

Structured Literacy

INSTRUCTIONAL MATERIAL REVIEW RUBRIC



The supplemental instructional materials on the [adopted list](#) provides Local Education Agencies (LEAs) with information on supplemental materials for Structured Literacy. Unlike comprehensive core materials, which are reviewed by New Mexico educators for quality and alignment to standards, supplemental materials are not reviewed. The list reflects all materials that were submitted by publishers in response to the state Request for Applications (RFA).

In English Language Arts (ELA), NMPED conducts reviews of comprehensive instructional materials submitted for core designation to identify programs that adequately address grade level standards in all strands of ELA: reading, writing, speaking and listening, and language development. Supplemental materials, which are not reviewed by NMPED, attend to one or more (but not all) of these literacy strands. In this case, supplemental materials are designed to provide support in Structured Literacy instruction.

Per SB398, each school district and charter school is required to provide timely, appropriate, systematic, scientific, evidence-based interventions for students displaying characteristics of dyslexia. While some comprehensive programs include

The Simple View of Reading



Structured Literacy components, supplements may be required for intervention or when core materials do not adequately address Structured Literacy. The supplemental instructional materials on the adopted list have not been reviewed for quality and alignment, so school districts/charter schools should conduct their own review to ensure they meet local needs. NMPED is providing LEAs this tool that can be used to evaluate the supplemental instructional materials for components of Structured Literacy.

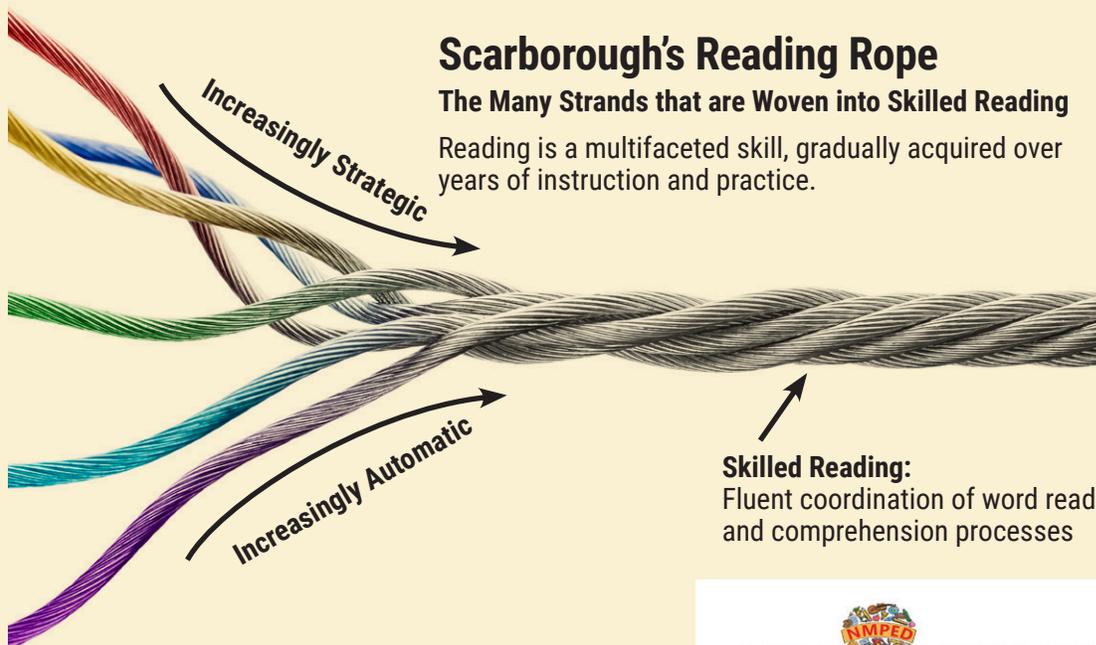
This Structured Literacy Instructional Material Review Rubric is indebted to The Reading League's Curriculum Evaluation Tool published August 2020. It uses as its foundation two representations of the cognitive development of reading skills: The Simple View of Reading (Gough and Tunmer, 1986) and Scarborough's Reading Rope (Scarborough, 2001).

Language Comprehension:

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition:

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough's Reading Rope

The Many Strands that are Woven into Skilled Reading

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Rubric

If instructional materials do not have green flags for Criteria 1, do not complete the rubric. The materials* do not meet the basic requirements for Structured Literacy.

