text. During STaR lessons, students are introduced to a selection of vocabulary words that they will hear in the story. During the Theme Exploration portion of lessons, students are engaged in a short, interactive theme-learning lesson that teaches background information about the theme focus. The lesson format varies. Teacher's may read aloud parts of a book—usually expository or informational, show a background video, or have students interact with theme-related objects. The puppet mascots KinderRoo, Joey, and Alex often serve as teacher's helpers in these activities. Digital dictionary videos provide engaging illustrations of thematic vocabulary.
Opportunities are provided to make connections between a new word or concept and other known words or concepts, relating ideas to experiences.	Opportunities to bridge existing knowledge to new knowledge is not apparent in instruction.	Background words are identified for each thematic unit. These words are included in the unit and can be learned through participation in the instructional components. They are more basic in nature and are likely already in the vocabularies of most kindergarten students. Classes that contain students who are more limited in their standard English-language proficiency, however, will benefit from increased focus on these words. Thematic vocabulary is introduced in a natural way as a part of the Theme Exploration lesson. The teacher highlights the words at the end of Theme Exploration lessons by defining them and modeling their use in a sentence. The words are referred to throughout the day in different components. The Theme Exploration lessons teach information and vocabulary words associated with the themes, most of which revolve around social studies or science content. Students are actively engaged in each lesson, providing opportunities for them to use the new vocabulary in a natural setting.

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		During Learning Labs (40 minutes), students engage in learning by participating in play scenarios and by exploring and manipulating objects, all within the context of the current theme. At the end of the day during Let's Think About It (20 minutes), students come together for a time of review and reflection about their learning. Thematic concepts and other skills are reviewed with a game, story, or other engaging activity.

GLOSSARY

- Narrative: Text that relates a series of events - can include fiction and nonfiction
- Expository: Text that provides factual information about a topic.
- Background knowledge: A specific subset of knowledge needed to comprehend a particular situation, lesson, or text.

SUCCESS FOR ALL PROGRAM NOTES

- The KinderCorner 2nd Edition curriculum utilizes a wide range of genres and literary texts:
  - Teachers read quality literature to students during STaR in every unit.
  - Teachers read poetry selections to students during Let's Daydream in every unit.
  - Teachers read expository texts to students during Theme Exploration in most units.
  - Students read expository concepts-of-print books during Stepping Stones in units 1–7 (only in week 1 of unit 7).
  - Students read narrative KinderRoots Shared Stories in units 7 (week 2)–16.
- Story Telling and Retelling (STaR): STaR helps to develop vocabulary and comprehension skills through wonderful children's literature. The STaR lesson unfolds over two days and occurs in all units on days 1, 3, 6, and 8 of the ten-day lesson sequence.
  - The first day is divided into Before Reading, During Reading, and After Reading sections.
    - In the Before Reading section, the teacher enthusiastically introduces the story, author, and illustrator and has students make predictions about what will happen in the story. The teacher also introduces two or three vocabulary words that students will hear in the story and a specific skill that good readers exhibit to model metacognitive strategies, comprehension skills, or fluency.
    - The During Reading section contains suggested questions and Think Aloud dialogue that will enhance students' understanding of the text. The teacher asks questions from various levels of Bloom's taxonomy that promote higher-level thinking skills. Students discuss the answers to these question with partners.
    - In the After Reading section, students answer summary questions about the story, revisit the good-reader skill, and work with their partners to create sentences with the vocabulary words.
  - STaR helps to develop oral language and expand vocabulary. It also introduces students to several wonderful works of literature that help them to develop a love for reading. Students develop listening-comprehension skills and benefit from the model of expert reading that the teacher provides. Their sense of story structure is developed through the retell activity on the subsequent day. Frequently rereading favorite stories on days 5 and 10 promotes students' oral-language and literacy development.
  - STaR words may or may not fall into the category of the theme. They are selected because they are important words for students to add to their vocabularies, and they help students develop deeper levels of story comprehension. The words are introduced as a part of the introduction to the story. They are pointed out when encountered as the story is read. After the story has ended, students work with partners to create sentences with the words. This provides students the opportunity to try out the words for practice. The sentences are not rated. The STaR words are reviewed at the beginning of the retell activity the next day. The teacher encourages students to use the words as they retell the story whenever possible.
- Theme Exploration: During interactive reading of expository texts in Theme Exploration, students learn to make connections among individuals, events, ideas, or pieces of information in a text (many units, e.g., unit 11, day 2).

- Interactive reading of expository texts during the Theme Exploration component focuses on questioning that aids students in understanding the text's content and that guides them in analyzing the text's features to improve their comprehension. In many lessons, concepts are further developed as students view and discuss background videos about the topic (all units, e.g., unit 8, day 3).

- Let's Think About It: Let's Think About It exposes students to thematic content in a new context. The interactive activities and vocabulary review help to develop oral language. Getting Along Together skills are reinforced and pocket points for the day are counted to measure class success in working together cooperatively. This component helps students to more successfully answer the question "What did you learn at school today?"

Vocabulary

Green Flags	Red Flags	Success for All Program Alignment
Vocabulary instruction includes robust conversations in order to support an understanding of literal and inferential comprehension of word knowledge within text.	Vocabulary instruction does not include opportunities for rich conversations; worksheets or activity sheets are used instead.	Desired language/literacy outcomes for oral language development (vocabulary) in KinderCorner includes using thematic vocabulary in conversations. Conversation is an important part of the following lesson portions: • Greetings, Readings, & Writings • Getting Along Together • Theme Exploration • STaR • Learning Labs • KinderRoots Shared Stories • Let's Think About It Students are introduced to vocabulary throughout each KinderCorner unit. • Theme Exploration: Students learn 1–3 thematic vocabulary words at the start of each lesson day. These will be used and emphasized throughout the unit. • STaR: Students learn new vocabulary words that appear within the read-aloud story. Students review and use new vocabulary words throughout the day. Vocabulary is emphasized in the following: • Rhyme Time: This promotes phonemic awareness and increases theme-related vocabulary through rhymes, songs, and games. • Let's Think About It: Students reflect on all the times and places where the thematic vocabulary words for the day were used or heard. They work with partners to create their own oral sentences using the vocabulary words.

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Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words).	Instruction includes memorization of isolated words and definitions out of context.	Explicit vocabulary instruction occurs with theme-related words (tier 2 and 3), STaR words (tier 2), and math words (tier 3). Background words (tier 1) are identified for each thematic unit. All the categories of vocabulary words are listed in the front matter of each unit.
Tier 2 words are taught explicitly, with students taught to use these words in their speech, see them in print, and use them in writing (when appropriate).	Tier 2 words are not taught deeply.	Tier 2 words are most often encountered and explicitly taught with theme-related words and STaR words. When applicable throughout the day, teachers ask students recall and use vocabulary words. At the end of the day, in Let's Think About It, students review the meanings of the theme-related words and recall all the instances that day where they encountered the theme-related words. Partners work together to create a sentence using each word. The teacher uses a specific structure to provide feedback and support about the sentence to first meet the goal of helping the student create a complete sentence. Then, once he or she can, the teacher works with the student to elaborate his or her sentences. At this time, student sentences are rated with a rubric. • 70—The student does not respond, or the response does not make sense. • 80—The student responds with a word or phrase that makes sense. • 90—The student responds in a complete sentence that makes sense. • 100—The student responds in a complete sentence(s) that makes sense and includes details.
Explicit instruction in morphology is provided.	Explicit instruction in morphology is not apparent.	KinderCorner morphology instruction focuses on breaking words down into morphemes in order to read and understand the word. Discussion about word suffixes or prefixes may apply when vocabulary words contain these affixes. For example: • As the STaR Words appear in the story, the teacher points out its use and engages students in discussion of the word in context. This component encourages students to use what they know about familiar words to determine varying forms of words.

GLOSSARY

- Tier 1 vocabulary words: Words students already know the meaning of (e.g., house, car, dog, school)
- Tier 2 vocabulary words: Words that are not likely to be familiar to young children but reflect a concept they can identify with and can use in conversation (e.g., shiver, excitement, remarkable, coax).
- Tier 3 vocabulary words: Words that are low frequency and domain specific (i.e., they appear in specific content areas such as math, science, history, music.)
  Morphology: the system of meaningful parts that make up words

SUCCESS FOR ALL PROGRAM NOTES

- KinderCorner 2nd Edition is a comprehensive language- and literacy-based curriculum that consists of sixteen thematic units. The language and literacy focus provides students with multiple daily opportunities to learn about word relationships and to demonstrate their understanding of those relationships. Explicit introduction of new theme-related and STaR vocabulary provides students with the opportunity to learn new vocabulary words. Throughout the day, students demonstrate their understanding of vocabulary as they participate in other components, particularly Learning Labs when they engage in hands-on activities in which new words are used. Conversation is an essential part of the curriculum. Students engage in conversation with adults and peers throughout all components of the day. Students participate in whole-group discussions frequently, using the cooperative-learning strategy Think-Pair-Share to ensure that all students have the opportunity to express their ideas. Daily components that engage the students in conversation skills include:
  - Greetings, Readings, & Writings—The teacher greets students individually, engages them in conversation, and encourages them to chat with other students.
  - Getting Along Together—Students work with partners and in small groups to practice social skills. On days 5 and 10 of each week, there is a class council meeting that facilitates a discussion around interpersonal issues in the class.
  - Theme Exploration—Students engage in discussion of the daily focus of the thematic unit. The teacher introduces theme-related vocabulary for the day.
  - Story Telling and Retelling (STaR)—Each story used in this component is read over the course of two days. On the first day, students engage in an interactive reading in which they talk with partners to answer questions about the text to help with story comprehension. On the second day, the retell day, students work with partners or in small groups as they engage in retelling the story through a variety of activities such as sequencing, dramatization, using pictures or objects that remind them of story events, etc.
  - Learning Labs—The teacher facilitates the labs, engaging students in conversation to reinforce their comprehension of the thematic focus and their understanding and use of new vocabulary, and guides students to new discoveries. Students work with partners or in small groups to explore theme-related concepts while engaging in conversation that supports cooperative play.
  - KinderRoots—Students answer story-related questions and discuss the contents of the KinderRoots Shared Stories with their partners.
  - Let's Think About It—Students review new theme-related vocabulary and reflect on their learning for the day, using Think-Pair-Share so all members of the class have the opportunity to express themselves.
- Oral Language Development: Students learn vocabulary words and use them to construct sentences in two ways in KinderCorner:
  - Direct teaching: Teachers explicitly present and explain words and word meanings and make connections to objects, other words, or concepts that students already understand.
  - Language acquisition: Students learn by noticing things in their environment. They might hear a vocabulary word or notice the way that certain words are strung together. They try out the word or word pattern and then revise their assumptions about what the word means or how words should be arranged based on the results of their attempts to use them. Experiences that make students change their initial assumptions could include negative feedback, such as funny stares, laughter, or a lack of understanding, or positive feedback, such as the listener understanding what they are trying to communicate.
- Theme-Related Words: Theme-related words are introduced within context of a content lesson each day during Theme Exploration. The teacher reviews the words at the end of the lesson and models their use in a sentence. The words are then used by the teacher in all the lesson components throughout the day whenever possible. Students are encouraged to use the words as well. For example, suggestions are provided for how the teacher can incorporate the words as he or she facilitates the Learning Labs.
  - At the end of the day, in Let's Think About It, students review the meanings of the theme-related words and recall all the instances that day where they encountered the theme-related words. Partners work together to create a sentence using each word. The teacher uses a specific structure to provide

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feedback and support about the sentence to first meet the goal of helping the student create a complete sentence. Then, once he or she can, the teacher works with the student to elaborate his or her sentences. At this time, student sentences are rated with a rubric.
    - Words for the theme are posted collectively throughout the week to remind the teacher to use them and to encourage students to use them whenever they can.
- Story Telling and Retelling (STaR) Words: STaR words may or may not fall into the category of the theme. They are selected because they are important words for students to add to their vocabularies, and they help students develop deeper levels of story comprehension.
    - The words are introduced as a part of the introduction to the story. They are pointed out when encountered as the story is read. After the story has ended, students work with partners to create sentences with the words. This provides students the opportunity to try out the words for practice. The sentences are not rated. The STaR words are reviewed at the beginning of the retell activity the next day. The teacher encourages students to use the words as they retell the story whenever possible.
    - In addition to the selected STaR Words, one of the good-reader skills addressed in various STaR lessons is asking questions about unknown words. During the interactive reading of stories, students have the opportunity to ask about unknown words.
    - Frequently in STaR lessons, multiple-meaning words are introduced as new words before the story is read. Students engage in discussion with the teacher about other meanings of the word, with which they may already be familiar.
- Math Words: Vocabulary words are also taught in math during 15-Minute Math and Math Mysteries. These words are further practiced and reinforced, when appropriate, during the day. Math vocabulary includes words such as “sort,” “classify,” “attribute,” “shape,” “rectangle,” “greater than,” etc.
- Background Words: Background words are identified for each thematic unit. These words are included in the unit and can be learned through participation in the instructional components. They are more basic in nature and are likely already in the vocabularies of most kindergarten students. Classes that contain students who are more limited in their standard English-language proficiency, however, will benefit from increased focus on these words.

Knowledge of Language Structure

Green Flags	Red Flags	Success for All Program Alignment
There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing.	There is not a clear scope and sequence for teaching; conventions of print, grammar, and syntax are taught implicitly or opportunistically.	KinderCorner units build on the knowledge of previous units as the school year progresses. Students have opportunities to develop skills in concepts of print, grammar, and syntax throughout each lesson. For example: • Theme Exploration: Daily Message • Learning Labs: Writing Lab • Stepping Stones/KinderRoots • Write Away See the Appendix for a link to the KinderCorner Scope and Sequence for Reading and Writing skills.
Instruction includes sufficient time for discussion, including teacher modeling of conversational conventions, appropriate tone and rate, and development of full ideas and complete sentences.	Instruction does not include sufficient opportunities for discussion. Teacher modeling is not apparent.	One of the most important goals of KinderCorner is to help students develop their oral language skills. Strong oral-language skills help students to feel confident in their ability to communicate their ideas and also provide a solid foundation for reading. Teacher-student discussion and student-student discussion are important to the following parts of the lessons: • Greetings, Readings, & Writings

		• Getting Along Together • Theme Exploration • STaR • Learning Labs • KinderRoots Shared Stories • Let's Think About It KinderCorner asks teachers to use a variety of strategies to model and prompt students to develop their ideas fully and use complete sentences in speaking and writing. For example: • model rich language • extend students' answers • prompt an oral response • prompt the use of complete or more elaborate sentences • ask open-ended questions • provide sentence starters • provide direct feedback • increase student engagement through My Turn/Your Turn or Jump Right In • Whole-Group Response • Everybody Now! • Buddy Buzz • Think-Pair-Share • Talking Chips
Verbal Reasoning		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate/accurate background knowledge.	Inferencing is not taught explicitly and may be based only on picture clues and not text ("picture walking")	Inferencing, or drawing conclusions, is a focus of many domains of learning within KinderCorner, such as the cognitive domain. • In many units, students are expected to draw conclusions based on graphs and charts, scientific information, or math. During STaR lessons, students are expected to make inferences about the stories. • Before Reading: The teacher enthusiastically introduces the story, author, and illustrator and has students make predictions about what will happen in the story.

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		• During Reading: This section contains suggested questions and Think Aloud dialogue that will enhance students' understanding of the text. The teacher asks questions from various levels of Bloom's taxonomy that promote higher-level thinking skills. Students discuss the answers to these question with partners.
Literacy Knowledge		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Appropriate genre types and features are explicitly taught.	Genre types and features are not explicitly taught.	STaR stories represent a variety of genres that may be mentioned as a part of a discussion of their characteristics. For example: • *The 20th Century Children's Poetry Treasury* (poetry) • *Little Red Riding Hood* (fairytale) • *Why the Sun and the Moon Live in the Sky* (folktale) • *Our Earth* (non-fiction) • *Jamaica's Find* (realistic fiction) • *The Salamander Room* (fantasy) Recognizing common genres of text (storybooks, poems, informational) is a primary focus of units 2, 3, 4, 5, 7, 9.

GLOSSARY

- Metacognition: Thinking about thinking
- Inference: Using what you know and parts of text to comprehend what is not directly said in a text.
- Genre: A type of text or literature that has a particular form and style (e.g., poetry, fiction, nonfiction)

SUCCESS FOR ALL PROGRAM NOTES

- Daily Message: The Daily Message, which introduces the thematic concept for the day. The teacher writes the Daily Message in front of students, modeling writing and spelling each word in its conventional form. After focusing on a few aspects of writing, phonics, or concepts-of-print skills that are illustrated in the message, the teacher uses the message to introduce the daily focus for the day
- Learning Labs: Learning through play serves as a springboard to advanced stages of cognitive growth and development. As students engage with one another in a social environment, they begin to develop self-regulation skills, or the ability to monitor and control their own behavior. Imaginary or symbolic play at mature levels helps students to develop mental processes more quickly and increases their ability to perform academic tasks later. The labs provide natural reasons to use reading, writing, math, and art skills and the scientific method. Even fine muscles are strengthened as zippers and buttons on dress-up clothes are managed.
    - Writing lab: The writing lab provides an opportunity to use the strategies and skills developed during Stepping Stones and Write Away in authentic and creative ways in a stimulating, risk-free environment.
- Write Away: During Write Away, teachers provide structured writing instruction that teaches strategies that students can use to communicate in writing before they learn to spell conventionally. After watching the teacher model writing a response to a theme-related writing prompt, students discuss their own ideas with partners and write responses using the strategies that the teacher has introduced. Several students share their writing with the class, which is celebrated with cheers and pocket points. Write Away lessons focus on the topic of students' writing rather than on handwriting.

- Curriculum Structures that Support Oral-Language Development:
  - The use of cooperative learning throughout every instructional component ensures that students have ample opportunities to use oral language to communicate in both formal instructional settings and in casual conversation in the context of play.
  - The variety of instructional components allows for the natural need to use vocabulary in various subject areas, contexts, and situations. There are opportunities within each instructional component for interactions among students and between adults and students.
  - The teacher frequently engages in conversations with students throughout the day about their activities and experiences. Students learn strategies to resolve conflicts through language such as telling how they feel and why and suggesting solutions.
  - Home Link shows encourage dialogue between students and their family members on theme-related topics, which provides even more reasons and opportunities to use the new vocabulary.
- Strategies to optimize oral-language development:
  - Model rich language: Intentionally model the use of complete sentences and standard grammar during active instruction and even in casual conversation with students or other adults.
  - Extend students' answers: Help students by extending their answers. Restate their answers in longer, more elaborated ways, then ask students to repeat these elaborated responses.
  - Prompt an oral response: Encourage an oral response by saying, "Tell me in words," "Use your words," or "Can you tell me in a sentence?"
  - Prompt the use of complete or more elaborate sentences: Help students to create complete sentences and expand their sentences beyond the most basic information.
  - Ask open-ended questions: Open-ended questions must be answered with a phrase or sentence instead of simply "yes" or "no."
  - Provide sentence starters: Students at beginning levels of language acquisition benefit from the support of a sentence starter. This is a practice that continues through all Success for All programs.
  - Provide direct feedback: If, after modeling correct usage several times, the student continues to make errors, teachers may provide direct feedback, focusing on one error at a time.
  - Increase student engagement: Strategies that can increase student engagement during active instruction help maximize opportunities for practice.
    - My Turn/Your Turn: Use My Turn/Your Turn when you want to model an aspect of language such as the correct pronunciation of a vocabulary word or intonation of a question. Students are prompted, either orally or with a hand signal, to repeat after the teacher
    - Jump Right In: Jump Right In is an auditory cloze procedure in which the teacher leaves out a part of a sentence or poem, and students jump in with the rest.
  - Whole-Group Response: At the teacher's signal, generally either one or two hands extended outward toward students, all students respond together with either a one-word or a short-phrase answer.
  - Everybody Now!: If the teacher intends for students to jump right in or respond as a whole group and they do not, he or she can prompt students with the phrase "Everybody now!"
  - Buddy Buzz: Buddy Buzz is a very informal method for partners to share their ideas with each other. When you say, "Buddy Buzz," students know to quietly share their ideas or their responses with their partners.
  - Think-Pair-Share: Think-Pair-Share is an instructional strategy that provides students with the think time necessary to formulate answers and the opportunity for all students to verbalize the answers in a time-efficient manner. After asking a question, the teacher prompts students to think about their answers. After five to ten seconds of silent thinking, students share their answers with their assigned partners. When both partners have shared their ideas with each other, they can raise their hands. Some teachers have them create a partner pyramid by holding their raised hands together. The teacher selects a student to share his or her idea.
  - Talking Chips: Counting devices, such as chips, beans, cubes, etc., are given to students. The number of chips that each student receives depends on the number of ideas, suggestions, or contributions that you have time for each student to make. Students are given the order in which they are to speak. Often teachers assign numbers to students, and they speak in the sequence of their numbers.

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READING COMPREHENSION		
Green Flags	**Red Flags**	**Success for All Program Alignment**
The foundation for reading comprehension is built through rich read-aloud experiences before children are able to read independently	The foundation for reading comprehension emphasizes strategy instruction in text before children are able to read independently.	During the daily STaR listening comprehension component of KinderCorner, students engage in interactive story reading with questioning before, during, and after reading, at which time they learn to think about key details or themes and identify characters, settings, and major events. These concepts are further developed on the second day of the lesson when students work together to retell the story through puppets, dramatization, or other interactive means.
Emphasis on direct teaching of comprehension strategies via gradual release of responsibility (I do, we do, you do) using appropriate instructional text.	Emphasis on independent reading and book choice; no evidence of direct teaching of comprehension strategies.	Every Success for All program uses the Cycle of Effective Instruction to structure lessons and allow for the release of responsibility to students. During STaR lessons, teachers engage students in an interactive story reading. Teachers will ask comprehension questions of students using the Think-Pair-Share strategy. In KinderRoots lessons beginning in unit 7, teachers begin releasing responsibility to students during reading. Instruction for each Shared Story occurs over five days. The teacher support for reading the stories gradually decreases as students move through the week. • Guided Group Reading: The teacher and students read the story for the first time together in unison. • Guided Partner Reading: The teacher guides the class from page to page and stops after each page to clarify difficult words or story content, but students work to read the text with their partners. • Partner Reading: Students read the story with their partners. Partners alternate pages, help each other as needed, and reread the page together for fluency practice.
Materials for comprehension instruction include sufficiently complex literary and informational texts.	Materials for comprehension instruction are predominantly leveled texts and repetitive patterned texts.	The KinderCorner 2nd Edition curriculum utilizes a wide range of genres and literary texts: • Teachers read quality literature to students during STaR in every unit.

