



Practice Guide Alignment Rubric:

Providing Reading Interventions for Students in Grades 4–9

This rubric was developed for the analysis of intervention programs against the criteria of implementing the four recommendations and accompanying action steps presented in the IES Practice Guide [Providing Reading Interventions for Students in Grades 4–9](#) for the [Adolescent Literacy Intervention Selection Tool \(A-LIST\)](#). For more information on the processes used to collect and review materials for this alignment review, access the *Adolescent Literacy Intervention Selection Tool (A-LIST) Process Guide* from the [A-LIST home page](#).

Note. This rubric should *not* be used by itself. Users must read and refer to the practice guide to fully understand and score recommendations.

Available Outcomes

Each item in this alignment rubric will be scored by the panel applying the Alignment Rubric Criteria descriptions and Document Review and Criterion Rating guidance in the following tables to review the intervention materials collected and provided. The ratings available to the panel are as follows:

Outcome	Description
<i>Fully Aligns</i> (2 points)	The panel found evidence within the provided materials that the program will support the teacher to enact the IES recommendation.
<i>Partially Aligns</i> (1 point)	The panel found evidence within the provided materials that the program would partially support the teacher to enact the IES recommendation, but the teacher would need to supplement or adapt significantly to fully enact the IES recommendation.
<i>Does Not Align</i> (0 points)	The panel did not find evidence within the provided materials to support the teacher to enact this recommendation.
Not Applicable (N/A)	This outcome indicates that the program is not designed to provide instruction and materials for the component of reading covered by the IES Practice Guide’s recommendation. N/A should only be used at the level of the four recommendations; if a program is not intended to address the recommendation, then all action items beneath it should receive an N/A rating.

Note. Because there are so many ways an intervention could partially align, no descriptions are provided for the Partially Aligns outcome (1 point).

Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words.

How to Carry Out the Recommendation	Rating Rubric Criteria	Key Definitions	Materials to Collect and Review	Document Review and Criterion Rating
Content is copied from the <i>IES Practice Guide on Secondary Reading Intervention</i> (IES, 2022).	Descriptions support scoring of alignment to the IES Practice Guide’s recommended actions (2 points for <i>Fully Aligns</i> , 1 point for <i>Partially Aligns</i> , and 0 points for <i>Does Not Align</i>).	Definitions come from the IES Practice Guide’s glossary unless otherwise noted.	Descriptions suggest materials to look for and collect to support the evaluation of alignment to the IES Practice Guide.	Descriptions support the reviewing panel to use this rubric to assign alignment scores based on evidence found in review of materials.
<p>Step 1a. Identify the level of students’ word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary.</p> <p>Ideally, students’ word-reading skills would be assessed prior to the intervention, and information from the assessment would be used to place students with similar needs in intervention groups.</p>	<p>2 points—The program provides a valid and reliable assessment tool with which to determine students’ level of word-reading skills; OR the program provides detailed guidance to use diagnostic assessment data from assessments not provided by the program to place students and plan instruction.</p> <p>0 points—No relevant assessments or guidance are provided.</p>	<p>Word list reading measure is a graded word list used as a quick way to assess a student’s reading ability.</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • word list reading measures • oral reading fluency measures • spelling inventories <p>Assessment reports or program data dashboards</p> <p>Data-based decision guidance for selecting/assigning lessons or content based on student word-reading performance</p>	<p>The program should provide either a diagnostic assessment of students’ word reading or guidance to use student diagnostic data not provided by the program for placement and differentiated instruction.</p>

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<p>Step 1b. Identify the level of students’ word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary.</p>	<p>2 points—The program provides directions for explicit and systematic instruction and practice with feedback of both simple letter-sound and advanced spelling-sound correspondences.</p> <p>0 points—No directions for explicit and systematic instruction are provided to build students’ phonics knowledge and decoding skills.</p>	<p>Phonics is “an approach to teaching reading that emphasizes the systematic relationship between the sounds of language and the graphemes (i.e., letters or letter combinations) that represent those sounds. Learners apply this knowledge to decode printed words (ILA, n.d.).</p> <p>Systematic instruction is “teaching that has a carefully planned sequence, including building from easier to more difficult tasks and breaking down harder skills into smaller parts” (NCIL, n.d.).</p>	<p>Scope and sequence for “letter-sound,” “spelling-sound,” or “grapheme-phoneme” correspondence or phonics/decoding instruction</p> <p>Lesson samples of explicit instruction in the sounds of letters and letter combinations</p>	<p>Explicit lessons should review previously taught sounds and combinations, introduce letter-sounds and combinations one at a time, and progress from modeling and practicing with one-syllable words to two-syllable words to finally words with three or more syllables.</p> <p>Note. <i>Letter-sound, spelling-sound, and grapheme-phoneme</i> all refer to correspondences between written representations (letters or groups of letters) and the sound(s) they produce.</p>

