New York State Education Department

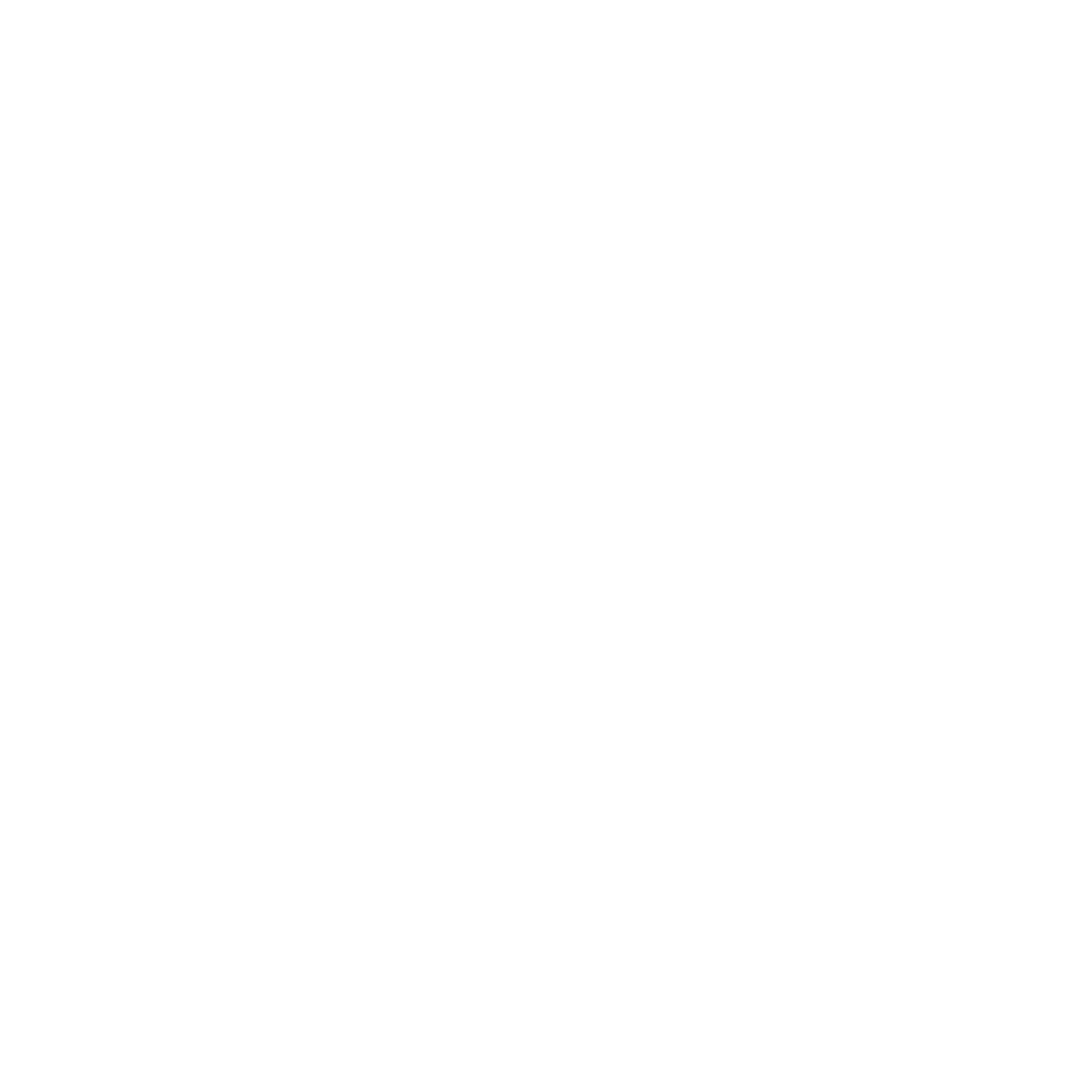
# K-3 Literacy Curriculum Review Guide



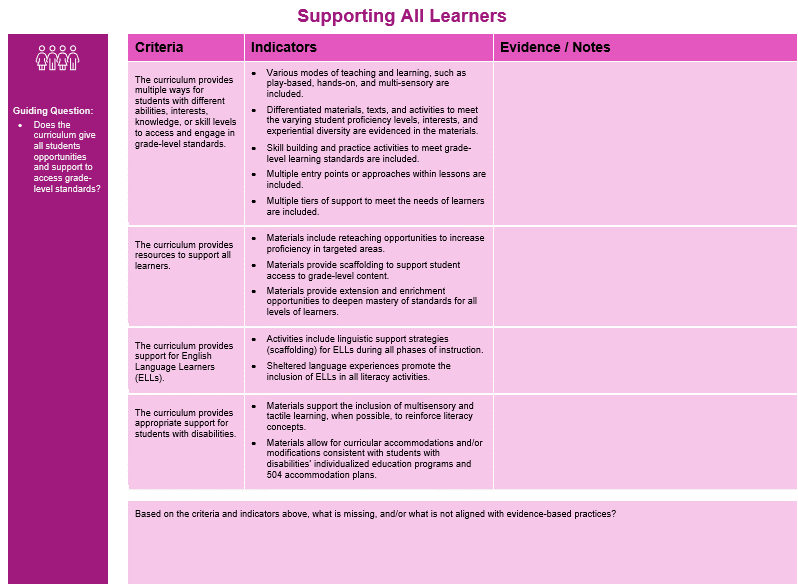




**June 2024**



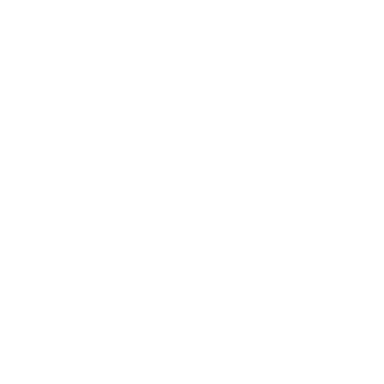
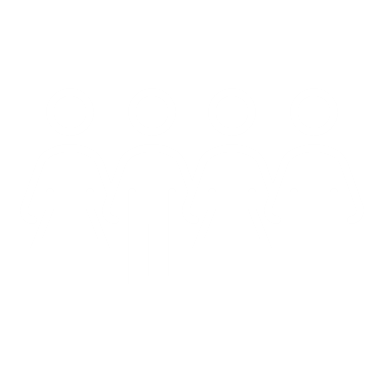
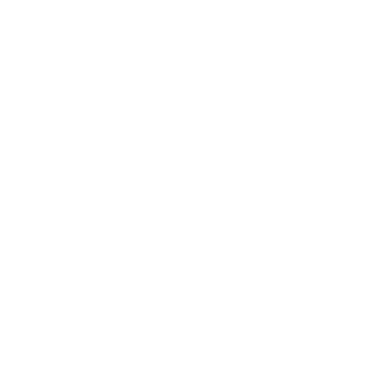
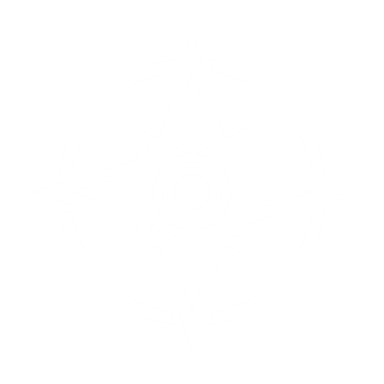
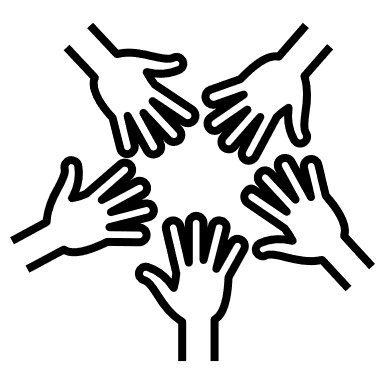
## Organization of the Guide

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* **Domain:** The Guide is divided into five domains that categorize aspects of a high-quality literacy curriculum.
  + *The order of the domains is not weighted by significance. All are important.*
* **Guiding Question(s):** Anchor local discussion
* **Criteria:** Essential elements of a literacy curriculum
* **Indicators:** “Look fors” that delineate criterion
* **Evidence / Notes:** Intentionally blank to provide space for thoughts, questions, and comments
* **Missing / Unaligned:** An additional space to record criteria that is not found and/or to identify materials not aligned to evidence-based practices (or “red flags”).

