

Reading For All Learners Family of Reading Programs Alignment with the Utah SOR Rubric

Reviewers please visit <https://iseesam.com/rims/> for access to all materials identified in this document.

1. Foundational Reading Skills		
Print Concepts		
1.1 Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.	No	Yes
RFAL: Each Reading For All Learners lesson includes word practice in isolation before the same words are practiced in a connected text passage. See pgs 19-24 of the Reading For All Learners Teachers Guide (RFAL TG) for a word practice sample lesson. Word part recognition is addressed in the RFAL TG on page 33. Explicit lessons on compound words can be found in the practice sections of the Reading For All Learners Set 5 Book 1 Story 1 and Story 2.		X
Phonological Awareness		
1.2 Instruction follows an explicit learning progression to develop phonological awareness (for example, word boundaries, syllables, rhyming, onset-rime, phoneme categorization, blending, segmenting, and manipulation) using multiple models.	No	Yes
Location(s): PA: The learning progression is summarized on the table of contents found on page i.		X
1.3 Following teacher models, provides multiple opportunities for students to respond orally.	No	Yes
Location(s): PA: Almost all lessons in Phonemic Awareness For All Learners elicit multiple oral responses from learners.		X
1.4 Students use cognitive manipulation of sounds overtly by using auditory cues or manipulatives that signal movement of one sound to the next.	No	Yes
Location(s): PA: the student presentation materials and associated scripted lessons suggest teachers use pointers or fingers to guide students from one sound to the next. For example see the page 24 lesson.		X
1.5 Instruction focuses on no more than two phonological awareness skills at a time.	No	Yes
Location(s): PA: Generally only a single phonological skill is specifically focused on per lesson. See the table of contents on page i.		X

Kindergarten		
1.6 Incorporates opportunities for students to enjoy and recite rhyming words or alliterative phrases in familiar storybooks or nursery rhymes.	No	Yes
Location(s):	X	
1.7 Instruction focuses on segmenting and blending syllables and phonemes and blending onset and rime.	No	Yes
Location(s): PA: Blending and Segmenting begins on page 23 and continues through page 28. RFAL: Blending is practiced extensively in RFAL. See RFAL TG pages 20-26 for the instruction guides. Word practice, including sound blending is a part of every lesson in RFAL.		X
1.8 Responses to instruction includes active engagement strategies like counting, tapping, blending, and segmenting a word into syllables.	No	Yes
Location(s): PA: Pages 11-14 (blending discrimination) use a non-verbal “Thumbs Up / Thumbs Down” response to teacher models. Various other lessons involve blending and segmenting – See table of contents on page i.		X
1st Grade		
1.9 Instruction includes deleting half of a compound word to make a new word.	No	Yes
Location(s): RFAL: Compound words are addressed in the morphology lessons in Set 5 Book 1 Page 5 and Set 5 Book 1 Page 17.		X
1.10 Instruction includes deleting a syllable of a given word and saying the remaining syllable.	No	Yes
Location(s): PA: Segmenting words with deletions are addressed on page 25.		X
1.11 Phonemic awareness instruction follows a learning progression—for example, phoneme isolation (initial, final, and medial sounds), blending, segmentation, and phoneme manipulation.	No	Yes
Location(s): PA: The phonemic awareness learning progression occurs from page 7-28. The table of contents on page i is an easy-to-follow summary of the topics addressed.		X
1.12 Graphemes (letters) are integrated with phonemic awareness instruction to support alphabets and phonics instruction within the first month of instruction.	No	Yes
Location(s): PA: Specific alphabets instruction begins on page 7 and continues through most of the remaining lessons.		X
1.13 Integrates letter-sound instruction with phonological awareness/phonemic awareness within the first month of instruction.	No	Yes
Location(s): PA: Letter sound instruction is introduced on page 7. RFAL: Explicit letter-sound instruction occurs in virtually every lesson through the end of Set 4. See pgs 15-18 of RFAL TG.		X
Kindergarten		
1.14 Instruction includes identification, isolation, and categorization of initial phonemes (sounds) in words, then final and medial sounds.	No	Yes
Location(s): PA: Initial, medial and final sounds are addressed on pages 23-28		X