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<p>Step 2. Teach students a routine they can use to decode multisyllabic words.</p> <p>Rather than teaching a wide array of rules, choose a routine that provides simple steps for breaking words into parts and blending those parts together to sound out the word. The routine can be used flexibly across different multisyllabic words. Explicitly teach students the routine to use when they encounter unfamiliar multisyllabic words.</p>	<p>2 points—The program provides explicit directions for one student routine for decoding multisyllabic words that is used consistently throughout the program.</p> <p>0 points—The program does not provide explicit directions for a consistently used routine.</p>	<p>Decoding is the process of applying knowledge of letter-sounds to correctly pronounce written words.</p> <p>Explicitly refers to teaching with clear objectives, tasks broken into manageable chunks for learning, modeling with clear explanations to verbalize thinking processes, opportunities to practice with decreasing levels of support, and useful affirmative feedback.</p> <p>Multisyllabic word refers to a word with more than one syllable.</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • routine cards, charts, or posters; • teacher lesson plan samples from lessons modeling the routine for multisyllabic word reading; • teacher prompt guides or cards; • student independent learning materials (for example, online learning modules or instructional videos, activity prompts, etc.); or • scope and sequence chart detailing the occurrence of multisyllabic word reading instruction. <p>Notes. References to “two-syllable words,” “three-syllable words,” and “compound words” are each considered multisyllabic word readings. Multisyllabic word instruction and practice should build knowledge of syllables and affixes (prefixes and suffixes).</p>	<p>The identified routine should be taught and reinforced until mastered for <i>independently</i> decoding words; teacher-led instructional routines with multisyllabic word practice are only valid evidence for this criterion if they are in support of explicitly teaching a routine (a clear description, modeling, or guided and independent practice) for students’ independent use.</p> <p>Note. For a sample strategy for reading multisyllabic words, see p. 7 of the IES guide.</p>

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<p>Step 3. Embed spelling instruction in the lesson.</p> <p>Spelling words will help reinforce the vowel and consonant letter-sounds and combinations students are learning. Include practice in spelling monosyllabic and multisyllabic words. This activity is called encoding practice.</p>	<p>2 points—The program provides explicit encoding instruction and practice of monosyllabic and multisyllabic words embedded in lessons teaching letter-sounds and combinations and not presented solely in isolation.</p> <p>0 points—Explicit encoding instruction and practice are not regularly provided as part of the program activities.</p>	<p>Encoding practice is a practice that involves students applying knowledge of letter-sound relationships to identify the letters that make up a word in order to spell it.</p> <p>Monosyllabic words are words with only one syllable.</p> <p>Multisyllabic word refers to a word with more than one syllable.</p> <p>Orthographic mapping involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory (Ehri, 2014).</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • lesson samples including student spelling practice (for example, making word activities or spelling dictation) applying specific letter-sounds and combinations, syllables, roots, and prefixes/suffixes; • student workbook pages or practice worksheets containing evidence of spelling practice; or • online activities requiring student spelling practice of words using the featured spelling pattern(s). 	<p>For full credit, spelling instruction should be embedded within lessons that include a focus on specific letter-sounds and combinations and may also reinforce other spelling patterns (e.g., syllables, roots, prefixes/suffixes) and frequently with phonological awareness, decoding, morphology, and/or vocabulary, as well, to reinforce orthographic mapping rather than practicing spelling in isolation. A program should include opportunities with both monosyllabic and multisyllabic words.</p>

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<p>Step 4. Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.</p> <p>Provide multiple opportunities for students to apply the routine to build automaticity: the ability to recognize words instantly and effortlessly.</p>	<p>2 points—The program provides regular and varied opportunities to build accuracy and automaticity with multisyllabic words using the multisyllabic word reading routine (see Step 2).</p> <p>0 points—Regular and varied opportunities to build word reading fluency of multisyllabic words are not provided.</p>	<p>Prefixes refer to one or more letters placed before a base word that change the meaning or form of the word.</p> <p>Suffixes refer to letters added at the end of a word to form a new word or change the word form.</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • routine cards, charts, or posters; • teacher lesson plan samples from lessons providing opportunities to read and apply a routine for reading multisyllabic words with feedback; • teacher prompt guides or cards; or • grade appropriate connected texts for reading practice, which may include sentences, brief paragraphs, and longer texts. 	<p>The array of activities should include both word list reading and reading of words in context (sentences, paragraphs, or longer texts), provide multiple exposures and practice opportunities with the selected words, and reinforce use of the routine taught for reading multisyllabic words. To build accuracy, students should receive immediate reinforcing or corrective feedback. Word reading practice may focus on building automaticity with specific spelling or morphological patterns (such as prefixes/suffixes).</p> <p>Note. For sample activities for this step, see Example 1.3 on p. 11 of the IES guide.</p>

Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly.