*"materials" is used throughout the rubric to mean "instructional materials"

- [Download fillable rubric document located on the web](#)
- See glossary of terms on page 12
- Additional Resource: [Reading League Curriculum Evaluation Tool](#)

CRITERIA 1: Materials are informed by and based on the Science of Reading: Lesson Design

A. Instruction aims for fluent and accurate word recognition (automaticity), ultimately resulting in reading comprehension.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|---|-------|---|-------|
| Reading accuracy and automaticity are emphasized. | | Fluency assessment allows teachers acceptance of incorrectly decoded words if they are close in meaning to the target word. | |
| Word-level fluency practice is provided. | | Word-level fluency practice is not included. | |
| Materials explicitly acknowledge that automaticity with decoding is a necessary foundation for effective reading comprehension. | | Materials encourage students to guess at words based on the pictures, context of the passage, or first letter of the word. | |

TOTAL GREEN FLAGS _____

TOTAL RED FLAGS _____

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

B. Materials are grounded in a scientific understanding of the typical developmental progression of language skills and the relationship between the development of oral and written language skills.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|--|-------|---|-------|
| 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 using strategies such as context clues to guess at meaning in text before children are able to read independently. | |
| Materials provide professional development and/or background information about reading science principles such as the Simple View of Reading and Scarborough’s Reading Rope and their relationship to reading instruction. | | Materials do not articulate a foundation in reading science and does not specifically reference the relationship between reading science and effective reading instruction. | |

TOTAL GREEN FLAGS _____

TOTAL RED FLAGS _____

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

C. Materials emphasize the relationship between oral language and written language in explicit instruction that progresses from speech to print by addressing phonetics and phonology, orthography (decoding and encoding based on predictable word patterns), syllables, morphology, semantics, syntax, and pragmatics.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|---|-------|--|-------|
| 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. | |
| Materials explicitly acknowledge and provide opportunities for explicit instruction and practice of oral comprehension and oral language development as a foundational skill. | | Oral comprehension and oral language development is not explicitly addressed or practiced. | |

TOTAL GREEN FLAGS _____

TOTAL RED FLAGS _____

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

CRITERIA 2: Materials reflect evidence-based teaching principles: Lesson Delivery

A. Standards for the training of educators and implementation fidelity are explicitly defined.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|--|-------|---|-------|
| Materials include professional development opportunities and explicit guidance for implementation, coaching, and evaluation. | | Materials do not include professional development opportunities or guidance for implementation, coaching, and evaluation. | |

TOTAL GREEN FLAGS _____

TOTAL RED FLAGS _____

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

B. Materials provide systematic and cumulative reading instruction that progress from prerequisite skills to more advanced skills.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|--|-------|---|-------|
| There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of foundational skills taught in an explicit system. | | No scope and sequence is provided, or the scope and sequence is not rationalized by the science of reading. | |
| Letters are taught in a sequence that allows for the composition of cvc words in order to move toward decoding and encoding words. | | Letters are taught in alphabetical order or in some other order that does not lead to cvc word formation as letters are taught. | |
| Single letter graphemes are taught before 2, 3 and 4 letter graphemes. | | The progression of graphemes is not consistent and jumps around from more complex patterns to less complex patterns. | |
| Short vowel sounds are taught and practiced to automaticity before long vowel sounds. | | More than one sound of a vowel is introduced in succession or at the same time. | |
| Each long vowel pattern is taught and practiced to automaticity before introducing another way of making that long vowel sound. | | More than one long vowel pattern is introduced at a time, or less common patterns are introduced before more common ones. | |
| The system features application of taught skills in real reading and writing. | | The system does not provide application of skills to real reading and writing. | |

TOTAL GREEN FLAGS _____

TOTAL RED FLAGS _____

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

C. Materials use explicit instruction, focused on one language concept at a time. Materials provide opportunities for guided practice, teacher feedback, and independent practice of the skills taught. The “Gradual Release of Responsibility” (I Do, We Do, You Do) is used.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|---|-------|--|-------|
| There is emphasis on direct teaching of all elements of Structured Literacy via gradual release of responsibility (I Do, We Do, You Do) providing guided practice to automaticity. Materials provide teachers with explicit guidance or script to teach each concept in a systematic, cumulative way. | | Learning is intended to take place through “I Do–You Do” or through guided discovery rather than through explicit gradual release of responsibility. | |
| Practical application of taught skills is provided in a structured, teacher directed way. | | Emphasis on independent reading of leveled readers and book choice not correlated to skills taught. | |

TOTAL GREEN FLAGS _____

TOTAL RED FLAGS _____

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

D. Materials allow teachers to engage in diagnostic teaching, using formal and informal assessment to continuously monitor progress and identify the skill level and needs of each student.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|--|-------|--|-------|
| Materials include pre/post testing and intermittent progress monitoring. | | Materials do not contain pre/post tests or intermittent progress monitoring. | |
| Phonics skills are assessed using both real and nonsense words in all syllable patterns. | | Materials do not contain nonsense words. | |
| Normed ORF (Oral Reading Fluency) assessments are used. | | Reading fluency assessments are not provided. | |
| | | Assessments result in benchmarks according to a leveled text gradient. | |
| | | 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). | |
| TOTAL GREEN FLAGS _____ | | TOTAL RED FLAGS _____ | |