1.15 Instruction prioritizes segmenting and blending two and three phoneme words, including words that have simple syllables (e.g., VC, CVC).	No	Yes
Location(s): RFAL: Reading For All Learners begins with VC and CVC words. The fastest way to identify the type of words taught initially is the Set 1 Word List.		X

1st Grade		
1.16 Progresses from identifying or distinguishing the positions of sounds in words to producing the sound and adding, deleting, and changing selected sounds.	No	Yes
Location(s): PA: Explicitly addressed in pages 25-27. RFAL: Adding, deleting and changing addressed through the close sequence proximity of the introduction of similar words see: Set 1-3 Word List. For example (Set 1) in/it (Set 2) sheet/shut, shell/sell, set/wet		X
1.17 Instruction includes blending and segmenting three and four phoneme words in single syllable word patterns (e.g., CVCe, CCVC, CVCC, CVVC, CVr).	No	Yes
Location(s): RFAL: See the Set 1-4 Word Lists.		X
1.18 Instruction includes manipulating (deleting, adding, and substituting) phonemes from a word to build new single syllable words (e.g., word chaining)	No	Yes
Location(s): RFAL: Similar words are introduced sequentially or in close proximity in sequence and students have between 4-6 lessons in which each word is practiced both in isolation and connected text readings. For example: in Set 1 Book 17 the words we, will, with are all introduced together.		X
2nd Grade		
1.19 Instruction includes deleting initial and final sounds in a word to make a new word, including blends.	No	Yes
Location(s): RFAL: See Sets 1-4 word lists includes the close introduction of several word pairs practiced together i.e am/Sam, hand/hands, will/with and fun/run. Also, see the Morphology lesson download for a listing of lessons connected to word parts, prefixes/suffixes, and word endings.		X
Phonics		
1.20 Introduces high-frequency letter sounds early in the instructional sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-frequency letter sounds (e.g., /x/, /y/, /z/).	No	Yes
Location(s): RFAL: The top section of the Set 1 Word List includes the sequence of introduction of sounds. High-frequency sounds are introduced early in the sequence.		X
1.21 Materials provide explicit opportunities for students to recognize, name, associate a sound with symbol, discriminate from other letters in print, categorize (upper/lower), and write letters.	No	Yes
Location(s): RFAL: The first part of each lesson includes explicit practice of letters/sounds in isolation followed by practice of those sounds in connected text. See: Sets 1-4 and the Sets 1-4 Word Lists. The Word Lists include a listing of the introduced letters and sounds.		X
1.22 Includes a few short vowels early in the sequence so that students can use letter-sound knowledge to segment and blend words.	No	Yes
Location(s): PA: Phonemic Awareness For All Learners introduces the sounds a and i. RFAL: Reading For All Learners introduces other short vowel sounds early in the sequence. See Set 1 Word List.		X

1.23 Explicitly models the introduction of a new sound, name, and symbol prior to student practice and assessment.	No	Yes
Location(s): RFAL: All lessons include explicit practice to mastery of newly introduced sounds prior to connected text practice and the embedded assessments. See RFAL TG – Pages 15-18.		X
1.24 Incorporates frequent and cumulative review of taught letter sounds and names to automaticity.	No	Yes
Location(s): RFAL: Letter sounds/names introduced are reviewed and practiced in at least 14 lessons following their introduction. Embedded instructional guidance suggests learners practice each sound to mastery in isolation before proceeding to the associated connected text practice. RFAL TG: page 15-16.		X
1.25 Models instructional routines and processes with each skill (e.g., letter-sound correspondences, blending, reading whole words, high-frequency words).	No	Yes
Location(s): The instructional routines for each skill can be seen in the Reading For All Learners Teachers Guide. See pages 15-26 (RFAL TG) for samples of materials and instruction guidance.		X