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<p>Content is copied from the IES Practice Guide on Secondary Reading Intervention (IES, 2022).</p>	<p>Descriptions support scoring of alignment to the IES Practice Guide’s recommended actions (2 points for <i>Fully Aligns</i>, 1 point for <i>Partially Aligns</i>, and 0 points for <i>Does Not Align</i>).</p>	<p>Definitions come from the IES Practice Guide’s glossary unless otherwise noted.</p>	<p>Descriptions suggest materials to look for and collect to support the evaluation of alignment to the IES Practice Guide.</p>	<p>Descriptions support the reviewing panel to use this rubric to assign alignment scores based on evidence found in review of materials.</p>
<p>Step 1. Provide a purpose for each repeated reading. Rather than merely asking students to reread the same passage orally several times to increase their speed, the panel suggests providing students with a purpose for each reading of the same passage.</p>	<p>2 points—The program consistently provides students with a purpose for repeated readings and uses a variety of different purposes. 0 points—A purpose for repeated reading practice is not consistently provided.</p>	<p>Fluency is the ability to read aloud with speed, accuracy, and proper expression. Repeated Reading “consists of rereading a short, meaningful passage several times until a satisfactory level of fluency is reached” (Samuels, 1979).</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • teacher lesson plan samples from lessons focused on fluency instruction (reading pace, accuracy, and/or expression/prosody); • online activity directions for repeated reading activities; • partner reading routines for fluency practice (may include routine cards or posters); or • routine cards, charts, or posters for repeated reading. 	<p>The program should <i>consistently</i> set a purpose for each reading and set a variety of reading purposes within and across readings, such as to focus on reading at an appropriate pace and with expression, answering questions, identifying words they do not know, or reflecting on what they learned from the text or why they were reading it. Note. See examples of a variety of purposes on pp. 13–15 of the IES guide.</p>

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<p>Step 2. Focus some instructional time on reading with prosody.</p> <p>Prosody refers to reading with expression, appropriate pitch and tempo, and pauses at the right places. Pauses, tempo, and emphasis placed on different words can help readers understand what they are reading.</p>	<p>2 points—The program provides directions for explicit instruction in prosody to support oral reading fluency and reading comprehension.</p> <p>0 points—Prosody is not explicitly addressed by the program.</p>	<p>Expression refers to reading with feeling that matches what the text means. In order to match the proper expression to each word or phrase, the reader has to understand the meaning of the words and the grammar of each sentence.</p> <p>Pitch is the highness or lowness of a sound.</p> <p>Prosody refers to the timing, phrasing, emphasis, and intonation that readers use to help convey meaning and to make their oral reading lively.</p> <p>Tempo is the pace at which someone reads orally.</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> teacher or online lesson plan samples from lessons including reference to prosody or related skills (pacing, expression, pitch, tempo, pauses, emphasis), teacher or online lesson plan samples from lessons providing opportunities for students to read aloud, or texts intended or that lend themselves to reading aloud. 	<p>Fluency lessons should include prosody instruction that is explicit (clear objectives, modeling, opportunities to practice with decreasing levels of support, and useful affirmative feedback) and address several aspects of prosody (pitch, tempo, pauses, emphasis).</p>

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<p>Step 3. Regularly provide opportunities for students to read a wide range of texts.</p> <p>Reading a wide range of texts counterbalances the limitations of repeatedly reading the same brief passage by exposing students to a variety of sentence structures and text topics. As students explore a wider range of texts, they are exposed to unfamiliar words and syntax, and their reading becomes more fluent.</p>	<p>2 points—At least weekly, the program provides students the opportunity to read a variety of texts that cover a range of topics; are connected to grade-level content; or are of high interest, personally relevant, or self-selected by students.</p> <p>0 points—Limited opportunities are available for students to read a wide range of reading texts.</p>	<p>Fluency is the ability to read aloud with speed, accuracy, and proper expression.</p> <p>Sentence structures refers to the way sentences are organized to convey a desired effect. There are four sentence structures: simple sentences, compound sentences, complex sentences, and compound-complex sentences.</p> <p>Syntax is the order of words or phrases used to create well-formed sentences in a language.</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • reading passage samples, • program reading materials (books, readers, magazines), • program book lists, • teacher’s manuals often have pages in the front or back with attribution/lists of authentic texts written for or reprinted in the program with permission, or • lesson plan samples that provide fluency reading practice opportunities without repeated reading. 	<p>Wide reading does not require repeated reading of text but may include paired reading practice.</p> <p>Note. See Example 2.4 on p. 17 of the IES guide for a model of paired reading.</p> <p>Examples of limited text selections might include opportunities to read only narrative stories, only leveled texts, or texts in a single content area.</p>

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text.

