STATE-BASED CURRICULUM REVIEW FOR ENGLISH LANGUAGE ARTS AND LITERACY

PARTICIPANT WORKBOOK
WITH SUBSTANTIATIONS

2022

Standards-in-Action 2.0

Table of Contents

Introduction

The SIA 2.0 State-Based Curriculum Review Tool for English Language Arts (ELA)/Literacy is organized by five research-based dimensions:[1]

1. Close Reading of Complex Text
2. Building Academic Language
3. Volume of Reading to Build Knowledge
4. Evidence-Based Discussions
5. Evidence-Based Writing

The dimensions provide a set of specific criteria for both literacy content and for supports for English learners (ELs). Each content criterion includes a set of questions designed to guide your search for evidence in the curriculum. During this training, we will focus on the dimensions sequentially, starting with Dimension 1.

The Review Process

1. After reviewing the content criteria for a dimension, search the curriculum for evidence that each criterion is met. Following each content criterion, you will find a set of "guiding questions" that are included to help you better understand the intent of the criterion.

2. Place a checkmark next to each criterion for which you found evidence. In the appropriate section, cite the location(s) in the curriculum and provide a brief comment about the evidence that substantiates your checkmark (or lack thereof).

3. Then assign the content criteria a rating of 0, 1, or 2 points for each dimension.

4. Follow the same steps to rate the EL support criteria for each dimension.

Note some content criteria are indicated with an asterisk (*). They also are research-based EL supports. When rating for EL support, therefore, consider all the EL support criteria as well as the asterisked content criteria for the dimension.

Use this workbook to analyze the extent to which the provided model curriculum aligns to the evidence-based criteria of the curriculum review tool.

Use another copy of this workbook to assess the alignment of the curriculum from your state you have chosen to review. Your team lead will maintain a master copy of your team's consensus ratings and summary findings. Once your consensus review is complete, decide, in conjunction with your state leadership, how and with whom to share the review materials.

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[1]There is a sixth dimension to use when reviewing a curriculum meant to serve beginning level learners: *Foundational Reading Skills.* The sixth dimension, with its content criteria and EL supports, can be found in Appendix C.

Dimension 1
Close Reading of Complex Text

Review Content Criteria for Dimension 1:

1 √ **Content Criterion.** Curriculum includes engaging anchor texts—central reading texts—that are complex according to quantitative and qualitative analyses.

- Do the anchor texts fall within the level-specific complexity range?
- Does the curriculum spend most instructional time on these texts?

Substantiation:

This unit is built around excerpts from the Universal Declaration of Human Rights (1300 Lexile) and a young adult novel, *Esperanza Rising* (750 overall Lexile), with sophisticated themes. A qualitative analysis for *Esperanza Rising* is provided in the curriculum materials.

2 √ **Content Criterion.** At least 50 percent of the anchor or central reading texts included in the curriculum are nonfiction.

- Does the curriculum include a list of texts used in the curriculum so you can evaluate the balance of fiction and nonfiction?
- Do the texts include a range of content-rich informational texts in science and history?

Substantiation:

This unit is built around a full-length novel and the Universal Declaration of Human Rights. The supplemental reading materials are a blend of fiction and nonfiction (e.g., Video: "We Are All Born Free and Equal," an article from UNICEF, "Youth for Human Rights," and a book: *A Life Like Mine: How Children Live around the World*). See p. 4 of the Teacher Guide for a list of required trade books for the unit and pp. 22–23 for recommended texts related to the unit topic.

3 √ **Content Criterion.** Curriculum provides repeated encounters with challenging content-rich complex texts—each time with a different purpose—to promote understanding. *

- Does the curriculum require learners to engage with texts through rereading, answering sequences of text-dependent questions, and other text-based tasks?
- Are the questions sequenced to help build an understanding of the text or only to practice a specific reading strategy?

Substantiation:

See pp. 41–45 and 62–72 of the Teacher Supporting Materials for sample question sequences within a Close Reading Guide. See p. 31 of the Teacher Supporting Materials for an additional sample.

