# Core Program Summary

## EL Education

### Information

**This program was approved for use in:**

* **Kindergarten**
* **First Grade**
* **Second Grade**

**Core (Universal) Programming:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher’s manuals with explicit lesson plans and provides reading and practice materials for students (FCRR, n.d.).

**Please access the scored rubric online to review the specific criteria and feedback for each approved core reading program.**

Rubrics are available for all instructional program reviewed from the CDE upon request. Please contact Marisa Calzadillas at Calzadillas\_m@cde.state.co.us.

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students kindergarten through third grade and especially for students at risk of not reaching grade-level proficiency in reading by the end of third grade. Included in the READ Act is the requirement that the department shall create an advisory list of evidence-based or scientifically based instructional programming in reading, pursuant to C.R.S. 22-7-1209.

The main purpose of the READ Act Advisory List of Instructional Programming is to provide districts and schools with a choice of instructional programming that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of the evidence-based literacy practices.

### CDE Core Program Rating Summary

**Kindergarten:** Meets Expectations in all reading components

* Review Comments - Phonics instruction is structured and includes differentiated small group instruction, an appropriate skill progression and opportunities for practice in decodable text. Engagement texts paired with appropriate decodable readers are a unique strength of the program. It is important to note that the scope and sequence for phonological and phonemic awareness is not clearly defined, although lessons provide evidence of a clear progression. The program would be enhanced by the inclusion of a clear instructional routine for phonic blending, a defined scope and sequence for phonological and phonemic awareness skills and practice with phoneme segmentation beyond three phoneme words.
* **EL Education response:** *The scope and sequence for phonological and phonemic awareness can be found in the* [*K–2 Standards and Targets: Reading Foundations Standards and Language Standard 2*](https://eleducation.org/resources/k-2-standards-and-targets-reading-foundations-standards-and-language-standard-2)*. Although the Reading: Foundational Skills standards for Kindergarten do not require students to practice with phoneme segmentation beyond three phoneme words, during differentiated small group instruction, students work at their specific level according to benchmark assessments. Therefore, if students are ready to practice with phoneme segmentation beyond three phoneme words in Kindergarten, they will be provided with this opportunity. Differentiated small group instruction happens daily.*

**First Grade:** Meets Expectations in all reading components

* Review Comments - Phonics instruction is structured and includes differentiated small group instruction, an appropriate skill progression and opportunities for practice in decodable text. It is important to note that the scope and sequence for phonological and phonemic awareness is not clearly defined, and there is minimal evidence that advanced phonemic awareness skills are routinely addressed in the first grade curriculum. This component may require additional supplementation for some students or school populations.
* **EL Education response:** *The scope and sequence for phonological and phonemic awareness can be found in the* [*K–2 Standards and Targets: Reading Foundations Standards and Language Standard 2*](https://eleducation.org/resources/k-2-standards-and-targets-reading-foundations-standards-and-language-standard-2)*. In each daily 60 minute Skills Block lesson, students work on grade level skills as defined by the Reading: Foundational Skills standards, for approximately 20 minutes. They then work in small differentiated groups at their specific level for the remaining 40 minutes. Therefore, if students are ready for advanced phonemic awareness skills, they will be provided with this instruction during small group time.*

**Second Grade:** Meets Expectations in all reading components

**Usability:** Partially Meets Expectations

* **Review Comments:** The materials for both EL Education and LearnZillion are available online. This curriculum is comprehensive only when both the skills blocks and the modules are utilized, at a minimum. It is important to note that organization of the program is complex, and the material is dense, so significant time is needed to review program materials and develop an understanding of the content, formatting and flow. Pacing suggestions are ambitious. For Colorado users, a guide to support critical components in each module or lesson would enhance the usability of the program. It is important to note that implementation of the module, skills block and Language Labs require a three-hour daily literacy block (Module and skills block alone require 120 minutes).
* **EL Education response:** *All of the standards are taught and assessed in the 60 minute Skills Block (structured phonics) and the 60 minute content-based Module lessons. The Labs, which are an additional 60 minutes, are designed to support students in oral language development, and making meaning through personal connections with the content of the topics being studied. They are also designed to meet the specific characteristics of primary learners, which include learning through play, understanding the world through their bodies, seeking independence and mastery, and expressing themselves in complex ways.  For a guide to support the curriculum, we recommended* [*“Your Curriculum Companion” for Grades K-5*](https://eleducation.org/resources/your-curriculum-companion) *and utilization of the* [*K-2 Foundational Skills Block Resource Manual.*](https://curriculum.eleducation.org/tools/k-5#k-2-Reading-Foundations-Skills-Block)

### Vendor Information and Program Summary

**Vendor: EL Education, Inc.**

**Publication year (or edition): 2017**

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**Vendor provided summary:**

*When students and teachers are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish. The EL Education mission is to create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world***.***The EL Education K-2 Language Arts curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content. Each module in grades K-2 is comprised of two one-hour blocks of content-based literacy (*[*Module Lessons*](https://curriculum.eleducation.org/) *and* [*K-2 Labs*](https://curriculum.eleducation.org/about-k-2-labs-and-ALL-block)*) and a third hour of structured phonics (*[*K-2 Reading Foundations Skills Block)*](https://curriculum.eleducation.org/skillsblock/about)*. Together, these three hours of curriculum teach and formally assess all strands of the Language Arts standards for each grade level. The K-2 Skills Block uses a structured phonics approach, grounded in the Phase Theory of Dr. Linnea Ehri, which describes behaviors related to the types of letter-sound connections students are able to make as they learn to read and write.*

*For a guide to support the implementation, we recommended* [*“Your Curriculum Companion” for Grades K-5*](https://eleducation.org/resources/your-curriculum-companion) *and utilization of the* [*K-2 Foundational Skills Block Resource Manual.*](https://curriculum.eleducation.org/tools/k-5#k-2-Reading-Foundations-Skills-Block) *We also encourage teachers to utilize additional tools and resources that can be found on our website:* [*https://curriculum.eleducation.org/*](https://curriculum.eleducation.org/)

### WHERE CAN I LEARN MORE? – READ Act Core Programming

[**READ Act Instructional Programming Review Process**](https://www.cde.state.co.us/node/%2051125)

[**READ Act Advisory Lists**](https://www.cde.state.co.us/coloradoliteracy/readact/programming)

[**READ Act Home Page**](https://www.cde.state.co.us/coloradoliteracy)