## Curriculum Review Domains

The K-3 Literacy Curriculum Review Guide is organized into the following five domains\*:



\* The order of the domains is not weighted by significance. All are important*.*

### Learning Standards and Evidence-Based Practices

| Books outline |  | Criteria | Indicators | Evidence / Notes |
| --- | --- | --- | --- | --- |
| Guiding Questions:   * Do students have access to grade-appropriate tasks and instruction aligned to Learning Standards? * Does the curriculum provide systematic and explicit instruction with sufficient student practice to support reading foundational skills? * Is the curriculum clear about what must be taught to reflect learning standards for each grade level? |  | The curriculum aligns with the appropriate grade-level NYS ELA Learning Standards. | * All grade-level ELA standards are cited and clearly identified in scope and sequence, curriculum maps, and lesson plans. |  |
|  | The curriculum reflects evidence-based, interdisciplinary scientific research on P-12 literacy development, known as the Science of Reading. | * The reading process is broken down into skills that are introduced systematically and consistently in a logical sequence. * Lessons are organized to teach skills explicitly and directly. * Objectives and examples are clear and specific. * Learned skills are applied in an integrated manner through engagement with authentic reading and writing tasks. * Texts are high-quality, developmentally appropriate, and culturally responsive. |  |
|  | The curriculum emphasizes explicit, systematic instruction of phonological awareness, including phonemic awareness. | * Phonemic awareness and phonological lessons have clear objectives, are introduced systematically, and are organized to teach knowledge and skills directly and explicitly. * Larger phonologic units (e.g., syllable, rhyme) as well as phonemic units (e.g., consonant blends) are included. * Stages of simple to advanced phonemic manipulation tasks (e.g., isolating, blending, deleting, substituting) are included. |  |
|  | The curriculum emphasizes explicit and systematic instruction of evidence-based phonics. | * Phonics lessons have clear objectives, are introduced systematically, and are organized to directly and explicitly teach knowledge and skills. * Letter-sound-symbol association is taught sequentially, from least to most complex relationships. * Phonetic decoding is emphasized, with attention to word structure. * Decodable texts match the phonics skills being taught and selected according to the needs of the student. |  |
|  | The curriculum emphasizes explicit, systematic instruction of fluency. | * Fluency is a clear objective. * Materials provide consistent opportunities for students to hear fluent oral reading of increasingly complex texts that lead to proficiency in both oral and silent reading. * Oral reading is practiced at the word, sentence, and paragraph level, while being exposed to a variety of genres. |  |
|  | The curriculum emphasizes explicit, systematic instruction of comprehension. | * Comprehension lessons have clear objectives, are introduced systematically, and are organized to teach comprehension skills directly and explicitly. * Clear connections are made to activate background knowledge and prior experiences. * Materials provide exposure to complex texts in a variety of genres, (including but not limited to informational, literary, and poetry) with attention to building background knowledge, focusing on text structure to increase comprehension, and boosting student enjoyment. |  |
|  | The curriculum emphasizes explicit, systematic instruction of vocabulary. | * Vocabulary lessons have clear objectives, are introduced systematically, and are organized to teach the meaning of words directly and explicitly. * Materials provide instruction in word meaning (both in isolation and within context)**.** |  |
|  | The curriculum emphasizes explicit systematic instruction of oral language development. | * Materials provide sufficient time for high-ordered discussions, with a focus on conventions (e.g., tone, conversational flow) and the development of topic-related ideas and complete thoughts. |  |
|  | The curriculum emphasizes explicit systematic instruction of writing. | * Writing lessons have clear objectives, are introduced systematically, and are organized to teach the skills of writing directly and explicitly. * Lessons focus on the characteristics of writing beyond physical scribing and conventions, including the development of ideas, organization, fluency, and word choice. * Materials include a variety of paper types to help students learn print concepts, develop handwriting skills, increase writing stamina, and establish organization. * Students write in a variety of genres and for a variety of audiences and purposes. |  |
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|  | Based on the criteria and indicators above, what is missing, and/or what is not aligned with evidence-based practices? | | |