1.26 Provides explicit strategy for blending and segmenting sounds of letters to read and write words.	No	Yes
Location(s): PA : Instruction for blending and segmenting begins on pages 11-28. RFAL TG: Instruction for blending and segmenting is shown in the on pages 24 – 26.		X
1.27 Lessons provide multiple opportunities for students to blend and read words.	No	Yes
Location(s): RFAL : Every lesson in Reading For All Learners includes blending and reading practice in both isolation and connected text passages.		X
1.28 Supports brisk pacing to maximize guided practice items in word lists and daily reading of short, decodable connected text for students to develop automaticity.	No	Yes
Location(s): RFAL : Every lesson begins with isolated practice list practice of recently introduced items (sounds & words) followed by new items. The text passages that follow the isolated practice include multiple practice opportunities of the same items practiced in isolation		X
1.29 Materials support instruction that teach[ing] how to segment letters to write/spell.	No	Yes
Location(s): WritingFAL provides practice in spelling and writing the words introduced in the corresponding Reading For All Learners lesson. See the suggested error correction for RFAL Sets 4-8 for one of the ways spelling is used in reading instruction, pg 29 of the RFAL TG.		X
1.30 Materials support instruction that teaching how to write/spell and decode common sound-spelling patterns of English in an explicit, sequential fashion (for example, CV, CVC words containing digraphs, trigraphs, vowel teams, r-controlled vowels).	No	Yes
Location(s): RFAL : Sets 1-8 provide decoding/spelling in both isolation as part of pre-story practice lists and connected text practice in the stories. WRITINGFAL : Set 1 – 4 workbooks provide writing/spelling practice of these words if desired.		X

1.31 Materials support instruction that progresses from simple to more complex sound–spelling patterns and word analysis skills (for example, CVC words before CVCC, CCVC CVVC, and CVe words in single syllable words before multisyllabic words).	No	Yes
Location(s): RFAL: The Scope and Sequence Summary and the Set 1-4 Word lists demonstrate the instruction progressing as described above.		X
1.32 Materials support instruction that teaches students how to decode multisyllabic words by looking for pronounceable word parts within them (for example, compound words and syllables).	No	Yes
Location(s): RFAL: See the List of Morphology Lessons for a list of the decoding strategies explicitly taught. Samples of the embedded morphology lessons with teaching instructions can be found in the RFAL TG pages 31-38.		X
1.33 Materials provide instruction in simple, frequently used prefixes and suffixes, including inflected endings and contractions.	No	Yes
Location(s): RFAL: See the List of Morphology Lessons for a list of the decoding strategies explicitly taught. Samples of the embedded morphology lessons with teaching instructions can be found in the RFAL TG pages 31-38.		X
1.34 Materials provide sufficient amount of practice in decoding words in isolation and in decodable text to allow practice of phonic skills.	No	Yes
Location(s): RFAL: Sets 1-8 every lesson includes the practice of words in isolation prior to the practice of the same words in a level appropriate length connected text passage. See the Sets 1-8 Word Lists for a count of the lessons which include explicit practice (either initial introduction of review) opportunities for each sound and word introduced.		X
1.35 Materials include instruction to provide opportunities for students to read both regular and irregular high frequency words.	No	Yes
Location(s): RFAL: Sets 1-8 include the practice of irregular and regular words in isolation prior to the practice of the same words in a level appropriate connected text passage. For a summary of word counts and types see the Scope and Sequence on pg 3 of RFAL TG. Where in the instructional sequence each irregular word is introduced is listed in the Sets 1-8 Word Lists.		X
1.36 Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	No	Yes
Location(s): RFAL: The non-decodable (generally irregular) words identified in the Set 1-8 Word Lists are all practiced both in isolation and connected text		X
1.37 Provides ample practice and review of words and contextual reading and writing to develop automaticity.	No	Yes
Location(s): RFAL: All newly introduced words are practiced in connected text passages for at least the four lessons following their introduction. Irregular words are practiced for six lessons in both the word list practice and the story. The associated WritingFAL lesson provides writing practice corresponding to the reading lesson.		X
1.38 Incorporates and integrates spelling to reinforce phonics and word analysis.	No	Yes
Location(s): WritingFAL: Spelling is practiced throughout Writing for All Learners. RFAL: See page 29 of the RFAL TG for the spelling related error correction procedure.		X