		• Teachers read poetry selections to students during Let's Daydream in every unit. • Teachers read expository texts to students during Theme Exploration in most units. • Students read expository concepts-of-print books during Stepping Stones in units 1–7 (only in week 1 of unit 7). • Students read narrative KinderRoots Shared Stories in units 7 (week 2)–16.

SUCCESS FOR ALL PROGRAM NOTES

- The Cycle of Effective Instruction: This process is made of four components that guide instruction.
  - Active Instruction
    - Teach
    - Model
    - Guide Practice
  - Teamwork
    - Prompt
    - Reinforce
  - Assessment
    - Monitor
    - Assess
  - Celebration
    - Recognize
    - Celebrate

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WRITING		
Handwriting		
Green Flags	**Red Flags**	**Success for All Program Alignment**
There is explicit instruction related to letter formation, posture, grip, and opportunities for cumulative practice.	There is no direct instruction in handwriting.	In KinderCorner, students will receive both active instruction and support with letter formation and the use of emergent-writing strategies in addition to numerous opportunities to use their developing writing skills in a variety of situations. As they engage in the various activities, they will naturally progress through a series of stages on their way to becoming effective writers. Students learn letter-writing cues as a part of the Stepping Stones lessons in units 2–6. The cues help to reinforce the mnemonic pictures that are used to help students remember the connection between letter shapes and sounds. Math Mysteries lessons teach numeral formation. Students put their number-writing skills to use in various labs and other lesson activities throughout the day. Students who need additional fine-motor development benefit from the tactile letter-formation activities available in the Literacy Lab. They can practice forming letter and numeral shapes in sand, gelatin powder, shaving cream, or other materials.
Handwriting instruction utilizes lined paper that guides letters formation.	Unlined paper and picture paper are featured.	The Writing Lab is always available and stocked with various writing materials such as pencils, markers and crayons, both lined and unlined paper, and writing journals.
Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning.	Handwriting instruction is treated as an isolated add-on.	Students learn letter-writing cues as a part of the Stepping Stones lessons in units 2–6. Students learn to write the letters as the sounds are introduced in the lessons. Writing instruction is reinforced during Writing Lab and Write Away. See the Appendix for a link to the KinderCorner Letter-Sound Introduction Scope and Sequence.

SUCCESS FOR ALL PROGRAM NOTES

- Developmental Stages of Writing: Letter formation:
  - Random Scribbles: The student makes random marks on the page, generally not with the intention to create a particular drawing nor communicate a message.
  - Drawing: Children use drawings to represent writing.
  - Linear Scribbles: Linear scribbles may appear as wavy lines or loops and are an attempt to mimic conventional print. Sometimes students who are able to write letters but find the task a bit laborious will use linear scribbles to pretend to write.
  - Letterlike Shapes: Letterlike shapes are more successful attempts to mimic print before the student has learned to form specific letter shapes or to associate sounds with shapes.
  - Random Letters: Also called nonphonetic letter strings, these shapes do look like real letters but are written in a random fashion with no attempt to connect symbols with sounds.
  - Initial Attempts at Approximated Spelling: When students begin to connect letters and sounds, they usually write initial consonants or a few consonants to represent a word. They may include some vowel sounds as markers, but in many cases, they are not correct.
  - Early Attempts at Approximated Spelling: At this stage, the student has begun to add a few medial or ending sounds. Usually, initial consonants or a few consonants are used to represent a word. These writings may include some vowel sounds as markers, but in many cases, they are not correct. These writings may also incorporate the use of some letters based on the way their letter names sound or sight words spelled conventionally
  - Intermediate Attempts at Approximated Spelling: Students at this stage represent most words with two or three letters. They generally use three letters for simple CVC words, although they may use the wrong letters such as “k” instead “c.”
  - Advanced Attempts at Approximated Spelling: These students regularly represent all or most of the sounds in every word but still make several spelling mistakes.
  - Conventional Spelling: Most of the words are written correctly. The student makes occasional spelling errors.

Spelling

Green Flags	Red Flags	Success for All Program Alignment
There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence in K-1.	No evidence of explicit spelling instruction; scope and sequence is not aligned with any other aspect of instruction.	Sound Spelling: Students learn to break words into their individual sounds and then write the letter that corresponds with each sound to write phonetic words. This process is first introduced during Stepping Stones lessons in units 3–6. Students work with partners to spell words. The teacher provides immediate feedback and reinforcement. All attempts at spelling are celebrated and encouraged. Students continue to stretch and spell words as they move into KinderRoots. They also learn to combine the words with sight words to write sentences. See the Appendix for a link to the KinderCorner Letter-Sound Introduction Scope and Sequence.
Patterns taught for decoding are also practiced in encoding/spelling lessons.	Patterns in decoding are not featured in encoding/spelling; spelling lists are relatively random.	Students learn to break words into their individual sounds and then write the letter that corresponds with each sound to write

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		phonetic words. Students use this technique throughout the program.

SUCCESS FOR ALL PROGRAM NOTES

- Developmental Stages of Writing: Spelling:
  - Initial Attempts at Approximated Spelling: When students begin to connect letters and sounds, they usually write initial consonants or a few consonants to represent a word. They may include some vowel sounds as markers, but in many cases, they are not correct.
  - Early Attempts at Approximated Spelling: At this stage, the student has begun to add a few medial or ending sounds. Usually, initial consonants or a few consonants are used to represent a word. These writings may include some vowel sounds as markers, but in many cases, they are not correct. These writings may also incorporate the use of some letters based on the way their letter names sound or sight words spelled conventionally
  - Intermediate Attempts at Approximated Spelling: Students at this stage represent most words with two or three letters. They generally use three letters for simple CVC words, although they may use the wrong letters such as "k" instead "c."
  - Advanced Attempts at Approximated Spelling: These students regularly represent all or most of the sounds in every word but still make several spelling mistakes.
  - Conventional Spelling: Most of the words are written correctly. The student makes occasional spelling errors.
- Stretch and Spell: Students use sound spelling to write words. This is introduced during KinderRoots, Unit 7, day 6.
- Say-Spell-Say: Students use the game that serves as a memory technique for sight words to recall and write the letters in a word. This is introduced during KinderRoots, Unit 8, day 1.

Composition

Green Flags	Red Flags	Success for All Program Alignment
Writing is taught through a gradual release of responsibility (I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas before drafting.	Writing prompts are provided with little time for modeling, planning, and brainstorming ideas.	KinderCorner provides daily opportunities for students to write for a variety of purposes. Students have access to writing materials during a variety of daily components to express their opinions, provide information, or relate a story. Students also have access to writing materials in all the Learning Labs so they can track results of science experiments, write about experiences, or support their play in the labs. Components in which this occurs include: • Greetings, Readings, & Writings • Learning Labs • Writing Lab • Write Away The writing components in KinderCorner are structured to give students opportunities to plan, write, receive feedback from adults and peers, and revise their writing as they learn to express their ideas on paper. • Students put their writing skills to use as they describe what they plan to do in the Learning Lab they have selected for each day. The teacher conducts a brief

		individual conference with each student, as often as possible, about his or her plan. • Students share and discuss with peers what they will write during Partner Planning in each Write Away lesson. They learn early on to fully develop their ideas before attempting to write them. • The teacher monitors students' writing during this time and confers with a few students each day about their writing. At the end of Write Away, students are selected to share their writing with the class.
Writing is structured; models and graphic organizers are provided to support composition and promote executive functioning.	Writing is primarily unstructured, with few models or graphic organizers.	KinderCorner provides opportunities for structured writing activities. For example, in Write Away, students respond to a theme-related writing prompt each day. The teacher models writing his or her own response to the prompt using a set of emergent-writing strategies that are taught to students throughout units 1–6.
Conventions of print, grammar, and syntax (sentence structure) are taught explicitly in the context of writing.	Conventions, grammar and sentence structure are not taught or are taught implicitly or opportunistically	Conventions of print, grammar, and syntax are a primary focus of a variety of units. These conventions are also an optional skill for teachers, depending on time and student ability. See the Appendix for a link to the KinderCorner Scope and Sequence for Reading and Writing skills.
Writing instruction includes a variety of text types (narrative, informational, persuasive).	Writing instruction is primarily narrative or unstructured choice.	KinderCorner's writing components provide students with opportunities to write a variety of text types, including: • Expressing opinions about favorite foods, activities, etc. • Informing/explaining their ideas about theme-related topics and discoveries in the Learning Labs. • Sharing narratives in which they relate real or imagined experiences. Components in which this occurs include: • Greetings, Readings, & Writings • Learning Labs • Writing Lab • Write Away
SUCCESS FOR ALL PROGRAM NOTES • Greetings, Readings, & Writings: This component helps students ease into the day by engaging in a conversation with an adult, looking at a book, writing in their journals, or playing with some puzzles or playdough while everyone gets ready to begin another fun-filled, learning-rich day		

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- Learning Labs: Learning through play serves as a springboard to advanced stages of cognitive growth and development. As students engage with one another in a social environment, they begin to develop self-regulation skills, or the ability to monitor and control their own behavior. Imaginary or symbolic play at mature levels helps students to develop mental processes more quickly and increases their ability to perform academic tasks later. The labs provide natural reasons to use reading, writing, math, and art skills and the scientific method. Even fine muscles are strengthened as zippers and buttons on dress-up clothes are managed.
    - Writing lab: The writing lab provides an opportunity to use the strategies and skills developed during Stepping Stones and Write Away in authentic and creative ways in a stimulating, risk-free environment.
- Write Away: During Write Away, teachers provide structured writing instruction that teaches strategies that students can use to communicate in writing before they learn to spell conventionally. After watching the teacher model writing a response to a theme-related writing prompt, students discuss their own ideas with partners and write responses using the strategies that the teacher has introduced. Several students share their writing with the class, which is celebrated with cheers and pocket points. Write Away lessons focus on the topic of students' writing rather than on handwriting.

ASSESSMENT		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Assessments include screening, diagnostic, and progress monitoring.	Assessments result in benchmarks according to a leveled text gradient.	KinderCorner facilitates assessment, including screening, diagnostic, and progress monitoring. Techers should collect data in some or all the following categories each week and record it on a weekly record form: • oral-language development • phonological and phonemic awareness • graphemes (associating sounds, letter shapes, and letter names with letters or letter groups) • beginning reading (includes concepts of print and reading connected text) • emergent writing • Getting Along Together (social problem-solving skills) • mathematics KinderCorner uses the Structured Oral-Language Observation (SOLO) to formally observe each student's oral-language development. The SOLO has two primary goals: • The first goal is to determine whether the student is able to express his or her thoughts in complete, detailed sentences. • The second goal is to determine whether the student can produce or understand a set of vocabulary words.
Foundational skills assessments identify students' instructional needs.	Foundational skills assessments are primarily running records (or similar assessments that focus on assessment of high frequency words and can be read by looking at the first letter or blend and confirming with picture support).	KinderCorner assesses and charts the progress of students for several reasons. • To meet the needs of students and promote their continued growth, teachers need to know at what level they are functioning. • If a student has a serious learning challenge, then the earlier it is identified, the earlier accommodations can be made to help overcome it. • Assessment is necessary to keep parents informed about their children's progress. The more involved parents are in their children's education, the better those children do in school. The more information

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		parents have about how their children are doing, the more parents can help them in their education.
Phonics skills are assessed using both real and nonsense words in all syllable patterns.	Phonics skills are assessed using real words only.	Phonics skills are assessed to see whether students demonstrate understanding. The teacher asks students to respond to a prompt to demonstrate a skill (e.g., producing rhyming words, identifying the initial sound in a word, counting the syllables in a word). • Either one to one during Greetings, Readings, & Writings, Learning Labs, or other available times or in the context of the Rhyme Time lesson. • The teacher records "Demonstrated" or "Not Demonstrated" (D or ND). Teachers may play with words as needed when playing Say-It-Fast, Break-It-Down, or Sound It Out.
Normed ORF (Oral Reading Fluency) assessments are used.	Normed ORF assessments are not available.	Success for All recommends that teachers use DIBLES (Dynamic Indicators of Basic Early Literacy Skills) or another proven assessment to measure and assess fluency in their students as needed. Teachers can access schoolwide reports from the Member Center. Available reports are: • Grade Summary Form: This is a schoolwide-level document that reports student mastery levels by grade at the end of each grading period. Everyone in the school should know how many students are reading on grade level. • Component Roll-Up by Teacher of the Classroom Assessment Summary: The KinderCorner roll-up report recaps the Classroom Assessment Summary information for every teacher, providing an overall look at progress for all students at the kindergarten level.
GLOSSARY • Normed: A normed assessment results in scores that are norm-referenced; test takers' scores can be compared in relation to how others in that same age/grade group performed. It allows results to have meaningful interpretation and it allows educators to understand if a student is performing below, at, or above expectations.		
SUCCESS FOR ALL PROGRAM NOTES • Member Center: Teachers can access online tools on the Member Center. The Member Center is a web-based application developed by the Success for All Foundation that allows schools, districts, and state education departments to manage and analyze student information with an emphasis on student		

assessment data and Success for All program management. The Member Center provides tools to record student assessment scores, track progress across grading periods, set expectations, and help manage SFAF program implementations. Schools can also record data points from state assessments or other benchmarks and evaluation programs. You can also use the Member Center to print classroom lists, compare reading mastery levels across grading periods, or analyze areas of strength and concern in state proficiency expectations. These tools help log and report students' progress in the following ways:

- The data tools identify which skills in each of the developmental domains to focus on during each week.
- The data tools provide a place to record the information collected in an easy and efficient manner.
- When the data is entered into the system:
  - It can track which students have demonstrated mastery on which skills and which students need additional support.
  - It can produce progress notes to use in sharing information during parent-teacher conferences.
  - It can produce schoolwide or district-level reports that can help school leaders track growth in various areas throughout the school year.
- In addition to the data collected with the data tools, many teachers keep portfolios with hard copies of student work samples throughout the year. You might keep dated samples of the sign-in sheets and/or date stamp any entries in the writing journals as a graphic illustration of how students' writing abilities emerge over time. When used together, the online data tools and portfolios can provide a complete picture of the growth and development of each student.

- Weekly Record Form: Teachers monitor and track growth on a daily basis throughout the day. Information about student progress is easily managed with a tool called the weekly record form. Using the online data tools, teachers generate a weekly record form each week that identifies specific skills to look for to track students' development with oral language, phonological and phonemic awareness, phonics, concepts of print, beginning reading, social problem solving, and math. The form is printed out and placed on a clipboard for use throughout the week. Teachers also get a page that highlights missing data for each student so that they can make sure to monitor and assess the student to collect that information. Data collected on the Weekly Record Form includes:
  - Oral-Language Development:
    - SOLO: The teacher measures expressive and receptive vocabularies and oral expression. There is one SOLO for each of the four grading periods.
    - Theme vocabulary sentence: Students work with partners to create sentences with the theme-related vocabulary taught and used throughout the day. The teacher uses the sharing sticks to select student to share their sentences with the class. A support process is then used that helps students to create either a complete or more detailed sentence. The final sentence is rated with a rubric.
  - Phonological or Phonemic Awareness:
    - Demonstrates understanding: The teacher asks students to respond to a prompt to demonstrate a skill (e.g., producing rhyming words, identifying the initial sound in a word, counting the syllables in a word).
  - Graphemes:
    - Reads, writes, or names letters: Students produce a sound when shown a letter or letter group, write the letter or letter group when given the sound, or name the uppercase and lowercase forms of the letter.
  - Beginning Reading:
    - Demonstrates concepts of print: Units 1–4 (concepts of print and book conventions) The teacher observes for skills such as holding the book right side up, tracking text from left to right, etc.
    - Reads words or sentences: Units 2–6 (Stepping Stones) Students read letters or letter groups and phonetic words from the Partner Practice Booklets; Units 7–16 (KinderRoots) Students read a few words and one sentence from the inside front cover of the KinderRoots Shared Stories.
  - Emergent Writing:
    - Documentation of the stage of writing: The teacher records the highest stage of writing demonstrated by the student.
  - Getting Along Together:

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        - Demonstration of understanding or use of social problem-solving skills taught in Getting Along Together lessons: The teacher observes the use of skills and strategies in natural settings or prompts students to name the steps or explain the procedures.
    - Math:
        - Demonstration of an understanding of mathematical concepts: Students are asked to explain or demonstrate concepts (such as arranging objects into categories or telling the number of items in a given set).
- Structured Oral-Language Observation: This assessment is used to formally observe each student's oral-language development. The SOLO has two primary goals. The first goal is to determine whether the student is able to express his or her thoughts in complete, detailed sentences. The second goal is to determine whether the student can produce or understand a set of vocabulary words. This assessment is conducted in a one-to-one setting. There are four different SOLOs administered throughout the year, each corresponding to the content from a group of four KinderCorner thematic units. SOLO scores are collected for each student in each of four grading periods. The vocabulary words are samples drawn from across the four units, primarily from the lists of background words and math words found at the beginning of each theme guide. The group of words selected for each SOLO is simply a sample and should not be emphasized in class any more than any other words from these lists.
    - Although time is allotted for administering the SOLO during Learning Labs on days 5 and 10 (beginning in unit 3), teachers can assess students at other times also as the schedule allows. Familiar materials used in class, such as concepts-of-print books and cards from the KinderCorner Phonics Picture Cards box, are used to prompt discussion or to find out whether students have particular words in their receptive or expressive vocabularies.
    - Each SOLO is organized into two sections.
        - Section 1: Oral Expression and Receptive Vocabulary:
            - The assessor uses some of the pictures in a familiar book and/or some pictures from a picture page to engage the student in short conversations. A rubric is applied, generally, to each conversation to rate the complexity of the student's responses. The goal is to assess, generally, whether the student is able to express his or her thoughts in complete sentences that have details. The Oral-Expression Rubric scores:
                - 70—The student does not respond, or the responses do not make sense.
                - 80—The student responds with single words or short phrases that make sense.
                - 90—The student mostly responds in complete sentences that make sense.
                - 100—The student mostly responds in complete sentences that make sense and include details (descriptive language or information that tells how, when, where, or why).
            - The teacher also asks questions about other pages in the book to determine whether the student understands a given set of vocabulary words. The student may be asked to point to a part of the picture or to answer a question that demonstrates his or her understanding of the word at the receptive level. You will assess four receptive-vocabulary words in each SOLO.
        - Section 2: Expressive Vocabulary
            - In the second part, the assessor shows pictures and asks questions to determine whether the student can produce particular vocabulary words. There are a total of sixteen expressive-vocabulary words from across the four units included in each SOLO.

OVERALL INSTRUCTIONAL DESIGN		
Green Flags	**Red Flags**	**Success for All Program Alignment**
There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of foundational skills taught in an explicit system. The system features application of taught skills in real reading and writing.	The instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded teaching of foundational skills.	KinderCorner is a full-day comprehensive kindergarten program that fosters students' language, cognitive, mathematical, emotional, interpersonal, creative, and physical development. The program includes a detailed, stimulating curriculum, with complete literacy and math programs, many of the materials necessary to implement the program, and rich thematic units to teach students basic science and social studies concepts. The program also provides support for students' families, teachers, and communities. In KinderCorner, the principles of developmentally appropriate practice are interwoven through concrete, age-appropriate activities that target nine developmental domains. KinderCorner draws from various sources, including: • the Success for All Foundation's experience in developing educational programs and research on child development and early childhood education; • the guidelines of the joint International Reading Association and the National Association for the Education of Young Children (Bredekamp & Copple, 1997); • the National Council of Teachers of Mathematics (NCTM) standards; • the federal No Child Left Behind legislation and Reading First requirements; • state curriculum standards; • college-and-career-readiness standards for kindergarten; • the KinderCorner developers' experiences in early childhood education; and • the recommendations of the National Research Council (2000, 2001).

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Reading Roots Alignment to the Science of Reading Standards

Standards for Word Recognition, Language Comprehension, Reading Comprehension, Writing, Assessment, and Overall Instructional Design

Reading Between the Lions: Reading Roots 5th Edition is a comprehensive reading program for beginning readers. It provides a strong base for students' literacy and fosters a love for reading through systematic phonics instruction, rich literary experiences, oral-language and vocabulary development, engaging media content, and opportunities to read decodable stories.

This curriculum evaluation tool, designed by The Reading League, features components that align with the Simple View of Reading (Gough & Tunmer, 1986) and Scarborough's Rope (Scarborough, 2001). Word Recognition and Language Comprehension are broken down into subcomponents and writing and spelling as well as assessment are included.

Green Flags indicate instructional practices that are aligned with the science of reading.
Red Flags indicate instructional practices that are *not aligned* with the science of reading.

Success for All program alignment is highlighted for each section in the blue column, with additional narrative in the notes section for each area.