Part A: Build students’ world and word knowledge so they can make sense of the text.

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<p>Step 1. Develop world knowledge that is relevant for making sense of the passage.</p> <p>Students need enough knowledge about a topic to read and understand a text on that topic. Provide a brief 3–5-minute introduction on the topic before reading to help students develop knowledge that might help them understand what they are reading.</p>	<p>2 points—The program regularly builds world knowledge through brief, intentional activities before, during, or after reading.</p> <p>0 points—No activities are provided that are designed to elicit or build world knowledge before, during, or after reading.</p>	<p>World knowledge refers to the understanding of concepts and information about phenomena and events in the world, such as historical events, political debates, and scientific systems.</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • teacher or online lesson plan samples from lessons including activities that build world knowledge before, during, or after reading; • supplemental prereading texts or anchor videos; or • student question prompts on world knowledge relevant to understanding the focus text. 	<p>The program evidence should demonstrate approaches to building world knowledge such as prereading on related topics, audio-visual introduction (e.g., video, podcast), and question prompts eliciting prior knowledge.</p> <p>Activities for building background knowledge must be brief (3–5 minutes) to score 2 points.</p>

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<p>Step 2. Teach the meaning of a few words that are essential for understanding the passage.</p> <p>Identify words that are critical and conceptually central for understanding the passage but are likely to be difficult for students. In this document, these words are referred to as essential words. These are words that appear early or frequently in the passage and might include bolded words.</p>	<p>2 points—The program regularly includes preteaching or during reading support of the meanings of a few essential words at appropriate levels of depth and provides opportunity for ongoing practice and review of the words for transfer and long-term recall.</p> <p>0 points—No directions for preteaching or during reading support of the meanings of essential words to support understanding of the text are included.</p>	<p>Essential words are words that are conceptually central for understanding the topic of the text.</p> <p>Conceptually central words are words that are essential for comprehending the key concepts in a selection.</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> teacher or online lesson plan samples from lessons, including reading activities that teach the meaning of essential words in the text; key words, vocabulary, or other summaries within the teacher’s manual or Scope and Sequence summaries, by unit or lesson, of words explicitly taught in support of text reading; or teacher routine for direct and explicit instruction of essential words. 	<p>Words identified to preteach should be limited to a reasonable number (typically no more than 1–3 words per reading), essential to understanding the reading, and taught to a level of depth necessary to support reading (3–5 minutes total).</p> <p>Removing vocabulary barriers to understanding may entail providing a simple definition of the word for the context or may require use of effective vocabulary instruction techniques (providing examples and nonexamples, using the word within sample sentences, providing visual representations, etc.) when necessary to build appropriate knowledge to support text reading.</p>

How to Carry Out the Recommendation	Rating Rubric Criteria	Key Definitions	Materials to Collect and Review	Document Review and Criterion Rating
<p>Step 3. Teach students how to derive meanings of unknown words using context.</p> <p>In some circumstances, the sentences surrounding an unknown word can help students determine its meaning. Teach and explicitly model how to find clues in the surrounding sentences to help students determine the meanings of words they do not understand.</p>	<p>2 points—The program provides directions for explicit instruction and practice in using context to determine the meanings of unknown words.</p> <p>0 points—Neither directions for explicit instruction and practice in context clues nor a routine for using context to determine the meaning of unknown words are provided.</p>	<p>Teacher modeling is an instructional technique where teachers talk through the thinking process they use to demonstrate a skill or strategy.</p> <p>Context includes the words and “sentences surrounding an unknown word” (IES Practice Guide, p. 26).</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • teacher or online lesson plan samples from lessons, including explicit teaching of context clues or routines for using context to determine word meanings; • scope and sequence maps that identify where the program teaches specific vocabulary-building skills; • student assignments, workbooks, or online activities that include evidence of determining the meanings of words using context; or • teacher routine for explicit instruction in using context to determine or verify the meaning(s) of unknown words. 	<p>Programs may teach a routine for looking at the context around a word to figure out the word’s meaning, or students may be taught and practice use of specific types of context clues.</p> <p>Note. See p. 26 of the IES guide for a recommended three-step routine for determining meanings of unknown words using context.</p>

