**Curriculum Dive**

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| Indicators | Notes |
| ***INTRODUCTION TO THE SOR***   * Does the curriculum approach reading from the Simple View (Reading comprehension is the result of Word Recognition and Language Comprehension)? * Are all five components of reading addressed, including the development of oral language and writing skills? * Does the curriculum provide a clear and systematic scope and sequence that moves from simple to more complex skills? * Are lessons in the curriculum explicit, following a Gradual Release of Responsibility model (I do, We do, You do)? |  |
| ***PHONOLOGICAL and PHONEMIC AWARENESS***   * Does the curriculum include phonological and phonemic awareness practice that follows a scope and sequence from early, to basic, to advanced?   + If the core program is missing this, does your school supplement? * Is phonemic awareness instruction direct, explicit, and systematic? * Are phonemic awareness activities to the advanced level incorporated, particularly for students who struggle with reading beyond first grade? * Does the curriculum provide enough background knowledge for teachers in the area of phonological and phonemic awareness to maximize effective instruction? * Are assessments available that help to determine if students have mastered phonemic awareness skills? Do they give you enough information to determine appropriate next steps in skill instruction? |  |
|  | Notes |
| ***PHONICS***  *Scope and Sequence*   * Is the scope and sequence in the curriculum similar to the suggested scope and sequence in *Building a Strong Foundation: Developing Early Literacy Skills*, Does instruction progress from simple to complex phonics skills? * If there are significant differences, what are they? What is missing? * If you do not have an explicit scope and sequence for phonics instruction, how might that impact planning and instruction?   ***Phonics Instruction***   * Do the lessons generally follow the guidelines for effective phonics instruction as noted in *Building a Strong Foundation: Developing Early Literacy Skills*,? * Is the instruction explicit and systematic? * Does the phonics component of your curriculum incorporate each component of the phonics routine and follow the guidelines for effective instruction? * Does it also include a phonemic awareness warm up that targets the phoneme that will be matched to its representative grapheme?   If not, what is missing?   * Does the curriculum provide enough guidance/ key information to guide the teacher through each component? * Does the format of the phonics lesson support the development of orthographic mapping? * Is spelling instruction connected to phonics instruction? * Are irregular high-frequency words taught by pointing out both regular and irregular sounds?   ***Texts for Phonics Instruction***   * Are there texts that support decoding in context for the focus skill? * How are texts selected for young readers, and how do you know what skills students will need to accurately decode the text they are given? |  |
|  | *Notes* |
| ***Advanced Word Study (if applicable)***   * Are concepts about syllable types and/or syllable division rules addressed in your curriculum?   + If so, are they placed appropriately for instruction?   + If not, how are advanced phonics concepts addressed? * Are spelling rules explicitly taught and appropriately placed? * Are prefixes, suffixes taught explicitly, appropriate to grade level? * Is instruction explicit and systematic? * Does the curriculum include a developmental spelling test or spelling inventory, including analysis to support instructional decision making? |  |
| ***FLUENCY***   * Does the curriculum provide fluency instruction appropriate for the grade level? * Does the curriculum provide guidance to teachers on fluency instruction? * Are the opportunities to practice fluency at the grapheme or word part level, word level, phrase level and connected text level? * Is reading accuracy emphasized? * Is fluency practiced in a variety of texts? * Is Oral Reading Fluency measured using a normed assessment? |  |
|  | Notes |
| ***VOCABULARY***   * Does the curriculum provide explicit instruction in vocabulary as well as indirect instruction? * Are words central to the text lifted for instruction? * Are words taught in meaningful contexts (rather than in isolation)? * Do students have the opportunity to hear, say, and see vocabulary words with multiple exposures? * Is vocabulary learning interactive? * Are opportunities provided to learn all parts of a word, including multiple opportunities to practice using the word in context? * Are user-friendly definitions provided? * Are the words highlighted for in-depth teaching appropriate? * Do activities promote connections to background knowledge and related words? * Are opportunities provided to use word learning strategies (“inside and outside”the word)? |  |
|  | Notes |
| ***SENTENCE STRUCTURE***   * Does the curriculum provide instruction on syntax and sentence structure? * Is a scope and sequence provided for explicit instruction in grammar, sentence structure (syntax), and conventions of print? * Are troublesome sentences highlighted and explicitly taught? * Are there opportunities for students to practice manipulating parts of and expanding upon sentences? |  |
| ***TEXT STRUCTURE***   * Does the curriculum provide instruction on text structure for narrative and informational text? * Are the differences between narrative and informational texts covered? * Does the curriculum provide explicit instruction in text features? * Are patterns of organization addressed in the curriculum? * Does the curriculum provide graphic organizers to support students with text structures? |  |
| ***COMPREHENSION STRATEGIES***   * Does the curriculum provide rich read-aloud experiences to build comprehension before students can read independently? * Are the comprehension strategies supported by research taught directly using the Gradual Release of Responsibility(GRR) model? * Is comprehension instruction provided using appropriately complex literary and informational text (versus primarily leveled or predictable texts)? * Is inferencing taught directly and explicitly using information from the text? * Are metacognitive strategies explicitly modeled following the GRR model? |  |
|  | Notes |
| ***Comprehension strategies (continued)***   * Does the curriculum provide instruction that supports high quality retell and summarizing skills at age appropriate levels? * Does the curriculum include comprehension questions that address various levels of complexity and are text dependent? * Does the curriculum provide consistent routines and structures for supporting comprehension? * Does the curriculum provide guidance for supporting students who struggle with text comprehension? |  |

**Curriculum Dive Summary**

Review your guiding questions and notes. After reflecting on each area of reading instruction, how well do you feel your current curriculum and resources align to evidence-based instruction in teaching reading?

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|  | ***Solidly aligned*** | ***Adequate*** | ***Supplements needed*** | ***Inadequate/not aligned*** |
| ***Phonological Awareness*** |  |  |  |  |
| ***Phonics*** |  |  |  |  |
| ***Advanced Phonics (if applicable)*** |  |  |  |  |
| ***Fluency*** |  |  |  |  |
| ***Vocabulary*** |  |  |  |  |
| ***Sentence Structure*** |  |  |  |  |
| ***Text Structure*** |  |  |  |  |
| ***Comprehension Strategies*** |  |  |  |  |

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| *Curriculum Strengths:* | *Curriculum weaknesses/areas needing support:* |
| *Reflection:* | *Next Steps:* |