Six Components of Reading for K-3 Interventions
This serves as the rubric used for evaluation of intervention programs bid for state review.

Oral Language

1. The program provides opportunities for the teacher to facilitate oral language skills.

2. The program uses appropriate collaborative language techniques and active listening skills when engaging in discussion in a variety of situations (ELA.K12.EE.4.1).

3. The program uses appropriate voice and tone when speaking or writing (ELA.K12.EE.6.1).

Kindergarten

4. The program demonstrates how to present information orally using complete sentences (ELA.K.C.2.1).

Grade 1

5. The program demonstrates how to present information orally using complete sentences and appropriate volume (ELA.1.C.2.1).

Grade 2

6. The program demonstrates how to present information orally using complete sentences, appropriate volume and clear pronunciation (ELA.2.C.2.1).

Grade 3

7. The program demonstrates how to present information orally, in a logical sequence, using nonverbal cues, appropriate volume and clear pronunciation (ELA.3.C.2.1).

Phonological Awareness

1. Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placements, vocal chord voicing occur).

Kindergarten

2. The program demonstrates how to blend and segment syllables (ELA.K.F.1.2a).

3. The program demonstrates how to identify and produce alliterative and rhyming words (ELA.K.F.1.2b).

4. The program demonstrates how to blend and segment onset and rimes of single-syllable words (ELA.K.F.1.2c).

5. The program demonstrates how to identify the initial, medial, and final sound of spoken words (ELA.K.F.1.2d).

6. The program demonstrates how to add or delete phonemes at the beginning or end of a spoken word and say the resulting word (ELA.K.F.1.2e).

7.	The program demonstrates how to segment and blend phonemes in single-syllable words (ELA.K.F.1.2f).
Grade 1	
8.	The program demonstrates how to segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs (ELA.1.F.1.2a).
9.	The program demonstrates how to orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs (ELA.1.F.1.2b).
10.	The program demonstrates how to blend single-syllable spoken words with at least five phonemes (ELA.1.F.1.2c).
11.	The program demonstrates how to segment single-syllable spoken words with at least five phonemes (ELA.1.F.1.2d).
12.	The program demonstrates how to segment and blend phonemes in multi-syllable spoken words (ELA.1.F.1.2e).

Phonics (and Word Analysis)	
1.	Letter-sound correspondences are taught to automaticity in an explicit manner.
2.	Phonics instruction is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns (i.e., instruction begins with short vowels and consonants).
3.	Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.
4.	Instruction directs students' attention to the structure of the word; emphasis is on phonic decoding.
5.	Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught.
6.	Opportunities to practice decoding regular and irregular words in isolation is provided.
7.	Instruction includes spaced practice and interleaving of skills taught (e.g., practicing old and new phonics patterns in one activity, practicing a learned phonics pattern in reading and spelling).
Kindergarten	
8.	The program requires the demonstration of knowledge of the most frequent sound for each consonant (ELA.K.F.1.3a).
9.	The program requires the demonstration of knowledge of the short and long sounds for the five major vowels (ELA.K.F.1.3b).
10.	The program demonstrates how to decode consonant-vowel-consonant (CVC) words (ELA.K.F.1.3c).
11.	The program demonstrates how to encode CVC words (ELA.K.F.1.3d).

Grade 1
12. The program demonstrates how to decode words using knowledge of spelling-sound correspondences for common consonants, digraphs, trigraphs, and blends (ELA.1.F.1.3a).
13. The program demonstrates how to decode simple words with r-controlled vowels (ELA.1.F.1.3b).
14. The program demonstrates how to decode and encode regularly spelled one-syllable words (ELA.1.F.1.3c).
15. The program demonstrates how to decode words with inflectional endings (ELA.1.F.1.3d).
16. The program demonstrates how to decode two-syllable words with regular patterns by breaking the words into syllables (ELA.1.F.1.3e).
17. The program demonstrates how to decode words that use final -e and vowel teams to make long-vowel sounds (ELA.1.F.1.3f).
Grade 2
18. The program demonstrates how to decode words with variable vowel teams (eg., oo, ea, ou) and vowel diphthongs (e.g. oi, oy, ow) (ELA.2.F.1.3a).
19. The program demonstrates how to decode regularly spelled two-syllable words with long and short vowels (ELA.2.F.1.3b).
20. The program demonstrates how to decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble) (ELA.2.F.1.3c).
21. The program demonstrates how to decode words with common prefixes and suffixes (ELA.2.F.1.3d).
22. The program demonstrates how to decode words with silent letter combinations (e.g., knight, comb, island, ghost) (ELA.2.F.1.3e).
Grade 3
23. The program demonstrates how to decode words with common Greek and Latin roots and affixes (ELA.3.F.1.3a).
24. The program demonstrates how to decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est) (ELA.3.F.1.3b).
25. The program demonstrates how to decode multisyllabic words (ELA.3.F.1.3c).

Fluency
1. Letter names and associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity.
2. Instruction includes teacher-led modeling, oral reading by students and immediate feedback.

3. Reading accuracy and automaticity are emphasized as the indication of a fluent reader.
4. Word-level fluency practice is provided.
5. Connected text fluency practice is provided encouraging students to read with prosody (e.g., decodable texts, poetry, reader's theater, paired reading).
Kindergarten
6. The program demonstrates how to recognize and read with automaticity grade-level high frequency words (ELA.K.F.1.4).
Grade 1
7. The program demonstrates how to read grade-level texts with accuracy, automaticity, and appropriate prosody or expression (ELA.1.F.1.4).
8. The program demonstrates how to recognize and read with automaticity the grade-level sight words (ELA.1.F.1.4a).
Grade 2
9. The program demonstrates how to read grade-level texts with accuracy, automaticity, and appropriate prosody or expression (ELA.2.F.1.4).
Grade 3
10. The program demonstrates how to read grade-level texts with accuracy, automaticity, and appropriate prosody or expression (ELA.3.F.1.4).

Vocabulary
1. Vocabulary words are taught deeply by using concept maps or other devices that help students understand multiple layers of the word.
2. Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words).
3. The program reflects the use of grade-level academic vocabulary appropriately in speaking and writing (ELA.K.V.1.1, ELA.1.V.1.1, ELA.2.V.1.1, ELA.3.V.1.1).
Kindergarten
4. The program demonstrates how to ask and answer questions about unfamiliar words in grade-level text (ELA.K.V.1.2).
5. The program demonstrates how to identify and sort common words into basic categories, relating vocabulary to background knowledge (ELA.K.V.1.3).
Grade 1
6. The program demonstrates how to identify and use frequently occurring base words and their common inflections in grade-level content (ELA.1.V.1.2).
7. The program demonstrates how to identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words (ELA.1.V.1.3).
Grade 2

8.	The program demonstrates how to identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content (ELA.2.V.1.2).
9.	The program demonstrates how to identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words (ELA.2.V.1.3).
Grade 3	
10.	The program demonstrates how to identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content (ELA.3.V.1.2).
11.	The program demonstrates how to use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level (ELA.3.V.1.3).

Comprehension	
1.	Elements of language comprehension, reading comprehension and writing are interwoven and are taught explicitly.
2.	The foundation for reading comprehension is built through rich read-aloud experiences before children are able to read independently.
3.	Comprehension strategies are taught using appropriate instructional text that students can accurately decode.
4.	Instruction includes the development and practice of comprehension-monitoring strategies (i.e., metacognitive strategies).
5.	Inferencing is explicitly taught, and students are instructed on how to interpret inferential language (i.e., ideas beyond the immediate context of what they read) from a text and in conversation.
Kindergarten	
6.	The program demonstrates how to describe the main character(s), setting, and important events in a story (ELA.K.R.1.1).
7.	The program demonstrates how to explain the roles of author and illustrator of a story (ELA.K.R.1.3).
8.	The program demonstrates how to identify rhyme in a poem (ELA.K.R.1.4).
9.	The program demonstrates how to use titles, headings, and illustrations to predict and confirm the topic of texts (ELA.K.R.2.1).
10.	The program demonstrates how to identify the topic of and multiple details in a text (ELA.K.R.2.2).
11.	The program demonstrates how to explain the difference between opinions and facts about a topic (ELA.K.R.2.4).

12.	The program demonstrates how to identify and explain descriptive words in text(s) (ELA.K.R.3.1).
13.	The program demonstrates how to retell a text orally to enhance comprehension, using main character(s), setting, and important events for a story, and using topic and details for an informational text (ELA.K.R.3.2).
14.	The program demonstrates how to compare and contrast characters' experiences in stories (ELA.K.R.3.3).
Grade 1	
15.	The program demonstrates how to identify and describe the main story elements in a story (ELA.1.R.1.1).
16.	The program reflects how to identify and explain the moral of a story (ELA.1.R.1.2).
17.	The program demonstrates how to explain who is telling the story using context clues (ELA.1.R.1.3).
18.	The program demonstrates how to identify stanzas and line breaks in poems (ELA.1.R.1.4).
19.	The program demonstrates how to use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts (ELA.1.R.2.1).
20.	The program demonstrates how to identify the topic of and relevant details in a text (ELA.1.R.2.2).
21.	The program demonstrates how to explain similarities and differences between information provided in visuals and words in an informational text (ELA.1.R.2.3).
22.	The program demonstrates how to identify an author's opinion(s) about the topic (ELA.1.R.2.4).
23.	The program demonstrates how to identify and explain descriptive words and phrases in text(s) (ELA.1.R.3.1).
24.	The program demonstrates how to retell a text in oral or written form to enhance comprehension, using main story elements at the beginning, middle, and end for a literary text, and using the topic and important details for an informational text (ELA.1.R.3.2).
25.	The program demonstrates how to compare and contrast two texts on the same topic (ELA.1.R.3.3).
Grade 2	
26.	The program demonstrates how to identify plot structure and describe main story elements in a literary text (ELA.2.R.1.1).
27.	The program demonstrates how to identify and explain the theme of a text (ELA.2.R.1.2).
28.	The program demonstrates how to identify different characters' perspectives in a literary text (ELA.2.R.1.3).

29. The program demonstrates how to identify rhyme schemes in poems (ELA.2.R.1.4).
30. The program demonstrates how to explain how text features – including titles, headings, captions, graphs, maps, glossaries, and/or illustrations – contribute to the meaning of texts (ELA.2.R.2.1).
31. The program demonstrates how to identify the central idea and relevant details in a text (ELA.2.R.2.2).
32. The program demonstrates how to explain an author's purpose in an informational text (ELA.2.R.2.3).
33. The program demonstrates how to explain an author's opinion(s) and supporting evidence (ELA.2.R.2.4).
34. The program demonstrates how to identify and explain similes, idioms, and alliteration in text(s) (ELA.2.R.3.1).
35. The program demonstrates how to retell a text to enhance comprehension, using main story elements in a logical sequence for a literary text, and using the central idea and relevant details for an informational text (ELA.2.R.3.2).
36. The program demonstrates how to compare and contrast important details presented by two texts on the same topic or theme (ELA.2.R.3.3).
Grade 3
37. The program demonstrates how to explain how one or more characters develop throughout the plot in a literary text (ELA.3.R.1.1).
38. The program demonstrates how to explain a theme and how it develops, using details, in a literary text (ELA.3.R.1.2).
39. The program demonstrates how to explain different characters' perspectives in a literary text (ELA.3.R.1.3).
40. The program demonstrates how to identify different types of poems: free verse, rhymed verse, haiku, and limerick (ELA.3.R.1.4).
41. The program demonstrates how to explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts (ELA.3.R.2.1).
42. The program demonstrates how to identify the central idea and explain how relevant details support that idea in a text (ELA.3.R.2.2).
43. The program demonstrates how to explain the development of an author's purpose in an informational text (ELA.3.R.2.3).
44. The program demonstrates how to identify an author's claim and explain how an author uses evidence to support the claim (ELA.3.R.2.4).
45. The program demonstrates how to identify and explain metaphors, personification, and hyperbole in text(s) (ELA.3.R.3.1).
46. The program demonstrates how to summarize a text to enhance comprehension, including plot and theme for a literary text, and using the central idea and relevant

details for an informational text (ELA.3.R.3.2).
47. The program demonstrates how to compare and contrast how two authors present information on the same topic or theme (ELA.3.R.3.3).