Dimension 1: Rating for Content Alignment

√ 2 Most or all components of the content criteria are present.

_____ 1 Some components of the content criteria are present.

_____ 0 Few or no components of the content criteria are present.

Summary Comments:

EL Education is particularly strong in this dimension (especially, how texts are selected, taught and read). The curriculum is built largely on quality full-length books.

Review EL Supports for Dimension 1:

1 √ **EL Support.** Curriculum suggests that instructors read the anchor text aloud to model fluent reading while students listen and follow along in their texts.

- Are students explicitly directed to follow along in their texts as they listen?

Substantiation:

See pp. 87, 110, 114, 126, 135, 138, 147, and 169 of the Teacher Guide for instances of the teacher reading aloud, while students follow along, reading silently in their heads.

2 √ **EL Support.** Curriculum suggests scaffolds to help learners focus on what is essential and to make sense of what they are reading.

- Are graphic organizers used to promote understanding? For example, does the curriculum offer charts for recording the main idea and details, timelines for recording sequences of events, and Venn diagrams for comparison?
- Does the curriculum promote in-text highlighting and annotating to build understanding (e.g., underlining pros and circling cons)?

Substantiation:

See pp. 46–47, 73–75, 83–85, 96, 107, 124, and 159 in the Teacher Supporting Materials for samples.

3 √ **EL Support.** Curriculum suggests how instructors can reword questions about sections of the anchor text so that they are more understandable, retaining their original intent and challenge.

- Does the curriculum suggest how to rephrase questions if students need additional support?

- Does the curriculum amplify rather than simplify questions? For example, instead of replacing a word with a simpler word, parentheses are used to provide explanation or detail.

Substantiation:
See pp. 34–35 of the Teacher Guide for discussion of general English language supports. See also pp. 46, 49, 61, and 75 of the Teacher Guide for suggestions to teachers for re-phrasing questions and supporting student understanding.

Dimension 1: Rating for EL Supports *(include asterisked Content Criterion #3 in your rating)*

    √   2 Most or all components of the EL supports are present.

           1 Some components of the EL supports are present.

           0 Few or no components of the EL supports are present.

Summary Comments:
All recommended English language supports are present in the EL Education materials to aid students' access to complex text. English language supports are integrated throughout the curriculum materials.

Review Content Criteria for Dimension 2:

1 √

Content Criterion. Curriculum includes text-based questions and tasks that provide systematic work with high-value academic vocabulary essential to the anchor text. *

- Does the curriculum have an established routine for learning essential vocabulary?
- Are vocabulary tasks presented in context rather in isolation?

Substantiation:

See pp. 41–45 and 62–72 of the Teacher Supporting Materials for language questions embedded in the Close Reading Guide.

2 √

Content Criterion. Curriculum regularly highlights syntactically complex sentences from anchor texts for analysis and discussion. *

- Do text-dependent questions draw attention to difficult or key sentences that need examination?
- Does the curriculum include an explicit routine for unpacking syntactically complex sentences when reading?

Substantiation:

See pp. 633–636 of the Teacher Guide for an explanation of Language Dives. See pp. 63–68 of the Teacher Supporting Materials for a Language Dive embedded into a close reading sequence.

3 √

Content Criterion. Curriculum teaches morphology so learners can understand structure of words to discern their meanings independently. *

- Does the curriculum highlight specific words in readings for analysis?
- Does the curriculum teach learners to use word parts first to predict an unknown word's meaning? And then use context to confirm or correct that prediction?

Substantiation:

See pp. 26–30 of the Teacher Supporting Materials for sample supports. See pp. 41–42 for example questions embedded in the Close Reading Guide.

4 √ **Content Criterion.** Curriculum requires students to use newly learned words and phrases in their writing and discussion activities. *

- Does the curriculum show teachers how to model using academic vocabulary for students?
- Does the curriculum offer supports (e.g., vocabulary-based discussion questions or writing starters) to assist students?