WORD RECOGNITION		
Phonological and Phoneme Awareness		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) as well as the phoneme level.	Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as 'tr' are kept intact rather than having students notice their individual sounds).	The Reading Roots program provides instruction in phonological and phonemic awareness in several ways. FastTrack Phonics lessons teach 44 phonemes, or sounds. Each phoneme is presented in its own lesson, so that students have ample time to master hearing and producing the sound. This important prerequisite skill builds the foundation of the students' phonemic awareness. After they can identify the sounds in language, the next step is to start associating those sounds with letters, or graphemes. FastTrack Phonics will enable students to master the following skill areas: • auditory blending and segmenting • letter-sound correspondence • word-level blending (Stretch and Read) • sound spelling (Stretch and Spell) Practice with Cleo and Theo is an interactive program that provides reading instruction and practice that addresses skill development in fluency, phonemic awareness, phonics, vocabulary, and comprehension.
Instruction includes all phoneme awareness tasks including those that feature advanced manipulation (isolating, blending, segmenting, deletion, substitution, reversal).	Phoneme awareness instruction does not include more advanced manipulation tasks.	FastTrack Phonics instruction includes phoneme awareness tasks that feature advanced manipulation. These are: • Say-It-Fast • Break-It-Down • Quick Erase Practice with Cleo and Theo tasks that focus on phoneme awareness include: • Letter Launch • Word Blender
Advanced phoneme proficiency instruction is evident *beyond* K-1; students are both accurate and automatic with these skills.	Phoneme awareness instruction discontinues after K-1.	Phoneme proficiency instruction is a key part of the KinderCorner (kindergarten) and Reading Roots (grade 1) programs.

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		Phonemic proficiency instruction continues in the Reading Wings (grades 2–6) program. Savvy Reader Clarifying lessons teach students to use strategies to read unfamiliar or difficult words, including sound blending. Word Power lessons provide students extra practice in phoneme proficiency, including with r-controlled vowels, diphthongs, digraphs, and consonant blends. Please see the Reading Wings program alignment for more details.
Phonemic awareness is taught directly, explicitly, and systematically.	Phonemic awareness is taught implicitly and briefly.	Phonemic awareness is taught directly, explicitly, and systematically through daily FastTrack Phonics lessons and Practice with Cleo and Theo activities. Each of these lesson components are scheduled to take place over 20 minutes.

When phoneme awareness is taught, awareness of individual phonemes is established prior to introduction of corresponding graphemes.	When phoneme awareness is taught, phonemes are immediately connected to graphemes (printed letters).	Reading Roots FastTrack Phonics lessons establish awareness of individual phonemes prior to introduction of corresponding graphemes. Two-day FastTrack Phonics lessons first introduce the sound of the focus letter through various activities:
		• Alphabet Wall Frieze/The Alphabet Chant
		• Hear the New Sound
		  ○ Sound Words
		  ○ Key Picture
		  ○ Pictures and Objects
		  ○ Making the Sound
		  ○ Students' Words
		
		After students are introduced to and practice with the new sound, they are introduced to its corresponding grapheme.

All levels of phonological and phoneme awareness are assessed and monitored regularly.	Phonological and phoneme awareness are not assessed and monitored regularly.	Phonological and phonemic awareness are assessed and monitored regularly. Once instruction begins, teachers will monitor the progress of each student using a wide variety of observational assessments. During the course of the grading period, students are no longer called to one-on-one assessments with the teacher. Reading Between the Lions: Reading Roots 5th Edition accommodates authentic assessment; one in which students' progress is measured and monitored in real-time. Teachers will use a variety of behavioral rubrics as well as verification of discrete data (such as letter sounds and word blending). Within Practice with Cleo and Theo, the program documents students' progress in letter-sound correspondence, word

		blending, fluency, and comprehension. This data suggests what students have been able to demonstrate while working with their partner through the activities in Practice with Cleo and Theo. The Cleo and Theo Data Collection form may be printed to verify students' proficiency in Letter Launch (letter-sound correspondence) and Word Blender (word-level blending).

GLOSSARY

- Phonological awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.
- Phoneme awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.
- Phoneme: The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.
- Grapheme: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

SUCCESS FOR ALL PROGRAM NOTES

- FastTrack Phonics: This fun, fast-paced, and systematic phonics program builds students' skills in phonemic awareness, letter-sound correspondence and word level blending and segmenting. The program can be used with a range of learners: from beginners with little or no phonetic knowledge to students with more advanced skills. Each FastTrack Phonics lesson has the same basic format—a new sound is introduced and practiced on the first day of the lesson and previously learned material is reviewed on the second day of the lesson. Students practice reading during the new and review parts of the lesson both as a group and with partners. Writing takes place at the end of the lessons.
    - Phonological/Phonemic Awareness
        - Auditory blending and segmenting: Alphie the puppet teaches students how to orally blend and segment sounds in an enjoyable and interactive way. Students learn that Alphie speaks a "special language." Alphie says words slowly, so that each distinct phoneme is heard. Students listen to the separate sounds, then say them quickly together to figure out the word that Alphie is saying. Students also are taught to speak in Alphie's special language. They listen to a word, and then break it down to say each sound. Students work with partners to practice Alphie's words and Alphie Talk, so that every student participates and learns together. Students look forward to Alphie's daily visits, which keep them motivated and interested in the lessons.
        - Letter-sound correspondence: Students systematically learn to hear a sound, then read and write the letter that represents that sound. The activities are simple, yet fun, and contain the repetition necessary for students to build and retain their knowledge of letter-sound correspondence.
        - Word-Level Blending: Word-level blending is the ability to look at a word, recognize the graphemes, make the sound for each grapheme, then put the sounds together to say the word.
        - Sound Spelling: Sound spelling is the ability to successfully sound out a word and transcribe the sounds into letters. To do this, students will use skills previously learned in FastTrack Phonics. Students will practice speaking in Alphie Talk to separate and hear each sound in the word. They will use their knowledge of letter-sound correspondence to identify the letters that represent those sounds and recall the writing cues to write the sounds.
    - Lesson Components: The activities in FastTrack Phonics incorporate both the use of the interactive software and tangible items such as the Key Cards and Letter-Blending Cards. Teachers should utilize both according to the needs of their students. Following is a complete list of FastTrack Phonics activities. Not all activities appear in all lessons since skills and familiarity grow as students are introduced to new sounds.

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- Alphabet Wall Frieze (lessons 1–20): Students learn the names of the pictures on the Alphabet Wall Frieze (apple, bat and ball, caterpillar, etc.).
- The Alphabet Chant (lessons 21–30): The Alphabet Chant replaces The Alphabet Wall Frieze activity. Students learn The Alphabet Chant over the course of a few lessons so that they can recite and chant it as a class. The Alphabet Chant reinforces the mnemonic picture and cuing system to remember the sound the letter makes.
- Hear the New Sound: The following are activities that may be included to introduce students to the new sound they will be learning.
    - Sound Words: Say words listed in the lesson plan that contain the new sound. Ask students what sound they hear in all of the words.
    - Key Picture: Display the Key Card for the new sound and play or say the alliterative phrase that goes with picture.
    - Pictures and Objects: Review or identify the names of the pictures on the screen. Students repeat the name.
    - Making the Sound: Explain to students how the new sound is made. Model identifying the placement of tongue, teeth, and jaw; whether the sound causes a vibration in the voice box or not; and where exhaled breath might be felt. Have students practice making the sound together.
    - Students' Words: Ask students to use Think-Pair-Share to share any words that begin with the sound for the day.
- Introduce the New Letter or New Letter Group: Help students build a strong connection between the picture on the Key Card, the letter, and the alliterative phrase.
    - Animated Alphabet: The animated version of the Key Card pictures helps students build a strong connection between the sound and the letter.
- Partner Practice (Day 1): Students will work with their partners on the following activities:
    - Stretch and Read with the New Sound: Model and guide practice of reading words with the new sound using Stretch and Read (word-level blending).
    - Sound It Out video: Sound It Out video segments show Alphie and his friends modeling sounding out words.
    - Partner Work: Students read words with the new sound together in their Partner Phonics Booklets.
- Write It Out: The following activities introduce students to writing graphemes.
    - Write Letters: The Trace-it Cue is played and students practice writing the focus letter three times using the cue. They may write in the air, on their own hand, or on a sheet of paper. Students also practice writing sounds of recently learned letters when prompted by the teacher.
    - Write Words: Students use Stretch and Count and Stretch and Spell to write words containing letter sounds they have learned.
    - Write Sentences: In later lessons, Alphie dictates a sentence for students to write.
- Say-It-Fast (auditory blending): Students listen to Alphie say a word by separating each phoneme sound. (Example: "cat" becomes /c…a…t/.) Students figure out the word that he is saying and say it normally.
- Break-It-Down (auditory segmentation): Alphie says a word, and the students repeat it. Then, they say each sound in the word very slowly, separating each phoneme sound.
- Partner Practice (Day 2): Students will work with their partners on the following activities:
    - Read Sounds and Words: Show the Animated Alphabet video from the previously learned sound.
    - Letter Sound Review: Review recently learned sounds and reinforce alliterative phrases and writing cues as needed. Students read the sounds in the boxes in their Partner Phonics Booklets.
    - Stretch and Read: Several words are displayed that allow students to blend familiar sounds into words. Students then turn to the appropriate lesson in the Partner Phonics Booklet and read the box on the page with review words with their partners. Beginning in

Lesson 11, partnerships who successfully read the words can move on to the Booster Words or a Booster Sentence (indicated by an upward pointing arrow) that presents a bit of a challenge for students to use all of their new skills to read.
    - Quick Erase (substitution): Students read the words in unison as one or more letters are changed and new words appear.

- Practice with Cleo and Theo: Practice with Cleo and Theo is a web-based reading-intervention program to provide additional practice in the Reading Between the Lions activities. The program provides reading instruction and practice that addresses skill development in fluency, phonemic awareness, phonics, vocabulary, and comprehension. Student pairs work at a computer or on a device. During the activities partners take turns completing activities and providing feedback on each other's performances. This keeps students actively engaged during both their and their partner's turns. Practice with Cleo and Theo Role Cards help guide students in learning the responsibilities with each role of Player and Coach. Each Reading Roots Shared Story has activities associated with it during which student partnerships accumulate points in a game-like fashion.
    - Activities:
        - Power Reader: Students hear fluent reading modeled, and then practice fluent reading individually.
        - Letter Launch: Students practice saying letter or letter combination sounds and are provided with clues for help.
        - Word Blender: Students practice word blending and are provided with clues for help.
        - Super Speller: Students practice spelling words that they hear and are provided with clues for help.
        - Word Quest: Students practice the vocabulary associated with the story they're working on.
        - Story Quest: Students read the story and answer comprehension questions.

Phonics

Green Flags	Red Flags	Success for All Program Alignment
Letter-sound correspondences are taught in an explicit, systematic, and sequential fashion, from simple to complex.	Letter-sound correspondences are taught opportunistically or implicitly during text reading.	In the beginning lessons of FastTrack Phonics (20 minutes), the majority of sounds that students learn can be represented by one-letter graphemes. As students progress through the program, the graphemes they learn will become a bit more complex. There are 79 FastTrack Phonics lessons, and one review lesson of more complex sounds and graphemes. By the end of FastTrack Phonics, students will have mastered a set of phoneme-grapheme correspondences (also known as letter-sound correspondences) that represent most of the letter groups commonly used in English. • 1-day lessons: These lessons reinforce consonant-blends, adding endings to words, and other review skills. Lessons mix in as students learn the sounds that make up the blends. • 2-day lessons: These lessons make up the majority of lessons and introduce individual phonemes, blends, and long-vowel sounds.

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		• 3-day lessons: These lessons near the end of the sequence of lessons review long-vowel sounds and incorporate more reading. Once introduced, the letters are practiced in several contexts throughout the year. In particular, each Reading Roots Shared Story has a focus letter sound. This sound will be repeated in many of the words of the Shared Story. Practice with Cleo and Theo activities are tied to the current Shared Story students are reading and also focus on this sound. See the Appendix for a link to the Reading Roots FastTrack Phonics and Shared Story and FastTrack Phonics scope and sequences.
Phonics instruction is robust with explicit instruction, cumulative review, and application in reading and writing.	Phonics instruction takes place in short "mini-lessons."	FastTrack Phonics instruction in Reading Roots is robust, providing explicit instruction, cumulative review, and application in reading and writing. Most of the 79 lessons follow a basic routine: • Students learn the new sound through alliterative phrases, mnemonic pictures, Animated Alphabet clips, and Phonics Picture Cards. • Students practice making the sound and discuss what happens as they form the sound with their mouths. • Students compare upper- and lowercase forms of the letters. • Students learn the shape of letters and practice writing them. • Students work with partners in Partner Practice Booklets to read sounds. • Students use stretch and count or stretch and spell strategies to write words. • On day 2, students review previously taught sounds. As students progress through the year, FastTrack Phonics lessons incorporate and review all previously taught sounds so that students practice them frequently. Application continues as students read Reading Roots Shared Stories. Reading Roots Shared Stories allow students to read engaging and interesting stories even if they only know a few

		letter sounds. Each story adds a focus sound and contains numerous words that begin with or contain that sound. Practice with Cleo and Theo activities are tied to the Shared Stories students read, and provide additional partner practice See the Appendix for a link to the Reading Roots Instructional Process Chart.
The initial instructional sequence includes a mixture of short vowels and consonants.	The initial instructional sequence introduces a large number of (or all) consonants before a vowel is introduced, or vowels are all taught in rapid succession.	The initial instructional sequence in FastTrack Phonics introduces letters that appear more frequently in words first so students will be able to read and write words that contain them more quickly. For example, the first 10 letters introduced are: m, a, s, d, t, i, n, o, p, and g. See the Appendix for a link to the Reading Roots FastTrack Phonics Scope and Sequence.
Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.	Segmenting and blending are not explicitly taught nor practiced.	Segmenting and blending sounds are taught explicitly and practiced regularly in Reading Roots. These are desired student outcomes of the program. In FastTrack Phonics lessons, students engage in the Say-It-Fast (blending) and Break-It-Down (segmenting) activities to recognize phonemes and decode words. Students are taught sound spelling to use their knowledge of letter-sound correspondence to identify the letters that represent those sounds and recall the writing cues to write the sounds. These activities are called Stretch and Count and Stretch and Spell.
Explicit instruction directs students' attention to the structure of the word; the emphasis is on phonic decoding.	Instruction encourages students to memorize whole words, guess at words in context, or use picture clues.	Reading Roots explicitly teaches students to decode phonetically regular words, directing them to the structure of the words. During FastTrack Phonics, students engage in the Say-It-Fast and Break-It-Down activities to decode words. During Stretch and Read, students are introduced to words with the focus sound and practice decoding the words as needed to read them together as a class and with their partners. Sound It Out videos help students see how Alphie and his friends read unfamiliar words by sounding out each letter. Students apply what they learn in FastTrack Phonics as they read Shared Stories and work in Practice with Cleo and Theo.

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Instruction includes letter sounds correspondences, syllable types, word families, word analysis skills for multisyllabic words, and morphemes.	Instruction in phonics ends once letter sounds correspondences are taught.	Reading Roots FastTrack Phonics lessons include instruction for letter-sound correspondence, syllable segmenting and counting, and syllable blending. Shared Story lessons introduce the idea of syllabication through regular metacognitive strategy lessons that model and guide practice in chunking. Chunking multisyllabic words (as well as identifying affixes, base words, and compound words) is embedded throughout Shared Stories Levels 1–3 and is integrated into all Level 4 Shared Stories for continual practice at the partner and individual level. The Finger Detective gives students a strategy to read multisyllabic words. Word families and rhyming words may be discussed as a part of Story Telling and Retelling (STaR) lessons that use poetry books.
Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds.	Irregular high-frequency words are taught as whole-word units, often as stand-alone "sight words" to be memorized.	In Reading Roots, students are introduced to Green and Red Words in the Reading Roots Shared Stories. Green Words are phonetic. We teach students that "Green" means go. Go ahead, and sound it out. Red words are sight words. We say, "If you don't remember a Red Word, ask someone." In Shared Stories Level 4, students are introduced to Location Words and Challenge Words. Location Words (on white cards) are utilized with a world map to provide context for the various countries about which students will be reading. Challenge Words are a combination of Green Words and Red Words and, as such, are on brown cards. Challenge Words are words that may or may not be phonetically regular or may require blended use of reading strategies.
Opportunities to practice decoding words in isolation are provided.	No opportunities for word-level decoding practice are provided.	Reading Roots units provide opportunities to practice decoding words in isolation. For example, during FastTrack Phonics lessons, students are presented with out of context words to practice letter sounds through Phonics Picture Cards and their Partner Phonics Booklets.
Instruction includes recursive review of phonics/encoding skills.	Instruction is typically "one and done"; phonics/encoding skills are introduced but with very little or very short-term review.	Students learn letter-writing cues as a part of FastTrackPhonics lessons. The cues help to reinforce the mnemonic pictures that are used to help students remember the connection between letter shapes and sounds.

		Students learn to break words into their individual sounds and then write the letter that corresponds with each sound to write phonetic words during FastTrack Phonics. Students stretch and count and stretch and spell words as they practice writing them.
Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the phonics elements taught, securing phonic decoding.	Early text is predominantly predictable, leveled texts which includes phonic elements that have not been taught and encourages memorizing patterns and using picture clues rather than phonic decoding.	Reading Roots Shared Stories are connected, mostly decodable text. These short stories contain small-font text for the teacher to read and larger phonetically regular text for students to read. Each story has a focus sound (presented on the back cover) that reviews sounds previously taught in FastTrack Phonics. Shared Story lessons help students use sound blending, pictures, and context strategies to successfully read the story that is the focus of the lesson.

GLOSSARY

- Explicit: Explicit instruction involves direct explanation. The teacher's language is concise, specific, and related to the objective. Another characteristic of explicit instruction is a visible instructional approach which includes a high level of teacher/student interaction. Explicit instruction means that the actions of the teacher are clear, unambiguous, direct, and visible. This makes it clear what the students are to do and learn. Nothing is left to guess work.
- Implicit: Implicit instruction does not provide direct or specific guidance on what is to be learned.
- Systematic: The material follows a sequence beginning with the easiest/basic elements preceding to the most difficult.
- Morpheme: The smallest meaningful unit of a word.
- Irregular high-frequency words: Words that BOTH highly frequent in text and not spelled phonetically (e.g., said, of, one)

SUCCESS FOR ALL PROGRAM NOTES

- Phonemic awareness and word skills are a desired outcome for language and literacy in Reading Roots. Desired outcomes include:
  - hears and manipulates sounds and syllables in words
  - uses letter-sound correspondence
  - blends sounds and syllables to read words
  - writes sounds
  - writes words
  - recognizes sight words
- Shared Stories: The 48 Shared Stories allow the students to read complex, engaging, and interesting stories even when they know only a few letter sounds. The students are able to read the decodable words from the story they have learned in FastTrack Phonics along with new sight words. They gain reading independence one step at a time, first by reading stories in a teacher-guided situation, then by reading them with a partner, and finally by reading them individually. The students are provided with many opportunities to celebrate their reading success and gain fluency by reading the stories aloud to the class, to partners, and to people at home.
  - Shared Stories are divided into four levels. Each of the four levels of Shared Stories increases in both reading vocabulary as well as context and characters of the stories.
    - Level 1 (Shared Stories 4–15)—family, pets, and close friends
    - Level 2 (Shared Stories 16–25)—school friends
    - Level 3 (Shared Stories 26–37)—seasons
    - Level 4 (Shared Stories 38–48)—around the world
  - Teaching syllables: The following is a guide for at which Shared Story students are expected to decode different syllabication patterns. The Finger Detective strategy can help students navigate multi-syllable words. Students are taught to use their finger to cover up parts of words so they can read them a chunk at a time.

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- Closed syllable words: Begin in Shared Story 4
- Vowel-Consonant-e (VCE) syllable words: Begin in Shared Story 20
- R-controlled syllable words: Begin in Shared Story 24
- Double vowel—"D" syllable words: Begin in Shared Story 25
- Consonant-le syllable words: Begin in Shared Story 29
- Open syllable words: Begin in Shared Story 35

Fluency		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Instruction includes teacher-led modeling, oral reading by students, and immediate feedback.	Instruction focuses primarily on student silent reading.	To lay the foundation for fluent reading, students in Reading Roots hear models of fluent reading during Story Telling and Retelling (STaR) lessons from the very first unit. Students begin practicing fluent reading with Shared Stories. Instruction for each Shared Story occurs over four days (five in Level 4). The teacher support for reading the stories gradually decreases as students move through the week. • Guided Partner Reading: The teacher guides the class from page to page and stops after each page to clarify difficult words or story content, but students work to read the text with their partners. • Partner Reading: Students read the story with their partners. Partners alternate pages and help each other as needed. • Fluency Practice with the Story: Students engage in a timed reading of a section of the text to meet a fluency objective. By working with partners, students receive feedback about their learning and reading in each lesson. Partner work also allows teachers to monitor and assess students as they work. As partners read, the teacher monitors students and records rubric scores for several students on the Shared Story Lesson Record Form for accuracy, smoothness and expression, or accurate retelling. Students also have opportunities to read aloud during Practice with Cleo and Theo (Power Reader, Story Quest) and in PowerUp Partner Reading.

