



K-3 Core Instructional Analysis Tool

District:

Date:

K-3 Core Instructional Resource(s):

K-3 Core Instructional Analysis Tool

The Core Instruction Analysis Tool provides a framework for districts and schools to analyze the presence of research-based components of core instruction. It can be used to analyze current core instructional approaches or to analyze approaches a district or school is considering for future use. Additionally, the tool can be used to help determine whether instructional materials and approaches consider the needs of all students, including students with disabilities and English Language Learners.

PART 1: STRUCTURE

When evaluating a core literacy program’s structure, key areas to consider are proof of efficacy based on evidence, the scope and sequence, the design of instruction and its ease of use.

Evidence-Based	Present?	Notes
<ul style="list-style-type: none"> • The Core program is based on prior scientific studies that prove efficacy through: 		
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Current and confirmed research in reading 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ The program was tested in schools and classrooms with similar demographic and learner profiles as your school 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Scope and Sequence		Notes
<ul style="list-style-type: none"> • The program is aligned to the most current version of the 	<input type="checkbox"/> Yes	



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ELA standards	<input type="checkbox"/> No	
<ul style="list-style-type: none"> Program pacing is structured in a way that allows time to implement topics effectively within the district's literacy blocks 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Instructional Design		Notes
<ul style="list-style-type: none"> The program provides explicit, systematic instruction in the primary grades (K-3) on the following dimensions: 		
<ul style="list-style-type: none"> Phonemic awareness 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Phonics and word analysis 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Fluency 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Vocabulary 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Comprehension (listening and reading) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Lesson plans allow time for: 		
<ul style="list-style-type: none"> Short review of previous learning 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Presentation of new material 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Opportunities for questions/discussions 	<input type="checkbox"/> Yes	



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	<input type="checkbox"/> No	
○ Time for modeling and examples	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Guided student practice	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Checking for student understanding	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Provides scaffolds for difficult tasks	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Require and monitor independent practice	<input type="checkbox"/> Yes <input type="checkbox"/> No	
● Supplementary materials are available, such as:		
○ Online activities (i.e. an accompanying website with activities and assessments for students)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Accompanying reading materials (i.e. leveled readers, current event magazines)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
● Differentiated activities are provided for:		
○ English Language Learners (ELLs)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Gifted and Talented	<input type="checkbox"/> Yes <input type="checkbox"/> No	



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○ Struggling learners	<input type="checkbox"/> Yes <input type="checkbox"/> No	
● Home/School Connection activities that extend learning at home are provided.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Structure Findings	



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PART 2: PHONOLOGICAL AWARENESS

Phonological awareness is the starting point for students' understanding of the alphabetic principle. The major focus of this skill development occurs in kindergarten and continues into 1st grade as students apply phonemic awareness skills to more complex letter patterns.

Instruction	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Phonological awareness skills are taught to mastery using the features of effective instruction: 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Explicit instruction with modeling 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Systematic instruction with scaffolding 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Multiple opportunities for practice of new and previously taught skills 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Immediate corrective feedback 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> Manipulatives are used to scaffold student awareness of word parts and sounds. (e.g., Students watch their mouth in a mirror while they make words and letter sounds, put their hand under their chin to feel it drop as they say syllables, and use tokens or sticky notes to represent word parts or letter sounds.). 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> Chants, poetry, songs, and rhymes are incorporated to engage students' curiosity about language and to develop metalinguistic awareness. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			



