

# Science of Reading Resource Checklist

Scope and Sequence		
The resource includes a planned, logical systematic lesson sequence that is research-based for the introduction of elements taught.	✓	✗
<b>Simple to complex</b> Lessons are sequenced to begin with the easiest and most basic concepts and skills, then progress methodically to those that are more difficult.		
<b>Cumulative</b> Lessons are written so that as new skills/concepts are taught, they are practiced with skills/concepts already taught.		
<b>Recursive review</b> There are opportunities for repeated and continual application and practice of a skill or concept across instruction.		
Systematic and Explicit Instruction		
Systematic refers to a logical order in language instruction. Explicit instruction refers to direct, teacher-led instruction. In explicit instruction, you clearly explain the concepts being taught. Actions are specific, unambiguous, direct, and visible. This method of instruction involves a high degree of student-teacher interaction.	✓	✗
<b>Connected Texts</b> Lessons include practice of words that are not isolated but are linked in phrases, sentences, or paragraphs.		
<b>Print Concepts</b> Lessons include activities that teach recognition of print in the environment, understanding that print has meaning, and knowledge of basic print features.		
<b>Fluency</b> Resources provide explicit and intentional instruction and opportunities for students to practice the ability to read with accuracy, automaticity, appropriate rate, and prosody. <ul style="list-style-type: none"> <li>• Practiced at the word and phrase level</li> <li>• Practiced at the sentence level</li> <li>• Practiced at the text level</li> </ul>		
<b>Phonics</b> <ul style="list-style-type: none"> <li>• Decoding and Encoding                Instructional routines include both opportunities for readers to apply their knowledge of phoneme-grapheme correspondence to a word's letters, and then blend the sounds to read it (decoding) and to break those words into individual sounds and apply their knowledge of phoneme-grapheme correspondence to spell it (encoding).</li> </ul>		
<b>Phonological Awareness (Phonemic Awareness)</b> The curriculum requires students to detect and manipulate the smallest individual sounds (phonemes) in oral language.		
<b>Sight Recognition</b> Lessons include activities that build students' ability to read learned words with automaticity.		
<b>Articulation</b> There is explicit instruction and modeling of the kinesthetic feel of the lips, teeth, and tongue as they pronounce phonemes.		

<p><b>Engaging Student Practice</b> There is engaging practice with things such as word sorts, word building, dictation and discussions about text.</p>		
<p><b>Multisensory and Multimodal</b> This teaching engages all of the senses with a direct connection to reading, writing, listening and speaking.</p>		
<p><b>Immediate Corrective Feedback</b> The student receives an immediate response from a teacher, peer, or digital solution to their actions, confirming correctness or providing additional guidance, moving the student toward the correct action.</p>		
<b>Decodable Texts</b>		
Lessons include decodable texts or texts that are controlled based on the phonics skills taught up to that point in the scope and sequence.	✓	✗
<b>Appropriate content including science and social studies</b>		
<b>Appropriate vocabulary</b>		
<b>Fiction and Nonfiction selections</b>		
<b>Stories that make sense, and authentic language and dialogue</b>		
<b>High % of decodability, based on sound/spellings previously taught</b>		
<b>High-frequency words taught</b>		
<b>Engaging relevant topics with vibrant contemporary illustrations and photographs</b>		
<b>Advanced Word Study (Grades 2 - 5)</b>		
Students learn about word parts and forms, and words' relationships to each other, and they learn the meanings associated with word parts, so they are able to apply that knowledge when they encounter the same word parts in unfamiliar words.	✓	✗
<b>Syllabication patterns</b>		
<b>Morphology (affixes and roots)</b>		
<b>Complex letter-sound patterns</b>		
<p><b>Multisyllabic word analysis</b></p> <ul style="list-style-type: none"> <li>Decoding and Encoding</li> </ul>		
<b>Measurement of Student Progress</b>		
A flexible approach that includes both qualitative and quantitative measures to measure student outcomes.	✓	✗
<p><b>Comprehensive assessment suite</b> Assessments include a variety of formative and summative opportunities.</p>		
<p><b>Informs instruction</b> Teachers are able to use the data from assessments to personalize learning.</p>		
<p><b>Granular information</b> Reports go beyond the skill base into individual objectives within each skill.</p>		
<p><b>Cumulative</b> Assessments revisit material from previous assessments on later assessments.</p>		