Reading accuracy and automaticity are emphasized.	Rate is emphasized over accuracy; attention is given to students reading words quickly.	Reading with accuracy and automaticity are desired fluency and tracking outcomes of Reading Roots. This is covered in a variety of ways throughout Shared Story lessons: • Partner Word and Sentence Reading: This is fluency at the word and sentence level and is assessed on the Reading Olympics day. • All Together Now: This choral reading of the story asks students to read smoothly and with a natural voice. • Reading Olympics: Students read a section of the text for a goal of words correct per minute. Media throughout the Shared Story lessons model reading with accuracy, smoothness, and expression.
Word-level fluency practice is provided.	Word-level fluency practice is not provided. Fluency is viewed only as text-reading fluency.	Reading Roots provides practice in word-level fluency through several activities. In FastTrack Phonics, the Stretch and Read activity uses Sound-It-Out to help students blend sounds slowly, with the goal of eventually sounding the word out quickly. Students work in their Partner Phonics Booklets to read words aloud with their partners. During Shared Story lessons, Partner Word and Sentence Reading practices fluency at the word and sentence level and is assessed on the Reading Olympics day. During Practice with Cleo and Theo, the Word Blender, Super Speller, and Word Quest activities focus on word-level fluency.
Fluency is practiced in a variety of texts (narrative, informational, poetry, lists, etc.).	Fluency is practiced only in narrative text or with repeated readings of patterned text.	Reading Roots Shared Stories provide students with thematically linked and connect stories to practice reading. These stories are simple narratives in Levels 1- 3. In Level 4, informational texts are introduced and paired with narrative texts in terms of general topic or setting. During STaR lessons, students hear fluent reading modeled by the teacher. STaR stories cover a variety of texts, including literature, informational, or poetry.
Fluency is measured using a normed Oral Reading Fluency assessment.	Fluency assessment allows teachers acceptance of incorrectly decoded words if they are close in meaning to the target word.	During Shared Story lessons on Reading Olympics day, students will practice timed reading with their partners to build up to reaching their words correct per minute goal. Students practice

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		the Shared Story for two minutes before the teacher assigns a fluency page to read. Partners take turns reading for one minute, counting up how many words were read correctly. Then during Reading Olympics Celebration, the partnership that was chosen during the previous lesson takes the stage and takes turns reading aloud for one minute while the class counts their accurate words. Teachers should circulate the classroom and monitor students, noting students' words correct per minute on the Shared Story Lesson Record Form. Fluency data is also collected during Practice with Cleo and Theo in the Power Reader activity. Success for All recommends that teachers use DIBLES (Dynamic Indicators of Basic Early Literacy Skills) or another proven assessment to measure and assess fluency in their students as needed.

GLOSSARY

- Automaticity: Performing a reading task without conscious effort. For example, reading connected text with automaticity means that there is no conscious attention paid to decoding words.
- Normed: A normed assessment results in scores that are norm-referenced; test takers' scores can be compared in relation to how others in that same age/grade group performed. It allows results to have meaningful interpretation and it allows educators to understand if a student is performing below, at, or above expectations.

SUCCESS FOR ALL PROGRAM NOTES

- Shared Stories: Each page in most Shared Stories has both teacher text and student text. The student text uses only letter sounds and words that the students have already learned in FastTrack Phonics, a few key sight words, and readles (words represented by pictures). The teacher text presents a context for the story and includes predictive questions that are answered in the student readings. In the earliest stories, the teacher text adds a great deal of meaning to the stories. Over time, the amount of student text increases, and the teacher text diminishes. This scaffolding allows the students to read meaningful and worthwhile stories from the very start of their reading instruction. The students read Shared Stories over the course of four, 20-minute lessons (levels 1 – 3) and five lessons in level 4:
    - Introduction: The story is introduced by having the class work together to establish background knowledge and possible themes based on the title, the cover art, and other factors that help them to make story predictions. The lesson continues with the students reading practice words and sentences in preparation for reading the decodable storybook. This lesson also periodically includes introduction of metacognitive strategies for reading unknown words and monitoring for meaning. The Introduction lesson provides the foundation for modeling the student outcomes in building schema, vocabulary, word-level fluency, and predicting. The lesson follows these activities.
        - Team Celebration: All Shared Story lessons begin by the teacher creating a partner work goal and reminding students that you will be emphasizing it and awarding pride points for it during the course of all Shared Story lessons.
        - Preview the Story: Previewing the actual text reinforces the thinking skills needed to anticipate the topic and events of the story. Further scaffolding is provided through viewing a Word Play that highlights the story theme and specific vocabulary. It is a powerful visual for all types of learners to see the vocabulary and theme acted out with repetition of the story vocabulary words at the end of the video. The next step on this scaffold is reviewing pictures of key vocabulary. Teachers may expand as much as needed on these words to ensure students are able to

recognize them in their receptive vocabulary before beginning reading. Last, students are reminded of the Shared Story's letter sound focus through a quick review of the Animated Alphabet segment showcasing the sound.

- Word Presentation: Visual media provides a model of various beginning reading strategies such as Sound It Out and Finger Detective. Students are then introduced to Green, Red, Location, or Challenge Words.
- Partner Word and Sentence Reading: The inside front cover of each Shared Story contains a box with the Green Words, a box with the Red Words, and a box with sentences using the Green and Red Words from this story and previous stories. Practice is provided in each lesson to quickly read every story word and begin practicing reading those words in a sentence. Students practice with a partner and take turns. Emphasis in this activity is on word-level fluency and automaticity as students have already practiced the Green Words in previous FastTrack Phonics lessons.
- Partner Practice Celebration: a quick celebration is to highlight a few of the Green and Red Words and ask a Random Reporter to read one of the sentences aloud.
- Strategy Introduction: Fourteen Shared Stories include formal introduction and modeling of specific metacognitive strategies. These lessons teach metacognitive strategies for both reading unknown words as well as good reading behaviors before, during, and after reading. Metacognitive strategies taught throughout all Shared Stories include:
    - Sound It Out: Shared Story 4
    - Finger Detective: Shared Story 8
    - Previewing: Shared Story 10
    - Finger Detective: Word Parts—Endings (-ing): Shared Story 15
    - Monitoring for Meaning: Shared Story 16
    - Finger Detective: Word Parts—Beginnings (un-): Shared Story 17
    - Finger Detective: Word Parts—Endings (-ed): Shared Story 19
    - Read Again and Think: Shared Story 22
    - Summarizing (narrative text): Shared Story 26
    - Finger Detective: Compound Words: Shared Story 30
    - Read On and Think: Shared Story 32
    - Finger Detective: Base Word and Endings: Shared Story 35
    - Clarifying: Shared Story 38
    - Summarizing (expository text): Shared Story 40

- Guided Practice: The Guided Practice lesson is a scaffold for students' success in reading the Shared Story for the first time. It requires the students to decode and read on their own, but with support from the teacher. This allows students to learn effective reading behaviors of predicting, reading, and regularly checking their comprehension.
    - Partner Word and Sentence Reading and Partner Practice Celebration: Each Guided Practice lesson begins with time to quickly practice the Green Words, Red Words, and sentences located on the inside front cover of the Shared Story.
    - Strategy Review: Every Guided Practice lesson reviews the metacognitive strategy modeled in the previous Introduction lesson or from a prior Shared Story.
    - Guided Partner Reading: For their first reading of the Shared Story, students are guided through page-by-page. The teacher text (in small print at the top of most student pages) provides context for the story theme and events. The student text (made up of Green Words, Red Words, and readles) tells the story events. The Guided Partner Reading process not only provides a scaffold for student success as they read the story for the first time, but also reinforces good reading behavior (previewing prior to reading and checking for understanding after reading). It also engenders effective partner reading skills by closely monitored practice and feedback.
    - Discussion Questions: Open-ended discussion questions are included in the back of the Teacher Shared Story and the Teacher's Manual. These provide a wrap up of the Shared Story and afford a time to check the accuracy of predictions that students made during the Introduction lesson and discuss elements of the story they enjoyed or were surprised by.

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- Partner Practice: The Partner Practice lesson is where previous scaffolding is removed and students read the Shared Story with their partners in an independent setting. They bring their new understanding of vocabulary, decoding, and comprehension to partner practice for retelling, fluency, and additional comprehension questions. In the Partner Practice lesson, students and their partners read the Shared Story with a focus on reading fluently.
    - Partner Word and Sentence Reading and Partner Practice Celebration: Each Partner Practice lesson begins with time to quickly practice the Green Words, Red Words, and sentences located on the inside front cover of the Shared Story.
    - Strategy Application: Every Partner Practice lesson reminds students of the metacognitive strategy modeled and practiced in the previous lesson. Students are prompted to coach their partner to use the strategy in their reading that day.
    - Partner Reading: Students read the entire story with the partners, alternating reading and retelling each page. They will also use the Reading Strategy Cue Card to help them try various strategies for words they still find difficult.
    - Partner Story Questions: After reading and retelling the story, students work together to answer and write responses to comprehension questions.
    - All Together Now: During this time the teacher and the students read all or part of the Shared Story in choral reading. Emphasis is placed on reading in a natural story telling voice.
- Reading Olympics: The final lesson is the Reading Olympics where students combine all of their learning through the Shared Story cycle with a focus on reading the story with agility and automaticity. Each Reading Olympics lesson promotes 100% accuracy in word- and sentence-level fluency. It also provides a goal for words correct per minute that increases through the year.
    - Goal Setting: Students begin the Reading Olympics lesson by reviewing two goals for the lesson. First, students always strive for a goal of 100% accuracy in reading the Partner Word and Sentence Reading page inside the front cover of the Shared Story. Second, students have a words correct per minute goal that increases through the levels until they reach 60 words correct per minute at the end of the school year.
    - Partner Word and Sentence Reading: Each Reading Olympics lesson begins with the same activity as the previous lesson: time to quickly practice the Green Words, Red Words, and sentences located on the inside front cover of the Shared Story. The goal for this activity and celebration is to read the story words with 100% accuracy.
    - Fluency Practice with the Story: Students will practice timed reading with their partners to build up to reaching their words correct per minute goal.
    - Reading Olympics Celebration: The partnership that was chosen during the Partner Practice lesson takes the stage and takes turns reading aloud for one minute while the class counts their accurate words.
- Story Test (level 4): The Story Test lesson provides practice with graphic organizers to summarize literature and informational text. This summary helps prepare students to synthesize the text they read and take an independent test. The Story Test includes two open-ended questions and two vocabulary questions.

- PowerUp Partner Reading: PowerUp Partner Reading is an activity partners complete on their own. It is an opportunity for continued practice in phrase-, sentence-, and passage-level fluency. It is also an additional opportunity to practice listening and summarizing what is read. PowerUp Partner Reading is driven by a goal, or an outcome, that the teacher determines for students. If they need more practice with the Shared Story they are currently reading with the teacher, they may practice that text. If the need is for more fluency practice, the teacher may assign a previous Shared Story.
- Fluency and tracking are a desired outcome for language and literacy in Reading Roots.
    - Desired outcomes include:
        - reads smoothly and accurately with expression;
        - uses appropriate emphasis and inflection;
        - reads with one-to-one correspondence, without losing place or skipping words.
    - Words Correct per Minute goals are:

Shared Story	WCPM	Shared Story	WCPM	Shared Story	WCPM
4–6	5	19–21	30	34–36	52
7–9	10	22–24	35	37–39	54
10–12	15	25–27	40	40–42	56
13–15	20	28–30	45	43–45	58
16–18	25	31–33	50	46–48	60

LANGUAGE COMPREHENSION		
Background Knowledge		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Read-aloud opportunities feature a variety of complex texts (narrative and expository texts above grade-level) to develop background knowledge and vocabulary in a variety of subject areas.	Read-aloud opportunities emphasize stories or narrative texts. Read-aloud text is not sufficiently complex	Reading Roots STaR stories provide a variety of complex texts, both narrative and expository that are often connected to the theme or topic of the Shared Story text. During STaR lessons, students are introduced to a selection of vocabulary words that they will hear in the story.
Opportunities are provided to make connections between a new word or concept and other known words or concepts, relating ideas to experiences.	Opportunities to bridge existing knowledge to new knowledge is not apparent in instruction.	Each STaR lesson has a selection of vocabulary words that students will explore and learn throughout the lesson. In addition to discussing the words in the context of the text, students celebrate the new words they have learned by creating oral sentences with the vocabulary words. They also participate in Alphie's Question Quiz, where Alphie asks questions, usually centered around the STaR words. Teachers may encourage additional use of the STaR words to build vocabulary by awarding pride points any time the teacher hears students using the word during the reading block. All Shared Story lessons have Word Plays, short clips that show vocabulary words in use. Some videos mimic the Shared Story students are currently reading, while others show the words used in different contexts. Shared Story lessons in Level 4 introduce Challenge Words. Students demonstrate their understanding of vocabulary use as part of the Story Test.
GLOSSARY • Narrative: Text that relates a series of events - can include fiction and nonfiction • Expository: Text that provides factual information about a topic. • Background knowledge: A specific subset of knowledge needed to comprehend a particular situation, lesson, or text.		

SUCCESS FOR ALL PROGRAM NOTES
• The Reading Roots curriculum utilizes a wide range of genres and literary texts:
  ○ teachers read quality literature to students during STaR in every unit;
  ○ students read narrative Shared Stories in levels 1- 3, and read informational Shared Stories as a part of Level 4.		

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- Story Telling and Retelling (STaR): Story Telling and Retelling incorporates a wide variety of literature and informational text that is thematically related to the Shared Story. Students engage with the text through teacher read-alouds, interactive questions, as well as oral and written vocabulary acquisition. This fosters more robust schema and background knowledge for students and serves as a springboard to expand their thinking in writing. The Adventures in Writing component of STaR guides students in expanding their comprehension through extended constructed response. Writing prompts related to the Shared Story or STaR story are discussed, planned, drafted, and composed through class and partner work. Together Story Telling and Retelling and Adventures in Writing enable students to go beyond first grade level text in a supportive and engaging whole class experience.
    - STaR: During the STaR component, the students are engaged in a read-aloud experience designed to expand oral language and vocabulary and develop listening comprehension skills. On the first day, the teacher guides the students in previewing the book, expanding background knowledge, and making predictions. Vocabulary words that the students will hear in the story are also introduced. The story is then read aloud to the students, with the teacher engaging them in discussion about what is happening in the story and how vocabulary words are used throughout. The students celebrate the new words they have learned by creating oral sentences with the vocabulary words. Finally, they participate in Alphie's Question Quiz and one or two students are selected to come up for Alphie's Questions. Their responses allow teachers to collect an oral language production score for those students. On Day 2, the teacher uses a story star (Levels 1 and 2) or a story map (Levels 3 and 4) to identify story elements in narrative text or an idea tree (all levels) to identify the main idea and supporting details in expository text. This is followed by a retell activity and the creation of written sentences using the vocabulary words. STaR components are:
        - Day 1:
            - Preview: This activity provides time to conduct a picture walk and predict what the STaR story may be about. It also allows for students to repeat and learn the four STaR words that help build understanding in the story.
            - Interactive Reading: The STaR story is intended as a platform for students to be exposed to higher level literature and language as well as investigate the use of the STaR words in the text. Six interactive questions are provided. Four questions relate to the STaR words and two to general comprehension of the story.
            - STaR Celebration: Alphie encourages students to celebrate the new words they have learned. Students repeat the STaR words and practice using them in complete sentences with their partners. Pride points celebrate partners who successfully share a sentence.
            - Alphie's Question Quiz: Alphie comes out in an exciting game show fashion and selects a student (or two) to come up for a quiz on one of Alphie's Questions. The student is encouraged, and may receive prompting from the teacher, to create the richest response possible. The teacher uses an Oral-Language Scoring Rubric to record a score on the Shared Story Lesson Record Form.
        - Day 2:
            - Structure Review: Teachers and students review the structure of narrative STaR stories using a Story Star in Levels 1-2 and a Story Map in Levels 3-4. Informational STaR texts record the structure using an Idea Tree for all levels. This practice cultivates student understanding of different text structures and allows them to anticipate how to comprehend other texts and Shared Stories.
            - Retell: Two options for retelling the STaR are included. Teachers may choose Option 1 that includes rotating activities like Interactive Story Circle, Dramatization, or the introduction of graphic organizers like Venn diagrams. Option 2 is a rereading of the text using different interactive questions from Day 1.
            - STaR Celebration: Students celebrate what they have learned by discussing with their partners their favorite part of the text and how it relates to the text structure.
            - STaR Writing: Students are gradually introduced to the Writing Strategies Bank outlining multiple ways to "write" a word if they do not know how to spell it. In the context of creating a sentence with a STaR word with their partner, the strategies assist students in writing a sentence with that word. Pride points are awarded to partnerships who share sentences they wrote.

Vocabulary		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Vocabulary instruction includes robust conversations in order to support an understanding of literal and inferential comprehension of word knowledge within text.	Vocabulary instruction does not include opportunities for rich conversations; worksheets or activity sheets are used instead.	Desired language/literacy outcomes for oral language development (vocabulary) in Reading Roots includes speaking in elaborated sentences using complex vocabulary and connecting ideas and experiences with partner discussions. Robust conversations with vocabulary may occur during: • Shared Story: Partner Word and Sentence Reading; • STaR: Preview • STaR: STaR Celebration • STaR: Alphie's Question Quiz • STaR: STaR Writing • Practice with Cleo and Theo: Word Quest
Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words).	Instruction includes memorization of isolated words and definitions out of context.	Explicit vocabulary instruction occurs with Shared Story vocabulary words and Challenge Words (tier 2 and 3), STaR words (tier 2 and3), and the Word Quest activity in Practice with Cleo and Theo (tier 2 and 3). Green and Red words (tier 1) are identified for each Shared Story. Location Words are added in Level 4 (tier 3).
Tier 2 words are taught explicitly, with students taught to use these words in their speech, see them in print, and use them in writing (when appropriate).	Tier 2 words are not taught deeply.	Tier 2 words are most often encountered and explicitly taught with Shared Story vocabulary words and STaR words. When applicable throughout the day, teachers ask students recall and use these words. During STaR Celebration, Alphie encourages students to celebrate the new words they have learned. Students repeat the STaR words and practice using them in complete sentences with their partners. Pride points celebrate partners who successfully share a sentence.
Explicit instruction in morphology is provided.	Explicit instruction in morphology is not apparent.	Reading Roots morphology instruction focuses on breaking words down into morphemes in order to read and understand the word. Discussion about word suffixes or prefixes occurs in both FastTrack Phonics and Shared Stories when vocabulary or Challenge Words contain them or they are the focus of a metacognitive strategy. For example: • FastTrack Phonics lessons 26, 28, and 64

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		• Shared Stories: 15, 17, 19, and 35

GLOSSARY

- Tier 1 vocabulary words: Words students already know the meaning of (e.g., house, car, dog, school)
- Tier 2 vocabulary words: Words that are not likely to be familiar to young children but reflect a concept they can identify with and can use in conversation (e.g., shiver, excitement, remarkable, coax).
- Tier 3 vocabulary words: Words that are low frequency and domain specific (i.e., they appear in specific content areas such as math, science, history, music.)
  Morphology: the system of meaningful parts that make up words

SUCCESS FOR ALL PROGRAM NOTES

- The basis of student progress in Reading Roots is cooperative learning. Cooperative learning refers to a set of instructional methods in which students work in small, mixed-ability learning partnerships to achieve a common goal. The students in each partnership are responsible not only for their own learning, but also for helping their partners learn. Working with other students ensures that everyone in the class, not just those students who are called on, gets to participate in the lessons by answering questions and discussing ideas and concepts. When cooperative learning is working well, the classroom is buzzing during partner and team activities as the students work together to become better readers and super teams. The students are focused and engaged in helping one another to figure out words and the meaning of text, read fluently, and write effectively. In all learning sections of the day, students work with partners to practice story words, read stories, and discuss comprehension questions. These partnerships will be working together during Shared Story, FastTrack Phonics, Practice with Cleo and Theo, and PowerUp Partner Reading. It is essential that students are aware of and understand the expectations for positive partner work. At this age level, two simple goals identify behaviors that are important for building positive and productive partner interactions.
  - Be Good Turn-Takers:
    - Students learn that partners take turns in reading class, and that there are expectations for both the partner whose turn it is and for the partner who is waiting for their turn. Students learn to do the steps asked for, and to relinquish the activity when their turn is over. Students learn how to pay attention and listen carefully to their partners while they wait their turn because students have to keep track of their partner's progress. Students also have to be ready for their turn to begin.
  - Help and Encourage Each Other:
    - Students learn that part of being a good partner is encouraging and helping their partner to do their best work. They learn this does not mean giving away answers, but it does involve encouragement and reminding partners of tools or strategies they can use to find out the answer on their own. In Reading Between the Lions, all partnerships within the same level are also part of a single team. Pride points earned by anyone in the group go to support the whole team, so students begin to see that every student on the team must succeed for the team to succeed, and helping each other is the most productive way to achieve this.
  - Story Telling and Retelling (STaR)—Each story used in this component is read over the course of two days. On the first day, students engage in an interactive reading in which they talk with partners to answer questions about the text to help with story comprehension. On the second day, the retell day, students work with partners or in small groups as they engage in retelling the story through a variety of activities such as sequencing, comparing and contrasting, or dramatization.
  - Shared Stories—Students answer story-related questions and discuss the contents of the stories with their partners.
- <u>Story Telling and Retelling (STaR) Words</u>: STaR words may or may not fall into the category of the theme. They are selected because they are important words for students to add to their vocabularies, and they help students develop deeper levels of story comprehension.
  - The words are introduced as a part of the introduction to the story. They are pointed out when encountered as the story is read. After the story has ended, students work with partners to create sentences with the words during STaR Celebration. This provides students the opportunity to try out the words for practice. The teacher encourages students to use the words as they retell the story whenever possible.

Knowledge of Language Structure		
Green Flags	**Red Flags**	**Success for All Program Alignment**
There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing.	There is not a clear scope and sequence for teaching; conventions of print, grammar, and syntax are taught implicitly or opportunistically.	Reading Roots lessons build on the knowledge of previous units as the school year progresses. Students have opportunities to develop skills in concepts of print, grammar, and syntax throughout the program. For example: • FastTrack Phonics: Write It Out activities • STaR: STaR Writing, Adventures in Writing • Shared Story: Partner Story Questions, Story Test • Practice with Cleo and Theo: Story Quest During Adventures in Writing, activities and expectations grow. Students are progressively introduced to different writing strategies as their knowledge of graphemes increases. Initial expectations are for students to write one sentence, then two, then three or more, including simple stories. See the Appendix for a link to a list of Reading Roots Adventures in Writing Prompts.
Instruction includes sufficient time for discussion, including teacher modeling of conversational conventions, appropriate tone and rate, and development of full ideas and complete sentences.	Instruction does not include sufficient opportunities for discussion. Teacher modeling is not apparent.	One of the most important goals of Reading Roots is to help students develop their oral language skills. Strong oral-language skills help students to feel confident in their ability to communicate their ideas and also provide a solid foundation for reading. Teacher-student discussion and student-student discussion are important to the following parts of the lessons: • FastTrack Phonics Partner Practice • Shared Story (all parts) • Practice with Cleo and Theo (all parts) • STaR Interactive Reading • STaR Celebration • STaR Retell • STaR Writing Alphie's Question Quiz in STaR affords a look at how robust students' oral responses are following listening comprehension of higher level text. Teachers score students' oral responses to this question on a rubric.