Substantiation:

See the Vocabulary section at the beginning of every lesson in the Teacher Guide for a list of vocabulary (i.e., lesson-specific, text-specific, pertaining to writing) highlighted in that lesson. See p. 544 of the Teacher Guide for an example of a lesson that specifically highlights vocabulary used in writing. See also pp. 34–35 of the Teacher Guide for discussion of general English Learner supports. Pages 169, 388, and 546 of the Teacher Guide also provide suggestions to teachers about supports such as sentence frames and use of linking words.

Dimension 2: Rating for Content Alignment

√ 2 Most or all components of the content criteria are present.

_____ 1 Some components of the content criteria are present.

_____ 0 Few or no components of the content criteria are present.

Summary Comments:

A focus on academic language, syntax, and vocabulary is one of the strengths of this curriculum.

Review EL Supports for Dimension 2:

1 √ **EL Support.** Curriculum guides teachers to help students capture and reflect on the meaning of new vocabulary.

- Do these strategies capture essential information, such as definitions, collocations, translations, and synonyms?
- Are students encouraged to refer to vocabulary resources, such as word cards or word walls?

Substantiation:

See pp. 11, 24–25, 46, and 84 of the Teacher Supporting Materials for samples. See also p. 36 of the Teacher Guide for the Academic Word Wall setup.

2 ✓ **EL Support.** Curriculum includes a glossary or encourages the use of student-friendly dictionaries for language learners.

- Are definitions written in plain language?
- Do definitions provide useful context or tie words to concrete examples?

Substantiation:

See pp. 19–21 of the Teacher Supporting Materials for sample glossaries. See pp. 39–49 for an example of how translation dictionaries are used in the lessons.

3 ✓ **EL Support.** Curriculum connects words to home language cognates where there are common roots with English.

- Do definitions tie words to cognates when home languages and English share common roots (e.g., *actividades* and *activities*, *centro* and *center*, *investigación* and *investigation*)?

Substantiation:

See pp. 81 and 86 of the Teacher Guide for suggestions to teachers. See also p. 628 of the Teacher Guide for an explanation of using home language cognates to determine the meaning of unfamiliar vocabulary words.

Dimension 2: Rating for EL Supports *(include asterisked Content Criteria #1–4 in your rating)*

✓ 2 Most or all components of the EL supports are present.

_____ 1 Some components of the EL supports are present.

_____ 0 Few or no components of the EL supports are present.

Summary Comments:

All the recommended English language supports are present to aid ELs in building academic language. In fact, a focus on academic language, syntax, and vocabulary is the place where this curriculum does the best job of providing English language supports.

Review Content Criteria for Dimension 3:

1 √ **Content Criterion.** Curriculum provides high-quality auxiliary resources that build knowledge about the topics of central texts and are available at a variety of complexity levels. *
  • Is there a volume of texts or visual resources to build knowledge and vocabulary on the topic of the anchor text?
  • Are these texts and resources accessible to students without teacher support?

Substantiation:

See p. 4 of the Teacher Guide for a list of required trade books for the unit and pp. 22–23 for recommended texts related to the unit topic. See also pp. 37–49 of the Teacher Guide and pp. 2–3 of the Teacher Supporting Materials.

2 √ **Content Criterion.** Curriculum provides guidance for simple ways students can show what they are learning when they engage in a volume of reading.

  • Does the curriculum promote regular independent reading?

  • Are there routines to keep students accountable to share what they are learning from the volume of reading they are doing?

Substantiation:

See pp. 646–651 of the Teacher Guide for a discussion of volume of reading. See pp. 37–49 of the Teacher Guide for how teachers introduce it in lessons. See pp. 185–190 of the Teacher Guide for an explanation of the accountability measures used. See pp. 37–49 of the Teacher Guide.

Dimension 3: Rating for Content Alignment

√ 2 Most or all components of the content criteria are present.

_____ 1 Some components of the content criteria are present.

_____ 0 Few or no components of the content criteria are present.

Summary Comments:

The curriculum is built largely on quality full-length books. Further, there are numerous

opportunities to engage students in a volume of reading, and the units themselves are designed to inherently build knowledge of the topics. Although the lesson plans and supporting materials are all available free of charge, implementing the program as designed requires purchasing the full-length books.