2nd Grade and up										
1.39 Uses explicit instruction to provide strategies to read multisyllabic words by using pre-fixes, suffixes, Greek and Latin roots, syllabication patterns, and known word parts.	No	Yes								
Location(s): RFAL: Fully scripted lessons addressing various morphology topics are provided throughout RFAL. See Morphological Skills List for the locations of lessons. See sample morphological lesson examples in pages 30-38 of RFAL TG.		X								
1.40 Uses explicit instruction and provides opportunity to process larger, highly frequent spelling/orthographic patterns (e.g., -ight, -ing) to increase fluency in word recognition.	No	Yes								
Location(s): RFAL: Fully scripted lessons addressing various morphology topics are provided throughout RFAL. See Morphological Skills List for the locations of lessons. See sample morphological lesson examples in pages 30-38 of RFAL TG. See especially page 33 of RFAL TG for a related lesson example.		X								
1.41 Offers repeated opportunities for students to read and spell words in contexts where they can apply their advanced phonics skills with a high level of success.	No	Yes								
Location(s): RFAL: Students are provided repeated opportunities (at least four lessons) to practice reading each new word in isolation and connected text. WritingFAL: provides spelling and writing practice with newly introduced words.		X								
2. Fluency Instruction										
2.1 Materials provide teachers opportunities to model fluent reading and to scaffold and give feedback as students read orally in order to foster accurate and fluent word identification.	No	Yes								
Location(s): The Model/Guide/Test correction procedure used throughout RFAL provides opportunities for teachers to model fluent reading and word identification and provide immediate feedback. RFAL: includes embedded prompts to remind teachers to provide specific, meaningful, praise of student success. See item 2 on page 45 of RFAL TG. FB TG: The Model Lesson Plan (inside front cover and pgs 4-5) includes the teacher modeling reading as a part of each lesson.		X								
2.2 Texts for each grade band align with complexity requirements and instructional goals.	No	Yes								
<table><tr><th>Text Complexity Grade Band</th><th>Lexile Level</th></tr><tr><td>K-1</td><td>N/A</td></tr><tr><td>2-3</td><td>450-790</td></tr><tr><td>4-5</td><td>770-980</td></tr></table>			Text Complexity Grade Band	Lexile Level	K-1	N/A	2-3	450-790	4-5	770-980
Text Complexity Grade Band			Lexile Level							
K-1			N/A							
2-3	450-790									
4-5	770-980									
Location(s): Details for Lexile Levels for RFAL and FB text passages can be located in the Correlation download.										
2.3 Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	No	Yes								
Location(s): RFAL: provides extensive practice opportunities in connected text for all introduced words. See Word Lists for specific practice opportunities. All words introduced are practiced in a minimum of four lessons.		X								
2.4 Materials included sufficient number of texts that allow students to read a variety of texts daily with and without feedback to support accuracy, fluency, and comprehension.	No	Yes								
Location(s): RFAL and FB: Both programs provide a variety of connected text passages. The Teachers Guides for both programs describe feedback and error correction processes.		X								

2.5 Materials include texts for students to learn and practice self-monitoring as they read and to self-correct reading errors when they occur.	No	Yes
Location(s): RFAL: Page 40 of the RFAL TG provides detailed teaching instructions regarding reading practice lessons for the connected text passages. Both of the advised readings provide opportunities for students to monitor and self-correct reading errors.		X
2.6 Materials provide a balance of texts and instructional time for literary and informational texts.	No	Yes
Location(s): RFAL includes extensive practice reading fictional stories. The stories were built primarily to provide extensive practice opportunities. FB: Although the stories are fictional the settings and topics are informational. For example the connected text practice involves archaeology and takes place at the Metropolitan Museum of Art and uses real word locations in Egypt. The connected text reading uses real maps of real locations. Other passages in the Fluency Builder stories use similar settings and real-world topics in the reading practice. i.e Space Science, American History and Paleontology. See FB TG pg 3.		X
2.7 Once students are able to read independently, materials provide additional text for regular independent reading that appeals to students' interests to develop both knowledge and love of reading.	No X	Yes
Location(s):		
2.8 Texts provide opportunities to build knowledge through reading specific informational and narrative text.	No	Yes
Location(s): FB: Although the stories are fictional the settings and topics are informational. For example the connected text practice involves archaeology and takes place at the Metropolitan Museum of Art and uses real word locations in Egypt. The connected text reading uses real maps of real locations. Other passages in the Fluency Builder stories use similar settings and real-world topics in the reading practice. i.e Space Science, American History and Paleontology. See: FB TG last item on page 3 for more details.		X
2.9 Materials cultivate students' abilities to ask and answer questions based on the text.	No	Yes
Location(s): RFAL: Embedded prompts included throughout the connected text reading practice prompt and guide teachers to check for comprehension throughout all 8 sets of RFAL. FB: Steps 4 and 5 of the FB TG model lesson plan (pgs 4-5) provide explicit practice in both creating their own questions about a text passage and provide an opportunity to answer teacher questions about a text passage.		X
2.10 Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	No	Yes
Location(s): RFAL: Embedded discussion questions expand from an emphasis on literal questions and move toward more inferential and evaluative questions as student reading skills develop. The question complexity increases as connected text passages increase in length and complexity. RFAL TG: See the Scope and Sequence Summary on page 3 for a description of the embedded comprehension prompts. FB: See the model lesson plan (pgs 3-5) for a description of the connected text discussion guidance provided.		X