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Verbal Reasoning		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate/accurate background knowledge.	Inferencing is not taught explicitly and may be based only on picture clues and not text ("picture walking")	Inferencing, or drawing conclusions, is a focus of reading comprehension in Reading Roots. Students are expected to make inferences about the stories during Shared Story, STaR, and Practice with Cleo and Theo. Shared Story • Guided Partner Reading: Each page of the Shared Story teacher edition has questions to ask students as a comprehension check while reading. The teacher edition also contains discussion questions to ask students as a wrap up to their reading of the story. • Partner Story Questions: Students work together to answer and write responses to comprehension questions after reading and retelling the story. Questions increase in complexity in each level. • Story Test (Level 4): Students answer questions about the story independently for a score recorded on the Shared Story Lesson Record Form. STaR • Preview: This activity provides time to conduct a picture walk and ask questions to predict what the STaR story may be about. • Interactive Reading: Students answer at least six interactive questions about the text related to the vocabulary and general comprehension. Practice with Cleo and Theo • Story Quest: Students read the story and answer comprehension questions.
Literacy Knowledge		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Appropriate genre types and features are explicitly taught.	Genre types and features are not explicitly taught.	STaR stories represent a variety of genres that may be mentioned as a part of a discussion of their characteristics. For example:

		• *Bringing the Rain to Kapiti Plain* (poetry) • *Ice Cream: The Full Scoop* (non-fiction) • *The Tortoise and the Hare* (fable) • *Cloudy with a Chance of Meatballs* (fantasy) • *The Three Billy Goats Gruff* (folktale) • *Janine and the Field Day Finish* (realistic fiction) Recognizing common genres of text (storybooks, poems, informational) is a primary focus of Shared Stories 25, 39, 41, 43, and 45.

GLOSSARY

- Metacognition: Thinking about thinking
- Inference: Using what you know and parts of text to comprehend what is not directly said in a text.
- Genre: A type of text or literature that has a particular form and style (e.g., poetry, fiction, nonfiction)

SUCCESS FOR ALL PROGRAM NOTES

- Curriculum Structures that Support Oral-Language Development:
  - The use of cooperative learning throughout every instructional component ensures that students have ample opportunities to use oral language to communicate in the instructional setting.
  - The variety of instructional components allows for the natural need to use vocabulary in various subject areas, contexts, and situations. There are opportunities within each instructional component for interactions among students and between adults and students.
  - The Read & Respond Bookmark homework encourages dialogue between students and their family members. Students are given a Read & Respond Bookmark each Monday and expected to read at home each night until they bring it back to class on Friday. Someone at home, a parent or guardian, signs off that their child read aloud with them for 20 minutes. This data is helpful in communicating with parents, providing additional resources for students, and informing Parent and Family Involvement teams as they implement initiatives to help families, which provides even more reasons and opportunities to use the new vocabulary.
- Oral-Language Scoring Rubric: This rubric is used to evaluate students' responses to Alphie's Question Quiz. Two key factors impact the student's score. One, the student may receive prompting from the teacher to increase her response and therefore her score. Two, a word, phrase, or sentence that "makes sense" does not include grammatical or syntax errors. "Makes sense" is defined in the most literal terms; does the response make sense when answering the question? Alphie's Question Quiz score indicates to the teacher if the student is able to form and state a complete response, not if they are proficient on their own.
  - 0—The student does not respond, or the response does not make sense.
  - 1—The student responds with a word or a phrase that makes sense.
  - 2—The student responds in a complete sentence that makes sense.
  - 3—The student responds in a complete sentence(s) that makes sense and includes details.
- Strategies to optimize oral-language development:
  - Model rich language: Intentionally model the use of complete sentences and standard grammar during active instruction and even in casual conversation with students or other adults.
  - Extend students' answers: Help students by extending their answers. Restate their answers in longer, more elaborated ways, then ask students to repeat these elaborated responses.
  - Prompt the use of complete or more elaborate sentences: Help students to create complete sentences and expand their sentences beyond the most basic information.
  - Ask open-ended questions: Open-ended questions must be answered with a phrase or sentence instead of simply "yes" or "no."

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- Provide sentence starters: Students at beginning levels of language acquisition benefit from the support of a sentence starter. This is a practice that continues through all Success for All programs.
- Provide direct feedback: If, after modeling correct usage several times, the student continues to make errors, teachers may provide direct feedback, focusing on one error at a time.
- Whole-Group Response: At the teacher's signal, generally either one or two hands extended outward toward students, all students respond together with either a one-word or a short-phrase answer.
- Think-Pair-Share: Think-Pair-Share is an instructional strategy that provides students with the think time necessary to formulate answers and the opportunity for all students to verbalize the answers in a time-efficient manner. After asking a question, the teacher prompts students to think about their answers. After five to ten seconds of silent thinking, students share their answers with their assigned partners. When both partners have shared their ideas with each other, they can raise their hands. Some teachers have them create a partner pyramid by holding their raised hands together. The teacher selects a student to share his or her idea.

READING COMPREHENSION		
Green Flags	**Red Flags**	**Success for All Program Alignment**
The foundation for reading comprehension is built through rich read-aloud experiences before children are able to read independently	The foundation for reading comprehension emphasizes strategy instruction in text before children are able to read independently.	During the daily STaR listening comprehension component of Reading Roots, students engage in interactive story reading with questioning before, during, and after reading, at which time they learn to think about key details or themes and identify characters, settings, and major events. These concepts are further developed on the second day of the lesson when students review the story structure and work to retell the story through rotating activities like Interactive Story Circle, Dramatization, or the introduction of graphic organizers like Venn diagrams.
Emphasis on direct teaching of comprehension strategies via gradual release of responsibility (I do, we do, you do) using appropriate instructional text.	Emphasis on independent reading and book choice; no evidence of direct teaching of comprehension strategies.	Every Success for All program uses the Cycle of Effective Instruction to structure lessons and allow for the release of responsibility to students. During STaR lessons, teachers engage students in an interactive story reading. Teachers will ask comprehension questions of students using the Think-Pair-Share strategy. Students experience the release of responsibility in reading with Shared Stories. Instruction for each Shared Story occurs over four days (five in Level 4). They gain reading independence one step at a time, first by reading stories in a teacher-guided situation, then by reading them with a partner, and finally by reading them individually. • Guided Partner Reading: The teacher guides the class from page to page and stops after each page to clarify difficult words or story content, but students work to read the text with their partners. • Partner Reading: Students read the story with their partners. Partners alternate pages and help each other as needed. • Fluency Practice with the Story: Students engage in a timed reading of a section of the text to meet a fluency objective.
Materials for comprehension instruction include sufficiently complex literary and informational texts.	Materials for comprehension instruction are predominantly leveled texts and repetitive patterned texts.	The Reading Roots curriculum utilizes a wide range of complex literary and informational texts.

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		• Shared Stories: These texts allow the students to read complex, engaging, and interesting stories even when they know only a few letter sounds. Over time, the amount of student text increases, and the teacher text diminishes. This scaffolding allows the students to read meaningful and worthwhile stories from the very start of their reading instruction. Stories in levels 1–3 are narrative in nature, but Level 4 Shared Stories pair related informational and narrative stories. • STaR: These trade books represent a variety of complex literature and informational text. See the Appendix for a link to a list of the Shared Story and STaR titles.

SUCCESS FOR ALL PROGRAM NOTES

- The Cycle of Effective Instruction: This process is made of four components that guide instruction.
  - Active Instruction
    - Teach
    - Model
    - Guide Practice
  - Teamwork
    - Prompt
    - Reinforce
  - Assessment
    - Monitor
    - Assess
  - Celebration
    - Recognize
    - Celebrate

WRITING		
Handwriting		
Green Flags	**Red Flags**	**Success for All Program Alignment**
There is explicit instruction related to letter formation, posture, grip, and opportunities for cumulative practice.	There is no direct instruction in handwriting.	In Reading Roots, students receive both active instruction and support with letter formation and in addition to numerous opportunities to use their developing writing skills in a variety of situations. As they engage in the various activities, they will naturally progress through a series of stages on their way to becoming effective writers. Students learn letter-writing cues as a part of FastTrack Phonics. The cues help to reinforce the mnemonic pictures that are used to help students remember the connection between letter shapes and sounds. Students may write the letters or trace them in the air, the desk, their hand, etc.
Handwriting instruction utilizes lined paper that guides letters formation.	Unlined paper and picture paper are featured.	Students complete writing activities in a writing journal or on scrap paper, which may be lined to help students with editing and revising their writing. Beginning in Partner Phonics Booklet 4 (FastTrack Phonics lesson 31), students are provided lines for writing the sounds that they want to review with their partners.
Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning.	Handwriting instruction is treated as an isolated add-on.	Students learn letter-writing cues as a part of FastTrack Phonics lessons. Students learn to write the letters as the sounds are introduced in the lessons. Writing instruction is reinforced during STaR Writing and Adventures in Writing. See the Appendix for a link to the Reading Roots FastTrack Phonics Scope and Sequence.

SUCCESS FOR ALL PROGRAM NOTES

- Writing Strategies Bank: Students are gradually introduced to the Writing Strategies Bank outlining multiple ways to "write" a word if they do not know how to spell it. In the context of creating a sentence with a STaR word with their partner, the strategies assist students in writing a sentence with that word. Strategies include:
  - Draw a Picture: Draw a picture to represent the word.
  - Stretch and Count: Stretch the word and count the sounds in the word to write them down.

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- Remember a Word: Remember when you have seen a word in the past.
- Say-Spell-Say: Say the word, spell the word, and say the word again.
- Sound Spelling: Write down the sounds you hear in the word said aloud.
- Draw a line: Draw a line in place of the word you cannot spell.
- Find and Copy a Word: Find a place where the word is written down and copy it.
- Write Sounds that You Know: Write only the sounds you recognize, skipping the unknowns.

Spelling

Green Flags	Red Flags	Success for All Program Alignment
There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence in K-1.	No evidence of explicit spelling instruction; scope and sequence is not aligned with any other aspect of instruction.	Spelling instruction takes place during FastTrack Phonics and Practice with Cleo and Theo. Sound Spelling: This is the ability to successfully sound out a word and transcribe the sounds into letters. To do this, students will use skills previously learned in FastTrack Phonics. • Students will practice speaking in Alphie Talk to separate and hear each sound in the word. They will use their knowledge of letter-sound correspondence to identify the letters that represent those sounds and recall the writing cues to write the sounds. Students use sound spelling by activating their prior knowledge. • The teacher guides students through the process of hearing, identifying and writing sounds in words so that they can spell words with accuracy and confidence. Students practice words and then sentences as a daily activity to reinforce previously learned skills while acquiring a new one. • In FastTrack Phonics, sound spelling is referred to as Stretch and Count (to identify the number of phonemes in a word) and Stretch and Spell. This reminds students to “stretch” the word by identifying the separate sounds. Then, they spell by writing the letters for each sound. Practice with Cleo and Theo: Students practice spelling words that they hear and are provided with clues for help in the Super Speller activity. See the Appendix for a link to the Reading Roots FastTrack Phonics Scope and Sequence.

Patterns taught for decoding are also practiced in encoding/spelling lessons.	Patterns in decoding are not featured in encoding/spelling; spelling lists are relatively random.	Students learn to break words into their individual sounds and then write the letter that corresponds with each sound to write phonetic words. Students use this technique throughout the program.

SUCCESS FOR ALL PROGRAM NOTES

- Writing Strategies Bank: Students are gradually introduced to the Writing Strategies Bank outlining multiple ways to "write" a word if they do not know how to spell it. In the context of creating a sentence with a STaR word with their partner, the strategies assist students in writing a sentence with that word. Strategies include:
  - Draw a Picture: Draw a picture to represent the word.
  - Stretch and Count: Stretch the word and count the sounds in the word to write them down.
  - Remember a Word: Remember when you have seen a word in the past.
  - Say-Spell-Say: Say the word, spell the word, and say the word again.
  - Sound Spelling: Write down the sounds you hear in the word said aloud.
  - Draw a line: Draw a line in place of the word you cannot spell.
  - Find and Copy a Word: Find a place where the word is written down and copy it.
  - Write Sounds that You Know: Write only the sounds you recognize, skipping the unknowns.

Composition

Green Flags	Red Flags	Success for All Program Alignment

Writing is taught through a gradual release of responsibility (I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas before drafting.	Writing prompts are provided with little time for modeling, planning, and brainstorming ideas.	Reading Roots provides repeated opportunities for students to write for a variety of purposes during STaR. Components in which this occurs include:
		• STaR Writing
		• Adventures in Writing
		
		The Adventures in Writing component is structured over two days to give students opportunities to plan, write, receive feedback from adults and peers, and revise their writing as they learn to express their ideas on paper. The Adventures in Writing process includes:
		• Day 1
		  ○ Brainstorm and Build Background with Topic
		  ○ Partner Planning
		  ○ Writing
		• Day 2
		  ○ Writing
		  ○ Writing Celebration

Writing is structured; models and graphic organizers are provided to support composition and promote executive functioning.	Writing is primarily unstructured, with few models or graphic organizers.	Reading Roots provides opportunities for structured writing activities during Adventures in Writing.

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		Select STaR lessons use graphic organizers to help students organize their writing: • Lessons 16, 17, 18, 22, 23, 26, 27, 28, 30, 32 See the Appendix for a link to a list of Reading Roots Adventures in Writing Prompts.
Conventions of print, grammar, and syntax (sentence structure) are taught explicitly in the context of writing.	Conventions, grammar and sentence structure are not taught or are taught implicitly or opportunistically	Reading Roots lessons promote the use of the conventions of print, grammar, and syntax in all writing components. Teachers model the use of standard English for students in their own speaking and writing. • STaR Writing—Students are encouraged to write a sentence using a STaR vocabulary word. In early lessons, students use drawings and other strategies to represent words as they write sentences. As their ability to write progresses, they learn to use the conventions of standard English to write their sentences. • Shared Story—Students are encouraged to answer story-related questions in complete sentences. • Adventures in Writing—Initially, students use a variety of writing strategies to put their thoughts and ideas on paper. As their writing ability progresses, students are expected to write complete sentences. Teachers provide instruction in grammar, usage, and punctuation in this component. The Adventures in Writing component of each lesson instructs students in writing that focuses on the use of standard English. Teachers provide instruction in capitalization, punctuation, and spelling in this component.
Writing instruction includes a variety of text types (narrative, informational, persuasive).	Writing instruction is primarily narrative or unstructured choice.	The Reading Roots Adventures in Writing component provides students opportunities to write a variety of text types, including narrative, informational, or persuasive. See the Appendix for a link to a list of Reading Roots Adventures in Writing Prompts.
SUCCESS FOR ALL PROGRAM NOTES • Adventures in Writing: Adventures in Writing lessons occur on STaR days 3 and4 and uses the following sequence to help students develop their writing: o Brainstorm and Build Background with Topic: Teachers introduce the writing prompt and provide modeling and guided practice generating ideas about which to write. The Writing Strategies Bank is utilized to promote the use of scaffolds so that students may concentrate on the extending their comprehension, rather than how to spell.		

- Partner Planning: Student partnerships are afforded time to talk and discuss what they might write to address the prompt. Partners are encouraged to help each other come up with more elaborate details in their discussion before they are writing.
- Writing: Students begin/wrap up their composition. Teachers circulate and ask students to read their writing while it is still under construction as well as encourage the use of the Writing Strategies Bank.
    - Students are also introduced to "Checking" their work. In Level 1 and 2, students check their work for the writing expectations: use a variety of writing strategies, express complete ideas, and use vocabulary from Shared Story and/or the STaR story. These expectations continue throughout all levels. Beginning in Level 3, students are also provided an "Editing Checklist" and guided to check their writing for basic punctuation, capitalization, and spelling. The Editing Checklist is not a requirement but a guide to assist students as they continue learning about expressing themselves through writing. It is not a part of scoring the students' writing.
- Writing Celebration: Students share their writing with partners and provide each other feedback on their writing. Feedback includes what they liked about the writing and what they have questions about. A partnership is selected to share their writing with the class.

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ASSESSMENT		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Assessments include screening, diagnostic, and progress monitoring.	Assessments result in benchmarks according to a leveled text gradient.	Students are individually assessed each cycle on reading words accurately, reading smoothly and expressively, retelling story details with accuracy, fluency, comprehension and vocabulary, and expressing ideas and using sound spelling in writing. Their performance on these measures is monitored and tracked to determine their mastery and progress over a period of time. Reading Roots incorporates monitoring progress of all students through regular formal and informal assessments.
Foundational skills assessments identify students' instructional needs.	Foundational skills assessments are primarily running records (or similar assessments that focus on assessment of high frequency words and can be read by looking at the first letter or blend and confirming with picture support).	The Reading Roots Formal Assessment is administered to students every grading period. Taking an inventory of the type of word errors, type of comprehension errors, and proficiency on the word list sight words rounds out the picture of what students are likely to need reinforcement with. Various classroom assessment data reports can be generated to help teachers identify their students' instructional needs: • Cleo and Theo Record Form • FastTrack Phonics Recommendation Report • FastTrack Phonics Mastery by Student • Shared Story Lesson Record Form • Story Achievement Report At the end of the grading period, a Classroom Assessment Summary report can be generated to note the overall progress of reading classrooms. Teachers can also generate Student Progress Reports to provide parents and guardians a summary of how their student is performing in reading class. It also suggests the most appropriate Shared Stories to reread at home for additional practice and book titles to investigate at the local library.
Phonics skills are assessed using both real and nonsense words in all syllable patterns.	Phonics skills are assessed using real words only.	Phonics skills are assessed by collecting data from Practice with Cleo and Theo. Once students begin Practice with Cleo and Theo with their partners, the program will document their progress in letter-sound correspondence, word blending, fluency, and comprehension. The Cleo and Theo Record Form helps teachers

		easily verify students' proficiency in Letter Launch (letter-sound correspondence) and Word Blender (word-level blending). • Once verified, this information appears on the FastTrack Phonics Recommendation Report and FastTrack Phonics Mastery by Student Report. Teachers may play with words as needed when playing Say-It-Fast, Break-It-Down, or Sound It Out.
Normed ORF (Oral Reading Fluency) assessments are used.	Normed ORF assessments are not available.	In addition to the Reading Roots Formal Assessment, oral reading and writing is assessed through students' demonstration of skills in genuine reading and writing situations. Objectives for these two areas are documented using the following rubric: • 0—No Evidence • 1—Infrequently • 2—Occasionally • 3—Consistently Oral reading assessment and observation focus on: • Reads with Accuracy • Reads Smoothly • Retells with Accuracy Success for All recommends that teachers use DIBLES (Dynamic Indicators of Basic Early Literacy Skills) or another proven assessment to measure and assess fluency in their students as needed.

GLOSSARY

- Normed: A normed assessment results in scores that are norm-referenced; test takers' scores can be compared in relation to how others in that same age/grade group performed. It allows results to have meaningful interpretation and it allows educators to understand if a student is performing below, at, or above expectations.

SUCCESS FOR ALL PROGRAM NOTES

- Formal assessment in Reading Roots occurs during the Reading Roots Formal Assessment and Reading Between the Lions Initial Assessment.
    - The Reading Roots Formal Assessment: This is administered in schools that implement cross-class regrouping each grading period. The SFA facilitator and a testing team assess every Roots student every grading period. It is comprised of nine reading passages, and nine word lists, that relate to the Shared Stories. These passages gradually increase in complexity and provide information on miscues, comprehension, and knowledge of sight words. This one-on-one assessment is a tool in determining which instructional level is most appropriate for each student. When complete, school leadership teams use this data to track the progress of Roots students and determine reading group placement.