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Word Awareness	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Word Awareness is explicitly and systematically taught to mastery through: 					
<ul style="list-style-type: none"> ○ Sentence Segmentation (e.g., “Tap one time for every word you hear in the sentence: <i>I like cookies.</i>”) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> ○ Blending (e.g., “Listen as I say two small words: <i>rain... bow</i>. Put the two words together to make a bigger word.” [rainbow]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> ○ Segmentation (e.g., “Clap the word parts in <i>rainbow</i>. How many times did you clap?” [two]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> ○ Deletion (e.g., “Say <i>rainbow</i>. Now say <i>rainbow</i> without the <i>bow</i>.” [rain]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Syllable Awareness	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Syllable Awareness is explicitly and systematically taught to mastery through: 					
<ul style="list-style-type: none"> ○ Blending (e.g., “Put these word parts together to make a whole word: <i>rock•et</i>. [rocket]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No				
<ul style="list-style-type: none"> ○ Segmentation (e.g., “Clap the word parts in <i>rocket</i>. [roc•ket]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No				
<ul style="list-style-type: none"> ○ Deletion (e.g., “Say <i>pepper</i>. Now say <i>pepper</i> without the /er/ [pep]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			



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Onset-Rime Awareness	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Onset-Rime Awareness is explicitly and systematically taught to mastery through: 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Blending (e.g., “What word am I saying? /b/ ... /ig/?” [big]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Segmentation (e.g., “Say <i>big</i> in two parts.” [/b/ ... /ig/]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Phonemic Awareness	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Phonemic Awareness is explicitly and systematically taught to mastery through: 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Rhyme (e.g., “Do these two words rhyme: <i>ham</i>, <i>jam</i>?” [yes]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Isolation (e.g., “What is the first sound in <i>fan</i>?” [/f/], “What is the last sound in <i>fan</i>?” [/n/], and “What is the middle sound in <i>fan</i>?” [/a/]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Blending (e.g., “What word am I saying /b/ /i/ /g/?” [big]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Segmentation (e.g., “How many sounds in <i>big</i>?” [three] and “Say the sounds in <i>big</i>.” [/b/ /i/ /g/]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Manipulation (e.g., “The word is <i>mug</i>. Change /m/ to /r/. What is the new word? [rug]). 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			



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Assessment	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Assessments with explicit criteria are used for determining student mastery of phonological awareness skills taught during a particular unit of study. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			

Phonological Awareness Findings



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PART 3: PHONICS and WORD RECOGNITION

Phonics and word recognition skill development begins in kindergarten and continues into 1st grade as students apply letter-sound correspondence understanding to more complex letter patterns.

Instruction	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Phonics and Word Recognition skills are explicitly and systematically taught to mastery using the features of effective instruction: 					
<ul style="list-style-type: none"> ○ Explicit instruction with modeling 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ○ Systematic instruction with scaffolding 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ○ Decoding instruction with encoding taught as a reciprocal skill 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ○ Multiple opportunities for practice of new and previously taught skills in isolation and in text 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ○ Immediate corrective feedback 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Letter-Sound Correspondence	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Letter-Sound Correspondence is explicitly and systematically taught to mastery through decoding (reading) and encoding (spelling) of common sound-spelling patterns. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	



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<ul style="list-style-type: none"> Each letter of the alphabet and its corresponding sound (e.g., the letter <u>b</u> says /b/, and /b/ is spelled <u>b</u>) is explicitly and systematically taught to mastery. 	<input type="checkbox"/> Yes <input type="checkbox"/> No				
<ul style="list-style-type: none"> Common and complex letter patterns are explicitly and systematically taught to mastery, such as: <ul style="list-style-type: none"> Consonant patterns: <ul style="list-style-type: none"> consonant digraphs and trigraphs (e.g., <i>ch, sh, ng, tch</i>) blends (e.g., <i>sl, scr, ft</i>). Blends are taught as individual sounds blended together, not as a single unit. Silent-letter combinations (e.g., <i>kn, wr, gn</i>) Vowel patterns: <ul style="list-style-type: none"> vowel team (e.g., <i>oa, ea, ee, ai</i>) vowel diphthongs (e.g., <i>oi, ou</i>) r-controlled vowels (e.g., <i>ar, er, ir, or, ur</i>) long <i>e</i> (e.g., <i>ee, ie, ea, e_e</i>) 					
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			