How to Carry Out the Recommendation	Rating Rubric Criteria	Key Definitions	Materials to Collect and Review	Document Review and Criterion Rating
<p>Step 4. Teach prefixes and suffixes to help students derive meanings of words.</p> <p>Knowledge of prefixes and suffixes will help students in reading multisyllabic words (Recommendation 1). Knowing the meaning of prefixes and suffixes will help students understand the meaning of these multisyllabic words.</p>	<p>2 points—The program provides directions for explicitly teaching the meanings of the most common prefixes and suffixes and provides multiple exposures and opportunities to practice using them to determine the meanings of new words.</p> <p>0 points—Neither directions for explicitly teaching prefixes and suffixes nor multiple exposures and opportunities to practice are provided.</p>	<p>Prefixes refer to one or more letters placed before a base word that change the meaning or form of the word.</p> <p>Suffixes refer to letters added at the end of a word to form a new word or change the word form.</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • teacher or online lesson plan samples from lessons including explicit teaching of the meanings of prefixes and/or suffixes; • scope and sequence maps that identify where the program teaches prefixes and suffixes; or • student assignments, workbooks, or online activities that include evidence of determining the meanings of words using prefixes/suffixes. 	<p>For full points, the program must teach the meaning of common prefixes and suffixes as well as provide opportunities to use that knowledge to determine meanings of unknown words. This may include identifying the base word and prefixes/suffixes in a word, changing prefixes/suffixes with base words to explore how they change a word’s meaning, and exploring different words that use the same prefix/suffix.</p> <p>Note. For lists of the most common prefixes and suffixes, see pp. 30–32 of the IES guide.</p>

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<p>Step 5. Teach the meaning of Latin and Greek roots.</p> <p>Latin and Greek roots appear frequently in words in math, science, and social studies textbooks (e.g., micro: microbiology, microscope, microbe; equi/equa: equivalent, equation, equal, equator, equalizer). Spend some time explicitly teaching the meaning of the roots, how these roots contribute to the meaning of a word, and how words with the same root are related.</p>	<p>2 points—The program provides directions for explicit instruction in the meanings of Latin and Greek roots, how the roots contribute to the meaning of a word, and how words with the same root are related.</p> <p>0 points—No directions are provided for explicit instruction in Latin and Greek roots.</p>	<p>Explicitly refers to teaching with clear objectives, tasks broken into manageable chunks for learning, modeling with clear explanations to verbalize thinking processes, opportunities to practice with decreasing levels of support, and useful affirmative feedback.</p> <p>Latin and Greek roots are components of a word that typically do not stand alone, originating from the Latin or Greek language.</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • teacher or online lesson plan samples from lessons including explicit teaching Latin and Greek roots; or • scope and sequence maps that identify where the program teaches Latin and Greek roots. 	<p>There is no expectation for teaching any <i>specific set</i> of Latin or Greek roots; instruction should be explicit, sufficient in exposure and practice to build automaticity with the meaning of the words taught, and relevant to the words in the texts students are reading.</p>

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text.

Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

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<p>Step 1. Explicitly teach students how to find and justify answers to different types of questions. By understanding common types of questions that may be asked (e.g., Right There questions, Think and Search questions, Author and Me questions), students develop habits for sifting through the information in the text or connecting to their world knowledge to figure out the answers. Teaching students how to answer different types of questions helps them find information that is either directly stated in or inferred from the text.</p>	<p>2 points—The program provides directions for explicit instruction in strategies to answer different types of questions, moving from literal to inferential. 0 points—No directions are provided for explicit instruction in answering different types of questions.</p>	<p>Explicitly refers to teaching with clear objectives, tasks broken into manageable chunks for learning, modeling with clear explanations to verbalize thinking processes, opportunities to practice with decreasing levels of support, and useful affirmative feedback. Right There questions are questions for which the answers are specifically stated in one sentence in the text. Think and Search questions are questions for which the answers appear in more than one sentence in the text. Author and Me questions are questions for which answering requires connecting information in text to information from prior experience or prior learning.</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • teacher or online lesson plan samples from lessons including explicit teaching of question types; • scope and sequence maps that identify where the program teaches asking and answering questions; • student or teacher question prompts soliciting answers to different question types with feedback; or • student assignments, workbooks, or online activities that include instruction and practice answering different question types. 	<p>The IES Practice Guide recommends use of the Question–Answer Relationship question types (Right There, Think and Search, Author and Me). Reviewed programs may use different language to teach question types (e.g., literal, inference) so long as students are being explicitly taught strategies to answer different types of questions. Note. For examples of explicit teaching of the question types, see the example boxes in the IES guide on pp. 39–41.</p>