Review EL Supports for Dimension 3:

1 √ **EL Support.** Curriculum provides supports to help students capture and reflect on new knowledge.

- Are graphic organizers used to promote understanding? For example, does the curriculum offer charts for recording the main idea and details, timelines for recording sequences of events, and Venn diagrams for comparison?

Substantiation:

See pp. 46–47, 73–75, 83–85, 96, 107, 124, and 159 in the Teacher Supporting Materials for samples.

2 √ **EL Support.** Curriculum includes visual resources (illustrations, photographs, and video clips) that build knowledge and vocabulary about the topics of the central texts.

- Are these visual resources accessible to students without teacher support (including those in the students' first language)?
- Do these additional resources help build essential background knowledge and cultural understanding for ELs?

Substantiation:

See pp. 37–49 of the Teacher Guide and pp. 2–3 in the Teacher Supporting Materials.

Dimension 3: Rating for EL Supports *(include asterisked Content Criterion #1 in your rating)*

√ 2 Most or all components of the EL supports are present.

_____ 1 Some components of the EL supports are present.

_____ 0 Few or no components of the EL supports are present.

Summary Comments:
All recommended English language supports are present to support students' access to a volume of reading. This includes those supports that are starred within the content criteria as particularly supportive of language development. English language supports are integrated throughout the curriculum materials.

Review Content Criteria for Dimension 4:

1 __√__ **Content Criterion.** Curriculum provides guidance on how to engage learners in productive and sustained academic discussions to develop understanding about texts and content they are studying. *

- Does the curriculum provide guidance for students to process their thinking and evidence about texts in pairs, in small groups, and through whole-group discussions?
- Does the curriculum explicitly guide students to return to the text to cite evidence in support of their ideas or claims during discussions?
- Does the curriculum suggest ways to encourage varied and equitable participation by all members of small-group discussions?

Substantiation:

See pp. 28–33 for a list of interactive protocols used to facilitate discussions in various groupings. Refer to the Classroom Protocols document for a complete explanation of each protocol.

See also pp. 34–35 of the Teacher Guide for discussion of general English language supports. See also pp. 46, 49, 61, and 75 of the Teacher Guide for high-leverage approaches to supporting English language learners (e.g., re-phrasing techniques and supporting student understanding through collaborative conversations and paired groupings).

2 __√__ **Content Criterion.** Curriculum provides a sequence of text-based tasks for student discussion. *

- Does the curriculum pose questions that build student understanding of the key ideas of the texts?
- Does the curriculum promote building knowledge as a communal activity, in which students are encouraged to voice, revise, and build their understanding with peers?

Substantiation:
See pp. 41–45 and 62–72 of the Teacher Supporting Materials for two such sequences. Skim any of the lessons for additional samples of question sequences.

Dimension 4: Rating for Content Alignment

   √   2 Most or all components of the content criteria are present.

       1 Some components of the content criteria are present.

       0 Few or no components of the content criteria are present.

Summary Comments:

These materials emphasize discussion and offer chances for students to talk to one another numerous times in every lesson. It is evident that discussions are featured in daily lessons. The evidence offered for this dimension is designed to efficiently point out some of these constants.

Review EL Supports for Dimension 4:

1   **√** **EL Support.** Curriculum includes guidance for heterogeneous and homogeneous language groupings for collaborative learning based on students' English language proficiency to optimize learning.

- Does the curriculum include heterogeneous language groupings to help learners hear and imitate more fluent peers?
- Does the curriculum include homogeneous groupings to leverage bilingual resources and accelerate content and language learning?
- Is building knowledge in the curriculum a communal activity in which ELs are encouraged to voice, revise, and develop their understanding with peers?

Substantiation:

See pp. 35, 44, 57, and 67 of the Teacher Guide for suggestions on groupings.