2.11 Scaffolds decoding skills at the word level, moving to the phrase/sentence level, and culminating in connected text.	No	Yes
Location(s): RFAL: The sequence of word introduction and associated practice in connected text begins at the word level and expands as reading skills grow. See the description of story length included in the Scope and Sequence on RFAL TG page 3.		X
2.12 Introduces fluency practice (e.g., repeated reading) after students read words from the passage accurately.	No	Yes
Location(s): RFAL: See page 40 of the RFAL TG for specific guidance on repeated readings. Also see page 42 for a description of the embedded fluency assessments included in Sets 4-8. FB: See steps 2 and 3 of the model lesson guide (inside front cover and pgs 4-5 of FB TG) for guidance regarding repeated readings. Also See the FB Blackline Masters for assessments of reading fluency.		X
2.13 Uses initial stories and text composed of a high percentage of regular words and pre-taught irregular words, including the use of an instructional routine for teaching irregular words.	No	Yes
Location(s): RFAL: Irregular words are introduced slowly and taught explicitly. Irregular words are clearly identified in isolated practice sections as the underlined words. The instructional routine for teaching irregular words is located on RFAL TG pages 21-22. See the Set 1 Word List for details on when in the instructional sequence each irregular word is introduced.		X
2.14 Materials build toward established accuracy and rate goals (e.g., WCPM, expression).	No	Yes
Location(s): RFAL: The accuracy and rate goals measured using the embedded mastery check assessments are listed on the scope and sequence summary found on page 3 of RFAL TG. FB: Reading with expression is addressed in every lesson and is described in step 3 of the model lesson plan found in FB TG inside the front cover and pgs 4-5.		X
3. Writing Development and Skills		
3.1 Materials include opportunities to practice writing words introduced in reading instruction and use them to write a response to what students have read.	No	Yes
Location(s): WritingFAL: Each lesson in Writing For All Learners corresponds to a lesson in Reading For All Learners. The WritingFAL lessons explicitly practice words from the reading lessons.		X
3.2 Materials are designed with activities for students to write about what they have read in both literary and informational text (e.g., summaries, reactions, analysis or interpretation of text, notes, ask/answer questions).	No	Yes
Location(s): WritingFAL: Provides an opportunity for write about the reading passage from the associated reading lesson in RFAL.		X
3.3 Materials include opportunities and prompts for students to write opinion, information/explanation, or narratives in response to texts.	No	Yes
Location(s): Each lesson in WritingFAL Sets 1-4 includes an opportunity to write about the content of the associated connected text passage in the associate reading lesson in RFAL.		X
3rd and up		
3.4 Materials include extensive practice with short, focused research projects that allow students to have multiple experiences with the research process throughout the year and facilitate development of the ability to conduct research independently.	No X	Yes
Location(s): Not yet available is Writing For All Learners Sets 5-8. This item will be addressed upon the release of those sets.		