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<p>Step 2. Provide ample opportunities for students to collaboratively answer questions.</p> <p>Provide opportunities for students to work collaboratively to answer each type of question. Begin with Right There questions, move to Think and Search questions, and finally to Author and Me questions, as students demonstrate that they can answer each type. Make sure to include previously learned question types as each new type is added.</p>	<p>2 points—The program regularly provides collaborative opportunities for students to answer and justify responses to a variety of text-dependent questions.</p> <p>0 points—Collaborative opportunities are not provided for students to engage in answering text-dependent questions.</p>		<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • teacher lesson plan samples from lessons requiring students to collaboratively answer questions; • student projects, assignments, workbooks, or online activities that include opportunities for pairs or small groups to answer various types of text-dependent questions or make connections to previous learning; • student or teacher question prompt cards; or • scope and sequence maps that identify where the program teaches answering questions. 	<p>Activities should require students to work together to provide evidence from the text or to explain their reasoning to justify their answers.</p> <p>Note. For examples of explicit teaching of the question types, see the examples boxes in the IES guide on pp. 42–43.</p>

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<p>Step 3. Teach students to ask questions about the text while reading.</p> <p>When students develop questions about the content of the text, they can gain a deeper understanding of the text’s meaning. Developing and answering questions about text will help facilitate students’ independence in gaining information from text.</p>	<p>2 points—The program provides directions for explicitly teaching and supporting students in asking their own questions about texts of various types.</p> <p>0 points—Directions are not provided for explicitly teaching and supporting students to generate questions about texts.</p>		<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • scope and sequence maps that identify where the program teaches asking questions while reading; • posters, cards, or assignments that provide question stems to support students’ generation of questions; • annotation routines; or • student workbooks or handouts. 	<p>Students may answer their own questions during reading or work collaboratively with others to answer generated questions.</p> <p>Note. For examples of question stems, see Resource 3B.3. For explicit teaching of the question types, see the examples boxes in the IES guide on pp. 42–43.</p>

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text.

Part C: Teach students a routine for determining the gist of a short section of text.

How to Carry Out the Recommendation	Rating Rubric Criteria	Key Definitions	Materials to Collect and Review	Document Review and Criterion Rating
<p>Content is copied from the IES Practice Guide on Secondary Reading Intervention (IES, 2022)</p>	<p>Descriptions support scoring of alignment to the IES Practice Guide’s recommended actions (2 points for <i>Fully Aligns</i>, 1 point for <i>Partially Aligns</i>, and 0 points for <i>Does Not Align</i>).</p>	<p>Definitions come from the IES Practice Guide’s glossary unless otherwise noted</p>	<p>Descriptions suggest materials to look for and collect to support the evaluation of alignment to the IES Practice Guide</p>	<p>Descriptions support the reviewing panel to use this rubric to assign alignment scores based on evidence found in review of materials.</p>
<p>Step 1. Model how to use a routine to generate gist statements.</p> <p>Having several easy steps to follow in a routine will help students break the process of generating a gist into manageable tasks. Teach students a routine they can use to generate gist statements. Most routines will include a step for determining who or what the passage is about and the most important information.</p>	<p>2 points—The program provides directions for explicitly teaching a routine to determine the gist of paragraphs, sections, or whole texts.</p> <p>0 points—The program does not provide explicit directions for a consistently used routine.</p>	<p>Gist statements are concise sentences that convey the most important information in a passage.</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • teacher or online lesson plan samples from lessons including explicit teaching and modeling of main ideas, gist, or author’s purpose/argument; • scope and sequence maps that identify where the program teaches identifying main ideas/gist or author’s purpose/argument; or • student projects, assignments, workbooks, or online activities that include opportunities for students to apply a routine to identify the main idea/gist of all or part of a text. 	<p>Depending on the text type, the gist may be referred to as a main idea or author’s argument.</p> <p>Note. For a sample routine for determining the main idea, see Resource 3C.1. on p. 48 of the IES guide. For an example of explicit teacher modeling of generating a gist statement, see Example 3C.1. on pp. 49–50.</p>