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        - This information is helpful to teachers as they prepare to teach a new group of students each grading period. New reading groups are assigned a Shared Story on which to begin based on the students' mastery of the passages. Once reading groups are assigned, it is ideal if all Roots teachers meet as a component team to review the Reading Roots Formal Assessment Student Record Forms for each of their students. Taking an inventory of the type of word errors, type of comprehension errors, and proficiency on the word list sight words rounds out the picture of what students are likely to need reinforcement with as they begin at the Shared Story assigned by school facilitator or leadership team.
        - In analyzing the strengths and needs of students, the goal is not to identify specific words that students are missing in order to "teach to the test" but to look at each student as a whole. Based on their previous instruction, note where they are transferring previous learning to a formal assessment and where they need more modeling and partner practice. This priority sets the stage for a successful start to the grading period.
    - Reading Between the Lions Initial Assessment: This is administered only in schools that implement the program in a homeroom setting and do not regroup across classrooms. It is a one-on-one computerized assessment administered by the homeroom teacher during the first ten days of school. The assessment (accessed through the Teacher Portal) measures the knowledge of both decodable words and sight words that relate to Shared Stories. The assessment stops when students reach their frustration level or they no longer master the words. The program then suggests a Shared Story on which to begin.
        - Once the homeroom teacher has a suggested instructional Shared Story for each student, she will create one, two, or three reading groups for her classroom. Students should be grouped with other students in their reading range and assigned a beginning Shared Story.
- Reading Roots Reports
    - Cleo and Theo Record Form: Using this form, the teacher can easily verify students' proficiency in Letter Launch (letter-sound correspondence) and Word Blender (word-level blending).
        - Verifying these skills in real-time, as students are actually reading provides for not only verifying the data but also valuable feedback to students as the teacher validates their competency. By having a purpose for teacher-student interaction, teachers and students can move beyond viewing Partner Practice as solely an "activity to complete."
    - FastTrack Phonics Recommendation Report: The FastTrack Phonics Recommendation Report is designed to provide a whole-class look at mastery of letter-sound correspondence as a group.
        - At one glance, the teacher may quickly see which FastTrack Phonics letter sounds have been:
            - Minimally mastered 0-50% of students (indicated by red)
            - Partially mastered 51-89% of students (indicated by yellow)
            - Mastered 90-100% of students (indicated by green)
        - The report also outlines the relationship between FastTrack Phonics lessons and the letter-sound focus of Shared Stories. This visual may be used to guide whether or not a group has the phonics skills necessary to be successful at a particular Shared Story and when more practice and review of a letter or letter group sound may be planned into the reading block for additional practice.
        - The level or mastery for each letter or letter group sound should be used to differentiate Guided Practice in Letter Sound Review on Day 2 of FastTrack Phonics.
    - FastTrack Phonics Mastery by Student: Much like the FastTrack Phonics Recommendation Report, the FastTrack Phonics Mastery by Student gives an in-depth look at how individual students are progressing in letter-sound correspondence.
    - Shared Story Lesson Record Form: The overarching purpose of the Shared Story Lesson Record Form is to provide insight and documentation of reading skills beyond letter-sound association and decoding skills:
        - Oral Reading
        - Writing
        - Fluency—Words Correct Per Minute
        - Level 4—Story Test

        - STaR—Alphie's Question Quiz
        - Adventures in Writing
        - Homework—Read & Respond Bookmark
        - Team Celebration Score
    - Story Achievement Report: The Story Achievement Report is a story-by-story view of students' mastery of Practice with Cleo and Theo activities and the Shared Story Lesson Record Form data for each Shared Story. Mastery of Practice with Cleo and Theo activities are scaled as follows:
        - Letter Launch—80%
        - Word Blender—80%
        - Story Quest—80%
        - WCPM—Expected Words Correct per Minute
- Informal assessment in Reading Roots occurs in the following places:
    - Shared Story
        - Partner Reading (recording rubric scores on the Shared Story Lesson Record Form)
        - Fluency Practice with the Story
        - Reading Olympics
        - Story Test (Level 4)
    - FastTrack Phonics
        - Partner Phonics Booklets
        - Write It Out
    - Practice with Cleo and Theo
        - Power Reader
        - Letter Launch
        - Word Blender
        - Super Speller
        - Word Quest
        - Story Quest

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OVERALL INSTRUCTIONAL DESIGN		
Green Flags	**Red Flags**	**Success for All Program Alignment**
There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of foundational skills taught in an explicit system. The system features application of taught skills in real reading and writing.	The instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded teaching of foundational skills.	Reading Between the Lions: Reading Roots 5th Edition is a comprehensive reading program for beginning readers. It provides a strong base for students' literacy and fosters a love for reading through systematic phonics instruction, rich literary experiences, oral-language and vocabulary development, engaging media content, and opportunities to read decodable stories. The philosophy behind Reading Between the Lions emphasizes the need for reading instruction to work for all students. Different children learn to read in different ways, so our approach emphasizes teaching reading many different ways at the same time. For example, each beginning reading lesson has students reading silently and aloud, singing, tracing letters with their fingers, writing, making visual and auditory discriminations, discussing stories, viewing media, making predictions, using context clues, and engaging in many other activities. Teaching the same concepts and skills in a variety of ways both provides reinforcement and allows the curriculum to utilize the learning strengths of every child. In addition, Reading Between the Lions provides structure for daily in-class tutoring in a computer-based game environment, tailored to each student's reading level. This daily tutoring practice, with on-time feedback and opportunities to advance, motivates students to push forward and contribute to their team's success. Reading Between the Lions is also embedded within a research-proven cooperative learning structure that motivates students to move ahead, leads to greater student engagement with the material, and provides time for students to talk to each other about what they are learning. Together these daily routines and processes lead to greater social cohesion and increased academic achievement for students at all levels, which is vitally important at this beginning level.

Reading Wings 4th Edition

Reading Wings Alignment to the Science of Reading Standards

Standards for Word Recognition, Language Comprehension, Reading Comprehension, Writing, Assessment, and Overall Instructional Design

Reading Wings is the upper-elementary reading program used in Success for All schools to serve the needs of students reading at the second-grade level and beyond. As a comprehensive curriculum, it provides a collection of powerful instructional processes that engage students in their reading skills and encourages cognitive elaboration.

This curriculum evaluation tool, designed by The Reading League, features components that align with the Simple View of Reading (Gough & Tunmer, 1986) and Scarborough's Rope (Scarborough, 2001). Word Recognition and Language Comprehension are broken down into subcomponents and writing and spelling as well as assessment are included.

Green Flags indicate instructional practices that are aligned with the science of reading.
Red Flags indicate instructional practices that are *not aligned* with the science of reading.

Success for All program alignment is highlighted for each section in the blue column, with additional narrative in the notes section for each area.

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WORD RECOGNITION		
Phonological and Phoneme Awareness		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) as well as the phoneme level.	Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as 'tr' are kept intact rather than having students notice their individual sounds).	The Reading Wings program provides instruction in phonological and phonemic awareness in several ways. Using phonetic clues and blending sounds—applying their knowledge of sounds, rhymes, words, syllables, and onsets to read words—is a goal of Reading Wings. During Savvy Reader Clarifying lessons, students learn to clarify unknown words at the word-pronunciation level. Lessons may focus on: • sound blending • chunking familiar word parts • looking for a base word Word Power lessons (days 2–4) teach word-study skills that include phonological and phonemic awareness. Lessons may focus on: • chunking (syllable patterns) • compound words • consonant blends • digraphs • diphthongs • irregular vowel patterns • prefixes and suffixes • r-controlled vowels • word families

Instruction includes all phoneme awareness tasks including those that feature advanced manipulation (isolating, blending, segmenting, deletion, substitution, reversal).	Phoneme awareness instruction does not include more advanced manipulation tasks.	Instruction includes phoneme awareness tasks that feature advanced manipulation. For example:
		• Savvy Reader
		  ○ sound blending
		  ○ chunking familiar word parts
		  ○ looking for a base word

		• Word Power lessons (days 2–4) teach word-study skills that include phonological and phonemic awareness. Lessons may focus on: ○ chunking (syllable patterns) ○ compound words ○ consonant blends ○ digraphs ○ diphthongs ○ irregular vowel patterns ○ prefixes and suffixes ○ r-controlled vowels ○ word families
Advanced phoneme proficiency instruction is evident *beyond* K-1; students are both accurate and automatic with these skills.	Phoneme awareness instruction discontinues after K-1.	Phonemic proficiency instruction continues in the Reading Wings (grades 2–6) program. *Savvy Reader—Clarifying* lessons teach students to use strategies to read unfamiliar or difficult words, including sound blending. Word Power lessons provide students extra practice in phoneme proficiency, including with r-controlled vowels, diphthongs, digraphs, and consonant blends.
Phonemic awareness is taught directly, explicitly, and systematically.	Phonemic awareness is taught implicitly and briefly.	Phonemic awareness is taught directly, explicitly, and systematically through *Savvy Reader—Clarifying* lessons and Word Power lessons.
When phoneme awareness is taught, awareness of individual phonemes is established prior to introduction of corresponding graphemes.	When phoneme awareness is taught, phonemes are immediately connected to graphemes (printed letters).	Reading Wings is an upper elementary program and does not focus on teaching individual phoneme as part of Targeted Treasure Hunt lessons. Students in these grades who need additional instruction in phonemic awareness may be referred for tutoring. Success for All's elementary tutoring program, Tutoring with the Lightning Squad, provides students at these grade levels with additional practice with individual phonemes.
All levels of phonological and phoneme awareness are assessed and monitored regularly.	Phonological and phoneme awareness are not assessed and monitored regularly.	Phonological and phonemic awareness are assessed and monitored regularly. • Word Power ○ Days 2–4 of the cycle, teachers ask questions about the Word Power skill. The Skill Practice questions give students more opportunities to apply the cycle's word skill with words not necessarily found in their reading texts. ○ Assessment Day of Targeted Treasure Hunts provides teachers and students with an opportunity to assess the Word Power skill for the cycle. Students are asked four questions

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		related to the skill. This score is recorded on the Teacher Cycle Record. This score is also averaged with other team members on the Team Score Sheet to help students identify whether they need to focus on improving their Word Power scores. • Clarifying ○ The Clarifying strategy and phoneme related substrategies are possible strategy targets for students. The strategy target appears on the Team Score Sheet to alert students to strategies they should use while working during the cycle.

GLOSSARY

- Phonological awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.
- Phoneme awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.
- Phoneme: The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.
- Grapheme: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

SUCCESS FOR ALL PROGRAM NOTES

- Reading Wings includes lessons for trade books or basal series to teach reading. Trade book and basal customers use strategy lessons called the Savvy Reader. These lessons introduce students to the four core comprehension-monitoring strategies in addition to instructional processes and routines. All Reading Wings classrooms begin with the *Savvy Reader—Clarifying* every year, and they continue to grow their strategy instruction across years of implementation. However, strategy instruction does not exist only in the Savvy Reader lessons; it carries across all lessons and is prompted with the use of Member Center data tools.
  - Trade book lessons can be one-, six-, or nine-day cycles. Basal lessons can be one-, five-, six-, or eight-day cycles. The instructional process charts describe the standard six-day instructional process for literature and informational texts, but they can be used to understand five-day cycles
- The Savvy Reader—Clarifying: The clarifying process requires students to monitor their own comprehension, recognize when what they read does not make sense, then stop and apply appropriate tools to fix the comprehension problem. In the *Savvy Reader—Clarifying*, the strategy is taught in steps. The student must first recognize that there is an unknown word or idea. He or she may need to know how to pronounce the word or what the word means. When the student attempts to figure out the word, he or she first applies fix-it strategies, such as sounding out the word, rereading the sentence or paragraph, or reading on. If these strategies do not help the student clarify, he or she then seeks assistance—first from a partner, then from the team, and eventually from the whole class. Whether clarifying for pronunciation or meaning, the student completes clarifying when he or she knows both how to say the words and what they mean.
  - Clarifying is the stepping stone to strategic reading and, therefore, should be taught and mastered before moving on. Clarifying is comprised of many substrategies, such as sound blending, using word structure to break down an unknown word, rereading to review context, reading on to add context, and utilizing background knowledge to make connections. Some students will take longer to master these skills than others. It is important to remember that you should not move your class beyond clarifying until they are ready. It is more important to master each substrategy than to complete the Savvy Reader instruction of all four comprehension-monitoring strategies in one year.

- Strategy instruction should also be carried out through all the Targeted Treasure Hunts, not just the Savvy Reader lessons. Students earn points for their strategy use during team and class discussions in all lessons.

- Word Power: During Word Power, students practice building meaning (an understanding) of their vocabulary words, in addition to completing skill practice based on the objective for the cycle. The teacher uses Captain Read More's clues to introduce the word-study skills. These clues serve as visual reminders of the skill and support students in decoding words, identifying relationships between words, and defining words. Students work on skill-practice and building-meaning items in teams.
  - Level 2 lessons also include words lists for students to practice words that contain the Word Power skill and high-frequency words. Group 1 contains words that help students practice the Word Power skill for the lesson, and group 2 contains a mixture of skill words and other words that they should know.
  - The Word Power objective for each cycle is related to at least one vocabulary word. Not all Word Power objectives are used in all grade levels. Objectives build within and across grade levels. For example, base word + ending is more prominent at lower grade levels, while upper grade levels utilize more sophisticated skills such as Greek and Latin roots. Word Power skills include:
    - base word + suffix
    - prefix + base word
    - compound words
    - contractions
    - chunking
    - blends
    - diphthongs
    - irregular vowel patterns
    - r-controlled vowels
    - digraphs
    - word families
    - synonyms
    - antonyms
    - homographs
    - homophones
    - dictionary skills
    - abbreviations
    - Latin and Greek roots
    - connotation and denotation

Phonics

Green Flags	Red Flags	Success for All Program Alignment
Letter-sound correspondences are taught in an explicit, systematic, and sequential fashion, from simple to complex.	Letter-sound correspondences are taught opportunistically or implicitly during text reading.	The Word Power objective for each cycle is related to at least one vocabulary word. Not all Word Power objectives are used in all grade levels. Objectives build within and across grade levels. For example, base word + ending is more prominent at lower grade

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		levels, while upper grade levels utilize more sophisticated skills such as Greek and Latin roots. See the Appendix for a link to the Reading Wings Trade Book Word Power Scope and Sequence.
Phonics instruction is robust with explicit instruction, cumulative review, and application in reading and writing.	Phonics instruction takes place in short "mini-lessons."	The Word Power component of Targeted Treasure Hunt lessons takes place on days 2–4. These 10-minute lessons introduce the Word Power skill for the cycle, allow time for instruction and modeling of the skill, and student practice of the skill during Skill Practice. The Word Power skill is also assessed on the assessment day. The Word Power skill is always reflected in a vocabulary word or significant word in the text. Students are told to be on the lookout for words that match the Word Power skill as they read each day. Additionally, students are frequently asked to use clarifying skills as they read. Students can earn points for their strategy-use. See the Appendix for a link to the Reading Wings Instructional Process Chart.
The initial instructional sequence includes a mixture of short vowels and consonants.	The initial instructional sequence introduces a large number of (or all) consonants before a vowel is introduced, or vowels are all taught in rapid succession.	Reading Wings is an upper elementary program and does not focus on teaching individual phoneme as part of Targeted Treasure Hunt lessons. Students in these grades who need additional instruction in phonemic awareness may be referred for tutoring. Success for All's elementary tutoring program, Tutoring with the Lightning Squad, provides students at these grade levels with additional practice with individual phonemes.

Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.	Segmenting and blending are not explicitly taught nor practiced.	Segmenting and blending sounds are taught explicitly and practiced regularly in Reading Wings. These are desired student outcomes of the program.
		• Savvy Reader
		  ○ sound blending
		  ○ chunking familiar word parts
		  ○ looking for a base word
		• Word Power lessons (days 2–4) teach word-study skills that include blending and segmenting. Lessons may focus on:
		  ○ chunking (syllable patterns)

		○ compound words ○ consonant blends ○ digraphs ○ diphthongs ○ irregular vowel patterns ○ prefixes and suffixes ○ r-controlled vowels Students should carry these skills through all parts of the Targeted Treasure Hunt lessons, including Adventures in Writing.
Explicit instruction directs students' attention to the structure of the word; the emphasis is on phonic decoding.	Instruction encourages students to memorize whole words, guess at words in context, or use picture clues.	Reading Wings explicitly teaches students to decode phonetically regular words, directing them to the structure of the words. • Savvy Reader ○ sound blending • Word Power lessons (days 2–4) teach word-study skills that include blending and segmenting. Lessons may focus on: ○ consonant blends ○ digraphs ○ diphthongs ○ irregular vowel patterns ○ r-controlled vowels
Instruction includes letter sounds correspondences, syllable types, word families, word analysis skills for multisyllabic words, and morphemes.	Instruction in phonics ends once letter sounds correspondences are taught.	Reading Wings Targeted Treasure Hunts include instruction for syllable types, word families, word analysis skills for multisyllabic words, and morphemes. • Savvy Reader ○ chunking familiar word parts ○ looking for a base word • Word Power lessons (days 2–4) teach word-study skills that include blending and segmenting. Lessons may focus on: ○ chunking (syllable patterns) ○ compound words ○ irregular vowel patterns ○ prefixes and suffixes ○ word families • Syllable patterns frequently covered by Word Power lessons include: ○ consonant-le ○ VCCV

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		○ VCE
Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds.	Irregular high-frequency words are taught as whole-word units, often as stand-alone "sight words" to be memorized.	In Reading Wings, students are encouraged to use a variety of clarifying strategies and Word Power skills when they encounter irregular high-frequency words. • Word Power Level 2 lessons include words lists for students to practice words that contain the Word Power skill and high-frequency words. Group 1 contains words that help students practice the Word Power skill for the lesson, and group 2 contains a mixture of skill words and other words that they should know. • Word Power lessons include the following relevant skills: ○ irregular vowel patterns
Opportunities to practice decoding words in isolation are provided.	No opportunities for word-level decoding practice are provided.	In Reading Wings, Word Power lessons provide opportunities for students to practice decoding words in isolation, outside of the story text or other context. The Skill Practice for the following Word Power skills are generally presented as words for students to decode: ○ chunking (syllable patterns) ○ compound words ○ consonant blends ○ digraphs ○ diphthongs ○ irregular vowel patterns ○ prefixes and suffixes ○ r-controlled vowels ○ word families
Instruction includes recursive review of phonics/encoding skills.	Instruction is typically "one and done"; phonics/encoding skills are introduced but with very little or very short-term review.	During Adventures in Writing, students are encouraged to use any clarification strategies or Word Power skills needed to complete or edit their writing.
Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the phonics elements taught, securing phonic decoding.	Early text is predominantly predictable, leveled texts which includes phonic elements that have not been taught and encourages memorizing patterns and using picture clues rather than phonic decoding.	Reading Wings trade book Targeted Treasure Hunts use popular, award-winning, and meaningful literature that are selected using multiple measures to match grade-level expectations for vocabulary, length, and Lexile measures. Supported basal anthologies include: • Houghton Mifflin Harcourt Journeys • McMillan McGraw-Hill Wonders
GLOSSARY		

- Explicit: Explicit instruction involves direct explanation. The teacher's language is concise, specific, and related to the objective. Another characteristic of explicit instruction is a visible instructional approach which includes a high level of teacher/student interaction. Explicit instruction means that the actions of the teacher are clear, unambiguous, direct, and visible. This makes it clear what the students are to do and learn. Nothing is left to guess work.
- Implicit: Implicit instruction does not provide direct or specific guidance on what is to be learned.
- Systematic: The material follows a sequence beginning with the easiest/basic elements preceding to the most difficult.
- Morpheme: The smallest meaningful unit of a word.
- Irregular high-frequency words: Words that BOTH highly frequent in text and not spelled phonetically (e.g., said, of, one)

SUCCESS FOR ALL PROGRAM NOTES

- Strategy-Use: Strategy instruction should also be carried out through all the Targeted Treasure Hunts, not just the Savvy Reader lessons. Students earn points for their strategy use during team and class discussions in all lessons. Data tools available through the Member Center help teachers build this practice into instruction and monitor it in the classroom. The team score sheet and teacher cycle record form list both the targeted strategy and the substrategy so both teachers and students know the focus of each cycle.
    - For example, if the strategy target for a cycle is clarifying and the substrategy is sound blending. Students must display sound blending to earn strategy-use points in challenge scores. Data from the *Savvy Reader—Clarifying* instruction and the targeted substrategy data and strategy-use points in subsequent lessons should inform teachers whether their students are prepared to move beyond that substrategy or strategy. In some cases, it may be beneficial to revisit the *Savvy Reader—Clarifying* lessons or to repeat targeted substrategies in specific lessons. During your first year of implementation, teachers might only use the *Savvy Reader—Clarifying*, gradually adding the other strategies in subsequent years.

Fluency

Green Flags	Red Flags	Success for All Program Alignment
Instruction includes teacher-led modeling, oral reading by students, and immediate feedback.	Instruction focuses primarily on student silent reading.	Reading Wings Targeted Treasure Hunts include fluency instruction that allows for modeling, application, and feedback. Students develop fluency through teacher modeling and partner practice during Fluency in Five. • On day 1, the teacher introduces and models fluency skills (i.e., accuracy, smoothness, expressiveness, and rate) using a fluency rubric. Certain lessons also include videos of students reading for which students can use their rubrics to give feedback. • On subsequent days, students use pages that they have read to practice fluent reading themselves. These pages are listed in the student materials. Students also practice working toward their words correct per minute goal. Students use the rubric to give feedback to their partners, and then they switch roles. The teacher selects two or three students randomly when they are ready to read aloud for a score. The teacher uses the rubric to score fluency, provide targeted feedback, and guide students in setting fluency goals.

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Reading accuracy and automaticity are emphasized.	Rate is emphasized over accuracy; attention is given to students reading words quickly.	The Reading Wings desired student outcomes define fluency expectations. Students should: • Read with rapid recognition. • Read sentences and phrases smoothly, accurately, and with expression. • Use appropriate emphasis and inflection. • Read without losing place or skipping words. • Read at the target rate for the grade level.
Word-level fluency practice is provided.	Word-level fluency practice is not provided. Fluency is viewed only as text-reading fluency.	Word-level fluency is a desired student outcome in Reading Wings. Word-recognition skills include: • Recognizing word errors. • Recognizing sight vocabulary. • Rereading to assist with word recognition. • Using phonetic clues and blend sounds. • Using structural clues (including syllabic clues), and chunk word parts. Reading Wings provides practice in word-level fluency through Word Power lessons. The Skill Practice for the following Word Power skills are generally presented as words for students to decode: • chunking (syllable patterns) • compound words • consonant blends • digraphs • diphthongs • irregular vowel patterns • prefixes and suffixes • r-controlled vowels • word families The goal for word-level fluency is for students to practice reading words, reducing the need for strategies used to sound them out.
Fluency is practiced in a variety of texts (narrative, informational, poetry, lists, etc.).	Fluency is practiced only in narrative text or with repeated readings of patterned text.	Reading Wings Targeted Treasure Hunt lessons provide students with a variety of trade books and other texts to practice fluency, including narrative, instructional, poetry, drama, and functional texts.

Fluency is measured using a normed Oral Reading Fluency assessment.	Fluency assessment allows teachers acceptance of incorrectly decoded words if they are close in meaning to the target word.	The Reading Wings program has informal and formal assessments for fluency.
		• Informal assessment:
		  ○ Students read aloud to each other for 1 minute each and use the fluency rubric to provide feedback, but no score.
		  ○ Students read aloud to the teacher, who uses the rubric to record a fluency score on the Teacher Cycle Record Form.
		• Formal assessment:
		  ○ Formal fluency assessments to measure words correct per minute (WCPM) should be administered at least once a quarter. Formal fluency assessment takes place during Partner Reading with students reading unfamiliar text.
		