3.5 Materials include activities that require students to analyze and synthesize text sources and present the analysis using well-defended claims and clear information.	No	Yes
Location(s): Not yet available is Writing For All Learners Sets 5-8. This item will be addressed upon the release of those sets.	X	
3.6 Materials provide instruction in different text structures (e.g., sequence, comparison, contrast, cause/effect) and place a focus on argument and informative writing based on these text structures.	No	Yes
Location(s): Not yet available is Writing For All Learners Sets 5-8. This item will be addressed upon the release of those sets.	X	
3.7 Materials include activities that provide opportunities to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences).	No	Yes
Location(s): Not yet available is Writing For All Learners Sets 5-8. This item will be addressed upon the release of those sets.	X	
4. Vocabulary and Language Development and Skills		
4.1 Materials include opportunities to continue to build oral language and listening skills as students develop the ability to read independently (e.g., exposure to fiction and informational text read aloud, discussions to compare/contrast, analyzing and synthesizing information in response to text read aloud, paraphrase, summarize)	No	Yes
Location(s): FB: The model lesson plan (pgs 3-5 of FB TG) provides instructional guidance on multiple ways to involve students in listening and speaking about the connected text passages.		X
4.2 Materials use multimedia and technology to support and engage students in understanding and verbally expressing details and themes in the text.	No	Yes
Location(s): FB: While the Fluency Builders does not rely on access to technology it does use printed diagrams and maps in connected text passages to help students understand main ideas, locations, and other information included in the passages. For example Books 1-3 include real world maps and Book 4 includes diagrams of the Milky Way and our solar system.		X
4.3 Materials include activities to engage students in conversations that support comprehension of inferential and narrative language and word knowledge using narrative and informational text.	No	Yes
Location(s): FB: See pages 20-22 of the FB TG for teaching guidance for to help encourage the understanding of literal, inferential, and evaluative meaning in text passages.		X
4.4 Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.	No	Yes
Location(s): RALP: All RALP lessons include the explicit teaching of words. See RFAL TG pages 11-13 and pages 19-27 for provided guidance for explicit instruction of words. See a model lesson of grammatical rules explicit instruction on pages 30-38 of RFAL TG. For a complete listing of the topics and lesson location for all grammatical rules explicitly taught see the Morphology Lesson List.		X
4.5 Materials provide the opportunity to explicitly teach vocabulary by making connections between a new word and other known words, by relating the word to their own experiences, differentiating between correct and incorrect uses of the word, and by generating and answering questions that include the word.	No	Yes
Location(s): See the FB model lesson items 1, 2, and 7 found on pages 3-5 of the FB TG.		X

4.6 Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	No	Yes X
Location(s): FB: Real world locations, history and content are used throughout the Fluency Builder connected text passages. General academic and domain specific language are included throughout the texts. For example, see page 6 of Book 2 (Paleontology) for the use of the word “extinct” when the passage is about a saber-tooth tiger. For a listing of the topical areas included in the Fluency Builder connected text passages see FB TG page 3.		
4.7 Materials include instruction for students to determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-appropriate reading and content, choosing flexibly from a range of strategies.	No	Yes X
Location(s): FB: Teaching guidance for word understanding is found in the FB TG on the inside cover and pages 3-5.		
4.8 Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	No X	Yes
Location(s):		
4.9 Materials select words that are highly useful for passage understanding and later learning.	No	Yes X
Location(s): The selection of words of particular importance to understanding is done through a collaborative process by teachers and students. The specific teaching guidance is found in the model lesson plan on pages 3-5 of the FB TG.		
4.10 Materials provide multiple exposures of different types to support vocabulary acquisition.	No	Yes X
Location(s): Exposures to vocabulary items include silent reading, reading out loud, listening to others reading and passage discussions. The specific teaching guidance is found in the model lesson plan on the inside cover of the FB TG and pages 3-5 of the FB TG.		
4.11 Materials engage students in processing word meanings at a deeper level (e.g., associating new words with known words).	No	Yes X
Location(s): The gradual progression in Lexile levels (See the Correlation download) through both RFAL Sets 1-8 and the 54 chapters of the FB connected text passages provide a framework for students to understand new words and domain specific words when they are introduced with words they already understand. The vocabulary checks built into the model lesson plan (items 1, 2, 7) and the passage discussion (item 5) provide diverse opportunities for students to understand word meaning.		
4.12 Materials review previously introduced words cumulatively.	No	Yes X
Location(s): RFAL: Approximately every 6 th lesson in Reading For All Learners includes a connected text passage that includes a review of all recently introduced words. This “Looking Back” assessment is in addition to the systematic practice opportunities built into the both the practice in isolation and connected text practice of recently introduced words. See pgs 41-42 for a model of an early “Looking Back” assessment passage. FB: Item 1 of the model lesson plan in the Fluency Builders includes a review of words selected by the teacher and students for extra study. See pages 3-5 of the FB TG.		