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<p>Step 2. Teach students how to use text structures to generate gist statements.</p> <p>Text structure refers to how information in a written piece of text is organized. Text structures can help students focus on what the text is about and help them generate gist statements.</p> <p>Three common text structures are cause and effect, problem and solution, and compare and contrast.</p>	<p>2 points—The program provides directions for explicitly teaching how to identify various structures of a section or whole text <i>and</i> how to use text structures to generate main idea/gist statements.</p> <p>0 points—No directions are provided for explicitly teaching the common text structures.</p>	<p>Text structure is the pattern of ideas that are in the organization of text. Common text structures are cause/effect, compare/contrast, problem/solution, and description.</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • scope and sequence maps that identify where the program teaches identifying text structures, cause and effect, problem-solution, compare/contrast, or other text structures; • teacher or online lesson plan samples from lessons including explicit teaching of text structures, including clear descriptions, modeling, or practice with support; or • student projects, assignments, workbooks, or online activities that include practice in identifying text structures of sections or whole texts and/or using text structures to determine the main idea/gist. 	<p>The IES guide recommends that text structure be taught in the context of comprehension (determining the main ideas/gists of texts). For a model of this, see IES guide Example 3C.2. on pp. 53–54.</p> <p>Note. Although the IES guide points out the common text structures of cause and effect, problem–solution, and compare–contrast, there are a variety of other text structures programs may teach and reinforce, such as definition/description, sequence/time/chronology, argument/proposition support.</p>

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<p>Step 3. Work collaboratively with students to generate gist statements.</p> <p>After modeling generating a gist statement using a routine or text structure once or twice, include students in collaboratively generating gist statements by prompting them through the steps of the routine. Have students provide rationales for their decisions and point to the portions of the text that support their thinking.</p>	<p>2 points—The program provides opportunities to collaboratively practice generation of main idea/gist statements.</p> <p>0 points—No opportunities are provided to generate main idea/gist statements to build independence and transfer.</p>		<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> teacher or online lesson plan samples from lessons including experiences identifying text structures and using them to determine main ideas/gists; or scope and sequence maps that identify where the program teaches monitoring thinking (or metacognition). 	<p>Under a gradual release model, examples should include varying degrees of teacher and peer support leading toward student independence.</p> <p>Note. An example of the teacher and students collaboratively generating a gist statement can be found on pp. 55–56 of the IES guide.</p>

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text.

Part D: Teach students to monitor their comprehension as they read.

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<p>Content is copied from the IES Practice Guide on Secondary Reading Intervention (IES, 2022).</p>	<p>Descriptions support scoring of alignment to the IES Practice Guide’s recommended actions (2 points for <i>Fully Aligns</i>, 1 point for <i>Partially Aligns</i>, and 0 points for <i>Does Not Align</i>).</p>	<p>Definitions come from the IES Practice Guide’s glossary unless otherwise noted.</p>	<p>Descriptions suggest materials to look for and collect to support the evaluation of alignment to the IES Practice Guide.</p>	<p>Descriptions support the reviewing panel to use this rubric to assign alignment scores based on evidence found in review of materials.</p>
<p>Step 1. Help students determine when they do not understand the text. To help students become more comfortable with acknowledging when portions of a text do not make sense to them, have students practice with isolated sentences.</p>	<p>2 points—The program provides direction for explicitly teaching students to monitor their understanding. 0 points—No directions are provided for explicitly teaching students to monitor their understanding.</p>		<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> teacher or online lesson plan samples from lessons teaching and modeling for students how to monitor their understanding of the text while reading. 	<p>Programs may provide an activity in which students read sentences that make sense and others that don’t to practice monitoring understanding. Monitoring thinking is also sometimes referred to as metacognition. Note. A sample exercise for practicing determining if sentences make sense can be found on p. 60 of the IES guide.</p>

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<p>Step 2. Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about.</p> <p>When students ask themselves questions, they have an opportunity to check their understanding. Asking themselves questions about their understanding helps students see what they know and do not know, so they can think about what they should do to better understand the text.</p>	<p>2 points—The program provides directions for explicitly teaching students to ask questions to check their understanding.</p> <p>0 points—No directions are provided for explicitly teaching students to ask questions to check their understanding.</p>		<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> teacher or online lesson plan samples from lessons teaching and modeling for students how to monitor their understanding of the text while reading; or student prompt cards, posters, routines, or other scaffolds for asking questions to monitor for understanding while reading. 	<p>The program evidence should demonstrate teaching and modeling of strategies for clarifying confusion such as rereading more slowly and carefully focusing on figuring out unknown words.</p> <p>Review Rec. 3, Part B materials for additional evidence that may be relevant to this indicator.</p> <p>Note. Example self-monitoring questions can be found in Resource 3D.1 on p. 61 of the IES guide.</p>
<p>Step 3. Provide opportunities for students to reflect on what they have learned.</p> <p>Giving students opportunities to note what they have learned helps students integrate their learning and take stock of what they are understanding.</p>	<p>2 points—The program provides frequent opportunities for students to reflect, document their learning, and/or record remaining questions or confusion.</p> <p>0 points—No opportunities are provided for students to document their thinking or learning at the end of readings or intervention sessions.</p>		<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> teacher or online lesson plan samples from modeling ways to document learning after reading; student prompt cards, posters, routines, or other scaffolds with sentence stems starters to document their learning; or student assignments, workbook pages, or online activities that include opportunities to record students' learning. 	<p>In addition to documenting what students have learned, prompts and writing tasks should document students' ongoing questions or confusion in support of building students' metacognition skills (that is, monitoring thinking).</p> <p>Note. For examples of sentence starters, see Resource 3D.2 on p. 62 of the IES guide.</p>

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.