2   **√** **EL Support.** Curriculum suggests language supports to facilitate students' participation in discussions.

- Does the curriculum integrate instruction about essential grammatical and text structures into discussion tasks?
- Are language supports, such as sentence starters, linking words, and transitional phrases, appropriate and adapted to each discussion task?

Substantiation:

See pp. 34–35 of the Teacher Guide for discussion of general English language supports. See pp. 169, 388, and 546 of the Teacher Guide for suggestions to teachers about supports such as sentence frames and use of linking words.

(3) —— **EL Support.** Curriculum suggests ELs use their home language in combination with English during discussions to help students process and build understanding of their readings.

- Does the curriculum refer to learners' home languages as assets for learning academic content and English simultaneously?
- Does the curriculum encourage the use of home languages and translanguaging?

Substantiation:
No evidence was found for this support.

Dimension 4: Rating for EL Supports *(include asterisked Content Criteria #1–2 in your rating)*

__√__ 2 Most or all components of the EL supports are present.

_____ 1 Some components of the EL supports are present.

_____ 0 Few or no components of the EL supports are present.

Summary Comments:
Most of the recommended English language supports are present to aid students' access to evidence-based discussions. These supports are integrated throughout the curriculum materials. Use of home languages is not specifically listed as a potential support; however, this is an easy modification the instructor can chose to make.

Dimension 5
Evidence-Based Writing

Review Content Criteria for Dimension 5:

1   _√_ **Content Criterion.** Curriculum includes frequent writing opportunities that are focused on and anchored in the content students are learning to extend and solidify their learning. *

- Does the curriculum include writing opportunities that vary in purpose, length, and duration?
- Do most writing assignments require students to provide text-based evidence?

Substantiation:

See pp. 1–11 in the Teacher Guide for an overview of unit and pp. 14–15 for specific culminating writing tasks to be completed. See pp. 584–586 of the Teacher Guide for non-task-specific writing rubrics. See pp. 405, 429, and 440 of the Teacher Supporting Materials for samples of task-specific writing rubrics.

2   _√_ **Content Criterion.** Curriculum includes a set of clear, concrete instructional routines to support learners as they organize their ideas for writing. *

- Do routines include using discussions to prepare for writing?
- Do routines include creating notes and graphic organizers before turning formal thoughts into sentences and paragraphs?

Substantiation:

See chart of Writing Supports and Standards alignment on p. xvii of the Teacher Guide for writing supports throughout. See also p. 202 in the Teacher Guide for an overview of Unit 2, which is focused on writing an essay in response to Esperanza Writing. Partner work and the scaffolding of the 'Painted Essay' all point to discussions and supports for the writing process. For more detailed substantiation, see the lesson level writing supports laid out in Unit 2 lessons. For English language supports offered in the third unit of this module, see discussion in the Teacher Guide starting on p. 543.

3   —— **Content Criterion.** Curriculum provides guidance about how to provide timely and targeted feedback connected to lesson objectives. *

- Does the curriculum provide writing exemplars to highlight specific elements of well-structured responses?
- Does the curriculum advise teachers to provide feedback at various points during the writing process?

Substantiation:

Refer to the "Assessment Guidance" section of each lesson within the Teacher Guide. See p. 143 of the Teacher Guide for an example. See also p. 150 of the Teacher Guide for suggestions to teachers that are integrated into the lessons themselves.

Dimension 5: Rating for Content Alignment

√   2 Most or all components of the content criteria are present.

_____ 1 Some components of the content criteria are present.

_____ 0 Few or no components of the content criteria are present.

Summary Comments:

The unit selected for close examination has a discussion-based mid-unit assessment and a culminating assignment. The table of contents demonstrates the degree to which writing is present in Units 2 and 3 of this module.

Review EL Supports for Dimension 5:

1   √ **EL Support.** Curriculum provides students with opportunities to orally process their ideas before they are expected to write.

- Do students have the opportunity for conversations in pairs or small groups about the writing task and process?
- Do routines move from discussions to creating notes and graphic organizers, then to sentence and paragraph writing?