4.13 Materials incorporate exposure to a broad and diverse vocabulary through listening to and reading a wide range of narrative and informational texts.	No	Yes
Location(s): The more than 300 connected text passages in Reading For All Learners (see RFAL TG page 3) and the 54 passages in the Fluency Builders provide a diverse and broad vocabulary. For a listing of the informational content areas in the Fluency Builders see the FB TG page 3.		X
4.14 Materials extend the understanding of concepts and vocabulary through explicitly teaching antonyms and synonyms, using individual words in compound words to predict meaning, using prefixes and suffixes to assist in word meaning, and learning simple multiple meaning words.	No	Yes
Location(s): RFAL: For a complete listing of the explicitly taught strategies and lesson locations in the series see the Morphology Lesson list.		X
4.15 Materials support an explicit teaching strategy for deriving word meanings based on prefixes, suffixes, and roots.	No	Yes
Location(s): RFAL: See the teaching note explicitly describing word part identification related to meaning on RFAL TG page 36. For a complete listing of the explicitly taught strategies and lesson locations see the Morphology Lesson list.		X
5. Reading Comprehension		
5.1 The text and text complexity are appropriate for the skills of the students based on their current instructional needs.	No	Yes
Location(s): The text, text complexity and the length of connected text passages gradually and systematically increase through the Reading For All Learners and Fluency Builders series. This progression is summarized on the Scope and Sequence Summary found on page 3 of RFAL TG. An additional summary is found in the Correlation download. Additionally the tools for determining the starting point for students can be found in the RFAL Placement and Assessment Manual. The section related to placement begins on page 14 of the RFAL Placement and Assessment Manual. The Reading For All Learners Teachers Guide also includes a section on placement which can be found in the RFAL TG on pgs 5-9.		X
5.2 Materials provide students extensive opportunities to encounter and comprehend grade-level text.	No	Yes
Location(s): A focus on comprehension begins in the very first book of the Reading For All Learners 141 book series. Embedded comprehension/discussion prompts are embedded throughout the series. See RALP TG pages 39-40 for a sample and explicit teaching instructions. The embedded prompts can be found in any book in the RFAL series. In the Fluency Builders comprehension is addressed in items 4 and 5 of the model lesson plan on pages 3-5 of the FB TG.		X

<p>5.3 Materials incorporate texts that require careful and purposeful reading and re-reading.</p> <p>Location(s): In the Reading For All Learners series even the very early embedded comprehension/discussion prompts can often only be answered by understanding the text. In many cases the included picture will not provide the answer. The question prompts gradually increase in complexity and slowly move from being mostly literal questions towards inferential and evaluative questions.</p> <p>In the Fluency Builders careful and purposeful reading is encouraged by steps 4-6 of the model lesson plan(FB TG pgs 3-5). Additionally the FB Blackline Master download (pages 84-111) includes comprehension questions and answers for all 54 lessons in two forms to permit reteaching and multiple comprehension checks without repeating previous assessments.</p>	No	Yes X
<p>5.4 Specific texts are included in materials for teaching various text structures (e.g., sequence, comparison, contract, cause/effect) to support comprehension and careful reading of narrative and informational text.</p> <p>Location(s): FB: The Fluency Builder series includes a variety of text structures. See pages 20-22 of the FB TG for a description of the types of questions and text structures used in the connected text passages. For a listing of all of the comprehension questions included see the FB Blackline Master download on pages 84-111.</p>	No	Yes X
<p>5.5 Materials contain questions and tasks that require students to use text-based evidence (including making inferences).</p> <p>Location(s): FB: See pages 20-22 of the FB TG for a description of the types of questions used in the connected text passages. These questions include literal, inferential, and evaluative types of questions. For a listing of all of the comprehension questions included see the FB Blackline Master download on pages 84-111.</p>	No	Yes X
<p>5.6 Material cultivates student engagement in reading text carefully.</p> <p>Location(s): RFAL: The use of the embedded comprehension / discussion questions throughout the series encourage students to derive meaning from the connected text passages. See pages 39-40 for the teaching instructions related to using the embedded questions. FB: Comprehension is a key focus of the Fluency Builder lessons. In the model lesson plan found on pages 3-5 of the FB TG items 4-6 encourage students to derive meaning from their reading.</p>	No	Yes X
<p>5.7 Texts provide opportunity for students to build knowledge through reading and extended discussion.</p> <p>Location(s): FB: Comprehension is a key focus of the Fluency Builder lessons. In the model lesson plan found on pages 3-5 of the FB TG items 4-6 encourage students to derive meaning from their reading.</p>	No	Yes X
<p>5.8 Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.</p> <p>Location(s): FB: See pages 20-22 of the FB TG for a description of the types of questions used in the connected text passages. These questions include literal, inferential, and evaluative types of questions. For a listing of all of the comprehension questions included see the FB Blackline Master download on pages 84-111.</p>	No	Yes X

