

High Priority Items — Decoding and Word Recognition Instruction [Systematic NRP, pg. 2-132]				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ○ ○	1. Teaches strategies to decode multisyllabic words using the structural features of such word parts as affixes (e.g., <i>pre-</i> , <i>mis-</i> , <i>-tion</i>) to aid in word recognition. (<i>w</i>)			
● ○ ○	2. Emphasizes reading harder and bigger words (i.e., multisyllabic words) and reading all words more fluently. (<i>ss</i>)			

Third Grade Decoding and Word Recognition Instruction — High Priority

Tally the number of elements with each rating.

_____ ● _____ ○ ○

Discretionary Items — Decoding and Word Recognition Instruction

Rating	Criterion
● ○ ○	1. Separates word parts that are highly similar (e.g., <i>ight</i> and <i>aight</i>).
● ○ ○	2. Introduces word parts that occur with high frequency over those that occur in only a few words.
● ○ ○	3. Teaches the word parts first and then incorporates the words into sentences and connected text.
● ○ ○	4. Extends instruction to orthographically larger and more complex units (e.g., <i>ight</i> , <i>aught</i> , <i>own</i>).
● ○ ○	5. Provides explicit explanations, including modeling, "Think-alouds," guided practice, and the gradual transfer of responsibility to students.
● ○ ○	6. Relies on examples more than abstract rules. (Begin with familiar words. Show "nonexamples." Use word parts rather than have students search for little words within a word. <i>Examples</i> : depart, report.)
● ○ ○	7. Makes clear the limitations of structural analysis.
● ○ ○	8. Uses extended text in opportunities for application.

Third Grade Decoding and Word Recognition Instruction — Discretionary

Tally the number of elements with each rating.

_____ ● _____ ○ ○

High Priority Items – Vocabulary Instruction

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ● ○	1. Teaches strategies to use context to gain the meaning of an unfamiliar word. Context includes the words surrounding the unfamiliar word that provide information to its meaning. (<i>w</i>)			
● ● ○	2. Repeated and multiple exposures to vocabulary. (<i>st</i>) [NRP, pg. 4-4]			
● ● ○	3. Emphasizes direct instruction in specific concepts and vocabulary essential to understanding text. (<i>w</i>)			
● ● ○	4. Provides exposure to a broad and diverse vocabulary through listening to and reading stories. (<i>ss</i>) [NRP, pg. 4-4]			
● ● ○	5. Variety of methods; variety of contexts. (<i>ss</i>) [NRP, pg. 4-4]			

Third Grade Vocabulary Instruction – High Priority

Tally the number of elements with each rating.

_____ ● _____ ● ○

Discretionary Items — Vocabulary Instruction

Rating	Criterion
● ○ ○	1. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. Uses words in context and that are encountered frequently.
● ● ○	2. Restructuring of vocabulary tasks for at-risk, low achievers.
● ● ○	3. Extends the understanding of concepts and vocabulary of the English language through (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict the meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words.

Third 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 only words comprised of phonic elements and word types that have been introduced. (<i>w</i>) and (<i>ss</i>)			
● ● ○	2. Builds toward a 120 word-per-minute fluency goal by end of grade 3. Assess fluency regularly. (<i>ss</i>) [NRP, pg. 3-28]			
● ● ○	3. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. (<i>w</i>) [NRP, pg. 3-28]			

Third Grade Passage Reading - Fluency Instruction — High Priority

Tally the number of elements with each rating.

_____ ● _____ ● ○

Discretionary Items — Passage Reading - Fluency Instruction	
Rating	Criterion
● ● ○	1. Contains only irregular words that have been previously taught.
● ● ○	2. Selects majority of high frequency irregular words from list of commonly used words in English.
● ● ○	3. Introduces repeated readings after students read words in passages accurately. [NRP, pg. 3-28; 3-15]

Third 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 _____
● ● ○	1. Teaches background information and/or activates prior knowledge. (<i>w</i>) [NRP, pg. 4-108]			
● ● ○	2. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (<i>w</i>)			
● ● ○	3. Uses known or taught vocabulary and passages at appropriate readability levels for learners. (<i>w</i>)			
● ● ○	4. Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy. (<i>w</i>) and (<i>st</i>)			
● ● ○	5. Connects previously taught skills and strategies with new content and text. (<i>w</i>) and (<i>ss</i>) [NRP, pg. 4-107]			
● ● ○	6. Cumulatively builds a repertoire of multiple strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year. (<i>w</i>) and (<i>ss</i>) [NRP. pg. 4-107]			

High Priority Items – Reading Comprehension Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ○ ○	7. Explicitly teaches comprehension strategies with the aid of carefully designed examples and practice (e.g., comprehension monitoring, mental imagery, question generation, question answering, story structure, summarization). (w) [NRP. pg. 4-100 to 4-113]			

Third Grade Reading Comprehension Instruction – High Priority

Tally the number of elements with each rating.

_____ ● _____ ○ _____ ○

Discretionary Items – Reading Comprehension Instruction	
Rating	Criterion
● ○ ○	1. Provides cooperative learning activities that parallel requirements of instruction.
● ○ ○	2. Begins with linguistic units appropriate to the learner; for example, uses pictures and a set of individual sentences before presenting paragraph or passage-level text to help students learn the concept of main idea.
● ○ ○	3. Uses familiar, simple syntactical structures and sentence types.
● ○ ○	4. Progresses to more complex structures in which main ideas are not explicit and passages are longer.

Third Grade Reading Comprehension Instruction – Discretionary

Tally the number of elements with each rating.

_____ ● _____ ○ _____ ○

Summary of Third Grade Ratings

High Priority Items	
Decoding and Word Recognition Instruction (1)	___ ● ___ ○ ___ ○
Vocabulary Instruction (4)	___ ● ___ ○ ___ ○
Passage Reading - Fluency Instruction (3)	___ ● ___ ○ ___ ○
Reading Comprehension Instruction (7)	___ ● ___ ○ ___ ○

Discretionary Items	
Decoding and Word Recognition Instruction (8)	___ ● ___ ○ ___ ○
Vocabulary Instruction (3)	___ ● ___ ○ ___ ○
Passage Reading - Fluency Instruction (3)	___ ● ___ ○ ___ ○
Reading Comprehension Instruction (4)	___ ● ___ ○ ___ ○

<i>Third Grade High Priority Totals</i>	___ ● ___ ○ ___ ○
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<i>Third Grade Discretionary Totals</i>	___ ● ___ ○ ___ ○
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Third 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)

SUMMARY

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

Additional Comments

Reviewer Code/Name: _____

THIRD GRADE

Additional Comments