		Success for All recommends that teachers use DIBLES (Dynamic Indicators of Basic Early Literacy Skills) or another proven assessment to measure and assess fluency in their students as needed.

GLOSSARY

- Automaticity: Performing a reading task without conscious effort. For example, reading connected text with automaticity means that there is no conscious attention paid to decoding words.
- Normed: A normed assessment results in scores that are norm-referenced; test takers' scores can be compared in relation to how others in that same age/grade group performed. It allows results to have meaningful interpretation and it allows educators to understand if a student is performing below, at, or above expectations.

SUCCESS FOR ALL PROGRAM NOTES

- Fluency in Five: Students develop fluency through teacher modeling and partner practice.
  - On day 1, the teacher introduces and models fluency skills (i.e., accuracy, smoothness, expressiveness, and rate) using a fluency rubric. The teacher demonstrates fluent reading first and then a lack of fluency by rereading the same page several times without each skill in the rubric. The teacher also introduces the concept of rate (wcpm). The teacher explains and models reading fluently and identifying fluency rate. After modeling, the teacher guides the students as they use the rubric to provide feedback to their partners. Certain lessons also include videos of students reading for which students can use their rubrics to give feedback.
  - On subsequent days, students use pages that they have read to practice fluent reading themselves. These pages are listed in the student materials. Students also practice working toward their words correct per minute goal. Students use the rubric to give feedback to their partners, and then they switch roles. The teacher selects two or three students randomly when they are ready to read aloud for a score. The teacher uses the rubric to score fluency, provide targeted feedback, and guide students in setting fluency goals. Teams record their challenge scores on their team score sheets, while the teacher marks individual scores on the teacher cycle record form. Teams receive team celebration points for 100-point reading.
  - Fluency Rubric: The following rubric is used to score students' fluency:
    - 100— Read with feeling, smoothness, and accuracy at the targeted rate.
    - 90— Read with feeling and smoothness.
    - 80— Read with accuracy. Most of the words are correct (no more than four errors).

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- Words Correct per Minute: The following are the target-rate ranges by grade level:
  - Grade 2: 60–90 wcpm
  - Grade 3: 90–120 wcpm
  - Grade 4: 120–150 wcpm
  - Grade 5: 120–180 wcpm
  - Grade 6 & MRL: 120–180+ wcpm

- Fluency Assessment: Students develop fluency through teacher modeling and partner practice.
  - Informal Assessment: After day 1, students practice reading fluently with their partners by rereading pages from their text that they have already read. They practice reading the words correctly, smoothly, and with rich expression. They also note where partners start and stop reading in one minute to get the fluency rate. Partners take turns reading and providing feedback. Partners do not score each other; they use the rubric to give feedback to their partners.
    - New suggested text for Fluency in Five is given each day. Students may read any of the selections for practice, or aloud to the teacher, from the choices given. Some students may practice the same passage throughout the cycle. Teachers may decide to encourage more fluent readers to practice a variety of pages, to read longer passages, or to read from a different text with which the student is familiar.
    - As students read aloud to the teacher, the teacher uses the rubric to score fluency, provide targeted feedback, assess rate, and guide students in setting goals. Goal setting is especially beneficial to those students who lack several skills. Honing in on one or two skills helps students focus on improving in those predetermined areas. As students demonstrate mastery with those skills, goals can be set for the improvement of other skill areas.
    - Teachers record individual student scores on the teacher cycle record form and ask teams to record challenge scores for fluency based on a Random Reporter's reading on the team score sheet.
  - Formal Assessment: Formal fluency assessment in Reading Wings assesses fluency rate. While students should still be expected to demonstrate the other criteria on the fluency rubric, their formal score only represents the number of words correct per minute. This score is then recorded in the Fluency wcpm column on the teacher cycle record form. Formal fluency assessments should be administered at least once a quarter. Formal fluency assessment takes place during Partner Reading with students reading unfamiliar text. Teachers may choose to formally assess all the students during one week or across a few weeks toward the end of the quarter.
    - To implement a formal fluency-rate assessment:
      - Have each student read aloud during Partner Reading.
      - Remind the student to read fluently using the skills in the rubric.
      - Make the student's starting point, set the time, and tell him or her to begin.
      - Time the student for one minute, noting any word errors.
      - Mark where the student stops.
      - Count the number of the words in the passage that the student read in one minute, and then subtract the number of word errors.
      - Record the word count per minute under Fluency WCPM in the Reading Wings Teacher Cycle Record Form.

LANGUAGE COMPREHENSION		
Background Knowledge		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Read-aloud opportunities feature a variety of complex texts (narrative and expository texts above grade-level) to develop background knowledge and vocabulary in a variety of subject areas.	Read-aloud opportunities emphasize stories or narrative texts. Read-aloud text is not sufficiently complex	All 6- or 5-day Targeted Treasure Hunt lessons contain a listening comprehension component. The teacher uses a text (from the student reading or an outside text) to model, prompt, or elicit targeted-skill use when reading. • Listening Comprehension is a teacher-led, yet highly interactive part of the lesson that motivates students by generating interest and helping them make connections to the text, their prior knowledge, and the text ideas picked up through the readings. • Listening Comprehension also teaches and scaffolds understanding of the reading goal across the cycle. The teacher uses think alouds to teach and model the reading goal within the context of the text. • Listening Comprehension further prepares students for partner and silent reading by allowing them to see the targeted skills and strategies applied to the text. • The variety of listening comprehension texts mirror that of the student readings, providing students experiences listening to narrative, informational, poetry, and other genres read aloud.
Opportunities are provided to make connections between a new word or concept and other known words or concepts, relating ideas to experiences.	Opportunities to bridge existing knowledge to new knowledge is not apparent in instruction.	Reading Wings Targeted Treasure Hunt lessons ask students to make connections between text and self, text and background knowledge and experiences, and text to text. • During Set the Stage on day 1 of each cycle, teachers are prompted to help students build background about the topic, theme, or characters in a text. • Vocabulary: When first learning the vocabulary, students are asked to rate their familiarity with each word. Then throughout the cycle, they are encouraged to keep track of where they hear or see the word used outside of the text they are reading. They can report this in the Vocabulary Vault and earn team celebration points for their team.

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		• Team Talk Extenders: Students answer these questions after class discussion to extend their thinking about the text. These questions often ask students to relate the text back to their own experiences or knowledge.

GLOSSARY

- Narrative: Text that relates a series of events - can include fiction and nonfiction
- Expository: Text that provides factual information about a topic.
- Background knowledge: A specific subset of knowledge needed to comprehend a particular situation, lesson, or text.

SUCCESS FOR ALL PROGRAM NOTES

- Set the Stage: Teachers introduce and review the title and author of the student text, the reading objective, and the strategy target. In addition, teachers use this time to build background knowledge to create interest in the text or to activate prior knowledge to help students establish the context for reading. Certain lessons include a video to increase background building.
- Vocabulary: During vocabulary presentation and review, students develop word strategies to help with word pronunciation, word meaning, and word use within context through the presentation of suggested strategies, definitions, and example sentences. Students are introduced to vocabulary words from the text they are about to read. After the teacher presents the vocabulary words, students review the pronunciations, meanings, and sample sentences for these words with their partners. This process provides word-recognition skills and also prepares students to encounter these words within the context of their reading and in their environment. Students practice the words during Word Power activities, and they are tested on their meaning as part of the Student Test.
    - During Vocabulary Vault, students also share vocabulary words they found in the environment to earn team celebration points. Teams write successfully explained words on their team score sheets.
- Team Talk Questions: These are comprehension questions about the text.
    - During Team Discussion, students take turns discussing their strategy use and answers to the Team Talk questions to prepare for Class Discussion. To ensure equal team participation, students use role cards to guide discussion. When students are finished discussing their strategy use and answers to Team Talk questions, they independently write their responses to the Write-On question. The team leader ensures that all teammates are prepared to be the Random Reporter for strategy use, Think-and-Connect, and Write-On during Class Discussion. Teachers circulate to explain, model, prompt, and reinforce students in their discussions. The teacher also monitors the time, helps students pace themselves, and ends the activity.
    - Class Discussion is a whole-class, teacher-led discussion that serves as a follow-up to Team Discussion. During Class Discussion, the teacher uses Random Reporter to call on students and then awards points for strategy use, Think-and-Connect, and Write-On challenge scores. Teams record their challenge scores on their team score sheets, while the teacher marks individual scores on the teacher cycle record form. Teams receive team celebration points for 100-point responses. Class Discussion has three main parts: Strategy Use, Think-and-Connect, and Write-On.

Vocabulary

Green Flags	Red Flags	Success for All Program Alignment
Vocabulary instruction includes robust conversations in order to support an understanding of literal and inferential comprehension of word knowledge within text.	Vocabulary instruction does not include opportunities for rich conversations; worksheets or activity sheets are used instead.	Robust conversation and discussion are important to all Reading Wings Targeted Treasure Hunt lessons. Cooperative learning is an integral part of all lessons. Desired language/literacy outcomes for Oral Language and Vocabulary in Reading Wings include: • Express ideas clearly and concisely during in-depth discussion.

		• Use grade-level vocabulary in discussion. • Learn new vocabulary through reading and discussion. Students are encouraged to use their vocabulary words throughout the lessons and whole day. • Students should use applicable vocabulary when discussing Team Talk questions. • Students may use or listen for vocabulary words throughout the week to add their use to the Vocabulary Vault.
Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words).	Instruction includes memorization of isolated words and definitions out of context.	Explicit vocabulary instruction of Tier 2 and Tier 3 words occurs in Targeted Treasure Hunt lessons. Depending on cycle length, lessons contain 4–8 vocabulary words. Teachers present the words on day 1 and students practice the words during Word Power activities, and they are tested on their meaning as part of the Student Test. As students read, they record in their journals the page numbers where they find the vocabulary words in their reading. Students in grade 2 practice familiarity with Tier 1 words in the Word Power Word Lists.
Tier 2 words are taught explicitly, with students taught to use these words in their speech, see them in print, and use them in writing (when appropriate).	Tier 2 words are not taught deeply.	Tier 2 words are most often encountered and explicitly taught with Targeted Treasure Hunt vocabulary words. When applicable throughout the day, teachers ask students recall and use these words in their discussion of Team Talk questions and during the Adventures in Writing project. • As students read, they record in their journals the page numbers where they find the vocabulary words in their reading. • Students may use or listen for vocabulary words throughout the week to add their use to the Vocabulary Vault.
Explicit instruction in morphology is provided.	Explicit instruction in morphology is not apparent.	Reading Wings morphology instruction takes place during Savvy Reader—Clarifying lessons and Word Power lessons. The focus on breaking words down into morphemes in order to read and understand the word, including word suffixes or prefixes. • chunking (syllable patterns) • compound words • consonant blends

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		• digraphs • diphthongs • irregular vowel patterns • prefixes and suffixes • r-controlled vowels • word families

GLOSSARY

- Tier 1 vocabulary words: Words students already know the meaning of (e.g., house, car, dog, school)
- Tier 2 vocabulary words: Words that are not likely to be familiar to young children but reflect a concept they can identify with and can use in conversation (e.g., shiver, excitement, remarkable, coax).
- Tier 3 vocabulary words: Words that are low frequency and domain specific (i.e., they appear in specific content areas such as math, science, history, music.) Morphology: the system of meaningful parts that make up words

SUCCESS FOR ALL PROGRAM NOTES

- The basis of student progress in Reading Wings is cooperative learning. Cooperative learning refers to a set of instructional methods in which students work in small, mixed ability learning teams to achieve a common goal. The students in each team are responsible not only for their own learning, but also for helping teammates learn. Cooperative learning offers opportunities for students to discuss, share ideas, organize their thoughts, and work with other students. It lets them try out new ideas in a small group before speaking to the whole class or finishing a written product. Research shows that such opportunities for cognitive rehearsal, clarifying, and reteaching have a positive effect on academic achievement. Implemented consistently in classrooms, cooperative learning establishes routines that make it comfortable for students to explain their thinking to others and lay a strong foundation for strategy learning.
    - To ensure that each team member values the learning goal, teamwork, and the team's success in achieving the learning goal, research concludes that the following three central concepts must be present:
        - individual accountability;
        - equal opportunities for success;
        - team recognition.
- <u>Cooperative Learning Techniques</u>:
    - Think-Pair-Share: This is a simple questioning technique that keeps all students involved in class discussions and gives every student a chance to answer every question. It takes the fear out of discussion by allowing students to think carefully about their answers and talk about them with a partner before responding to the class.
        - Pose a question, and then instruct students to think of the answer on their own.
        - Ask students to pair with their partners to reach consensus on an answer.
        - Have students share their agreed-upon answers with the class.
    - Team Huddle: This is a technique that allows the opportunity for students to process information and discuss answers to questions in teams before sharing with the whole group.
        - Pose a question or give instructions for a brief task.
        - Ask teams to work together to discuss the question and reach consensus on an answer or complete the task.
        - Use Random Reporter to have students share their answers.
    - Random Reporter: This is an easy-to-use technique that is effective for answering questions at all levels of difficulty. It prompts team interdependence because no one knows who will be called on to answer a question. Teammates have to prepare each member of the team to successfully answer the question if his or her number is called.
        - Number students in their teams.
        - Pose a question, and then instruct students to talk about it in their teams.
        - Prompt teammates to help one another with the answer.

- Call a random number, and then ask students with that number to respond.

- Team Cooperation Goals: Reading Wings encourages positive teamwork. The following team cooperation goals help achieve this in classrooms.
  - Practice Active Listening
  - Help and Encourage Others
  - Everyone Participates
  - Explain Your Ideas/Tell Why
  - Complete Tasks

Knowledge of Language Structure

Green Flags	Red Flags	Success for All Program Alignment
There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing.	There is not a clear scope and sequence for teaching; conventions of print, grammar, and syntax are taught implicitly or opportunistically.	Reading Wings Targeted Treasure Hunt lessons build on the knowledge of previous lessons as the school year progresses. Students have opportunities to develop skills in concepts of print, grammar, and syntax throughout the program. For example: • Team Discussion: writing answers to reading comprehension questions • Word Power: Building Meaning write a meaningful sentence question • Adventures in Writing: writing answers to a writing prompt Targeted Treasure Hunt lessons are classified by their level of targeted skill instruction. The level of instruction of targeted skills grows within and across grade levels in the trade book curriculum. The levels of skill instruction are: • Introduction and Definition • Prompt and Reinforce • Independent Use Word Power skills likewise change and grow within and across grade levels, adding more complex skills as texts become more complex, and dropping more basic skills. Two-Minute Edit is an opening activity included in Targeted Treasure Hunts after day 1 of multiday cycles. These activities are used to teach and reinforce grammar/mechanics skills.

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		See the Appendix for links to the Reading Wings Trade Book Targeted Skills, Word Power, and Adventures in Writing scope and sequences.

Instruction includes sufficient time for discussion, including teacher modeling of conversational conventions, appropriate tone and rate, and development of full ideas and complete sentences.	Instruction does not include sufficient opportunities for discussion. Teacher modeling is not apparent.	One of the most important goals of Reading Wings is to help students develop their oral language skills. Strong oral-language skills help students to feel confident in their ability to communicate their ideas and also provide a solid foundation for reading. Teacher-student discussion and student-student discussion are important to the following parts of the lessons:
		• Vocabulary
		• Team Discussion
		• Class Discussion
		• Two-Minute Edit
		• Adventures in Writing
		  ○ Planning
		  ○ Drafting
		  ○ Sharing, Responding, and Revising
		  ○ Editing
		  ○ Rewriting

Verbal Reasoning		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate/accurate background knowledge.	Inferencing is not taught explicitly and may be based only on picture clues and not text ("picture walking")	Inferencing, or drawing conclusions, is a targeted skill of reading comprehension in Reading Wings. Students are expected to make inferences about the texts as they listen during Listening Comprehension and as they answer Team Talk questions. This skill is coded as |DC| in lessons, and is the primary focus and a frequently practiced skill.
Literacy Knowledge		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Appropriate genre types and features are explicitly taught.	Genre types and features are not explicitly taught.	Reading Wings Targeted Treasure Hunts represent a variety of genres that may be mentioned as a part of a discussion of their characteristics, or may be the targeted skill for the lesson (|GS|). Genres covered across the range of Reading Wings include: • poetry • non-fiction

		• fable • fantasy • folktale • realistic fiction • mystery • biography/autobiography • functional text • drama When reading informational texts, students are taught to use the TIGRRS process to organize the information they need to better understand the texts. TIGRRS stands for: • Topic • Intent of Author • Graphic Organizer • Read • Reread • Summarize

GLOSSARY

- Metacognition: Thinking about thinking
- Inference: Using what you know and parts of text to comprehend what is not directly said in a text.
- Genre: A type of text or literature that has a particular form and style (e.g., poetry, fiction, nonfiction)

SUCCESS FOR ALL PROGRAM NOTES

- Curriculum Structures that Support Oral-Language Development:
  - The use of cooperative learning throughout every instructional component ensures that students have ample opportunities to use oral language to communicate in the instructional setting.
  - The variety of instructional components allows for the natural need to use vocabulary in various subject areas, contexts, and situations. There are opportunities within each instructional component for interactions among students and between adults and students.
  - The Read & Respond Bookmark homework encourages dialogue between students and their family members. Students are given a Read & Respond Bookmark each Monday and expected to read at home each night until they bring it back to class on Friday. Someone at home, a parent or guardian, signs off that their child read aloud with them for 20 minutes. This data is helpful in communicating with parents, providing additional resources for students, and informing Parent and Family Involvement teams as they implement initiatives to help families, which provides even more reasons and opportunities to use the new vocabulary.
- Think-and-Connect Rubric: These challenge scores are awarded according to team discussion of the student reading. Think-and-Connect challenge scores can be based on responses to Team Talk questions, Team Talk Extenders, and other appropriate questions used to stimulate and enhance the students' thinking. Team Talk Extenders are found in the Think-and-Connect box of teacher materials. Teachers use the rubric below to award points for the accuracy and completeness of a Random Reporter's answer.
  - 100---Say a complete, correct answer that gives evidence or shows use of background knowledge.
  - 90---Say a complete, correct answer in a full sentence with the question stem.
  - 80---Say a correct answer that makes sense.

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- Two-Minute Edit: This is an opening activity included in Targeted Treasure Hunts after day 1 of multiday cycles. These activities are used to teach and reinforce grammar/mechanics skills. Teachers prepare sentences that reflect common errors observed in students' daily writing, such as Adventures in Writing, meaningful sentences, or Write-On answers. The sentence is displayed as students enter the classroom. Teams work together to identify and orally correct errors in the sentence. To conduct a Two-Minute Edit:
    - Identify a grammatical or mechanical problem from students' writing.
    - Prepare in advance a sentence that illustrates the issue(s) identified (no more than four errors per sentence).
    - Display the sentence, and indicate how many errors students should find.
    - Have teams work together briefly to find and orally correct errors using team consensus.
    - Use Random Reporter to have students share their team's findings.
    - Give immediate, corrective feedback.
    - Award team celebration points.
    - Encourage students to integrate the skill into their daily writing.
- Level of Instruction for Targeted Skills:
    - Introduction and Definition: Lessons that are labeled as introduction and definition lessons focus mostly on the introduction and definition of skills and concepts. Instruction at the beginning of the cycle utilizes teacher think alouds to model and explain the skill with some guided practice during skill instruction toward the latter part of the cycle.
    - Prompt and Reinforce: Prompt-and-reinforce lessons expect that students have some background knowledge of the skill. Instruction at this level consists mostly of guided practice with the teacher relying less on think alouds and more on using Think-Pair-Share or Team Huddle to prompt and reinforce student understanding of the skill.
    - Independent Use: Lessons that are labeled independent use rely solely on Think-Pair-Share and Team Huddle as students apply the skill. At this level, students are expected to have mastered the basics of the skill and should be able to apply the skill without teacher prompting. In some cases, these lessons require students to apply the skill at more challenging levels, for example, to explain how the setting of the story affects the characters or events.
- TIGRRS: In addition to learning procedures and routines that are embedded in all lessons, the *Savvy Reader—Clarifying* also includes an introductory lesson to explain the process used to read and understand informational text—TIGRRS (Topic, Intent of Author, Graphic Organizer, Read, Reread, Summarize). This process of understanding nonfiction text is embedded in all other informational lessons throughout Reading Wings.
    - Topic: Figuring out the topic is the first step of TIGRRS. The topic is identified by surveying the text, pointing to various text features, and noting the text structure. After surveying, readers note the big idea, or topic, of the text.
    - Intent of Author: Being able to tell why the author wrote the text helps readers better understand what they read. Using information from their survey of the text, readers can tell whether the author wants to inform, compare, explain, etc. This helps readers know what the author wants them to get out of the book.
    - Graphic Organizer: Different graphic organizers have different purposes, and they can help readers understand not only the topic, but also the most important ideas in informational texts. The choice of organizer is based on the text structure, and students learn to associate each of these organizers with specific types of texts. As they do, they learn how to organize their thinking and remember the important content in texts.
    - Read: As students read, they look for important ideas to add to their graphic organizers. This process helps them begin to comprehend the text.
    - Reread: Rereading allows students to find more ideas to add to their organizers to ensure that they have understood all the important and supporting ideas within a text. This additional step in reading ensures full comprehension of the text.
    - Summarize: Summarizing what has been read lets students finalize their understanding. Putting ideas into a complete answer allows them to demonstrate what they have learned from the text.

