

Structured Literacy Intervention Program Review Tool

Purpose: Quickly identify whether a program is aligned to the science of reading and can realistically be successful in your school or district. This review tool has two parts:

PART 1: A short screener for **science of reading alignment**

PART 2: A check for **implementation feasibility** in your school or district



How to Use

- ✓ Complete PART 1 first.
- ✓ If a program passes the initial screen in PART 1, proceed to PART 2.
- ✓ Programs that pass PART 1 and PART 2 should be reviewed more thoroughly using The Reading League's [Curriculum Evaluation Guidelines](#) before final adoption.

Part 1: Science of Reading Alignment

Is the program scientifically sound?

Step 1: Identify the Primary Instructional Need

Check the strand(s) of Scarborough's Reading Rope (2001) that best describe(s) the needs of your target students. This will help focus your red flag review in **Step 2**.

➔ Use [this resource](#) to help pinpoint students' most urgent literacy needs.

Word Recognition (Decoding) Strand	Language Comprehension Strand	
Foundational Skills / Decoding <i>Students have not yet mastered phonemic awareness, phonics, and basic decoding</i>	Vocabulary <i>Students have limited word knowledge, based on grade-level expectations</i>	Comprehension <i>Students decode with automaticity but struggle to understand what they read</i>
Advanced Word Study <i>Students struggle with reading and understanding multisyllabic grade-level words</i>		
Fluency <i>Students do not yet read with sufficient rate and accuracy to facilitate comprehension</i>		

Step 2: Check for Red Flags

Review the section(s) matched to the identified instructional need(s).

 **Two or more red flags indicate the program is likely not aligned to the science of reading.**

Word Recognition (Decoding) Red Flags Apply to Foundational Skills/Decoding programs	
Make a checkmark if present in the program	
The three-cueing system is taught as a decoding strategy (i.e., meaning, syntax, and visual cues)	No opportunities for practice and review of concepts taught
High-frequency words are taught as whole words to be memorized, without attention to letter-sound correspondences	Texts for beginning readers are predictable or leveled; decodable texts that include phonics elements already taught are not emphasized
No systematic scope and sequence for phonics, decoding/spelling skills	

Advanced Word Study / Fluency Red Flags Apply to Advanced Word Study or Fluency-focused programs	
Make a checkmark if present in the program	
For Advanced Word Study: Instruction does not include multisyllabic decoding and morphology	For Fluency: Rate is emphasized over accuracy; fluency instruction for students below the decoding threshold focuses primarily on silent reading

Language Comprehension Red Flags Apply to Vocabulary and Comprehension programs	
Make a checkmark if present in the program	
The instructional framework is primarily a workshop approach that emphasizes implicit, incidental instruction rather than explicit instruction	Comprehension instruction focuses mainly on reading a text and answering comprehension questions rather than supporting comprehension processes with scaffolds provided as needed
Students are not exposed to rich vocabulary and complex syntax in texts; texts do not build knowledge	Comprehension questions focus primarily on lower-level thinking skills
Vocabulary is taught through worksheets or memorization of isolated words out of context, with limited opportunities for deep understanding or use in reading, writing, or speech	Writing is not integrated into reading instruction to support comprehension and expression

Step 3: Check for Essential Strengths

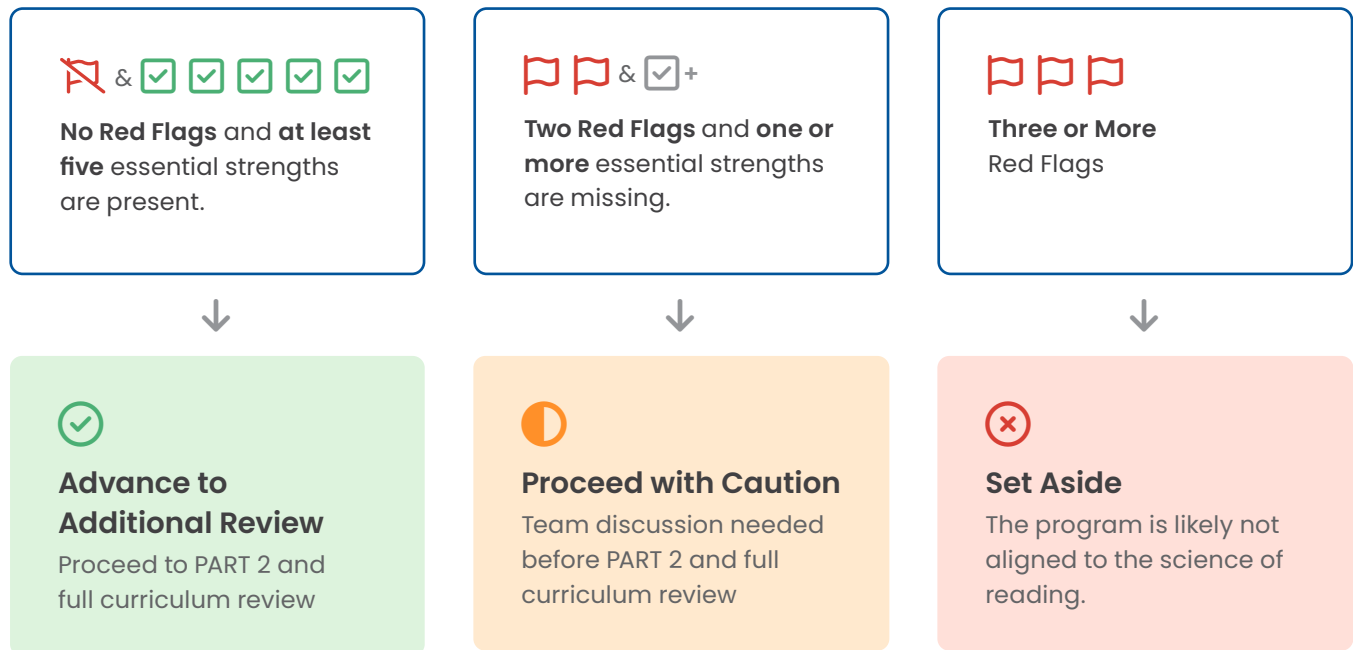
A program that clears the red flags should also demonstrate specific strengths