<p>5.9 Materials support instruction that provides opportunities for students to identify and describe or explain ideas for narrative (e.g., main idea, theme) and informational texts (e.g., connections between ideas and concepts) in a progressively more complex manner.</p>	No	Yes X
<p>Location(s): FB: See part 5 of the model lesson plan (FB TG pgs 3-5) which provides opportunities for students to discuss the increasingly complex text found in the passages. See pages 20-22 of the FB TG for a description of the types of questions used in the connected text passages. These questions include literal, inferential, and evaluative types of questions. For a listing of all of the comprehension questions included see the FB Blackline Master download on pages 84-111.</p>		
<p>5.10 Materials support instruction that provides opportunities for students to use text features to gain meaning from narrative text (e.g., how chapters and scenes are used in types of literature) and information text (e.g., use of illustrations and graphs, structural elements).</p>	No	Yes X
<p>Location(s): The Fluency Builders use narrative and informational connected text passages. Real world illustrations, maps and other graphics are used in the passages. See the end of most of the books in the FB series for examples. Step 5 of the model lesson plan (pgs 3-5 of FB TG) guides teachers to provide questions related to narrative text structure.</p>		
<p>5.11 Materials support instruction that provides opportunities for students to understand and analyze various points of view for narrative (e.g., author, narrator, characters) and informational text (e.g., what the author wants to explain, multiple accounts of the same event) with increasing complexity).</p>	No	Yes X
<p>Location(s): FB: See pages 20-22 of the FB TG for a description of the types of questions used to guide discussion of connected text passage. These include literal, inferential and evaluative questions relating to both informational and narrative text passages.</p>		
<p>5.12 Materials support instruction that provides opportunities for students to compare or analyze information within and across narrative text (e.g., compare two versions of the same story) and informational text (e.g., identify similarities between two texts on the same topic) with increasing complexity.</p>	No X	Yes
<p>Location(s): The Fluency Builders do not include multiple versions of the same text passages.</p>		
<p>5.13 Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, speaking, and listening.</p>	No	Yes X
<p>Location(s): RALP: The systematic nature of the Reading For All Learners series is visible in the Scope and Sequence Summary found on page 3 of the RFAL TG. Each lesson in the series includes reading, speaking and listening. The writing instructional component is found in WritingFAL. FB: The Fluency Builder model lesson plan (FB TG pages 3-5) and includes reading, speaking and listening.</p>		
<p>5.14 Materials support instruction that provides background information when needed or activates prior knowledge to increase students' understanding of what is to be read.</p>	No	Yes X
<p>Location(s): FB: The connected text passages of the fluency builders are dividing into chapters. Information learned in early chapters are connected to information provided in later chapters. The Fluency Builder model lesson plan items 4-5 involved discussion and responding to questions that will involve activating knowledge gained from prior lessons or chapters.</p>		

5.15 Provides guided practice and systematic review of evidence-based comprehension skills and strategies.	No	Yes
Location(s): FB: The model lesson plan (FB TG pgs 3-5) incorporates a number of evidence-based comprehension strategies, i.e. Activating, Inferring, Questioning, Searching-Selecting. The repetitive nature of lesson outlines provides numerous options for students to refine and develop these strategies. The outlines model lesson plan offers teachers the opportunity to modify lessons to offer a selection of preferred strategies for students.		X
5.16 Cumulatively builds a repertoire of skills and strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year.	No	Yes
Location(s): RFAL: Provides a foundation of early grade comprehension strategies (i.e. Questioning / Discussion see RFAL TG pgs 39-40). FB: the Fluency Builders provide a range of comprehension strategies and multiple opportunities for practicing those strategies. See the model lesson plan on pages 3-5 of FB TG.		X