Phonics *is the ability to recognize words accurately, fluently, and independently is fundamental to reading in an alphabetic writing system. For kindergarten students, critical skills include learning to associate sounds with letters, using those associations to decode and read simple words, and learning to recognize important nondecodable words. [NRP, pg. 2-41; pg. 2-93]*

		High Priority Items — Phonics Instruction		
Rating	**Criterion**	**Evidence**		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and applies to other program materials (e.g., trade books, anthologies) when students are proficient. *(w)* and *(ss)* [NRP pg. 2-13]			
● ◉ ○	2. Provides teacher guided practice in word lists and controlled contexts in which students can apply newly learned skills successfully. *(w)*			
● ◉ ○	3. Teaches explicit strategy to read multisyllabic words by using prefixes, suffixes, and known word parts. *(w)*			

Second Grade Phonics Instruction — High Priority

Tally the number of elements with each rating.

_____ ● _____ ◉ _____ ○

Rating	Criterion
● ◉ ○	1. Avoids assuming that learners will automatically transfer skills from one word type to another. When introducing a new letter combination, prefix, or word ending, models each of the fundamental stages of blending the word and then reading the whole word.
● ◉ ○	2. Separates auditorily and visually similar letter combinations in the instructional sequence (e.g., does not introduce both sounds for *oo* simultaneously; separates *ai, au*).
● ◉ ○	3. Ensures that students know the sounds of the individual letters prior to introducing larger orthographic units (e.g., *ill, ap, ing*).
● ◉ ○	4. Offers repeated opportunities for students to read words in contexts where they can apply their advanced phonics skills with a high level of success. [NRP, pg. 3-28; 3-15]
● ◉ ○	5. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters onto print.
● ◉ ○	6. Makes clear the connections between decoding (symbol to sound) and spelling (sound to symbol).

Discretionary Items — Phonics Instruction (table title)

Second Grade Phonics Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

		High Priority Items — Irregular Words Instruction		

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◐ ○	1. Selects words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. *(ss)*			

Second Grade Irregular Words Instruction — High Priority

Tally the number of elements with each rating.　　_____ ●　_____ ◐　_____ ○

	Discretionary Items — Irregular Words Instruction
Rating	Criterion
● ◐ ○	1. Sequences high-frequency irregular words to avoid potential confusion. For example, high-frequency words that are often confused by students should be strategically separated for initial instruction.
● ◐ ○	2. Limits the number of sight words introduced at one time.
● ◐ ○	3. Preteaches the sight words prior to reading connected text.
● ◐ ○	4. Provides a cumulative review of important high-frequency sight words as part of daily reading instruction.

Second Grade Irregular Words Instruction — Discretionary

Tally the number of elements with each rating.　　_____ ●　_____ ◐　_____ ○

	High Priority Items — Vocabulary Instruction			
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◐ ○	1. Provides direct instruction of specific concepts and vocabulary essential to understanding text. *(w)* [NRP, pg. 4-4]			
● ◐ ○	2. Provides repeated and multiple exposures to critical vocabulary. *(w)* and *(st)* [NRP, pg. 4-4]			

Second Grade Vocabulary Instruction — High Priority

Tally the number of elements with each rating.   _____ ● _____ ◐ _____ ○

	Discretionary Items — Vocabulary Instruction
Rating	Criterion
● ◐ ○	1. Variety of methods [NRP, pg. 4-4]
● ◐ ○	2. Incorporates exposure to a broad and diverse vocabulary through listening to an reading stories and informational texts. [NRP, pg. 4-4]
● ◐ ○	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. [NRP, pg. 4-4]
● ◐ ○	4. Reviews previously introduced words cumulatively. [NRP, pg. 4-4]
● ◐ ○	5. Teaches strategy for word meanings based on meaning of prefixes and suffixes.
● ◐ ○	6. Introduces the prefix or suffix in isolation, indicating its meaning and then connecting it in words.
● ◐ ○	7. Illustrates the prefix or suffix with multiple examples.

Rating	Criterion
● ◉ ○	8. Restructuring of vocabulary tasks for at-risk, low achieving students.
● ◉ ○	9. Uses examples when the roots are familiar to students (e.g., *remake* and *replay* as opposed to *record* and *recode*.)
● ◉ ○	10. Separates prefixes that appear similar in initial instructional sequences (e.g., *pre, pro*).

Above table header (spanning): **Discretionary Items — Vocabulary Instruction**

Second Grade Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

	High Priority Items — Passage Reading - Fluency Instruction			
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Contains regular words comprised of phonic elements and word types that have been introduced. *(ss)*			
● ◉ ○	2. Selects majority of high frequency irregular words from list of commonly used words in English. *(ss)*			
● ◉ ○	3. Builds toward a 90 word-per-minute fluency goal by end of grade 2. Assesses fluency regularly. *(ss)* [NRP, pg. 3-4]			

Second Grade Passage Reading - Fluency Instruction — High Priority

Tally the number of elements with each rating.   _____● _____◉ _____○

Rating	Criterion
● ◉ ○	1. Contains only irregular words that have been previously taught.
● ◉ ○	2. Introduces repeated readings after students read words in passages accurately. [NRP, pg. 3-28; 3-15]
● ◉ ○	3. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP, pg. 3-28]

Discretionary Items — Passage Reading - Fluency Instruction

Second Grade Passage Reading - Fluency Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

	High Priority Items —Reading Comprehension Instruction			
Rating	**Criterion**	**Evidence**		
		Initial Instruction	Week _____	Week _____
● O ○	1. Teaches conventions of informational text (e.g., titles, chapter headings) to locate important information. *(w)* and *(ss)*			
● O ○	2. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. *(w)* and *(ss)*			
● O ○	3. Teaches or activates prior knowledge to increase a student's understanding of what is read. [NRP, pg. 4-108] *(w)*			
● O ○	4. Teaches skill or strategy (e.g., comprehension monitoring, summarizing) explicitly with the aid of carefully designed examples and practice. *(w)* and *(ss)* [NRP, pg. 4-108]			
● O ○	5. Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy. *(st)*			

High Priority Items —Reading Comprehension Instruction			
● ◉ ○ 6. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. *(w)* [NRP, pg. 4-112]			

Second Grade Reading Comprehension Instruction — Discretionary
Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

Discretionary Items — Reading Comprehension Instruction	
Rating	Criterion
● ◉ ○	1. Teaches narrative and informational text.
● ◉ ○	2. Organizes instruction in a coherent structure.
● ◉ ○	3. Connects previously taught skills and strategies with new content and text. [NRP, 4-107]
● ◉ ○	4. 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. [NRP, 4-107]
● ◉ ○	5. Teaches analyzing elements of narrative text and comparing and contrasting elements within and among texts.
● ◉ ○	6. Uses graphic organizers on the content of passages.

Second Grade Reading Comprehension Instruction — Discretionary
Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

Summary of Second Grade Ratings

High Priority Items	
Phonics Instruction (3)	___ ● ___ ◉ ___ ○
Irregular Words Instruction (1)	___ ● ___ ◉ ___ ○
Vocabulary Instruction (2)	___ ● ___ ◉ ___ ○
Passage Reading - Fluency Instruction (3)	___ ● ___ ◉ ___ ○
Reading Comprehension Instruction (6)	___ ● ___ ◉ ___ ○

Discretionary Items	
Phonics Instruction (6)	___ ● ___ ◉ ___ ○
Irregular Words Instruction (4)	___ ● ___ ◉ ___ ○
Vocabulary Instruction (10)	___ ● ___ ◉ ___ ○
Passage Reading - Fluency Instruction (3)	___ ● ___ ◉ ___ ○
Reading Comprehension Instruction (6)	___ ● ___ ◉ ___ ○

Second Grade High Priority Totals	___ ● ___ ◉ ___ ○

Second Grade Discretionary Totals	___ ● ___ ◉ ___ ○

Second Grade Design Features	
● ◉ ○	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● ◉ ○	2. Provides ample practice on high-priority skills.
● ◉ ○	3. Provides explicit and systematic instruction.
● ◉ ○	4. Includes systematic and cumulative review of high priority skills.
● ◉ ○	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

SUMMARY	
Evidence of Sufficient Instructional Quality (specify elements)	**Evidence of Insufficient Instructional Quality (specify elements)**

Additional Comments