Check those that are clearly present:

Make a checkmark if present in the program	
Clear, logical scope and sequence with skills building from simple to more complex	Lessons are structured, consistent, and predictable; teachers can easily follow them after initial training
Explicit, systematic, cumulative instruction with multisensory support	Assessments are aligned to what is taught and provide data to guide instructional decisions
Frequent opportunities for guided and independent practice of skills taught, including practice in connected text	Includes clear guidance on frequency, session length, and group size for implementation

Initial Determination

Based on **red flags** and **essential strengths**, determine whether you will advance to PART 2 and a full curriculum evaluation using The Reading League's *Curriculum Evaluation Guidelines* (2026).



Part 2: Implementation Feasibility

Can this program actually work in our school(s)?

A program can be scientifically sound and evidence-based and still fall short in practice. PART 2 helps you evaluate whether the program is likely to succeed in classrooms by examining how easy it is to teach, how accessible its data is, how well it supports teachers and leaders, and whether it fits your context. These areas are not covered in The Reading League's Curriculum Evaluation Guidelines and represent essential complementary criteria for adoption decisions.

A. Clarity and Usability

Is this program easy to use?

Make a checkmark if clearly met	
Structured, easy-to-follow lessons with consistent, predictable instructional routines	Program design does not depend on deep teacher content knowledge; usable by educators still building their expertise
Scripts, scaffolds, and/or modeling for teachers with well-organized materials that don't require extensive planning or prep time	Materials are age-appropriate, engaging, and relevant to the target student population

B. Assessment and Data Use

Can teachers and leaders easily access and use the data this program generates?

Make a checkmark if clearly met	
Includes formative assessment for progress monitoring and summative assessment to benchmark growth	Data is easy for teachers and leaders to access
Built-in assessments directly measure what has been taught	Data is easy to interpret and act on; teachers and leaders can understand what the data means and what to do next without specialized training
Progress monitoring is frequent and practical; data can be collected without disrupting instructional time	

C. Professional Learning and Coaching

Is there strong professional learning and ongoing support for teachers **and leaders**?

Evaluate both what the program provider offers and what your organization has in place or can provide.

Criterion	Program Provider Provides	We Have / Can Provide
Training/support is delivered to instructional leaders (e.g., coaches, admin) so they can effectively lead and support strong implementation		
The program provider offers a clear fidelity framework so leaders and teachers know which program elements are essential and what high-fidelity implementation looks like		
Initial training is delivered to teachers before implementation begins		
Ongoing coaching or job-embedded support is available after teaching begins		
Refresher training or support for new staff is available		
Program provider supplies ongoing partnership services to actively support teachers, leaders, and implementation fidelity		N/A
School or district leadership is prepared to prioritize, protect, and monitor the program's implementation over time	N/A	


D. Fit Within the Context


Does this program fit the realities of our school(s)?

Make a checkmark if clearly met	
The program's session length and frequency requirements work within our existing or achievable schedule structures	The program aligns with current district goals, initiatives, and MTSS structures
Delivery requirements match our available staffing	The program serves all learners in the target student group, including multilingual learners, students with disabilities, and other students with specific learning needs
Materials and technology costs are sustainable within our budget over time	

Reflection and Discussion

Use these guiding questions to reflect on and evaluate **implementation feasibility**:


 Are there gaps or concerns in any of the areas that give us pause?

 What supports or modifications would be required for success in our context?



Overall Determination

After a full curriculum review using The Reading League's guidelines, make a determination of fit.


 Clears PART 1, PART 2, and full curriculum review.



Strong Fit




Ready to adopt with appropriate implementation planning

 Strong on PART 1 and full curriculum review. Gaps in PART 2 are addressable.



Conditional Fit

Define conditions for adoption before proceeding.

 Gaps in PART 2 are too significant to overcome.



Not a Fit

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