READING COMPREHENSION		
Green Flags	**Red Flags**	**Success for All Program Alignment**
The foundation for reading comprehension is built through rich read-aloud experiences before children are able to read independently	The foundation for reading comprehension emphasizes strategy instruction in text before children are able to read independently.	The teacher uses a text (from the student reading or an outside text) to model, prompt, or elicit targeted-skill use when reading. Listening Comprehension is a teacher-led, yet highly interactive part of the lesson that motivates students by generating interest and helping them make connections to the text, their prior knowledge, and the text ideas picked up through the readings. Listening Comprehension also teaches and scaffolds understanding of the reading goal across the cycle. The teacher uses think alouds to teach and model the reading goal within the context of the text. Listening Comprehension further prepares students for partner and silent reading by allowing them to see the targeted skills and strategies applied to the text.
Emphasis on direct teaching of comprehension strategies via gradual release of responsibility (I do, we do, you do) using appropriate instructional text.	Emphasis on independent reading and book choice; no evidence of direct teaching of comprehension strategies.	Every Success for All program uses the Cycle of Effective Instruction to structure lessons and allow for the release of responsibility to students. Targeted Treasure Hunt lessons are classified by their level of targeted skill instruction. The level of instruction of targeted skills grows within and across grade levels in the trade book curriculum. The goal is to move students from extensive modeling of the skill, to working with partners after a small amount of modeling, to discussing it within their teams independently. The levels of skill instruction are: • Introduction and Definition • Prompt and Reinforce • Independent Use Listening Comprehension helps to scaffold understanding of the reading goal across the cycle. The teacher uses think alouds to teach and model the reading goal within the context of the text before releasing students for partner and silent reading by allowing them to see the targeted skills and strategies applied to the text. See the Appendix for a link to the Reading Wings Trade Book Targeted Skills Scope and Sequence.

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Materials for comprehension instruction include sufficiently complex literary and informational texts.	Materials for comprehension instruction are predominantly leveled texts and repetitive patterned texts.	The Reading Wings curriculum utilizes a wide range of complex literary and informational texts. This program takes multiple measures into account when selecting texts: • qualitative dimensions of text complexity • quantitative dimensions of text complexity • reader and task considerations

SUCCESS FOR ALL PROGRAM NOTES

- The Cycle of Effective Instruction: This process is made of four components that guide instruction.
  - Active Instruction
    - Teach
    - Model
    - Guide Practice
  - Teamwork
    - Prompt
    - Reinforce
  - Assessment
    - Monitor
    - Assess
  - Celebration
    - Recognize
    - Celebrate
- Leveling Trade Books: The following measures are used to select trade books for Reading Wings:
  - Qualitative dimensions of text complexity: The SFAF development team assesses a text based on its level of meaning or purpose, structure, language conventionality and clarity, and the level of background knowledge that comprehension of the text requires to assign a qualitative estimate of level for each trade book. This assessment is helpful, especially when there are variations in the quantitative assessments of a text.
  - Quantitative dimensions of text complexity: There are various quantitative leveling systems that can be used to determine the placement of texts, none of which should be used to independently measure the level of text. These systems use various algorithms, many of them based on word and sentence length, to determine a text's level of complexity. Since these systems differ, they often arrive at different determinations of level. Thus, it is important to take into account multiple quantitative measures when leveling a trade book. As recommended by college and career readiness standards, the SFAF development team uses multiple quantitative measures, such as Lexile scores, Flesch-Kincaid, Accelerated Reader, and Scholastic, to make a full quantitative assessment of each trade book's level.
  - Reader and task considerations: The SFAF development team takes into account the trade book's content, in addition to the instructed skill and the level of skill use the reader should demonstrate when reading the text. For example, if a quantitative measure places a text at the early fourth-grade level, but the targeted skill for the lesson is sophisticated, such as independent use of identifying and describing the mood of a story, then that text may be placed toward the end of the fourth-grade curriculum.

WRITING		
Handwriting		
Green Flags	**Red Flags**	**Success for All Program Alignment**
There is explicit instruction related to letter formation, posture, grip, and opportunities for cumulative practice.	There is no direct instruction in handwriting.	Two-Minute Edit: This is an opening activity included in Targeted Treasure Hunts after day 1 of multiday cycles. These activities are used to teach and reinforce grammar/mechanics skills. Teachers prepare sentences that reflect common errors observed in students' daily writing, such as Adventures in Writing, meaningful sentences, or Write-On answers. The sentence is displayed as students enter the classroom. Teams work together to identify and orally correct errors in the sentence. To conduct a Two-Minute Edit: • Identify a grammatical or mechanical problem from students' writing. • Prepare in advance a sentence that illustrates the issue(s) identified (no more than four errors per sentence). • Display the sentence, and indicate how many errors students should find. • Have teams work together briefly to find and orally correct errors using team consensus. • Use Random Reporter to have students share their team's findings. • Give immediate, corrective feedback. • Award team celebration points. • Encourage students to integrate the skill into their daily writing.
Handwriting instruction utilizes lined paper that guides letters formation.	Unlined paper and picture paper are featured.	Students complete writing activities in a writing journal or on scrap paper, which may be lined to help students with editing and revising their writing.
Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning.	Handwriting instruction is treated as an isolated add-on.	Both Two-Minute Edit and Adventures in Writing provide opportunities for students to practice writing and revising their writing to make corrections to writing mechanics.

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Spelling		
Green Flags	**Red Flags**	**Success for All Program Alignment**
There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence in K-1.	No evidence of explicit spelling instruction; scope and sequence is not aligned with any other aspect of instruction.	During Two-Minute Edit and Adventures in Writing, students are encouraged to review and revise writing to make corrections to spelling. Teachers can create an editing checklist to use with their students to identify what kinds of errors they should look for as they edit. As students write, they should use the same skills and strategies to sound out words and blend sounds as they use while reading.
Patterns taught for decoding are also practiced in encoding/spelling lessons.	Patterns in decoding are not featured in encoding/spelling; spelling lists are relatively random.	During Two-Minute Edit and Adventures in Writing, students are encouraged to review and revise writing to make corrections to spelling. Teachers can create an editing checklist to use with their students to identify what kinds of errors they should look for as they edit. As students write, they should use the same skills and strategies to sound out words and blend sounds as they use while reading.
Composition		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Writing is taught through a gradual release of responsibility (I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas before drafting.	Writing prompts are provided with little time for modeling, planning, and brainstorming ideas.	Reading Wings provides several opportunities for students to write for a variety of purposes throughout Targeted Treasure Hunt lessons. Components in which this occurs include: • Two-Minute Edit • Write-On question in Team Talk • meaningful sentences in Word Power • Student Test • Adventures in Writing The Adventures in Writing component takes place on the last day of each lesson cycle. The Adventures in Writing process includes: • Build Background • Planning • Drafting • Sharing, Responding, and Revising

		• Editing • Rewriting Additionally, Two trade book and basal lessons in each grade level have a research Adventures in Writing activity, extending the cycle by four days. During research lessons, students follow six steps to perform good research: • Choose a research question—Students use a process to generate researchable questions. • Select a scoring guide— Students decide whether they are writing to inform or explain, or writing to state an opinion, and select the scoring guide that matches their purpose. They then receive instruction in targeted research skills. • Start searching—Students begin researching to find relevant information that will help answer their question. • Write an answer to a research question—Students write their answers to their questions in one or more paragraphs as directed. • Present—Students prepare and deliver a presentation of their findings. They also give and receive feedback on the research process and work. • Evaluate—Students are evaluated by teachers who collect and score their work.
Writing is structured; models and graphic organizers are provided to support composition and promote executive functioning.	Writing is primarily unstructured, with few models or graphic organizers.	Reading Wings provides opportunities for structured writing activities during Adventures in Writing. All Adventures in Writing activities take students through the planning process, which includes selecting and using a graphic organizer best suited to the writing activity format. Graphic organizers may include: • webs • story maps • idea trees • T-charts • sequence chains

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Conventions of print, grammar, and syntax (sentence structure) are taught explicitly in the context of writing.	Conventions, grammar and sentence structure are not taught or are taught implicitly or opportunistically	Reading Wings lessons promote the use of the conventions of print, grammar, and syntax in all writing components. Teachers model the use of standard English for students in their own speaking and writing. • Two-Minute Edit lessons provide teachers opportunities to model and correct students' grammar and mechanics. • Adventures in Writing provides students with additional instruction in grammar or mechanics during the drafting, sharing, responding, and revising, and editing sections of the lesson.
Writing instruction includes a variety of text types (narrative, informational, persuasive).	Writing instruction is primarily narrative or unstructured choice.	The Reading Wings Adventures in Writing component provides students opportunities to write a variety of text types, including narrative, informational, or persuasive. See the Appendix for a link to the Reading Wings Trade Book Adventures in Writing Scope and Sequence.

SUCCESS FOR ALL PROGRAM NOTES

- Adventures in Writing: Adventures in Writing occurs on the last day, or last four days for lessons with research, of multiday cycles and in one-day writing lessons for basal lessons.
  - The entire writing process—planning; drafting; sharing, responding, and revising; editing; and rewriting—takes place in each of these lessons. Having days set aside just for writing allows for:
    - focus on specific writing skills and applications presented through Build Background;
    - clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities;
    - opportunities to address activity-specific writing techniques and/or grammatical practices;
    - opportunities to address and practice editing for specific and commonly seen writing errors; and
    - varied and enhanced writing opportunities, including multicycle writing activities.
  - Adventures in Writing activities are linked to the student reading text. The activities are designed to extend students' thinking about certain concepts or skills, provide instruction in different types of writing, and engage students in working through the writing process in a cooperative setting. These activities are highly structured and include detailed prompts, scoring guides, and examples of graphic organizers that students create during planning.
  - During Adventures in Writing lessons, Build Background activities provide instruction on focusing on a topic, addressing a specific audience, stating a clear purpose, or aligning with a specific format. For example, if the student writing activity is to write a formal letter, Build Background includes a sample formal letter and prompts students to identify specific aspects of the format, including a date, greeting, body, and closing. Incorporating this extra instruction provides greater alignment with many state standards, which call for specific instruction of these writing elements.
  - During Planning in Adventures in Writing lessons, students see the writing prompt, scoring guide, and a sample graphic organizer. These help guide the activity in the classroom and provide students with direction on how to begin their writing and how to give feedback throughout the activity.
  - During drafting; sharing, responding, and revising; editing; and rewriting, students can receive added instruction in certain writing skills and practices. For example, in the formal-letter writing activity, the added instruction could exist in Drafting and include brief instruction on proper capitalization in letter writing. The addition of added instruction in writing skills and practices also fulfills state standards that ask for instruction in specific techniques.

- After completing an Adventures in Writing activity, students turn in their writing for a score. The teacher uses the scoring guide to assess students' writing and records the scores on the teacher cycle record form. Team averages appear on the next cycle's team score sheet. Adventures in Writing scores are also factored into the Reading Wings Classroom Assessment Summary.
- Two trade book and basal lessons in each grade level have a research Adventures in Writing activity, extending those lessons to nine and eight days respectively. During research lessons, students follow six steps to perform good research:
  - Choose a research question—Students use a process to generate researchable questions.
  - Select a scoring guide— Students decide whether they are writing to inform or explain, or writing to state an opinion, and select the scoring guide that matches their purpose. They then receive instruction in targeted research skills.
  - Start searching—Students begin researching to find relevant information that will help answer their question.
  - Write an answer to a research question—Students write their answers to their questions in one or more paragraphs as directed.
  - Present—Students prepare and deliver a presentation of their findings. They also give and receive feedback on the research process and work.
  - Evaluate—Students are evaluated by teachers who collect and score their work.
  - These lessons are meant to introduce students to the research process and only generate short products that prepare them for more extensive research in content-area classes. Teachers may find it helpful to plan ahead for research lessons and gather sources of information related to the research topic, arrange for library visits, or for students to use computers to research information on the Internet.

- Write-On Questions: One Team Talk question per day and the Targeted Skill question on the Student Test are designated as Write-On questions. Students' text comprehension is reflected in their responses to these questions. Top-scoring responses show that students can write complete, correct answers that give evidence or show use of background knowledge—skills integral in effective writing. To prepare to answer these questions, students underline key words and phrases that help them to understand the meaning of the question and discuss it in their teams. Student writing on instructional days is guided by the Write-On rubric.
  - 100---Write a complete, correct answer that gives evidence or shows use of background knowledge.
  - 90---Write a complete, correct answer in a full sentence with the question stem.
  - 80---Write a correct answer that makes sense.

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ASSESSMENT		
Green Flags	**Red Flags**	**Success for All Program Alignment**
Assessments include screening, diagnostic, and progress monitoring.	Assessments result in benchmarks according to a leveled text gradient.	Assessment in Reading Wings includes assessments used to track student progress in vocabulary, fluency, comprehension, and use of monitoring strategies. Assessment provides students and teachers with feedback and opportunities to revise their performance of the desired student outcomes. Students are individually assessed on comprehension and word-study skills. Their performance on these assessments is monitored and tracked to determine their mastery and progress over a period of time. All data is collected on the Member Center, which provides useful reports on student progress. These assessments include the following: • Comprehension test • Vocabulary test • Adventures in Writing assignment • Formal fluency score (wcpm)

Foundational skills assessments identify students' instructional needs.	Foundational skills assessments are primarily running records (or similar assessments that focus on assessment of high frequency words and can be read by looking at the first letter or blend and confirming with picture support).	The Student Test at the end of each cycle consists of two parts: the comprehension questions and Word Power, which are each worth 100 points. Individual scores for each of these are recorded on the teacher cycle record form.
		• Comprehension
		  ○ Comprehension questions are based on a cold read.
		  ○ The answer to the Write-On (targeted skill) question is collected, recorded on the teacher cycle record form, and factored into the Class Summary of Targeted Skills report.
		  ○ The answers to the skill question help to determine when students have mastered each targeted skill.
		• Word Power
		  ○ Skill-practice questions vary depending on the Word Power skill for the cycle.
		  ○ Building-meaning questions focus students on their comprehension of the cycle vocabulary. Students write a meaningful sentence and

		complete cloze and multiple-choice items to demonstrate understanding.
Phonics skills are assessed using both real and nonsense words in all syllable patterns.	Phonics skills are assessed using real words only.	During the Story Test, students are assessed on the Word Power skill, which includes: • chunking (syllable patterns) • compound words • consonant blends • digraphs • diphthongs • irregular vowel patterns • prefixes and suffixes • r-controlled vowels • word families

Normed ORF (Oral Reading Fluency) assessments are used.	Normed ORF assessments are not available.	The Reading Wings program has informal and formal assessments for fluency.
		• Informal assessment:
		  ○ Students read aloud to each other for 1 minute each and use the fluency rubric to provide feedback, but no score.
		  ○ Students read aloud to the teacher, who uses the rubric to record a fluency score on the Teacher Cycle Record Form.
		• Formal assessment:
		  ○ Formal fluency assessments to measure words correct per minute (WCPM) should be administered at least once a quarter. Formal fluency assessment takes place during Partner Reading with students reading unfamiliar text.
		
		Success for All recommends that teachers use DIBLES (Dynamic Indicators of Basic Early Literacy Skills) or another proven assessment to measure and assess fluency in their students as needed.

GLOSSARY • Normed: A normed assessment results in scores that are norm-referenced; test takers' scores can be compared in relation to how others in that same age/grade group performed. It allows results to have meaningful interpretation and it allows educators to understand if a student is performing below, at, or above expectations.		
SUCCESS FOR ALL PROGRAM NOTES		

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- Assessment Day: Assessment day provides teachers and students with an opportunity to assess their understanding of the targeted strategy/skill, their vocabulary words, and their overall comprehension of the text. On assessment day, the teacher guides students as they build background and prepare for the test. The teacher prompts students to look at the skill question on the test and underline key words and phrases like they did in Team Talk throughout the cycle.
    - During the test, students read independently as they apply their strategy use and add relevant information to the graphic organizer. Students then complete the comprehension test and vocabulary test. When they are finished, the teacher collects their answers, but students retain their test questions and graphic organizers.
    - After the test, students participate in Team Discussion. Teams discuss strategy use, answers to test questions, and any additions to their graphic organizers. Using a different color pen, students add any information that they want to include to enhance their answers. Then the teacher leads a whole-class discussion of strategy use, answers to test questions, and any additions to the graphic organizers. Students have the opportunity to share what they added to their skill-question answers. The teacher also conducts the Vocabulary Vault section of the lesson. Students write the Vocabulary Vault words for which they receive team celebration points on their team score sheets.
    - The Student Test at the end of each cycle consists of two parts: the comprehension questions and Word Power, which are each worth 100 points. Individual scores for each of these are recorded on the teacher cycle record form.
        - Comprehension
            - Comprehension questions are based on a cold read. For literature cycles, this is a previously unread part of the text that students have read throughout the cycle. For informational cycles, the test passage is a new text to which students apply the TIGRRS process. Questions consist of short answer and multiple choice and address a variety of skills. However, one question is labeled as the skill question. Before the test, students underline key words and phrases, as they did for Write-On questions throughout the cycle. After the test, they can add information to their answers with different color ink, but their score is based on their initial answer. Data from this question is collected, recorded on the teacher cycle record form, and factored into the Class Summary of Targeted Skills report. The answers to the skill question help to determine when students have mastered each targeted skill. Comprehension questions ensure that students can not only apply a variety of skills, but that they have also understood what they have read.
        - Word Power
            - Word Power consists of skill-practice and building-meaning questions. Skill-practice questions vary depending on the Word Power skill for the cycle. Building-meaning questions focus students on their comprehension of the cycle vocabulary. Students write a meaningful sentence and complete cloze and multiple-choice items to demonstrate understanding.
- Data Tools and Reports: Through schoolwide use of the Member Center reading-program tools, teachers and school leaders collect and manage classroom information with online tools and summary reports. Below is a brief description of these tools and reports:
    - Team score sheets: These support good team discussion and guide motivating feedback, are used throughout the lesson cycle to record team scores. Prepopulated classroom goals, lesson titles, student names, and previous team averages are generated by the Member Center.
    - The teacher cycle record form: This is used to record team points, individual scores, and bonus points throughout the lesson cycle. After teachers enter the classroom data in the Member Center, scores are calculated, averaged, and summarized into related reports, such as the teacher cycle results report.
    - Celebration certificates: Based upon the teacher cycle record form scores, these are used to celebrate team averages and individual achievement at the end of each lesson cycle. They provide concrete feedback about how individual performance contributes to the team's success and how team study results in individual achievement and accountability.
    - Classroom assessment summary reports: These are based upon scores averaged from the teacher cycle record forms. They summarize achievement at the individual student and whole-class level and are used to track progress, determine mastery, and recommend placement.
    - Homeroom summary report: This shows previous grading-period averages, mastery, and placement for all of a homeroom teacher's students.

- Reading teacher roster: This is provided to the reading teacher at the beginning of the new grading period, reports student averages, mastery, and placement of regrouped students, many of whom may have come from other teachers' reading groups.
- Individual student progress notes: These are shared with parents to report student scores for the previous grading period, explain what the scores are about, and suggest home activities that will provide continued practice with reading skills.
- Cumulative strategy mastery reports: These summarize class or individual student mastery, over time, of substrategies related to clarifying, questioning, predicting, and summarizing.

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OVERALL INSTRUCTIONAL DESIGN		
Green Flags	**Red Flags**	**Success for All Program Alignment**
There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of foundational skills taught in an explicit system. The system features application of taught skills in real reading and writing.	The instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded teaching of foundational skills.	Reading Wings includes lessons for trade books or basal series to teach reading. Trade book and basal customers use strategy lessons called the Savvy Reader. These lessons introduce students to the four core comprehension-monitoring strategies in addition to instructional processes and routines. All Reading Wings classrooms begin with the Savvy Reader—Clarifying every year, and they continue to grow their strategy instruction across years of implementation. However, strategy instruction does not exist only in the Savvy Reader lessons; it carries across all lessons and is prompted with the use of Member Center data tools. The basis of student progress in Reading Wings is cooperative learning. Cooperative learning refers to a set of instructional methods in which students work in small, mixed-ability learning teams to achieve a common goal. The students in each team are responsible not only for their own learning, but also for helping teammates learn. Dr. Robert Slavin and his colleagues at Johns Hopkins University dedicated more than twenty-five years to the research and development of cooperative-learning methods. To ensure that each team member values the learning goal, teamwork, and the team's success in achieving the learning goal, their research concluded that the following three central concepts must be present: • individual accountability; • equal opportunities for success; • team recognition. These interrelated concepts increase motivation and student engagement by providing opportunities for cognitive elaboration, increasing opportunities to develop appropriate experiences, and increasing social cohesion. Cooperative learning offers opportunities for students to discuss, share ideas, organize their thoughts, and work with other students. It lets them try out new

		ideas in a small group before speaking to the whole class or finishing a written product. Research shows that such opportunities for cognitive rehearsal, clarifying, and reteaching have a positive effect on academic achievement. Implemented consistently in the classroom, cooperative learning establishes routines that make it comfortable for students to explain their thinking to others and lay a strong foundation for strategy learning. Further, research has shown that using cooperative learning in the classroom has positive effects on academic achievement, interethnic relationships, the development of English proficiency, acceptance of mainstreamed academically challenged students, self-esteem, liking of self and others, and attitudes toward school and teachers.

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Appendix

KinderCorner Documents

- KinderCorner 2nd Edition Plus Letter-Sound Introduction Scope and Sequence
- KinderCorner 2nd Edition Plus Scope and Sequence-- Reading and Writing
- KinderCorner 2nd Edition Plus Instructional Process Chart

Reading Roots Documents

- Reading Between the Lions: Reading Roots 5th Edition FastTrack Phonics Scope and Sequence
- Reading Between the Lions: Reading Roots 5th Edition Shared Story and FastTrack Phonics Scope and Sequence
- Reading Between the Lions: Reading Roots 5th Edition Instructional Process Chart
- Reading Between the Lions: Reading Roots 5th Edition Adventures in Writing Prompts
- Reading Between the Lions: Reading Roots 5th Edition Shared Story and STaR titles

Reading Wings Documents

- Reading Wings 4th Edition Trade Book Word Power Scope and Sequence
- Reading Wings 4th Edition Trade Book Targeted Skill Scope and Sequence
- Reading Wings 4th Edition Trade Book Adventures in Writing Scope and Sequence
- Reading Wings 4th Edition Instructional Process Chart