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

E. Materials provide multisensory/multimodal methods of instruction that simultaneously activate the visual, auditory, kinesthetic, and tactile modes of learning.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|---|-------|---|-------|
| Materials include a multisensory tool or explicit directions about how to use multisensory tools to support student learning. | | Materials do not include or reference multisensory tools. | |
| TOTAL GREEN FLAGS _____ | | TOTAL RED FLAGS _____ | |

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

F. Includes guidance on homogeneous groupings based on skill area(s) of need.

| GREEN FLAGS | | TOTAL | RED FLAGS | | TOTAL |
|---|---|---|--|--|-------|
| Materials make specific suggestions about using assessments to identify student skill levels and use small groups for effective instruction in these areas of need. | | | Materials do not address using assessments to guide instruction in small groups. | | |
| TOTAL GREEN FLAGS _____ | | | TOTAL RED FLAGS _____ | | |
| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS | | |
| | | | | | |

CRITERIA 3: Materials reflect all the evidence-based elements of Structured Literacy.

A. Materials provide direct instruction in phonological and phonemic awareness.

| GREEN FLAGS | | TOTAL | RED FLAGS | | TOTAL |
|--|---|---|---|--|-------|
| 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). | | |
| 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. | | |
| 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 awareness is taught directly, explicitly, and systematically. | | | Phonemic awareness is taught implicitly and briefly. | | |
| When phoneme awareness is taught, awareness of individual phonemes is practiced prior to connecting to corresponding graphemes (letters). | | | Phoneme identification is not practiced separately from graphemes (letters). | | |
| All levels of phonological and phoneme awareness are assessed and monitored regularly. | | | Phonological and phoneme awareness are not assessed and monitored regularly. | | |
| TOTAL GREEN FLAGS _____ | | | TOTAL RED FLAGS _____ | | |
| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS | | |
| | | | | | |

B. Materials provide direct instruction in sound/symbol instruction.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|--|-------|---|-------|
| 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. | |
| Phonics instruction is robust with explicit instruction, cumulative review, and application in reading and writing. | | Phonics instruction takes place in short “mini-lessons.” | |
| 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. | |
| Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding. | | Segmenting and blending are not explicitly taught nor practiced. | |
| Opportunities to practice decoding words in isolation are provided. | | No opportunities for word-level decoding practice are provided. | |
| 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. | |
| 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. | |

TOTAL GREEN FLAGS _____

TOTAL RED FLAGS _____

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

C. Materials provide direct instruction in the six syllable types.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|--|-------|--|-------|
| 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. | |
| Instruction includes the six syllable types (Closed, Open, Vowel-Consonant-e, Vowel Teams, Vowel-r, Consonant -le) and word analysis skills for multisyllabic words. | | Instruction in phonics ends once letter-sound correspondences are taught. | |
| Opportunities to practice decoding words in isolation are provided. | | No opportunities for word-level decoding practice are provided. | |
| 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. | |
| Phonics skills are practiced by applying syllable type knowledge in decodable texts that match the six syllable types taught, securing phonic decoding. | | Texts are predictable, leveled and include phonic elements that have not been taught, encouraging memorizing patterns and using picture clues rather than phonic decoding. | |

TOTAL GREEN FLAGS _____

TOTAL RED FLAGS _____

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

Six Syllable Types

| | RULES | EXAMPLES |
|---------------------------------------|--|------------------|
| 1 Closed | Ends in at least 1 consonant. Contains 1 vowel. The vowel is short. | Cat, let, tickle |
| 2 Open | Ends in 1 vowel. Vowel is long. | Go, tiger |
| 3 Vowel-consonant-e (VCE) | 1 vowel followed by one consonant A final magic e The vowel is long. | Make, like, ride |
| 4 Vowel-r controlled | The letter r follows the vowel. The vowel sound is changed by the r. | Car, lurk, stir |
| 5 Vowel pairs or teams | Two adjacent vowels Sounds must be learned individually because they aren't always the same (ie: sometimes ea has a long e sound, sometimes a short e sound). Includes diphthongs: a vowel pair that makes a brand new sound | Rail, leap, toil |
| 6 Final stable syllable (C-le) | A final consonant -le OR a reliable unit such as "tion" Accent usually on the preceding syllable | Bubble, station |

D. Materials provide direct instruction in orthography (spelling patterns and rules).

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|---|-------|--|-------|
| Instruction includes word families and word analysis skills for reading multisyllabic words. | | Instruction in phonics ends once letter-sound correspondences are taught. | |
| Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding. | | Segmenting and blending are not explicitly taught nor practiced. | |
| Opportunities to practice encoding words in isolation and in sentence writing are provided. | | No opportunities for word and sentence level encoding practice are provided. | |
| TOTAL GREEN FLAGS _____ | | TOTAL RED FLAGS _____ | |

