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XO, Malia

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CURRICULUM RED FLAGS

This tool is designed to help you quickly assess areas where your current curriculum does not align with science of reading, research-based best practices so that you can make necessary adjustments. Read each statement and mark whether or not you have that red flag.

Curriculum Red Flags	Yes	No
Students learn to solve words using the picture, context, or first letter of a word.		
Students read books using predictable, leveled text.		
Students do <u>not</u> learn how to blend sounds into words (/c/ /a/ /t/ → cat).		
Students learn to memorize high frequency words as whole units and focus on learning it through sight.		
Students spend most of the literacy block reading independently.		
Students only practice phonological awareness with larger word units (syllable segmenting, rhyming, etc.) instead of quickly moving to phoneme awareness.		
Students practice phoneme awareness sporadically and/or without a clear scope and sequence.		
Students do <u>not</u> learn how sounds are produced in their mouth with specific air flow, tongue and lip position, etc.		
Students' phonological and phoneme awareness is not assessed or monitored.		
Students learn phonics skills without a clear scope and sequence.		
Phonics skills are taught with very little or short-term review.		
Students' follow up practice is disconnected from phonics & word reading lessons.		
Students do not learn and/or frequently practice blending individual letter sounds together to make words.		
When students are working on advanced word study in grades 2-5, their phonics lessons do not move beyond one-syllable CVC or CVCe phonics patterns.		
Students who are working on advanced word study in grades 2 to 5 do <u>not</u> receive instruction in multi-syllabic word decoding and/or morphology skills.		

Curriculum Red Flags	Yes	No
Spelling lessons are disconnected from the phonics scope and sequence.		
When assessing students' fluency, their reading rate is emphasized over their accuracy so their ability to read quickly is prioritized.		
New readers are encouraged to choose books based on interest rather than reading skills they are learning.		
Read-alouds do <u>not</u> include lessons teaching new rich vocabulary or comprehensive comprehension skills.		
Vocabulary words are taught out of context and without opportunities to use them in conversation, see them in print, and/or use them in writing.		
Students learn a clear scope and sequence for conventions of print, grammar, and syntax (sentence structure).		
Students' reading comprehension skills are primarily developed through independent reading.		
Students' reading comprehension is assessed without also looking at factors that could contribute to weaknesses including phonics, phoneme awareness, decoding, etc.		
Reading comprehension assessments give students credit for misreading words that have the same meaning.		
Assessment data is <u>not</u> used to differentiate instruction and/or provide highly targeted lessons based on student progress.		
Students do not learn or regularly practice handwriting skills (letter formation, posture, grip, etc.)		
Multilingual Learners are never assessed in their home language.		
Total Number of Red Flags (Total Number of Yeses)		

Next Steps:

Now that you have identified “red flags” where your current curriculum does not align with science of reading best practices, make necessary adjustments with the help of teacher training, tools, and coaching.

You can find out more about our all-in-one system, The Reading Roadmap, [right here](#).