### Culturally Responsive & Social-Emotional Learning

| Cheers outline  **Guiding Questions:**   * Does the curriculum support an engaging, inclusive, and respectful learning environment for all? * Does the curriculum provide students the opportunity to view other’s experiences, reflect on their own identity, and open doors to be immersed in the text? |  | Criteria | Indicators | Evidence / Notes |
| --- | --- | --- | --- | --- |
|  | The curriculum enhances the capacity for students to view concepts, issues, events from the perspectives of diverse groups, including race/ethnicity, language, ability, etc. | * All backgrounds, cultures, and identities are acknowledged, reflected, and respected. * Materials reflect a diversity of perspectives and voices. * Examples of relationship building and/or conflict resolution among people from different backgrounds are highlighted. * Materials provide opportunities to have conversations about differing perspectives and points of view. |  |
|  | The curriculum includes a balance of representation of people with multiple perspectives and identities including race/ethnicity, gender, language, ability, etc. | * Texts include a diversity of characters that span genres, affirm and broaden perspectives, and develop an inclusive community. * Strengths and contributions of all individuals are recognized, including those from underrepresented or historically marginalized groups. * Portrayals of diverse people and cultures are accurate and multi-dimensional. |  |
|  | Students’ languages, literacies, and cultural ways of being are authentically centered throughout the curriculum instead of being “add-ons.” | * An asset-based approach that affirms students’ backgrounds is exemplified in the materials. * Diverse cultural and social backgrounds of all students are integrated. |  |
|  | The curriculum includes authentic opportunities for students to showcase their voices and learning experiences. | * An asset-based approach is used so that students have an opportunity for self-expression and connection to their lived experiences. * A wide variety of learning modalities is supported in the materials. * Demonstration of mastery can be expressed in multiple ways. |  |
|  | The curriculum offers opportunities for students to reflect on and practice core social and emotional skills. | * Texts and materials explore a range of emotions, allowing students to analyze how characters experience and express feelings. * Stories feature characters who demonstrate active listening, perspective-taking, and empathetic behavior. * Literature depicts goal-setting and perseverance as themes or through character experiences. * Texts allow students to explore concepts of identity, agency, and belonging. |  |
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|  | Based on the criteria and indicators above, what is missing, and/or what is not aligned with evidence-based practices? | | |

### Supporting All Learners

| Children outline  **Guiding Question:**   * Does the curriculum give all students opportunities and support to access grade-level standards? |  | Criteria | Indicators | Evidence / Notes |
| --- | --- | --- | --- | --- |
|  | The curriculum provides multiple ways for students with different abilities, interests, knowledge, or skill levels to access and engage in grade-level standards. | * Various modes of teaching and learning, such as play-based, hands-on, and multi-sensory are included. * Differentiated materials, texts, and activities to meet the varying student proficiency levels, interests, and experiential diversity are evidenced in the materials. * Skill building and practice activities to meet grade-level learning standards are included. * Multiple entry points or approaches within lessons are included. * Multiple tiers of support to meet the needs of learners are included. |  | |
|  | The curriculum provides resources to support all learners. | * Materials include reteaching opportunities to increase proficiency in targeted areas. * Materials provide scaffolding to support student access to grade-level content. * Materials provide extension and enrichment opportunities to deepen mastery of standards for all levels of learners. |  | |
|  | The curriculum provides support for English Language Learners (ELLs). | * Activities include linguistic support strategies (scaffolding) for ELLs during all phases of instruction. * Sheltered language experiences promote the inclusion of ELLs in all literacy activities. |  | |
|  | The curriculum provides appropriate support for students with disabilities. | * Materials support the inclusion of multisensory and tactile learning, when possible, to reinforce literacy concepts. * Materials allow for curricular accommodations and/or modifications consistent with students with disabilities’ individualized education programs and 504 accommodation plans. |  | |
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|  | Based on the criteria and indicators above, what is missing, and/or what is not aligned with evidence-based practices? | | |