Substantiation:

See pp. 8–9 of the Module Overview in the Teacher Guide for how instructional routines build oral supports across the course of the module. Refer to the Unit 2 Overview, starting on p. 202 of the Teacher Guide for specific ways writing is scaffolded through the Read-Think-Talk-Write framework.

2   √ **EL Support.** Curriculum offers supports to facilitate students' developing sentences (e.g., sentence starters, linking words, and transitional phrases)?

- Does the curriculum integrate instruction about essential grammatical and text structures into writing tasks, such as sentence starters, linking words, and transitional phrases?
- Are students provided with models, rubrics, and other reflection tools to improve their writing?

Substantiation:

See pp. 34–35 of the Teacher Guide for discussion of general English language supports. See pp. 169, 388, and 546 of the Teacher Guide for suggestions to teachers about supports such as sentence frames and use of linking words.

3 √ **EL Support.** Curriculum makes suggestions (or can be easily modified to suggest) that ELs use their home languages during the writing process.

- Does the curriculum refer to learners' home languages as assets for learning academic content and English simultaneously?
- Does the curriculum encourage the use of home languages and translanguaging?

Substantiation:

See pp. 62, 67, 75, 88, and 160 of the Teacher Guide for instances where students use their home languages during the research and writing process.

Dimension 5: Rating for EL Supports *(include asterisked Content Criteria #1–3 in your rating)*

√ 2 Most or all components of the EL supports are present.

_____ 1 Some components of the EL supports are present.

_____ 0 Few or no components of the EL supports are present.

Summary Comments:

All recommended English language supports are present to support students with text-based writing tasks. These supports are integrated throughout the curriculum materials.

Overall Ratings and Recommendations

Determining an Overall Rating for Content Alignment: Add up the total points assigned to each dimension's content criteria. The highest possible score would be 10 points (or 2 points per dimension).

Determining an Overall Rating for EL Supports: Add the total points assigned to each dimension's EL support criteria. The highest possible score would be 10 points (or 2 points per dimension).

Summarizing Comments and Recommendations: Summarize the key strengths and weaknesses of the curriculum you reviewed. Then document any recommendations regarding the possible or continued use of the curriculum in your program(s).

Remember, it is unlikely that any curriculum will contain every content criterion and every EL support included in this review tool. Look specifically at what is missing:

- How important are the missing criteria to your overall rating?
- Is their absence so critical that you cannot assign an overall rating of Well Aligned or Well Supported?
- Alternatively, how easily could you and your fellow adult educators fill in the gaps in the curriculum?

Curriculum Reviewed: __EL Education__   Content Standards Level: _C_____

Reviewer(s): _The StandardsWork team_____   Date(s) of Review: _July 2021_____

Description of the Curriculum Sample Reviewed:
EL Education is a K–8 set of materials that consistently receives high ratings on national report cards of college- and career-ready curricula. It is an Open Education Resource (OER) — meaning the lessons and resources have been released to be freely used and modified by others. Its focus on human rights and individual agency make it a solid candidate for use with adult students.

Overall Rating: Content Alignment	Overall Rating: English Learner Supports
√ Well Aligned (8–10 points)	**√** Well Supported (8–10 points)
_____ Somewhat Aligned (5–7 points)	_____ Somewhat Supported (5–7 points)
_____ Not Aligned (0–4 points)	_____ Not Well Supported (0–4 points)

Summary Comments and Recommendations:

The content criteria are solidly addressed in this curriculum. It is particularly strong in maintaining focus on research-based practices that follow the shifts to promote strong attainment of CCR reading and writing practices. There is a consistent emphasis on building understanding collectively; the materials support frequent discussion and discourse between members of the class and between instructor and students.

There are a few areas where English learners could be better supported. A few simple modifications or notes to the teacher could result in better alignment for most of the missing elements of the criteria.

There are some places where considerations of adult learners may require some adjustments in tone or how an activity is structured. These adaptations are worthwhile investments given the underlying strength of the materials.

