

Literacy Guidance Rubric for Vetting Supplemental Instructional Resources

Grades K-3rd



Vetting Supplemental and Intervention Materials for Quality and Suitability

Background

The Georgia Early Literacy Act (HB 538) required the State Board of Education (SBOE) to approve a [list](#) of core high-quality instructional materials for teaching reading in grades K-3. The Georgia Department of Education partnered with the Georgia Language Arts Supervisors Association to lead the state's review of core materials. Committee representatives who have extensive background in early literacy were appointed by members of the SBOE, Georgia Association of Curriculum and Instructional Supervisors (GACIS), the Governor's Office of Student Achievement (GOSA), and higher education.

While the SBOE approved list will guide local systems in their adoption of core curriculum resources, there is a need to provide guidance and support for districts in selecting supplemental materials for teaching reading in grades K-3. The rubric below was constructed by the GLAS High-Quality Instructional Materials committee for vetting core programs. Portions of the same tool can be used for vetting supplemental materials.

The rubric is divided into eight sections.

1. Research Alignment
2. Explicit, Systematic, Cumulative, and Diagnostic Instruction
3. Related Elements (alignment to Georgia's ELA standards and assessments)
4. Phonological and Phonemic Awareness
5. Phonics and Word Study
6. Text Reading and Fluency
7. Vocabulary
8. Listening Comprehension and Reading Comprehension

School systems selecting supplemental programs should use the appropriate sections of the High-Quality Instructional Materials (HQIM) Rubric for vetting supplemental programs. Sections 1, 2, and 3 are universal and should be considered for all supplemental programs.

The attached rubric does not have a detailed scoring system with specific cut scores. Systems are encouraged to have a skilled group of reviewers, consisting of classroom teachers and school and district leaders, determine if there is enough evidence to consider the program for instructional purposes.

School districts that use a core instructional program must ensure the core program is on the approved [list](#). School districts that "bundle" supplemental programs to create their "principal course of study" (GA Code § 20-2-1017 (2019)) must review and vet all supplemental materials for quality and alignment to foundational reading skills and the

science of reading. This will be verified during the required certification of instructional materials by local boards of education. Local boards of education must certify to the Georgia Department of Education that its locally approved instructional materials constitute high-quality instructional materials by December 15, 2024 and by August 1 each year thereafter.

High-Quality Instructional Materials: Terms and Definitions	
<i>Term</i>	<i>Definition</i>
Science of Reading	“...means the body of research that identifies evidence-based approaches of explicitly and systematically teaching students to read, including foundational literacy skills that enable students to develop reading skills required to meet state standards in literacy.” (HB 538, Lines 73-76)
Foundational Literacy	“...means phonological awareness, phonemic awareness, phonics, fluency, vocabulary, reading comprehension, spelling, oral language, and the intersection of reading and writing.” (HB 538, Lines 62-64)

High-Quality Instructional Materials Rubric

This evaluation tool was developed to be used by literacy educators in conjunction with professional learning around the review process.

Section 1: Research Alignment - The program is aligned with science of reading research as defined in House Bill 538.

The program is grounded in research that identifies evidence-based approaches of explicitly and systematically teaching students to read, including foundational literacy skills.

There is an obvious emphasis on teaching and learning of the following:

- a. phonological awareness
- b. phonemic awareness
- c. phonics
- d. fluency
- e. vocabulary
- f. reading comprehension
- g. spelling
- h. oral language
- i. the intersection of teaching reading and writing.

The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.

Section 2: Explicit, Systematic, Cumulative, and Diagnostic Instruction - The program introduces skills and content using an explicit, systematic, cumulative, and diagnostic instructional approach.

Lessons include:

- a. instructional routines and/or scripts that note what the teacher should say,
- b. a step-by-step sequence,
- c. instructional routines and procedures, and
- d. consistent academic language and vocabulary that relate to grade level outcomes and standards.

Routines include language for the teacher to introduce, define or explain new skills through demonstration and modeling before students are asked to perform the skills.

There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.

The scope and sequence for a skill **within** a grade shows a clear progression from simple to complex, with frequent opportunities for practice and spiraled review, and is appropriate for the grade based on current adopted Georgia ELA standards.

The scope and sequence at each grade level articulates when skills are taught and/or reviewed **across** grades.

A clear and consistent lesson format is present in program lessons for the following:

- a. phonological awareness
- b. phonemic awareness
- c. phonics
- d. fluency
- e. vocabulary
- f. reading comprehension
- g. spelling
- h. oral language
- i. the intersection of teaching reading and writing.

The teacher guide includes directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as word lists or book list).

Lessons, materials, and guidance are available for differentiating instruction in the core program.

Section 3: Related Elements - The program provides for correlation to Georgia ELA standards, diagnostic, formative and summative assessments, and a clear intersection of reading and writing instruction.

There are explicit connections to the state-approved academic standards for K-12 English Language Arts.

The program provides for diagnostic, formative (e.g., progress monitoring) and summative (e.g., unit tests) assessments.

In all grade levels, K-3, reading and writing are taught systematically and explicitly. Guidance is provided that recognizes the reciprocity between reading and writing.