### Measuring Learning

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| --- | --- | --- | --- | --- |
| Circles with arrows outline  Guiding Questions:   * Do the curriculum-embedded assessments identify student strengths and areas for growth to guide instruction? * Do the curriculum-embedded assessments measure student progress and achievement of standards? * Does the curriculum include both formative assessments to provide ongoing feedback and inform instruction and summative assessments to evaluate student achievement at the end of a unit? |  | Criteria | Indicators | Evidence / Notes |
|  | The curriculum includes methods and resources to measure student progress. | * Varied formative and summative assessments such as performance tasks and rubrics are included to assess student progress toward learning standards and to inform instruction. * Materials include frequent formative assessments used to identify students’ misconceptions and gaps in skills and content knowledge, as well as identifying students’ strengths and mastery of foundational skills. * Annotated exemplars of student work illustrate various performance levels at different points during the school year. * Guidance is provided on how to move students to the next level. |  |
|  | The curriculum-embedded assessments are aligned to NYS ELA Learning Standards. | * Curriculum-embedded assessments indicate the targeted Standards. * Materials include summative assessments used to ascertain attainment of Standards. |  |
|  | Additional Consideration: Universal screening assessments are used to identify general strengths/needs and gauge overall progress relative to grade-level learning standards. | | |
|  | Additional Consideration: Diagnostic assessments are used to clarify and target the difficulties of individual students when the information provided by universal screening assessments is not sufficient to do so. | | |
|  | Based on the criteria and indicators above, what is missing, and/or what is not aligned with evidence-based practices? | | |

### Usability

| Map compass outline  **Guiding Question:**   * Does the curriculum provide support and guidance for teachers to effectively plan for instruction? |  | Criteria | Indicators | Evidence / Notes |
| --- | --- | --- | --- | --- |
|  | The curriculum includes guidance and resources to build teachers’ knowledge and ability to implement the curriculum. | * Materials include rubrics, exemplars, or other resources to help teachers set clear expectations for students. * Materials include a range of supports for teachers to help guide students’ learning progressions (e.g., teacher editions, concise teacher notes explaining learning progressions, and guidance for specific standards/lessons, including pacing). |  |
|  | The curriculum provides sufficient flexibility to meet the varied needs, abilities, and interests of the students served. | * Print and digital materials can be customized for local use and personalized learning. * Materials provide teachers with guidance on how to be inclusive and responsive to the diverse needs and identities of students. * Texts appeal to a variety of students’ interests and include those for varied purposes, such as teacher read alouds, choral reading, instructional reading, and independent reading. |  |
|  | The curriculum has systematic, explicit, evidence-based scope and sequence. | * Scope and sequence include foundational skills. * Horizontal and vertical alignment are included in the materials. * Pacing is reasonable and flexible, maximizing student understanding. |  |
|  | The curriculum is well-written, designed, and accurate. | * Materials are well organized and easy to use. * The content can be completed within a regular school year. * Materials include citations for current, academic, and relevant research that supports the design of the resources and lessons, and guides educator understanding and instruction. * The materials do not contain grammatical or factual errors. * The visual design is not distracting. |  |
|  | The curriculum provides strategies and resources for teachers to inform and engage parents, family members, and caregivers of all students. | * Multilingual resources are available for families and are written in family-friendly language, (e.g., unit summaries, newsletters, take-home tasks, etc.). * Suggestions for how families and caregivers can support student achievement at home are included. |  |
|  | Digital materials are user-friendly for teachers and students. | * Materials are compatible with multiple internet browsers. * Materials are compatible with multiple operating systems. * Materials align with the guidelines for Universal Design for Learning. |  |
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|  | Based on the criteria and indicators above, what is missing, and/or what is not aligned with evidence-based practices? | | |

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