Appendices A–C

Appendix A: Quantitative Analysis Chart for Determining Text Complexity

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework
Level B	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820
Level C	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010
Level D	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185
Level E_1	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335
Level E_2	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385

Appendix B: Determine if a Well-Aligned Curriculum Is Also a Good Fit for Your Program

Consider the following indicators only if your review has resulted in a rating of Well Aligned and the curriculum will support your English learners (ELs). These additional indicators will help you determine if this curriculum is a *good fit* for your program. The more that apply, the better the fit for you.

1. ___ Has evidence of positive student outcomes.

2. ___ Is affordable.

3. ___ Includes educative features and support materials for instructors.

4. ___ Reflects research and best practices.

5. ___ Is appropriate for adult education purposes.

6. ___ Appears to be relatively easy for all instructors to learn and implement.

7. ___ Includes easily adaptable lessons for all types of adult learners, including student populations with specific needs.

Appendix C: Additional Dimension

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Additional Dimension 6 Criteria
Foundational Reading Skills

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Review Content Criteria for Dimension 6:

1   √ **Content Criterion.** Curriculum includes a research-based foundational reading program.

- Does the curriculum include opportunities to examine and understand how phonic patterns work to form words?
- Does the curriculum include a scope and sequence that addresses morphology, phonemic awareness, phonics, high-frequency word recognition, and fluency?

Substantiation:

See pp. ii and viii–xi of the Skills Block Teacher Guide for the research underpinning the foundational skills portion of the curriculum. See also the video embedded within Skills Block Overview, beginning at 1 minute, 5 seconds.

2   √ **Content Criterion.** Curriculum includes a variety of phonics and fluency practice materials for learners to use—both for independent use and with support.

- Does the curriculum include a range of word games, puzzles, worksheets, partner practice, dictation, and listening activities?
- Does the curriculum provide opportunities for phonics skills to be secured through reading texts and through stand-alone practice?

Substantiation:

See pp. iii–vii of the Skills Block Teacher Guide. See also xxvi–xxviii for a compilation of the instructional practices used.

3   √ **Content Criterion.** Curriculum provides regular assessments to evaluate student progress in phonics, high-frequency words, and fluency. Assessments provide easy-to-follow protocols and address how to provide extra support to students who need it.

- Does the curriculum instruct teachers to collect information on each student's progress frequently?
- Does the curriculum include targeted assessments that provide information on

each student's progress and individual needs?

- Does the curriculum offer teachers specific instructional moves to respond to assessment results to help the student progress on the learning-to-read continuum?

Substantiation:

See pp. viii–xviii of the Skills Block Teacher Guide. See also p. 3 of the Teacher Guide for pacing considerations.

Dimension 6: Rating for Content Alignment

   √   2 Most or all components of the content criteria are present.

      1 Some components of the content criteria are present.

      0 Few or no components of the content criteria are present.

Summary Comments:

The EL Education foundational skills program is research-based and active. These materials will need to be modified to respect an adult learner.

Review EL Supports for Dimension 6:

1   **√** **EL Support.** Curriculum encourages judicious use of modeling activities and concepts to clarify student understanding.

Substantiation:

See xii–xv of the Skills Block Teacher Guide. See pp. 99–102 in the Teacher Guide for a sample sequence including modeling.

2   **√** **EL Support.** Curriculum recommends continually checking for students' understanding of meaning of words used throughout teaching and learning.

Substantiation:

The Teacher Guide for pacing considerations. Refer to the Teaching Notes preceding the lessons in the Teacher Guide for suggestions to teachers on monitoring student progress.

3   **√** **EL Support.** Curriculum includes opportunities to compare phonic patterns to home languages to draw parallels.

Substantiation:
No evidence was found for this support.

Dimension 6: Rating for EL Supports

__√__ 2 Most or all components of the EL supports are present.

_____ 1 Some components of the EL supports are present.

_____ 0 Few or no components of the EL supports are present.

Summary Comments:
The EL Education foundational skills program is research-based and includes the basic components that should meet English language learners' needs.