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<ul style="list-style-type: none"> ▪ long <i>a</i> (e.g., <i>a_e</i>, <i>ai</i>, <i>ay</i>) 		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<ul style="list-style-type: none"> ▪ complex vowel-sound letter patterns (e.g., <i>igh</i>, <i>eight</i>) 				<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ○ Syllable-construction patterns - teaches syllable rules as a means of identifying vowel sounds: 					
<ul style="list-style-type: none"> ▪ Closed (VC, CVC) - a short vowel spelled with a single vowel letter and ending in one or more consonants, (e.g., <i>men</i>) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ▪ VCe – a long vowel spelled with one vowel + one consonant + silent <i>e</i>, (e.g., <i>bake</i>) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ▪ Open – ending with a long vowel sound, spelled with a single vowel letter, (e.g., <i>me</i>) 		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ▪ Vowel team – multiple letters spelling the vowel, (e.g., <i>rain</i>, <i>green</i>) 		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ▪ r-Controlled – vowel pronunciation changing before /r/, (e.g., <i>sar</i>) 		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ▪ Consonant –le – unaccented final syllable containing a consonant before <i>l</i> followed by a silent <i>e</i>, (e.g., <i>apple</i>, <i>table</i>) 		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ● Skill development increases in difficulty as reading proficiency increases (e.g., instruction progresses from VC words (e.g., <i>at</i>); to CVC words (e.g., <i>pad</i>); to CVCC words, (e.g., <i>task</i>); to CCVC words, (e.g. <i>slid</i>), to VCe words, (e.g., <i>slide</i>). 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	



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<ul style="list-style-type: none"> Phonetically controlled (decodable) text with examples of recently taught sound-spelling patterns are incorporated into lesson instruction. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Word Analysis	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Regular and irregular high-frequency words are explicitly and systematically taught to mastery. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Common word parts, their meanings, and how they combine to create words are explicitly and systematically taught to mastery, such as: 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Suffixes (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Prefixes (e.g., <i>dis</i>, <i>mis-</i>, <i>pre-</i>) 		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Contractions (e.g., <i>aren't</i>, <i>it's</i>) 		<input type="checkbox"/> Yes <input type="checkbox"/> No			
<ul style="list-style-type: none"> Syllabication strategies to decode multisyllabic words are explicitly and systematically taught, such as: 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Compound words – identify small words within a larger word 		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Syllable splitting patterns, such as VC/CV, V/CV, VC/V, and V/V to split words into syllables 		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	



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Assessment	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Assessments with explicit criteria are used for determining student mastery of phonics and word recognition skills taught during a particular unit of study. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Phonics and Word Recognition Findings



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PART 4: FLUENCY

Fluency instruction begins in kindergarten as soon as students can identify a few words, and increase as reading connected text expectations expand.

Instruction	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> ● Fluency skills are explicitly and systematically taught to mastery using the features of effective instruction: 					
<ul style="list-style-type: none"> ○ Explicit instruction with modeling 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ○ Systematic instruction with scaffolding 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ○ Multiple opportunities for practice of new and previously taught skills in isolation and in text 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ○ Immediate corrective feedback 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ● Explicit feedback approaches are provided to correct oral reading errors (accuracy and fluency). 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ● Strategies for self-correction of word reading errors, are explicitly taught. 					
Connected Text	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> ● Opportunities are provided for reading connected text daily. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ● Opportunities are provided for student interaction with a variety of connected texts, such as: 					



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○ Varied reading levels	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Diverse genres	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Wide-ranging content	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Informational and narrative text	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Instructional-level text with examples of recently taught sound-spelling patterns	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
● Practice reading connected text is incorporated into decoding instruction (e.g., Once a particular sound-spelling pattern has been taught and presented in isolated words, texts featuring words that contain the given pattern are provided.).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Oral and Silent Reading	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
● Instruction provides opportunities for oral reading practice with feedback, (e.g., choral reading; echo reading; repeated reading; individual reading into a device; and/or wide reading - a variety of text on a similar topic).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
● Lesson structure provides opportunities for teachers to hear individual students read to check for fluency.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	



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<ul style="list-style-type: none"> Text mechanics such as punctuation marks, quotation marks and italicized text are explicitly taught as to what they mean and how they impact the reading of the text. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Word-reading challenges presented in new texts are identified and practiced before reading. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Self-monitoring word-reading strategies are explicitly taught, (e.g., identify known sound-spelling patterns; sound it out; check for sense). 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Assessments with explicit criteria are used for determining student mastery of fluency skills taught during a particular unit of study. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Fluency Findings



K-3 Core Instructional Analysis Tool

PART 5: VOCABULARY

Vocabulary instruction progresses from the use of selected words from read-aloud texts to the use of connected texts. Instruction also progresses from teacher- to student-led.

Instruction	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Definitions are phrased in grade-appropriate, understandable language. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Instruction incorporates oral vocabulary teaching strategies, such as: <ul style="list-style-type: none"> Modeling of positive and negative examples, (e.g., "This is a <i>mitten</i>." or "This is not a <i>mitten</i>.") Using synonyms to equate a new word with a known word 					
<ul style="list-style-type: none"> Determining the meaning of unknown words is explicitly taught to mastery through strategies and tools such as: <ul style="list-style-type: none"> Inferring or predicting a word from the context in which it appears (contextual analysis) Determining the meaning of a word from its parts (i.e., prefixes, suffixes, roots) (morphemic analysis) Using a semantic web or graphic organizer to make connections between prior knowledge (known words) and new vocabulary. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	



K-3 Core Instructional Analysis Tool

Word Awareness	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Opportunities are provided for teachers to model "word awareness" to illustrate that words are important for providing meaning to text 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Instruction for pre-teaching meanings of words prior to text reading is provided (e.g., examples, synonyms, and definitions). 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Opportunities for reading literary and informational texts are provided regularly for exposure to vocabulary. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Explicit instruction is provided for reinforcement of word meanings by asking students to: <ul style="list-style-type: none"> Find a synonym or antonym Restate a word definition in a student's own words Make up a novel sentence with a word Classify the word with other words Relate the definition to personal experiences 					
<ul style="list-style-type: none"> Find a synonym or antonym 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Restate a word definition in a student's own words 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Make up a novel sentence with a word 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Classify the word with other words 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Relate the definition to personal experiences 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	



K-3 Core Instructional Analysis Tool

Oral Language	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Opportunities are provided to practice words multiple times in multiple ways (e.g., question prompts for vocabulary-related conversations). 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Assessments with explicit criteria are used for determining student mastery of vocabulary skills taught during a particular unit of study. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Vocabulary Findings



K-3 Core Instructional Analysis Tool

PART 6: COMPREHENSION

Comprehension instruction progresses from the use of read-aloud texts to the use of student-read texts.

Instruction	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Comprehension skills are explicitly and systematically taught to mastery using the features of effective instruction: 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Explicit instruction with modeling 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Systematic instruction with scaffolding 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Multiple opportunities for practice of new and previously taught skills in isolation and in text 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Immediate corrective feedback 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Comprehension: Read for Understanding	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
<ul style="list-style-type: none"> Comprehension strategies are explicitly and systematically taught, such as: 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Establishing a purpose for reading 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Activating prior knowledge or predicting 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Questioning 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	



K-3 Core Instructional Analysis Tool

○ Visualization	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Monitoring, clarifying, or fix-up strategies	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Drawing inferences	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Summarizing/retelling	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Comprehension: Text Structures	Gr. K	Gr. 1	Gr.2	Gr.3	Notes
● Text structures are explicitly and systematically taught to mastery to help students to identify and use the texts' organizational structure to comprehend, learn, and remember content, such as:					
○ Identifying and connecting the parts of narrative texts (i.e., characters; setting; goal; problem; plot or action; resolution; theme)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
▪ Tools are provided for identifying and connecting the parts of narrative texts (e.g., mnemonics; graphic organizers; charts)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
○ Identifying and connecting common structures of informational texts (i.e., description; sequences; problem and solution; cause and effect; compare and contrast)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	



