

Science of Reading for K-3 Interventions

Features of Evidence-Based Intervention Programs

**This serves as the rubric used for evaluation of intervention programs bid for state review.*

Section 1: Research Alignment – The program reflects current and confirmed research in reading and cognitive science.

1. For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, or 3.
2. The program provides evidence of grounding in conceptual research and theoretical models with reference to research articles and websites.
3. There is an emphasis on teaching and learning the six essential early literacy components (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension) as applicable.
4. The program reflects the understanding of “Structured Literacy” and that reading is a language-based skill and learning to read depends on mapping sounds to print (e.g., Scarborough’s Reading Rope).

Section 2: Omission of Three-Cueing System for Word Reading – The program reflects the omission of three-cueing, which is an instructional approach to foundational skills instruction in reading that involves the use of three different types of instructional cues: semantic (gaining meaning from context and sentence-level cues), syntactic or grammatical features, and grapho-phonetic (spelling patterns) elements in lieu of explicit instruction in phonic decoding and encoding.

**The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding.*

1. The three-cueing system is NOT taught as a strategy for teaching word reading.
2. Guidance is NOT provided to memorize any whole words by sight without attending to the sound/symbol correspondences. Irregular or temporarily irregular words have specific sounds or patterns that can be taught through a process called orthographic mapping. Students should use phonics to decode most of the word and commit to memory the irregular letter(s).
3. Instruction does NOT encourage students to memorize whole words, read using the first letter only as a clue, guess at words in context using a “what would make sense?” strategy, or picture clues rather than phonic decoding.
4. Words with known sound-symbol correspondences are NOT taught as whole-word units, often as standalone “sight words” to be memorized.
5. Fluency assessment does NOT allow acceptance of incorrectly decoded words if they are close in meaning to the target word (e.g., assessment based upon the cueing systems, meaning, structure/syntax and visual (M/S/V)).
6. Students do NOT practice spelling by memorization only (e.g., rainbow writing, repeated writing, pyramid writing).
7. Foundational skills assessments are NOT primarily running records or similar assessments that are based on whole language or cueing strategies (e.g., read the word by looking at the first letter, use picture support for decoding).