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<p>Step 1. Prepare for the lesson by carefully selecting appropriate stretch texts, choosing points to stop for discussion and clarification, and identifying words to teach.</p> <p>Consider texts that are at the upper range or somewhat above the upper range of students’ independent reading levels. Sequence the stretch text passages so that the difficulty and passage length gradually increase.</p>	<p>2 points—The program provides opportunities or guidance (e.g., selection of texts, stop points, key words/multisyllabic words, planning templates, or prompts) for students to work with engaging stretch texts that gradually increase in difficulty and length.</p> <p>0 points—No opportunities or materials are provided to support students to experience stretch texts.</p>	<p>Stretch texts are texts above a student’s instructional level.</p> <p>Note. Stretch texts are inconsistently described within the practice guide, sometimes as above independent level (see column 1) and sometimes above instructional level (see glossary entry above). What makes a text an appropriate stretch for a student depends on the student’s knowledge and skills, the rigor of the task the student is asked to conduct using the text, the level of support provided, and the complexity of the text itself.</p>	<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> • teacher or online lesson plan samples for “whole group” or “shared reading” of challenging, stretch, or on-grade level texts; or • grade-appropriate materials that teachers may provide students for productive, supported engagement with text. 	<p>The program should provide materials that allow teachers to provide opportunities that stretch learners of varied reading proficiency with teacher support and encouragement. Materials may provide guiding questions, routines, prompts, or other supports to help teachers model and reinforce productive engagement with the stretch text or alternatively a lesson model or template for generating such shared experiences. Close reading experience may model any number of the routines or strategies covered in the recommendations and actions reviewed above, including vocabulary development, monitoring of thinking, reading of multisyllabic words with or without Latin or Greek roots or prefixes/suffixes, etc.</p>

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<p>Step 2. Provide significant support as the group works through a stretch text together.</p> <p>Students will need teacher support to read and understand stretch texts. Work through stretch texts as a group with teacher support, rather than assigning stretch texts to students to work on independently or with a partner.</p>	<p>2 points—The program provides directions as to how to support the students with stretch text, such as with lesson templates, models, or scaffolding options.</p> <p>0 points—No models, lesson templates, or student scaffolds for reading stretch texts are provided.</p>		<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> teacher or online lesson plan samples for “shared reading” or “close reading” of challenging, stretch, or on-grade level texts. Samples should include direct teaching and modeling of routines and practices. 	<p>Activities may be referred to as “shared reading” or “close reading” activities. Although the IES guide promotes the use of stretch texts at or just beyond students’ independent or instructional reading levels, programs may also provide equitable student access and experience with on-grade level texts when provided adequate support to ensure successful experiences.</p>
<p>Step 3. After students demonstrate comfort with reading stretch texts with the group, provide students with electronic supports to use when independently reading stretch text to assist with pronunciation of difficult words and word meanings.</p> <p>Over time, students will demonstrate increased comfort in working with stretch texts. When this happens, in addition to providing students with challenging text to grapple with in a supportive small-group setting, students can work with stretch texts during independent reading using electronic supports available on tablets, laptops, and other devices.</p>	<p>Evaluation for this indicator is reported as narrative comments only (see the scoring note in last column). Reviewers evaluating a program with digital content may consider the following narrative descriptions:</p> <p>Yes—The program provides technological supports to promote positive, independent student engagement with stretch texts.</p> <p>No—Technological supports are not provided for independent work with stretch texts.</p>		<p>Evidence collection for this step may include:</p> <ul style="list-style-type: none"> front matter of teacher’s manuals discussing electronic supports embedded within the program or recommendations for using such to support students with reading stretch texts independently; or screenshots or other examples of electronic supports within the program. 	<p>Programs may embed technological supports or provide guidance for using third-party or commonly available technologies to support students while reading stretch text independently.</p> <p>Scoring Note. This criterion only applies to programs with digital content. To allow fair comparison between print-only programs and programs with digital content, reviewers should document evidence of electronic supports provided within the program but <i>not</i> include a numerical indicator score for this step.</p>

References

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