K-3 Core Instructional Analysis Tool

<ul style="list-style-type: none"> Tools are provided tools for identifying and connecting the parts of informational texts (e.g., outlines; graphic organizers; charts) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Mentor texts are provided to support the purpose of instruction (e.g., character development [literary]; problem and solution [informational]) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Comprehension: Oral Discussion	Gr. K	Gr. 1	Gr. 2	Gr. 3	Notes
<ul style="list-style-type: none"> Question prompts and opportunities are provided to help move students from <i>locate</i> and <i>recall</i> discussions to higher-order thinking discussions during which they <i>integrate and interpret</i> and <i>critique and evaluate</i> what they have read, or in the earlier grades, what has been read to them. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Comprehension: Range of Texts	Gr. K	Gr. 1	Gr. 2	Gr. 3	Notes
<ul style="list-style-type: none"> Multiple genres of literary texts are included (e.g., fairy tales, folktales, historical fiction, poetry). 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Multiple genres of informational texts are included (e.g., biographies, articles, persuasive writings, procedural texts, documents). 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Text selections are of high quality that place appropriate demands on students' interpretive abilities including rich content (e.g., character development in literary text or elaborate detail in informational text); strong organization; and variation and richness in word choice and sentence structure. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Text selections are culturally diverse, motivating, and of high-interest. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	



K-3 Core Instructional Analysis Tool

<ul style="list-style-type: none"> Instructional-level texts are included. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Comprehension: Write about Reading	Gr. K	Gr. 1	Gr. 2	Gr. 3	Notes
<ul style="list-style-type: none"> Instruction for written response to reading is provided, such as: <ul style="list-style-type: none"> Summarizing of a text Answer questions about a text in writing, or create and answer written questions about a text Responding to a text (e.g., writing personal reactions, analyzing, and interpreting the text) 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment	Gr. K	Gr. 1	Gr. 2	Gr. 3	Notes
<ul style="list-style-type: none"> Assessments with explicit criteria are used for determining student mastery of comprehension skills taught during a particular unit of study. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Comprehension Findings



K-3 Core Instructional Analysis Tool

PART 7: ENGLISH LANGUAGE LEARNER CONSIDERATIONS

Instructional materials and approaches take into account the needs of English Language Learners.

Explicit Vocabulary Instruction	Gr. K	Gr. 1	Gr. 2	Gr. 3	Notes
<ul style="list-style-type: none"> Includes a focus on explicit instruction of vocabulary daily. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Focuses on no more than 2-3 vocabulary words per day to allow for intensive study. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Focuses on vocabulary words already known by native speakers (e.g., bank, take, sink, can). 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Vocabulary instruction is provided both before and after text reading. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Development of Academic Language/English	Gr. K	Gr. 1	Gr. 2	Gr. 3	Notes
<ul style="list-style-type: none"> Includes explicit instruction in academic English (e.g., use of “power” or “fault” as science terms) to increase understanding of words that acquire different meanings in context. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Peer Involvement	Gr. K	Gr. 1	Gr. 2	Gr. 3	Notes
<ul style="list-style-type: none"> Devotes 90 minutes per week to pairing students of different English Language Proficiency (ELP) levels to work on oral reading fluency, vocabulary development, syntax, and comprehension strategies. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Native Language Literacy	Gr. K	Gr. 1	Gr. 2	Gr. 3	Notes
<ul style="list-style-type: none"> Has materials for providing reading instruction in students’ native language. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	



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Consideration of Background Knowledge	Gr. K	Gr. 1	Gr. 2	Gr. 3	Notes
<ul style="list-style-type: none"> Texts and stories take into account the cultural background knowledge of the ELLs. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

English Language Learner Considerations Findings



K-3 Core Instructional Analysis Tool

Resources

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Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.

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