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

E. Materials provide direct instruction in morphology.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|--|-------|---|-------|
| Instruction is explicit and includes morphemes (prefixes, suffixes, roots, combining word forms) and word analysis skills for reading multisyllabic words. | | Explicit instruction in morphology is not apparent. | |
| TOTAL GREEN FLAGS _____ | | TOTAL RED FLAGS _____ | |

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

F. Materials provide direct instruction in grammar and syntax.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|--|-------|---|-------|
| There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure). | | There is not a clear scope and sequence for teaching; conventions of print, grammar, and syntax are taught implicitly or opportunistically. | |

TOTAL GREEN FLAGS _____

TOTAL RED FLAGS _____

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

G. Materials provide opportunities for students to practice reading fluency using controlled texts.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|---|-------|--|-------|
| Instruction includes teacher-led modeling, oral reading by students, and immediate feedback. | | Instruction focuses primarily on student silent reading. | |
| Phonics skills are practiced by applying syllable type knowledge in decodable texts that match the six syllable types taught, securing phonic decoding. | | Texts are predictable, leveled, and include phonics elements that have not been taught, encouraging memorizing patterns and using picture clues rather than phonic decoding. | |
| Reading accuracy and automaticity are emphasized. | | Rate is emphasized over accuracy; attention is given to students reading words quickly. | |
| Word-level fluency practice is provided. | | Word-level fluency practice is not provided. Fluency is viewed only as text-reading 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. | |
| 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. | |

TOTAL GREEN FLAGS _____

TOTAL RED FLAGS _____

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

H. Materials provide direct instruction in vocabulary.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|---|-------|---|-------|
| 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. | |
| 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. | |
| 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. | |
| Explicit instruction in morphology is provided. | | Explicit instruction in morphology is not apparent. | |
| TOTAL GREEN FLAGS _____ | | TOTAL RED FLAGS _____ | |

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

I. Materials provide direct instruction in oral reading and language comprehension.

| GREEN FLAGS | TOTAL | RED FLAGS | TOTAL |
|--|-------|---|-------|
| 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. | |
| 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. | |
| TOTAL GREEN FLAGS _____ | | TOTAL RED FLAGS _____ | |

| MEETS CRITERIA (all green flags) | PARTIALLY MEETS CRITERIA (mostly green flags—note which criteria it does not have) | DOES NOT MEET CRITERIA (mostly or all red flags) | COMMENTS/MISSING ELEMENTS |
|-------------------------------------|---|---|---------------------------|
| | | | |

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.

Background Knowledge: A specific subset of knowledge needed to comprehend a particular situation, lesson, or text.

Diagnostic Teaching: Diagnostic teaching refers to a process in which teachers first identify and diagnose their students' academic abilities and limitations, then prescribe an appropriate course of action to address areas of weakness. Assessment is critical in this process to determine if the prescribed course of action has been successful.

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.

Expository: Text that provides factual information about a topic.

Fluency: Fluency refers to a reader's rate plus accuracy. In Structured Literacy, accuracy is emphasized over rate until automaticity is reached.

Formal Assessments: Formal assessments are the systematic, data-based tests that measure what and how well the students have learned. Formal assessments determine the students' proficiency or mastery of the content, and can be used for comparisons against certain standards.

Gradual Release of Responsibility: Teacher provides modeling (I Do) and many opportunities for guided practice (We Do), before students are asked to complete a task independently (You Do).

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).

Implicit: Implicit instruction does not provide direct or specific guidance on what is to be learned.

Informal Assessments: Informal assessments are those spontaneous forms of assessment that can easily be incorporated in the day-to-day classroom activities and that measure the students' performance and progress. Informal assessments are content and performance driven.

Morpheme: the smallest meaningful unit of a word.

Morphology: the system of meaningful parts that make up words.

Multisensory Methods: Multisensory methods of teaching simultaneously activate the auditory, visual, kinesthetic, and tactile to activate all parts of the brain. Research demonstrates that multisensory methods lead to better retention of material, particularly for students with learning disabilities.

Narrative: Text that relates a series of events—can include fiction and nonfiction.

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.

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: The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.

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.

Scarborough's Reading Rope: (See page 1) A visual representation of the relationship between Language Comprehension and Decoding/Word Recognition that emphasizes the complex and interconnected development of reading skills that ultimately leads to reading comprehension.

Simple View of Reading: (See page 1)
Decoding x Language Comprehension = Reading Comprehension

Systematic: The materials follow a sequence beginning with the easiest/basic elements preceding the most difficult.

Six Syllable Types: (See page 8) Closed, open, vowel-consonant-e (VCE), vowel-r controlled, vowel pairs or teams, final stable syllable (C-le)

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).