Section 4: Phonological and Phonemic Awareness (Strong focus at Kindergarten and 1st grade)

A detailed scope and sequence of phonological and phonemic awareness grade-level appropriate skills progresses from simple to more complex such as isolating individual phoneme, blending, segmenting, and manipulating phonemes.

New skills that are explicitly modeled using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback.

Students (Kindergarten) are taught strategies to demonstrate and practice how phonemes are connected to meaning and the sounds in words (e.g., phoneme-grapheme mapping) (working toward understanding of the alphabetic principle).

Movement and/or manipulatives are used to make sounds in words concrete to demonstrate and practice how sounds are connected to letters (e.g., phoneme-grapheme mapping) (working toward understanding of the alphabetic principle).

Students analyze spoken words at the phoneme level, syllable level, and word level.

The program provides the opportunity for students to blend segment and manipulate phonemes.

Students are provided practice to orally produce the sounds in spoken words, not just identifying the sounds or matching the sounds using objects or pictures.

The activities and materials designed to elicit high levels of responding and engagement.

Differentiation of phonemic awareness instruction is linked to assessment data, with flexible grouping based on students' needs and progress.

Section 5: Phonics and Word Study

There is a detailed scope and sequence of phonics skills that progresses from simple letter-sounds to more complex patterns.

The phonics lesson format includes the following:

- o brief cumulative review of previously taught skills,
- o a phonological warm up,
- o phoneme-grapheme matching,
- o word reading accuracy,
- o fluency building at the word, phrase, and eventually simple sentence level,
- o word dictation,
- o transfer to simple decodable text

New skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback (e.g., an explicit step by step routine is utilized).

Letter sound instruction starts from individual letter and builds up to the whole word systematically with an emphasis on the rules of English language while integrating instruction on the meaning of the word in text.

The phonics lessons progress from explicitly modeling specific letter sounds to segmenting and blending phonemes to decode words.

Phonics lessons include segmenting at the level of individual phonemes then matching graphemes to phonemes.

Students are taught and given opportunity to practice how to build regular words for which they know all letter sounds.

Students practice to automaticity in regular and irregular word lists, phrases and controlled decodable texts that provide enough exposure to the learned words that they become sight words.

Irregularities are pointed out in high utility words (i.e., have, I, said) while still focusing attention on the predictable letter-sound combinations.

Skills are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.

There is cumulative review of known letter-sound combinations and words.

There are repeated opportunities to read words in context of the controlled decodable text that contain the phonic elements and irregular words students have learned previously.

Students practice to automaticity the full continuum of the phonological and phonemic awareness skills from early (rhyming and onset-rime) to basic (segmenting and blending) to advanced (sound manipulation and deletion) that were previously learned in kindergarten and first grade (2nd and 3rd grades).

Multi-syllable words are explicitly taught using prefixes, suffixes, syllable types and known word parts to aid in word recognition (2nd and 3rd grades).

Differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress.

Section 6: Text Reading and Fluency

Sentence and passage reading are introduced after students can accurately and automatically read a sufficient number of VC and CVC words along with a few high-utility irregular words.

Students are provided opportunity and resources to practice reading text independently that include skills introduced within core program (i.e., letter-sound correspondence, phonics elements, and word types).

Fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing).

There are sufficient numbers of controlled decodable text that align to the phonics scope and sequence to allow students to practice to automaticity.

Materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own.

Differentiation of fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress.

Section 7: Vocabulary

There is a detailed scope and sequence of vocabulary skills.

Words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction.

New words are explicitly modeled using student-friendly definitions, multiple unambiguous examples and non-examples, and students are given opportunity to practice using the words with immediate corrective feedback.

Words that have been taught are repeated multiple times in a variety of contexts.

New words are integrated into sentences and students are prompted to use them in sentences across multiple domains.

Students are engaged in processing word meanings at deeper levels, to associate new words with known words.

There is cumulative review and practice of previously learned words.

Students are exposed to a wide range of words through teachers reading aloud from a wide range of stories and informational text.

Morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes, and suffixes (beginning 1st grade).

Activities and materials are designed to elicit high levels of responding and engagement.

Section 8: Listening Comprehension and Reading Comprehension

There is a clear scope and sequence that guides listening and/or reading comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.

Students are explicitly taught to do an oral retelling of events or stories that were read to them.

Story structure (e.g., beginning, middle, end) is modeled with multiple unambiguous examples.

High-utility (e.g., words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction) words are pre-selected and taught before, during and after reading aloud.

The materials support engaging in interactive discussion on a wide variety of topics to expand and deepen background knowledge.

The text selections include model questions to ask before, during, and after reading aloud.

The specific content knowledge students will learn throughout the year is clearly stated, mapped out across the year, and prepares students for later grades.

Complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.

The background knowledge necessary to understand text, that is read to or by students, is explicitly taught or activated.

Comprehension strategies are taught with multiple carefully designed unambiguous examples and text selection.

Emphasis is placed on modeling and thinking aloud to identify components of story structure, using story structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus.

There are multiple opportunities to listen to and explore narrative and expository text forms and engage in interactive discussion of the meanings of text.

Previously taught content, skills, and strategies are connected with new content and texts.

Text used for initial instruction in reading comprehension uses:

- familiar vocabulary.
- only words students can read accurately and have been learned previously.
- previously learned content knowledge.
- simple sentences.
- short passages.

Lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information.

Lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts.