

### CLASSIFICATION OF PROGRAM

**Program Name:** Accelerated Vocabulary

**Date of Publication:** 2003

**Publisher:** Renaissance Learning, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				X
<input checked="" type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				X
<input checked="" type="radio"/> +	3. Provides direct instruction of targeted concepts and vocabulary. (w)				X
<input checked="" type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				X
<input checked="" type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				X
<input checked="" type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				X
<input checked="" type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				X
<input checked="" type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				X
<input checked="" type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				X
<input checked="" type="radio"/> +	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				X

Tally the number of elements with each rating.

(2 pts)    
  4 (1.5 pts)    
  5 (1 pts)    
 + (.5 pts)    
  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Alligators to Zucchini

**Date of Publication:** 2003

**Publisher:** Great Source Education Group

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	35%	35%		
Phonics	14%	14%	14%	14%
Fluency		4%	4%	4%

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Teaches skills explicitly. (w)	X	X		
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X	X		
<input type="radio"/> +	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X	X		
<input checked="" type="radio"/> +	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	X	X		
<input type="radio"/> +	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X			
<input checked="" type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X	X		
<input checked="" type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	X	X		
<input checked="" type="radio"/> +	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			
<input type="radio"/> +	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		X		
<input type="radio"/> +	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X	X		

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{2}{(1.5 \text{ pts})} \circ + \frac{2}{(1 \text{ pts})} \circ + \frac{4}{(.5 \text{ pts})} \circ + \frac{2}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{7}{\quad} / \frac{20}{\quad} = \frac{35\%}{\quad}$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
●	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	×
○	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
○+	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	×
○+	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	×
○	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	×
○	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	×
○	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	×
○+	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	×
○	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	×
○	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
○	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×
○	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×	×	×
<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	×	×	×	×
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×	×	×	×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×	×	×	×
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×	×	×	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×	×	×	×

Tally the number of elements with each rating.

$$\frac{2}{(2 \text{ pts})} \bullet \quad \frac{\quad}{(1.5 \text{ pts})} \circ^+ \quad \frac{\quad}{(1 \text{ pts})} \circ \quad \frac{3}{(.5 \text{ pts})} \circ^+ \quad \frac{14}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{5.5}{38} = 14\%$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Provides fluency practices at the word level. (w)		X	X	X
<input checked="" type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		X		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		X	X	X
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		X		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		X	X	X
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		X	X	X
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		X	X	X
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		X	X	X
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		X		
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			X	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				X
<input type="radio"/>	12. Assesses fluency regularly. (ss)		X	X	X

Tally the number of elements with each rating.

$$\frac{\bullet}{(2 \text{ pts})} \quad \frac{\bigcirc^+}{(1.5 \text{ pts})} \quad \frac{\bigcirc}{(1 \text{ pts})} \quad \frac{2}{(.5 \text{ pts})} \quad \frac{10}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{1}{24} = 4\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	×	×	×	×
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	×	×	×	×
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	×	×	×	×
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	×	×	×	×
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	×	×	×	×
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	×	×	×	×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	×	×	×	×
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			×	×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			×	×

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	×
<input type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Bookroom Collection

**Date of Publication:** 2003

**Publisher:** Benchmark Education

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	×
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (.5 pts)    
  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Build Up Kit Complete

**Date of Publication:** 2004

**Publisher:** Benchmark Education

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	88%	88%		
Phonics	76%	76%	76%	76%
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	1. Teaches skills explicitly. (w)	×	×		
○ <sup>+</sup>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×		
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×		
○ <sup>+</sup>	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×		
○	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×			
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×		
●	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×	×		
●	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×			
●	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			×	
●	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×	×		

Tally the number of elements with each rating.

$$\frac{6}{(2 \text{ pts})} \text{ ● } \frac{3}{(1.5 \text{ pts})} \text{ ○}^+ \frac{1}{(1 \text{ pts})} \text{ ○} \frac{\quad}{(.5 \text{ pts})} \text{ ○}^+ \frac{\quad}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{17.5}{\quad} / \frac{20}{\quad} = \frac{88\%}{\quad}$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
⊙+	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	×
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
⊙+	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	×
●	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	×
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	×
●	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	×
●	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	×
●	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	×
●	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	×
⊙	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
○+	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×
○	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×	×	×
○ <sup>+</sup>	2. Controls the number of irregular words introduced at one time. (w)	×	×	×	×
○ <sup>+</sup>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×	×	×	×
○	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×	×	×	×
●	5. Pre teaches sight words and incorporates them into connected text. (w)	×	×	×	×
○ <sup>+</sup>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×	×	×	×

Tally the number of elements with each rating.

$$\frac{10}{(2 \text{ pts})} \bullet + \frac{5}{(1.5 \text{ pts})} \circ^+ + \frac{1}{(1 \text{ pts})} \circ + \frac{1}{(.5 \text{ pts})} \circ^+ + \frac{2}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{29}{38} = 76\%$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Build-a-Word Books

**Date of Publication:** 2002

**Publisher:** Steck Vaughn

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics	38%	38%	38%	
Fluency				

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
● <sup>+</sup>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	
○	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
● <sup>+</sup>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	
●	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	
● <sup>+</sup>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	
○	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	×
● <sup>+</sup>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×	×	
● <sup>+</sup>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×	×	
●	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×	×	
●	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
○ <sup>+</sup>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×	×	
<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	×	×	×	
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×	×	×	
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×	×	×	
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×	×	×	
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×	×	×	

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet \quad \frac{5}{(1.5 \text{ pts})} \bullet^+ \quad \frac{2}{(1 \text{ pts})} \bullet \quad \frac{4}{(.5 \text{ pts})} \circ^+ \quad \frac{6}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{13.5}{36} = 38\%$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Comprehension Plus

**Date of Publication:** 2002

**Publisher:** Pearson Learning Group

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		X		
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		X		
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		X		
<input checked="" type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		X		
<input checked="" type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		X		
<input checked="" type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		X		

Tally the number of elements with each rating.

(2 pts)    
 + (1.5 pts)    
  (1 pts)    
 + (.5 pts)    
  (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			X	
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			X	
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			X	
<input checked="" type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			X	
<input checked="" type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			X	
<input checked="" type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			X	
<input checked="" type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			X	
<input type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			X	
<input checked="" type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			X	

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$     
  $\frac{6}{(1.5 \text{ pts})}$  +   
  $\frac{\quad}{(1 \text{ pts})}$     
  $\frac{1}{(.5 \text{ pts})}$  +   
  $\frac{1}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
<input checked="" type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
<input checked="" type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
<input checked="" type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
<input checked="" type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
<input type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
<input checked="" type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$     
  $\frac{6}{(1.5 \text{ pts})}$  +   
  $\frac{\quad}{(1 \text{ pts})}$     
  $\frac{1}{(.5 \text{ pts})}$  +   
  $\frac{1}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Curious George Reading & Phonics

**Date of Publication:** 2002

**Publisher:** Great Source Education

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	35%	35%		
Phonics	22%	22%		
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Teaches skills explicitly. (w)	X	X		
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X	X		
<input type="radio"/> +	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X	X		
<input checked="" type="radio"/>	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	X	X		
<input type="radio"/>	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X			
<input checked="" type="radio"/> +	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X	X		
<input checked="" type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	X	X		
<input checked="" type="radio"/>	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			
<input type="radio"/>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		X		
<input type="radio"/> +	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X	X		

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet + \frac{1}{(1.5 \text{ pts})} \bullet^+ + \frac{2}{(1 \text{ pts})} \bullet + \frac{3}{(.5 \text{ pts})} \circ^+ + \frac{3}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{7}{20} = 35\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
<input checked="" type="radio"/> +	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×		
<input checked="" type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
<input type="radio"/> +	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×		
<input checked="" type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×		
<input checked="" type="radio"/> +	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×		
<input type="radio"/> +	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×		
<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	×	×		

<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	× ×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	× ×
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	× ×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	× ×

Tally the number of elements with each rating.

<u>        </u> ●	<u>  2  </u> ○ <sup>+</sup>	<u>  2  </u> ○	<u>  4  </u> ○ <sup>+</sup>	<u>  8  </u> ○
(2 pts)	(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)

Total Points/Total Possible Points

$$\underline{7} / \underline{32} = \underline{22\%}$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	×	×		
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	×	×		
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	×	×		
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	×	×		
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	×	×		
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	×	×		
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	×	×		

Tally the number of elements with each rating.

\_\_\_\_\_ (2 pts)    
  \_\_\_\_\_ (1.5 pts)    
  \_\_\_\_\_ (1 pts)    
  \_\_\_\_\_ (.5 pts)    
  \_\_\_\_\_ 7 (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Daily Vocabulary

**Date of Publication:** 1994

**Publisher:** Great Source Education

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				×
<input checked="" type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				×
<input type="radio"/> +	3. Provides direct instruction of targeted concepts and vocabulary. (w)				×
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				×
<input type="radio"/> +	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				×
<input type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				×
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$      
  $\frac{1}{(1.5 \text{ pts})}$  +    
  $\frac{1}{(1 \text{ pts})}$      
  $\frac{4}{(.5 \text{ pts})}$  +    
  $\frac{5}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Discovery World

**Date of Publication:** 1998

**Publisher:** Rigby

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	×
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	×
<input checked="" type="radio"/> +	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input checked="" type="radio"/> +	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	×
<input checked="" type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	×
<input type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input checked="" type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input checked="" type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

$\frac{2}{(2 \text{ pts})}$      
  $\frac{4}{(1.5 \text{ pts})}$  +    
  $\frac{\quad}{(1 \text{ pts})}$      
  $\frac{2}{(.5 \text{ pts})}$  +    
  $\frac{2}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Dominie Collection of Aesop's Fables

**Date of Publication:** 1999

**Publisher:** Dominie Press, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		15%	15%	15%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2 3	
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		×	×	×
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
<input checked="" type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input type="radio"/>	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{1}{(1.5 \text{ pts})} \circ^+ + \frac{\quad}{(1 \text{ pts})} \circ + \frac{4}{(.5 \text{ pts})} \circ^+ + \frac{7}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{3.5}{24} = 15\%$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		×	×	×
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		×	×	×
<input type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		×		
<input checked="" type="radio"/> +	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		×	×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		×	×	×
<input checked="" type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		×	×	×
<input type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

            (2 pts)
           + (1.5 pts)
            (1 pts)
           + (.5 pts)
            (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Dominie Collection of Myths and Legends

**Date of Publication:** 2003

**Publisher:** Dominie Press, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency			6%	6%

### Text Reading and Fluency

Rating	Criterion	Grade		
		K	1	2 3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			× ×
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			× ×
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			× ×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			× ×
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			× ×
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			× ×
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)			×
<input type="radio"/>	12. Assesses fluency regularly. (ss)			× ×

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

Total Points/Total Possible Points

1 / 18 = 6%

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			×	×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			×	×
<input type="radio"/> +	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			×	×
<input checked="" type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			×	×
<input type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{1}{(1.5 \text{ pts})}$  +
  $\frac{2}{(1 \text{ pts})}$  
 $\frac{5}{(.5 \text{ pts})}$  +
  $\frac{1}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Dominie Collection of Traditional Tales

**Date of Publication:** 1999

**Publisher:** Dominie Press, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		8%	8%	8%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		×	×	×
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input type="radio"/>	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{\bullet}{(2 \text{ pts})} \quad \frac{\bigcirc^+}{(1.5 \text{ pts})} \quad \frac{\bigcirc}{(1 \text{ pts})} \quad \frac{4}{(.5 \text{ pts})} \quad \frac{8}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{2}{24} = 8\%$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2 3	
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		×	×	×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		×	×	×
<input type="radio"/> +	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		×		
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input checked="" type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		×	×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		×	×	×
<input checked="" type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		×	×	×
<input type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

           ● (2 pts)
           ●<sup>+</sup> (1.5 pts)
           ○ (1 pts)
           ○<sup>+</sup> (.5 pts)
           ○ (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Dominie Habitats of the World

**Date of Publication:** 2001

**Publisher:** Dominie Press, Inc

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency			0%	0%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			X	X
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			X	X
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			X	X
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			X	X
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			X	X
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			X	X
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			X	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				X
<input type="radio"/>	12. Assesses fluency regularly. (ss)			X	X

Tally the number of elements with each rating.

(2 pts)    
 <sup>+</sup> (1.5 pts)    
  (1 pts)    
 <sup>+</sup> (.5 pts)    
  (0 pts)

Total Points/Total Possible Points

0 / 18 = 0%

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			×	×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			×	×
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input checked="" type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

$\frac{2}{(2 \text{ pts})}$ 

 $\frac{\quad}{(1.5 \text{ pts})}$ 
+
 $\frac{\quad}{(1 \text{ pts})}$ 

 $\frac{1}{(.5 \text{ pts})}$ 
+
 $\frac{6}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Dominie Joy Chapter Books

**Date of Publication:** 2003

**Publisher:** Dominie Press, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency			0%	0%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			×	×
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			×	×
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			×	×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			×	×
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			×	×
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			×	×
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input type="radio"/>	12. Assesses fluency regularly. (ss)			×	×

Tally the number of elements with each rating.

(2 pts)   
 <sup>+</sup> (1.5 pts)   
  (1 pts)   
 <sup>+</sup> (.5 pts)   
  (0 pts)

Total Points/Total Possible Points

0 / 18 = 0%

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			×	×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			×	×
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

    1     <sup>+</sup>          3     <sup>+</sup>     5    

(2 pts)     (1.5 pts)     (1 pts)     (.5 pts)     (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Dominie Vocabulary Builders

**Date of Publication:** 2000

**Publisher:** Dominie Press, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Vocabulary

Rating	Criterion	Grade		
		K	1	2 3
<input type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)			× ×
<input checked="" type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)			× ×
<input type="radio"/> +	3. Provides direct instruction of targeted concepts and vocabulary. (w)			× ×
<input type="radio"/> +	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)			× ×
<input type="radio"/> +	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)			× ×
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)			× ×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)			× ×
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			× ×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)			×
<input checked="" type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			× ×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{1}{(1.5 \text{ pts})}$  +
  $\frac{1}{(1 \text{ pts})}$  
 $\frac{4}{(.5 \text{ pts})}$  +
  $\frac{4}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Dominie World of Animals

**Date of Publication:** 2002

**Publisher:** Dominie Press, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency			6%	6%

### Text Reading and Fluency

Rating	Criterion	Grade		
		K	1	2 3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			× ×
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			× ×
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			× ×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			× ×
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			× ×
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			× ×
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)			×
<input type="radio"/>	12. Assesses fluency regularly. (ss)			× ×

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

Total Points/Total Possible Points

1 / 18 = 6%

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			×	×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			×	×
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			×	×
<input type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			×	×
<input type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{1}{(1.5 \text{ pts})}$  +
  $\frac{1}{(1 \text{ pts})}$  
 $\frac{4}{(.5 \text{ pts})}$  +
  $\frac{3}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Early Reading Intervention

**Date of Publication:** 2003

**Publisher:** Scott Foresman

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	95%	95%		
Phonics	81%	81%		
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)	×	×		
●	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×		
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×		
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×		
●	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×			
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×		
●	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×	×		
●	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×			
○	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			×	
●	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×	×		

Tally the number of elements with each rating.

$$\frac{9}{(2 \text{ pts})} \text{ ● } \frac{1}{(1.5 \text{ pts})} \text{ ○}^+ \frac{1}{(1 \text{ pts})} \text{ ○} \frac{0}{(.5 \text{ pts})} \text{ ○}^+ \frac{0}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{19}{20} = 95\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
●	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×		
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
⊙+	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×		
●	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×		
⊙	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×		
●	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	
⊙+	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	
○+	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	
○	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×		
●	2. Controls the number of irregular words introduced at one time. (w)	×	×		

●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	× ×
●	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	× ×
●	5. Pre teaches sight words and incorporates them into connected text. (w)	× ×
○+	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	× ×

Tally the number of elements with each rating.

$$\frac{10}{(2 \text{ pts})} \text{ ●} \quad \frac{3}{(1.5 \text{ pts})} \text{ ○}^+ \quad \frac{1}{(1 \text{ pts})} \text{ ○} \quad \frac{1}{(.5 \text{ pts})} \text{ ○}^+ \quad \frac{1}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{26}{32} = 81\%$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Early Success

**Date of Publication:** 2003

**Publisher:** Houghton Mifflin

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics		36%	36%	
Fluency		13%	16%	

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)		X		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)		X		
<input type="radio"/> +	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)		X		
<input checked="" type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)		X		
<input type="radio"/> +	5. Introduces regular words for which students know all the letter sounds. (ss)		X		
<input checked="" type="radio"/> +	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)		X		
<input checked="" type="radio"/> +	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		X		
<input checked="" type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		X		
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		X		
<input type="radio"/> +	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		X		

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)		X		
<input type="radio"/> +	2. Controls the number of irregular words introduced at one time. (w)		X		

<input checked="" type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input checked="" type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \quad \bullet \quad \frac{4}{(1.5 \text{ pts})} \quad \bullet^+ \quad \frac{3}{(1 \text{ pts})} \quad \bullet \quad \frac{5}{(.5 \text{ pts})} \quad \circ^+ \quad \frac{4}{(0 \text{ pts})} \quad \circ$$

Total Points/Total Possible Points

$$\frac{11.5}{\quad} / \frac{32}{\quad} = \frac{36\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		X		
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		X		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		X		
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		X		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		X		
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		X		
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		X		
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		X		
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		X		
<input type="radio"/>	12. Assesses fluency regularly. (ss)		X		

Tally the number of elements with each rating.

$$\frac{\text{●}}{(2 \text{ pts})} + \frac{\text{⊙}^+}{(1.5 \text{ pts})} + \frac{1 \text{ ⊙}}{(1 \text{ pts})} + \frac{3 \text{ ○}^+}{(.5 \text{ pts})} + \frac{6 \text{ ○}}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{2.5}{20} = 13\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)			X	
<input checked="" type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)			X	
<input type="radio"/> +	5. Introduces regular words for which students know all the letter sounds. (ss)			X	
<input checked="" type="radio"/> +	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)			X	
<input checked="" type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			X	
<input checked="" type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			X	
<input type="radio"/> +	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			X	
<input type="radio"/> +	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			X	
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			X	
<input checked="" type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			X	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)			X	
<input type="radio"/> +	2. Controls the number of irregular words introduced at one time. (w)			X	

<input checked="" type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input checked="" type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \quad \bullet \quad \frac{3}{(1.5 \text{ pts})} \quad \bullet^+ \quad \frac{5}{(1 \text{ pts})} \quad \bullet \quad \frac{4}{(.5 \text{ pts})} \quad \circ^+ \quad \frac{4}{(0 \text{ pts})} \quad \circ$$

Total Points/Total Possible Points

$$\frac{11.5}{\quad} / \frac{32}{\quad} = \frac{36\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			X	
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			X	
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			X	
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			X	
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			X	
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			X	
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			X	
<input type="radio"/>	12. Assesses fluency regularly. (ss)			X	

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{\quad}{(1.5 \text{ pts})} \circ^+ + \frac{1}{(1 \text{ pts})} \bullet + \frac{3}{(.5 \text{ pts})} \circ^+ + \frac{4}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{2.5}{16} = 16\%$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Earobics Literacy Launch (step 1)

**Date of Publication:** 2001

**Publisher:** Cognitive Concepts

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	53%	53%		
Phonics	34%	34%		
Fluency		13%		

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)	×	×		
○	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×		
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×		
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×		
●	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×			
●+	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×		
○	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×	×		
○+	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×			
●	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			×	
○+	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×	×		

Tally the number of elements with each rating.

$$\frac{3}{(2 \text{ pts})} \text{ ● } \frac{1}{(1.5 \text{ pts})} \text{ ●+ } \frac{2}{(1 \text{ pts})} \text{ ● } \frac{2}{(.5 \text{ pts})} \text{ ○+ } \frac{2}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{10.5}{20} = 53\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
○	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
○	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×		
○+	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
○	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×		
○+	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×		
○	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×		
○+	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	
○+	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	
○	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	
○	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
○+	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×		
○	2. Controls the number of irregular words introduced at one time. (w)	×	×		

<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	× ×
<input checked="" type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	× ×
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	× ×
<input type="radio"/> +	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	× ×

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \quad \bullet \quad \frac{3}{(1.5 \text{ pts})} \quad \bullet^+ \quad \frac{5}{(1 \text{ pts})} \quad \bullet \quad \frac{3}{(.5 \text{ pts})} \quad \circ^+ \quad \frac{5}{(0 \text{ pts})} \quad \circ$$

Total Points/Total Possible Points

$$\frac{11}{32} = 34\%$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Provides fluency practices at the word level. (w)		×		
<input type="radio"/> +	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×		
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
<input type="radio"/> +	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×		
<input type="radio"/> +	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×		
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×		
<input type="radio"/> +	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×		
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
<input type="radio"/>	12. Assesses fluency regularly. (ss)		×		

Tally the number of elements with each rating.

(2 pts)   
 + (1.5 pts)   
  (1 pts)   
 + (0.5 pts)   
  (0 pts)

Total Points/Total Possible Points

2.5 / 20 = 13%

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X	X		
<input type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X	X		
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X	X		
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X	X		
<input type="radio"/> +	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X	X		
<input type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X	X		
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X	X		

Tally the number of elements with each rating.

●	●+	●	4 ●+	3 ●
_____	_____	_____	_____	_____
(2 pts)	(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	X	X		
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	X	X		
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	X	X		
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	X	X		
<input checked="" type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	X	X		
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	X	X		

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
 + (.5 pts)    
  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Earobics Literacy Launch (step 2)

**Date of Publication:** 2001

**Publisher:** Cognitive Concepts

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics			34%	34%
Fluency			17%	17%

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)			×	×
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)			×	×
<input checked="" type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)			×	×
<input type="radio"/> +	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)			×	×
<input checked="" type="radio"/> +	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	×
<input checked="" type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	×
<input checked="" type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	×
<input type="radio"/> +	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	×
<input type="radio"/> +	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			×	×
<input checked="" type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			×	×
<input type="radio"/> +	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)			×	×

<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	× ×
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	× ×
<input type="radio"/> +	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	× ×
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	× ×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	× ×

Tally the number of elements with each rating.

$$\frac{2}{(2 \text{ pts})} \bullet \quad \frac{1}{(1.5 \text{ pts})} \ominus^+ \quad \frac{3}{(1 \text{ pts})} \ominus \quad \frac{6}{(.5 \text{ pts})} \circ^+ \quad \frac{5}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{11.5}{34} = 34\%$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			×	×
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			×	×
<input checked="" type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			×	×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			×	×
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			×	×
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			×	×
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input type="radio"/>	12. Assesses fluency regularly. (ss)			×	×

Tally the number of elements with each rating.

(2 pts)   
  (1.5 pts)   
  (1 pts)   
  (.5 pts)   
  (0 pts)

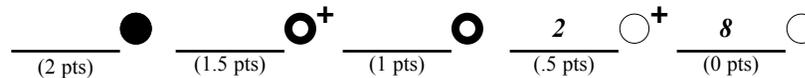
Total Points/Total Possible Points

3 / 18 = 17%

### Vocabulary

Rating	Criterion	Grade		
		K	1	2 3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)		×	×
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)		×	×
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)		×	×
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)		×	×
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)		×	×
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)		×	×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)		×	×
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)		×	×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)			×
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)		×	×

Tally the number of elements with each rating.



### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			×	×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			×	×
<input type="radio"/> +	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			×	×
<input type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			×	×
<input checked="" type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

           ● (2 pts)
           ●<sup>+</sup> (1.5 pts)
           ○ (1 pts)
           ○<sup>+</sup> (.5 pts)
           ○ (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Edmark Reading Program

**Date of Publication:** 1992

**Publisher:** Riverdeep

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics	13%	13%	13%	13%
Fluency				

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	×
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	×
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	×
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	×
<input type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	×
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	×
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	×
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	×
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×
<input type="radio"/>	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	X	X	X	X
<input type="radio"/> +	2. Controls the number of irregular words introduced at one time. (w)	X	X	X	X
<input checked="" type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	X	X	X	X
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	X	X	X	X
<input type="radio"/> +	5. Pre teaches sight words and incorporates them into connected text. (w)	X	X	X	X
<input checked="" type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	X	X	X	X

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \quad \frac{2}{(1.5 \text{ pts})} \quad \frac{1}{(1 \text{ pts})} \quad \frac{2}{(.5 \text{ pts})} \quad \frac{14}{(0 \text{ pts})}$$

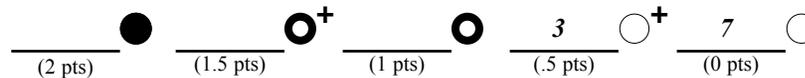
Total Points/Total Possible Points

$$\frac{5}{38} = 13\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X	X	X	X
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X	X	X	X
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X	X	X	X
<input checked="" type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X	X	X	X
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X	X	X	X
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X	X	X	X
<input checked="" type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X	X	X	X
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	X
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				X
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	X

Tally the number of elements with each rating.



### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	×
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

           ● (2 pts)
  1   ○<sup>+</sup> (1.5 pts)
           ○ (1 pts)
  1   ○<sup>+</sup> (.5 pts)
  8   ○ (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Factivity Series

**Date of Publication:** 2001

**Publisher:** Dominie Press, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	X	X		
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	X	X		
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	X	X		
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	X	X		
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	X	X		
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	X	X		

Tally the number of elements with each rating.

\_\_\_\_\_ (2 pts)    
  \_\_\_\_\_ (1.5 pts)    
  \_\_\_\_\_ (1 pts)    
  \_\_\_\_\_ (.5 pts)    
  \_\_\_\_\_ (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Fast ForWord Bookshelf (Vol. 1 & 2)

**Date of Publication:** 2001

**Publisher:** Scientific Learning Corporation

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics	4%	4%	4%	
Fluency				

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	X	X		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	X	X	X	
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	X	X		
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	X	X	X	
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	X	X	X	
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	X	X	X	
<input type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			X	X
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			X	X
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			X	X
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			X	X
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				X
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				X

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×	×	
<input type="radio"/> +	2. Controls the number of irregular words introduced at one time. (w)	×	×	×	
<input type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×	×	×	
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×	×	×	
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×	×	×	
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×	×	×	

Tally the number of elements with each rating.

$\frac{\quad}{(2 \text{ pts})}$  ●   
  $\frac{\quad}{(1.5 \text{ pts})}$  ○+   
  $\frac{\quad}{(1 \text{ pts})}$  ○   
  $\frac{3}{(.5 \text{ pts})}$  ○+   
  $\frac{15}{(0 \text{ pts})}$  ○

Total Points/Total Possible Points

$\frac{1.5}{36} = 4\%$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X	X	X	
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X	X	X	
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X	X	X	
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X	X	X	
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X	X	X	
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X	X	X	
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X	X	X	
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				X
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				X

Tally the number of elements with each rating.

(2 pts)
<sup>+</sup> (1.5 pts)
 (1 pts)
<sup>+</sup> (.5 pts)
 (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	
<input type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** First Stories

**Date of Publication:** 2000

**Publisher:** Pacific Learning

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

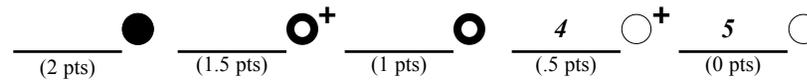
- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	11%			
Phonics	17%			
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Teaches skills explicitly. (w)	X			
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X			
<input type="radio"/> +	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X			
<input type="radio"/> +	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	X			
<input type="radio"/>	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X			
<input type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X			
<input type="radio"/> +	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	X			
<input type="radio"/> +	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			
<input type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X			

Tally the number of elements with each rating.



Total Points/Total Possible Points

$$\frac{2}{18} = 11\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	X			
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	X			
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	X			
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	X			
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	X			
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	X			

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	X			
<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	X			
<input checked="" type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	X			
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	X			
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	X			
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	X			

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet \quad \frac{2}{(1.5 \text{ pts})} \bullet^+ \quad \frac{\quad}{(1 \text{ pts})} \bullet \quad \frac{2}{(.5 \text{ pts})} \circ^+ \quad \frac{8}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{4}{\quad} / \frac{24}{\quad} = \frac{17\%}{\quad}$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	X			
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	X			
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	X			
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	X			
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	X			
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	X			

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (.5 pts)    
  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Fluency Kit for Independent Practice (1)

**Date of Publication:** 2003

**Publisher:** Benchmark Education Company

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		40%	40%	40%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		X	X	X
<input type="radio"/> +	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		X		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		X	X	X
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		X		
<input type="radio"/> +	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		X	X	X
<input type="radio"/> +	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		X	X	X
<input checked="" type="radio"/> +	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		X	X	X
<input checked="" type="radio"/> +	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		X	X	X
<input checked="" type="radio"/> +	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		X		
<input checked="" type="radio"/> +	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			X	
<input type="radio"/> +	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				X
<input checked="" type="radio"/> +	12. Assesses fluency regularly. (ss)		X	X	X

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{5}{(1.5 \text{ pts})} \circ + \frac{\quad}{(1 \text{ pts})} \circ + \frac{4}{(.5 \text{ pts})} \circ + \frac{3}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{9.5}{24} = 40\%$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		×	×	×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		×	×	×
<input type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		×		
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		×	×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		×	×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

               1                                            3                 6              
 (2 pts)     (1.5 pts)     (1 pts)     (.5 pts)     (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Fluency Kit for Independent Practice (2)

**Date of Publication:** 2004

**Publisher:** Benchmark Education Company

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		48%	48%	48%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		×	×	×
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
<input checked="" type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
<input checked="" type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input checked="" type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input checked="" type="radio"/>	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{3}{(2 \text{ pts})} \bullet + \frac{3}{(1.5 \text{ pts})} \bigcirc^+ + \frac{1}{(1 \text{ pts})} \bigcirc + \frac{2}{(.5 \text{ pts})} \bigcirc^+ + \frac{4}{(0 \text{ pts})} \bigcirc$$

Total Points/Total Possible Points

$$\frac{11.5}{24} = 48\%$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		×	×	×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		×	×	×
<input type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		×		
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		×	×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		×	×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Fluent Reader (Made EZ)

**Date of Publication:** 2003

**Publisher:** Renaissance Learning, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics	11%	11%	11%	11%
Fluency		71%	71%	71%

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	×
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	×
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	×
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	×
<input type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		×	×	×
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×	×	×
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×	×	×
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×	×	×
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			×	×
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			×	×
<input type="radio"/>	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	X	X	X	X
<input checked="" type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	X	X	X	X
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	X	X	X	X
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	X	X	X	X
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	X	X	X	X
<input type="radio"/> +	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	X	X	X	X

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet \quad \frac{\quad}{(1.5 \text{ pts})} \circ^+ \quad \frac{2}{(1 \text{ pts})} \circ \quad \frac{4}{(.5 \text{ pts})} \circ^+ \quad \frac{13}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{4}{\quad} / \frac{38}{\quad} = \frac{11\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		×	×	×
<input checked="" type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
<input checked="" type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
<input type="radio"/> +	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
<input type="radio"/> +	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
<input checked="" type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
<input checked="" type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input checked="" type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input checked="" type="radio"/>	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{8}{(2 \text{ pts})} \bullet + \frac{2}{(1.5 \text{ pts})} \circ + \frac{2}{(1 \text{ pts})} \circ + \frac{2}{(.5 \text{ pts})} \circ + \frac{2}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{17}{24} = 71\%$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Foundations

**Date of Publication:** 2001

**Publisher:** Wright Group/McGraw Hill

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		33%	33%	33%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		×	×	×
<input checked="" type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
<input type="radio"/> +	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
<input type="radio"/> +	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
<input checked="" type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input checked="" type="radio"/>	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{2}{(2 \text{ pts})} \bullet + \frac{3}{(1.5 \text{ pts})} \bigcirc^+ + \frac{2}{(1 \text{ pts})} \bigcirc + \frac{5}{(0 \text{ pts})} \bigcirc$$

Total Points/Total Possible Points

$$\frac{8}{24} = 33\%$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	×
<input type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$      
  $\frac{1.5}{(1.5 \text{ pts})}$  +    
  $\frac{1}{(1 \text{ pts})}$      
  $\frac{2}{(.5 \text{ pts})}$  +    
  $\frac{7}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Great Leaps (3-5)

**Date of Publication:** 1998

**Publisher:** Diamuid, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				66%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
●	1. Provides fluency practices at the word level. (w)				×
○+	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)				×
◉	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)				×
◉	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)				×
◉	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)				×
◉+	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)				×
◉+	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
●	12. Assesses fluency regularly. (ss)				×

Tally the number of elements with each rating.

$$\frac{2}{(2 \text{ pts})} \text{ ●} \quad \frac{2}{(1.5 \text{ pts})} \text{ ◉}^+ \quad \frac{3}{(1 \text{ pts})} \text{ ◉} \quad \frac{1}{(.5 \text{ pts})} \text{ ○}^+ \quad \frac{\quad}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{10.5}{16} = 66\%$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Great Leaps (K-2)

**Date of Publication:** 1998

**Publisher:** Diarmuid, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		66%	66%	

### Text Reading and Fluency

Rating	Criterion	Grade		
		K	1	2 3
●	1. Provides fluency practices at the word level. (w)		×	×
●	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×	
○	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×
⊙+	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×	
⊙	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×
○+	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×
⊙	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×
⊙+	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×
⊙	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×	
●	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×
●	12. Assesses fluency regularly. (ss)		×	×

Tally the number of elements with each rating.

$$\frac{4 \text{ } \bullet}{(2 \text{ pts})} \quad \frac{2 \text{ } \odot^+}{(1.5 \text{ pts})} \quad \frac{3 \text{ } \odot}{(1 \text{ pts})} \quad \frac{1 \text{ } \circ^+}{(.5 \text{ pts})} \quad \frac{1 \text{ } \circ}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{14.5}{22} = 66\%$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Guided Reading: Story Box

**Date of Publication:** 1995

**Publisher:** Wright Group/McGraw Hill

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		27%	27%	

### Text Reading and Fluency

Rating	Criterion	Grade		
		K	1	2 3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		×	×
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×	
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×
<input checked="" type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×	
<input checked="" type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×
<input checked="" type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×	
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×
<input type="radio"/>	12. Assesses fluency regularly. (ss)		×	×

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet + \frac{1}{(1.5 \text{ pts})} \bullet^+ + \frac{2}{(1 \text{ pts})} \bullet + \frac{1}{(.5 \text{ pts})} \circ^+ + \frac{6}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{6}{22} = 27\%$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	X	X	X	
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	X	X	X	
<input checked="" type="radio"/> +	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	X	X		
<input checked="" type="radio"/> +	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			X	
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	X	X	X	
<input checked="" type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	X	X	X	
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	X	X	X	
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			X	
<input checked="" type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			X	
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			X	

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{3}{(1.5 \text{ pts})}$  +
  $\frac{1}{(1 \text{ pts})}$  
 $\frac{1}{(.5 \text{ pts})}$  +
  $\frac{4}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Guided Reading: Sunshine

**Date of Publication:** 2000

**Publisher:** Wright Group/McGraw Hill

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		18%	18%	

### Text Reading and Fluency

Rating	Criterion	Grade		
		K	1	2 3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		×	×
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×	
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×	
<input checked="" type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×
<input checked="" type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×	
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×
<input checked="" type="radio"/>	12. Assesses fluency regularly. (ss)		×	×

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet + \frac{2}{(1.5 \text{ pts})} \bullet^+ + \frac{2}{(1 \text{ pts})} \bullet + \frac{8}{(.5 \text{ pts})} \circ^+ + \frac{8}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{4}{22} = 18\%$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	
<input checked="" type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	
<input checked="" type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	
<input checked="" type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$      
  $\frac{1}{(1.5 \text{ pts})}$  +    
  $\frac{4}{(1 \text{ pts})}$      
  $\frac{2}{(.5 \text{ pts})}$  +    
  $\frac{3}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Headsprout

**Date of Publication:** 2003

**Publisher:** Yriondo Educational Resources

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics	72%	72%	72%	
Fluency		61%	61%	

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
⊙ <sup>+</sup>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
●	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
⊙ <sup>+</sup>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	
●	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	
⊙ <sup>+</sup>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	
○	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	×
●	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	×
⊙ <sup>+</sup>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	×
⊙ <sup>+</sup>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	×
⊙ <sup>+</sup>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
○	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	X	X	X	
<input checked="" type="radio"/> +	2. Controls the number of irregular words introduced at one time. (w)	X	X	X	
<input checked="" type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	X	X	X	
<input type="radio"/> +	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	X	X	X	
<input checked="" type="radio"/> +	5. Pre teaches sight words and incorporates them into connected text. (w)	X	X	X	
<input checked="" type="radio"/> +	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	X	X	X	

Tally the number of elements with each rating.

$$\frac{4}{(2 \text{ pts})} \bullet + \frac{11}{(1.5 \text{ pts})} \circ + \frac{1}{(1 \text{ pts})} \circ + \frac{1}{(.5 \text{ pts})} \circ + \frac{1}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{26}{36} = 72\%$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
●	1. Provides fluency practices at the word level. (w)		×	×	
○+	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
●	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	
●	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
●	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	
○+	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	
○+	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	
○+	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	
○	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
○	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)				×
○+	12. Assesses fluency regularly. (ss)		×	×	

Tally the number of elements with each rating.

$$\frac{4}{(2 \text{ pts})} \text{ ●} \quad \frac{3}{(1.5 \text{ pts})} \text{ ○+} \quad \frac{1}{(1 \text{ pts})} \text{ ○} \quad \frac{2}{(.5 \text{ pts})} \text{ ○+} \quad \frac{2}{(0 \text{ pts})} \text{ ○}$$

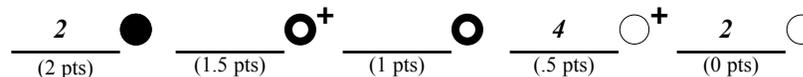
Total Points/Total Possible Points

$$\frac{13.5}{22} = 61\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
●	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	×	×	×	
○+	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	×	×	×	
○	3. Provides direct instruction of targeted concepts and vocabulary. (w)	×	×	×	
●	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	×	×	×	
○+	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	×	×	×	
○	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	×	×	×	
○+	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			×	
○+	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			×	

Tally the number of elements with each rating.



### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	
<input type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	
<input checked="" type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	

Tally the number of elements with each rating.

$\frac{2}{(2 \text{ pts})}$      
  $\frac{\quad}{(1.5 \text{ pts})}$  +    
  $\frac{1}{(1 \text{ pts})}$      
  $\frac{4}{(.5 \text{ pts})}$  +    
  $\frac{3}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** High Frequency Word Vocabulary Kit

**Date of Publication:** 2003

**Publisher:** Benchmark Education Company

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X	X	X	
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X	X	X	
<input type="radio"/> +	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X	X	X	
<input checked="" type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X	X	X	
<input type="radio"/> +	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X	X	X	
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X	X	X	
<input checked="" type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X	X	X	
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				X
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				X

Tally the number of elements with each rating.

$\frac{2}{(2 \text{ pts})}$      
  $\frac{1}{(1.5 \text{ pts})}$  +    
  $\frac{1}{(1 \text{ pts})}$      
  $\frac{2}{(.5 \text{ pts})}$  +    
  $\frac{5}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Images Theme Books

**Date of Publication:** 1997

**Publisher:** Great Source Education

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		13%	0%	0%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		X		
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		X		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		X		
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		X		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		X		
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		X		
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		X		
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		X		
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		X		
<input type="radio"/>	12. Assesses fluency regularly. (ss)		X		

Tally the number of elements with each rating.

$$\frac{\text{●}}{(2 \text{ pts})} + \frac{\text{⊙}^+}{(1.5 \text{ pts})} + \frac{2 \text{ ⊙}}{(1 \text{ pts})} + \frac{1 \text{ ⊙}^+}{(.5 \text{ pts})} + \frac{7 \text{ ○}}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{2.5}{20} = 13\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				X
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				X
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)				X
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				X
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				X
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				X
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				X

Tally the number of elements with each rating.

\_\_\_\_\_ (2 pts)    
  \_\_\_\_\_ (1.5 pts)    
  \_\_\_\_\_ (1 pts)    
  \_\_\_\_\_ (.5 pts)    
  \_\_\_\_\_ 7 (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		X		
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		X		
<input checked="" type="radio"/> +	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		X		
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		X		
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		X		
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		X		

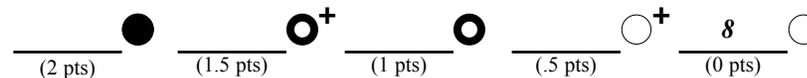
Tally the number of elements with each rating.

(2 pts)    
 + (1.5 pts)    
  (1 pts)    
 + (.5 pts)    
  (0 pts)

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			X	
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			X	
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			X	
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			X	
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			X	
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			X	
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			X	
<input type="radio"/>	12. Assesses fluency regularly. (ss)			X	

Tally the number of elements with each rating.



Total Points/Total Possible Points

$$\underline{0} / \underline{16} = \underline{0\%}$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)			X	
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)			X	
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)			X	
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)			X	
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)			X	
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)			X	
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)			X	
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	

Tally the number of elements with each rating.

           ● (2 pts)
           ●<sup>+</sup> (1.5 pts)
           ○ (1 pts)
           ○<sup>+</sup> (.5 pts)
           9 ○ (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			X	
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			X	
<input type="radio"/> +	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			X	
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			X	
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			X	
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			X	
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			X	
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			X	
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			X	

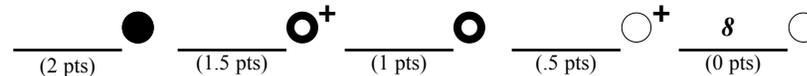
Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{1}{(1.5 \text{ pts})}$  +
  $\frac{1}{(1 \text{ pts})}$  
 $\frac{1}{(.5 \text{ pts})}$  +
  $\frac{7}{(0 \text{ pts})}$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)				×
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)				×
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)				×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)				×
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)				×
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)				×
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input type="radio"/>	12. Assesses fluency regularly. (ss)				×

Tally the number of elements with each rating.



Total Points/Total Possible Points

$\frac{0}{16} = 0\%$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				X
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				X
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)				X
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				X
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				X
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				X
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				X
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				X
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				X
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				X

Tally the number of elements with each rating.

           ● (2 pts)
           ○<sup>+</sup> (1.5 pts)
           ○ (1 pts)
           ○<sup>+</sup> (.5 pts)
           ○ (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
<input checked="" type="radio"/> +	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
<input checked="" type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
<input checked="" type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{1}{(1.5 \text{ pts})}$  +
  $\frac{\quad}{(1 \text{ pts})}$  
 $\frac{2}{(.5 \text{ pts})}$  +
  $\frac{5}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Kaleidoscope (Level A)

**Date of Publication:** 2003

**Publisher:** SRA

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics			80%	
Fluency			63%	

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)			×	
●	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)			×	
●	5. Introduces regular words for which students know all the letter sounds. (ss)			×	
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)			×	
●	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	
○ <sup>+</sup>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	
●	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	
●	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	
○ <sup>+</sup>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			×	
○	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			×	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)			×	
●	2. Controls the number of irregular words introduced at one time. (w)			×	

●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
○+	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
⊙+	5. Pre teaches sight words and incorporates them into connected text. (w)	×
○+	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{8}{(2 \text{ pts})} \quad \bullet \quad \frac{5}{(1.5 \text{ pts})} \quad \odot^+ \quad \frac{1}{(1 \text{ pts})} \quad \ominus \quad \frac{2}{(.5 \text{ pts})} \quad \circ^+ \quad \frac{\quad}{(0 \text{ pts})} \quad \circ$$

Total Points/Total Possible Points

$$\frac{25.5}{\quad} / \frac{32}{\quad} = \frac{80\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
○	1. Provides fluency practices at the word level. (w)			×	
○	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			×	
●	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			×	
○+	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			×	
●	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			×	
○+	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			×	
○+	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
○+	12. Assesses fluency regularly. (ss)			×	

Tally the number of elements with each rating.

$$\frac{2}{(2 \text{ pts})} \text{ ● } \frac{2}{(1.5 \text{ pts})} \text{ ○+ } \frac{2}{(1 \text{ pts})} \text{ ○ } \frac{2}{(.5 \text{ pts})} \text{ ○+ } \frac{0}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{10}{16} = 63\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)			X	
<input checked="" type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)			X	
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)			X	
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)			X	
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)			X	
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)			X	
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)			X	
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	
<input checked="" type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{2}{(1.5 \text{ pts})}$  +
  $\frac{5}{(1 \text{ pts})}$  
 $\frac{\quad}{(.5 \text{ pts})}$  +
  $\frac{1}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			X	
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			X	
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			X	
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			X	
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			X	
<input checked="" type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			X	
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			X	
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			X	
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			X	

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{2}{(1.5 \text{ pts})}$  +
  $\frac{4}{(1 \text{ pts})}$  
 $\frac{\quad}{(.5 \text{ pts})}$  +
  $\frac{2}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Kaleidoscope (Level B)

**Date of Publication:** 2003

**Publisher:** SRA

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				78%
Fluency				63%

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)				×
○ <sup>+</sup>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)				×
●	5. Introduces regular words for which students know all the letter sounds. (ss)				×
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)				×
●	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)				×
○ <sup>+</sup>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)				×
●	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)				×
●	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)				×
○ <sup>+</sup>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
○	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×
○ <sup>+</sup>	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)				×

●	2. Controls the number of irregular words introduced at one time. (w)	×
●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
○+	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
⊙+	5. Pre teaches sight words and incorporates them into connected text. (w)	×
○+	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{7}{(2 \text{ pts})} \bullet \quad \frac{7}{(1.5 \text{ pts})} \odot^+ \quad \frac{1}{(1 \text{ pts})} \ominus \quad \frac{2}{(.5 \text{ pts})} \circ^+ \quad \frac{\quad}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\underline{26.5} \quad / \quad \underline{34} \quad = \quad \underline{78\%}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
○	1. Provides fluency practices at the word level. (w)				×
○	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)				×
○+	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)				×
○+	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)				×
●	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)				×
●	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)				×
○+	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
○+	12. Assesses fluency regularly. (ss)				×

Tally the number of elements with each rating.

$$\frac{2}{(2 \text{ pts})} \text{ ● } \frac{2}{(1.5 \text{ pts})} \text{ ○+ } \frac{2}{(1 \text{ pts})} \text{ ○ } \frac{2}{(.5 \text{ pts})} \text{ ○+ } \frac{0}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\underline{10} / \underline{16} = \underline{63\%}$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				X
<input checked="" type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				X
<input checked="" type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)				X
<input checked="" type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				X
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				X
<input checked="" type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				X
<input checked="" type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				X
<input checked="" type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				X
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				X
<input checked="" type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				X

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{2}{(1.5 \text{ pts})}$  +
  $\frac{5}{(1 \text{ pts})}$  
 $\frac{\quad}{(.5 \text{ pts})}$  +
  $\frac{2}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
<input checked="" type="radio"/> +	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
<input checked="" type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
<input checked="" type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
<input checked="" type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
<input checked="" type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{3}{(1.5 \text{ pts})}$  +
  $\frac{3}{(1 \text{ pts})}$  
 $\frac{\quad}{(.5 \text{ pts})}$  +
  $\frac{2}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Kid Phonics 1

**Date of Publication:** 1994-1995

**Publisher:** Great Source Education

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	38%	38%		
Phonics	7%	7%	7%	
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Teaches skills explicitly. (w)	X	X		
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X	X		
<input type="radio"/> +	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X	X		
<input checked="" type="radio"/> +	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	X	X		
<input checked="" type="radio"/>	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X			
<input checked="" type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X	X		
<input checked="" type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	X	X		
<input type="radio"/> +	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			
<input type="radio"/> +	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		X		
<input type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X	X		

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet + \frac{1}{(1.5 \text{ pts})} \bullet + \frac{2}{(1 \text{ pts})} \bullet + \frac{4}{(.5 \text{ pts})} \circ + \frac{2}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{7.5}{20} = 38\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	X	X		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	X	X	X	
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	X	X		
<input checked="" type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	X	X	X	
<input type="radio"/> +	5. Introduces regular words for which students know all the letter sounds. (ss)	X	X	X	
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	X	X	X	
<input type="radio"/> +	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			X	X
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		X	X	
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		X	X	
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		X	X	
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			X	
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			X	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×	×	
<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	×	×	×	
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×	×	×	
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×	×	×	
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×	×	×	
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×	×	×	

Tally the number of elements with each rating.

$\frac{\bullet}{(2 \text{ pts})}$    
  $\frac{\circ^+}{(1.5 \text{ pts})}$    
  $\frac{1 \circ}{(1 \text{ pts})}$    
  $\frac{3 \circ^+}{(.5 \text{ pts})}$    
  $\frac{14 \circ}{(0 \text{ pts})}$

Total Points/Total Possible Points

$\frac{2.5}{36} = 7\%$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	×	×	×	
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	×	×	×	
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	×	×	×	
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	×	×	×	
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	×	×	×	
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	×	×	×	
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	×	×	×	
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				×
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				×

Tally the number of elements with each rating.

(2 pts)    
 <sup>+</sup> (1.5 pts)    
  (1 pts)    
 *1* <sup>+</sup> (.5 pts)    
 *8*  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Kid Phonics 2

**Date of Publication:** 1994-1995

**Publisher:** Great Source Education

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness		22%		
Phonics		16%	16%	16%
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Teaches skills explicitly. (w)		X		
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)		X		
<input type="radio"/>	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)		X		
<input checked="" type="radio"/>	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)		X		
<input type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)		X		
<input type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)		X		
<input type="radio"/>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		X		
<input type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)		X		

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{1}{(1.5 \text{ pts})} \circ + \frac{\quad}{(1 \text{ pts})} \circ + \frac{4}{(.5 \text{ pts})} \circ + \frac{3}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{3.5}{16} = 22\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)		X		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)		X	X	X
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)		X		
<input checked="" type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)		X	X	X
<input checked="" type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)		X	X	X
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)		X	X	X
<input checked="" type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		X	X	X
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		X	X	X
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		X	X	X
<input checked="" type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		X	X	X
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			X	X
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			X	X
<input type="radio"/>	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				X

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)		×	×	×
<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)		×	×	×
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)		×	×	×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)		×	×	×
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)		×	×	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)		×	×	×

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet \quad \frac{\quad}{(1.5 \text{ pts})} \circ^+ \quad \frac{4}{(1 \text{ pts})} \circ \quad \frac{4}{(.5 \text{ pts})} \circ^+ \quad \frac{11}{(0 \text{ pts})} \circ$$

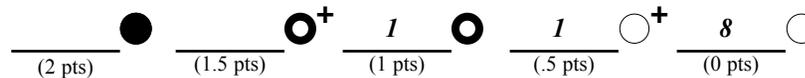
Total Points/Total Possible Points

$$\frac{6}{38} = 16\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2 3	
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)		×	×	×
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)		×	×	×
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)		×	×	×
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)		×	×	×
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)		×	×	×
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)		×	×	×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)		×	×	×
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			×	×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
<input checked="" type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			×	×

Tally the number of elements with each rating.



### CLASSIFICATION OF PROGRAM

**Program Name:** KidCentered Learning Toolkit: Alphabet Study

**Date of Publication:** 2003

**Publisher:** Dominie Press, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	10%	10%		
Phonics	1%	1%	1%	
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Teaches skills explicitly. (w)	×	×		
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×		
<input type="radio"/>	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×		
<input checked="" type="radio"/>	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×		
<input type="radio"/>	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×			
<input type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×		
<input type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×	×		
<input type="radio"/>	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×			
<input type="radio"/>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			×	
<input type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×	×		

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet + \frac{1}{(1.5 \text{ pts})} \circ^+ + \frac{1}{(1 \text{ pts})} \circ + \frac{1}{(.5 \text{ pts})} \circ^+ + \frac{9}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{2}{20} = 10\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	X	X		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	X	X	X	
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	X	X		
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	X	X	X	
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	X	X	X	
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	X	X	X	
<input type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			X	X
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			X	X
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			X	X
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			X	X
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				X
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				X

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×	×	
<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	×	×	×	
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×	×	×	
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×	×	×	
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×	×	×	
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×	×	×	

Tally the number of elements with each rating.

$$\frac{\quad \bullet}{(2 \text{ pts})} \quad \frac{\quad \circ^+}{(1.5 \text{ pts})} \quad \frac{\quad \circ}{(1 \text{ pts})} \quad \frac{\quad 1 \quad \circ^+}{(.5 \text{ pts})} \quad \frac{\quad 17 \quad \circ}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{\quad .5 \quad}{\quad 36 \quad} = \frac{\quad 1\% \quad}{\quad}$$

### CLASSIFICATION OF PROGRAM

**Program Name:** KidCentered Tool Kit:Word Study

**Date of Publication:** 2003

**Publisher:** Dominie Press, Inc.

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	20%	20%		
Phonics	19%	19%	19%	
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Teaches skills explicitly. (w)	X	X		
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X	X		
<input type="radio"/> +	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X	X		
<input checked="" type="radio"/>	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	X	X		
<input checked="" type="radio"/>	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X			
<input type="radio"/> +	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X	X		
<input type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	X	X		
<input type="radio"/> +	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			
<input type="radio"/> +	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			X	
<input type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X	X		

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet \quad \frac{\quad}{(1.5 \text{ pts})} \circ^+ \quad \frac{2}{(1 \text{ pts})} \circ \quad \frac{4}{(.5 \text{ pts})} \circ^+ \quad \frac{4}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{4}{\quad} / \frac{20}{\quad} = \frac{20\%}{\quad}$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	X	X		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	X	X	X	
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	X	X		
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	X	X	X	
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	X	X	X	
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	X	X	X	
<input type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			X	X
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			X	X
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			X	X
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			X	X
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				X
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				X

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
● <sup>+</sup>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×	×	
● <sup>+</sup>	2. Controls the number of irregular words introduced at one time. (w)	×	×	×	
●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×	×	×	
○	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×	×	×	
○	5. Pre teaches sight words and incorporates them into connected text. (w)	×	×	×	
○ <sup>+</sup>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×	×	×	

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet \quad \frac{2}{(1.5 \text{ pts})} \bullet^+ \quad \frac{\quad}{(1 \text{ pts})} \bullet \quad \frac{4}{(.5 \text{ pts})} \circ^+ \quad \frac{11}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{7}{\quad} / \frac{36}{\quad} = \frac{19\%}{\quad}$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Ladders to Literacy

**Date of Publication:** 1998

**Publisher:** Paul H. Brookes

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	56%			
Phonics				
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Teaches skills explicitly. (w)	X			
<input checked="" type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X			
<input checked="" type="radio"/>	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X			
<input checked="" type="radio"/> +	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	X			
<input checked="" type="radio"/> +	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X			
<input checked="" type="radio"/> +	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X			
<input checked="" type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	X			
<input checked="" type="radio"/>	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			
<input checked="" type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X			

Tally the number of elements with each rating.

(2 pts)    
  3 (1.5 pts)    
  5 (1 pts)    
 + 1 (.5 pts)    
  (0 pts)

Total Points/Total Possible Points

10 / 18 = 56%

### CLASSIFICATION OF PROGRAM

**Program Name:** Language! (2nd ed.)

**Date of Publication:** 2000

**Publisher:** Sopris West

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				56%
Fluency				56%

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
○	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)				×
○	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)				×
○+	5. Introduces regular words for which students know all the letter sounds. (ss)				×
○+	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)				×
○	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)				×
○+	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)				×
○+	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)				×
○	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)				×
○	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
○	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×
○+	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)				×

<input checked="" type="radio"/> +	2. Controls the number of irregular words introduced at one time. (w)	×
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input checked="" type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input checked="" type="radio"/> +	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input checked="" type="radio"/> +	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet \quad \frac{8}{(1.5 \text{ pts})} \odot^+ \quad \frac{5}{(1 \text{ pts})} \odot \quad \frac{\quad}{(.5 \text{ pts})} \circ^+ \quad \frac{3}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{19}{34} = 56\%$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Provides fluency practices at the word level. (w)				X
<input type="radio"/> +	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)				X
<input checked="" type="radio"/> +	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)				X
<input checked="" type="radio"/> +	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)				X
<input type="radio"/> +	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)				X
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)				X
<input type="radio"/> +	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				X
<input checked="" type="radio"/>	12. Assesses fluency regularly. (ss)				X

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet + \frac{3}{(1.5 \text{ pts})} \circ + \frac{1}{(1 \text{ pts})} \circ + \frac{3}{(.5 \text{ pts})} \circ + \frac{\quad}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\underline{9} / \underline{16} = \underline{56\%}$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				X
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				X
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)				X
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				X
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				X
<input checked="" type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				X
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				X
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				X
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				X
<input checked="" type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				X

Tally the number of elements with each rating.

$\frac{2}{(2 \text{ pts})}$     
  $\frac{2}{(1.5 \text{ pts})}$  +   
  $\frac{2}{(1 \text{ pts})}$     
  $\frac{\quad}{(.5 \text{ pts})}$  +   
  $\frac{4}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
<input type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
<input type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

●	●+	○	○+	○
_____	_____	_____	_____	_____
(2 pts)	(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Language for Learning

**Date of Publication:** 1999

**Publisher:** SRA

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
●	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	×	×	×	
●	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	×	×	×	
●	3. Provides direct instruction of targeted concepts and vocabulary. (w)	×	×	×	
●	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	×	×	×	
○	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	×	×	×	
○+	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	×	×	×	
○+	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	×	×	×	
○+	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			×	
○	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			×	

Tally the number of elements with each rating.

$\frac{4}{(2 \text{ pts})}$  ●   
  $\frac{2}{(1.5 \text{ pts})}$  ○+   
  $\frac{2}{(1 \text{ pts})}$  ○   
  $\frac{1}{(.5 \text{ pts})}$  ○+   
  $\frac{\quad}{(0 \text{ pts})}$  ○

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	
<input type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	
<input type="radio"/> +	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input type="radio"/> +	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	
<input type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	

Tally the number of elements with each rating.

           +                        6 + 4   
 (2 pts)      (1.5 pts)      (1 pts)      (.5 pts)      (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Language for Thinking

**Date of Publication:** 2002

**Publisher:** SRA

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
●	1. Selects words that are highly useful for passage understanding and/or later learning. (w)		×	×	×
●	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)		×	×	×
●	3. Provides direct instruction of targeted concepts and vocabulary. (w)		×	×	×
○	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)		×	×	×
○	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)		×	×	×
○+	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)		×	×	×
○+	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)		×	×	×
○	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			×	×
○	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
○	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			×	×

Tally the number of elements with each rating.

$\frac{3}{(2 \text{ pts})}$  ●   
  $\frac{2}{(1.5 \text{ pts})}$  ○+   
  $\frac{3}{(1 \text{ pts})}$  ○   
  $\frac{\quad}{(.5 \text{ pts})}$  ○+   
  $\frac{2}{(0 \text{ pts})}$  ○

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		×	×	×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		×	×	×
<input type="radio"/> +	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		×		
<input type="radio"/> +	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input checked="" type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		×	×	×
<input type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		×	×	×
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$ <input checked="" type="radio"/>	$\frac{1}{(1.5 \text{ pts})}$ <input checked="" type="radio"/> +	$\frac{\quad}{(1 \text{ pts})}$ <input type="radio"/>	$\frac{5}{(.5 \text{ pts})}$ <input type="radio"/> +	$\frac{3}{(0 \text{ pts})}$ <input type="radio"/>
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### CLASSIFICATION OF PROGRAM

**Program Name:** Lexia Strategies for Older Students (S.O.S.)

**Date of Publication:** 2003

**Publisher:** Lexia Learning Systems

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				46%
Fluency				47%

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)				×
<input checked="" type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)				×
<input type="radio"/> +	5. Introduces regular words for which students know all the letter sounds. (ss)				×
<input checked="" type="radio"/> +	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)				×
<input type="radio"/> +	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)				×
<input checked="" type="radio"/> +	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)				×
<input checked="" type="radio"/> +	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)				×
<input checked="" type="radio"/> +	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)				×
<input type="radio"/> +	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×
<input checked="" type="radio"/> +	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)				×

<input checked="" type="radio"/> +	2. Controls the number of irregular words introduced at one time. (w)	×
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input checked="" type="radio"/> +	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet \quad \frac{7}{(1.5 \text{ pts})} \ominus^+ \quad \frac{1}{(1 \text{ pts})} \bullet \quad \frac{4}{(.5 \text{ pts})} \circ^+ \quad \frac{4}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{15.5}{34} = 46\%$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Provides fluency practices at the word level. (w)				X
<input type="radio"/> +	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)				X
<input checked="" type="radio"/> +	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)				X
<input checked="" type="radio"/> +	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)				X
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)				X
<input checked="" type="radio"/> +	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)				X
<input type="radio"/> +	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				X
<input type="radio"/> +	12. Assesses fluency regularly. (ss)				X

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{4}{(1.5 \text{ pts})} \circ + \frac{\quad}{(1 \text{ pts})} \circ + \frac{3}{(.5 \text{ pts})} \circ + \frac{1}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{7.5}{16} = 47\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				×
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				×
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)				×
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				×
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				×
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				×
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				×

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Little Readers

**Date of Publication:** 1997

**Publisher:** Great Source Education Company

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		3%		

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		X		
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		X		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		X		
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		X		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		X		
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		X		
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		X		
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		X		
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		X		
<input type="radio"/>	12. Assesses fluency regularly. (ss)		X		

Tally the number of elements with each rating.

(2 pts)   
  (1.5 pts)   
  (1 pts)   
  (0.5 pts)   
  (0 pts)

Total Points/Total Possible Points

.5 / 20 = 3%

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	×	×		
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	×	×		
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	×	×		
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	×	×		
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	×	×		
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	×	×		
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	×	×		

Tally the number of elements with each rating.

           ● (2 pts)
           ●<sup>+</sup> (1.5 pts)
           ○ (1 pts)
           ○<sup>+</sup> (.5 pts)
           7 ○ (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	X	X		
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	X	X		
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	X	X		
<input checked="" type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	X	X		
<input type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	X	X		
<input checked="" type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	X	X		

Tally the number of elements with each rating.

$\frac{2}{(2 \text{ pts})}$  
 $\frac{1}{(1.5 \text{ pts})}$  +
  $\frac{1}{(1 \text{ pts})}$  
 $\frac{2}{(.5 \text{ pts})}$  +
  $\frac{\quad}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Matchword

**Date of Publication:** 2001

**Publisher:** Wright Group/McGraw Hill

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	10%	10%		
Phonics	3%	3%	3%	3%
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Teaches skills explicitly. (w)	X	X		
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X	X		
<input type="radio"/>	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X	X		
<input checked="" type="radio"/>	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	X	X		
<input type="radio"/>	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X			
<input type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X	X		
<input type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	X	X		
<input type="radio"/>	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			
<input type="radio"/>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			X	
<input type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X	X		

Tally the number of elements with each rating.

$\frac{\text{●}}{(2 \text{ pts})}$ 
 $\frac{1}{(1.5 \text{ pts})}$ 
 $\frac{\text{○}^+}{(1 \text{ pts})}$ 
 $\frac{1}{(.5 \text{ pts})}$ 
 $\frac{8}{(0 \text{ pts})}$

Total Points/Total Possible Points

$\frac{2}{20} = 10\%$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	×
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	×
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	×
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	×
<input type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		×	×	×
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×	×	×
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×	×	×
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×	×	×
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			×	×
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			×	×
<input type="radio"/>	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×	×	×
<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	×	×	×	×
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×	×	×	×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×	×	×	×
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×	×	×	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×	×	×	×

Tally the number of elements with each rating.

$$\frac{\quad \bullet}{(2 \text{ pts})} \quad \frac{\quad \circ^+}{(1.5 \text{ pts})} \quad \frac{\quad \circ}{(1 \text{ pts})} \quad \frac{2}{(.5 \text{ pts})} \quad \frac{17}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{1}{38} = 3\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	×	×	×	×
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	×	×	×	×
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	×	×	×	×
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	×	×	×	×
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	×	×	×	×
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	×	×	×	×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	×	×	×	×
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			×	×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			×	×

Tally the number of elements with each rating.

           ● (2 pts)
           ○<sup>+</sup> (1.5 pts)
           ○ (1 pts)
           1 ○<sup>+</sup> (.5 pts)
           9 ○ (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	×
<input type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

           ● (2 pts)
           ○<sup>+</sup> (1.5 pts)
           ○ (1 pts)
           ○<sup>+</sup> (.5 pts)
           ○ (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Next Steps

**Date of Publication:** 1999

**Publisher:** Great Source Education Group

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		21%	21%	21%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Provides fluency practices at the word level. (w)		×	×	×
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
<input type="radio"/> +	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
<input type="radio"/> +	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
<input type="radio"/> +	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
<input type="radio"/> +	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input type="radio"/> +	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet + \frac{1}{(1.5 \text{ pts})} \bigcirc^+ + \frac{1}{(1 \text{ pts})} \bigcirc + \frac{6}{(.5 \text{ pts})} \bigcirc^+ + \frac{5}{(0 \text{ pts})} \bigcirc$$

Total Points/Total Possible Points

$$\frac{5}{24} = 21\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X	X	X	X
<input type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X	X	X	X
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X	X	X	X
<input type="radio"/> +	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X	X	X	X
<input checked="" type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X	X	X	X
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X	X	X	X
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X	X	X	X
<input type="radio"/> +	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	X
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				X
<input type="radio"/> +	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	X

Tally the number of elements with each rating.

           (2 pts)    
 +   1   (1.5 pts)    
    1   (1 pts)    
 +   4   (.5 pts)    
    4   (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	×
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	×
<input checked="" type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	×
<input checked="" type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

(2 pts)
 (1.5 pts)
 (1 pts)
 (.5 pts)
 (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Open Court Phonics Kits

**Date of Publication:** 2000

**Publisher:** SRA

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	81%	88%		
Phonics	52%	77%	58%	53%
Fluency		70%	72%	66%

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
○	1. Teaches skills explicitly. (w)	×			
○+	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×			
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×			
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×			
○	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×			
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×			
●	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×			
○+	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×			
○+	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×			

Tally the number of elements with each rating.

$\frac{4}{(2 \text{ pts})}$  ●   
  $\frac{3}{(1.5 \text{ pts})}$  ○+   
  $\frac{2}{(1 \text{ pts})}$  ○   
  $\frac{\quad}{(.5 \text{ pts})}$  ○+   
  $\frac{\quad}{(0 \text{ pts})}$  ○

Total Points/Total Possible Points

$\frac{14.5}{\quad} / \frac{18}{\quad} = \frac{81\%}{\quad}$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×			
⊙+	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×			
○	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×			
⊙	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×			
○	5. Introduces regular words for which students know all the letter sounds. (ss)	×			
⊙+	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×			

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×			
⊙+	2. Controls the number of irregular words introduced at one time. (w)	×			
⊙	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×			
○	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×			
⊙+	5. Pre teaches sight words and incorporates them into connected text. (w)	×			
○+	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×			

Tally the number of elements with each rating.

$$\frac{2}{(2 \text{ pts})} \bullet \quad \frac{4}{(1.5 \text{ pts})} \bullet^+ \quad \frac{2}{(1 \text{ pts})} \bullet \quad \frac{1}{(.5 \text{ pts})} \circ^+ \quad \frac{3}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{12.5}{24} = 52\%$$

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	1. Teaches skills explicitly. (w)		×		
○ <sup>+</sup>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)		×		
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)		×		
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)		×		
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)		×		
○ <sup>+</sup>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (sa <u>t</u> ), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)		×		
○ <sup>+</sup>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		×		
●	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)		×		

Tally the number of elements with each rating.

$$\frac{4}{(2 \text{ pts})} \text{ ● } \frac{4}{(1.5 \text{ pts})} \text{ ○}^+ \frac{\quad}{(1 \text{ pts})} \text{ ○ } \frac{\quad}{(.5 \text{ pts})} \text{ ○}^+ \frac{\quad}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\underline{14} / \underline{16} = \underline{88\%}$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)		×		
○+	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)		×		
○+	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)		×		
○	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)		×		
●	5. Introduces regular words for which students know all the letter sounds. (ss)		×		
○+	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)		×		
●	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		×		
○+	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×		
○+	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×		
○+	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×		

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)		×		
●	2. Controls the number of irregular words introduced at one time. (w)		×		

<input checked="" type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input checked="" type="radio"/> +	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input checked="" type="radio"/> +	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{5}{(2 \text{ pts})} \bullet \quad \frac{9}{(1.5 \text{ pts})} \bullet^+ \quad \frac{1}{(1 \text{ pts})} \bullet \quad \frac{\quad}{(.5 \text{ pts})} \circ^+ \quad \frac{1}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{24.5}{\quad} / \frac{32}{\quad} = \frac{77\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	1. Provides fluency practices at the word level. (w)		×		
●	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
●	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×		
○ <sup>+</sup>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
●	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×		
●	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×		
○ <sup>+</sup>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×		
○	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×		
○	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
○ <sup>+</sup>	12. Assesses fluency regularly. (ss)		×		

Tally the number of elements with each rating.

$$\frac{4}{(2 \text{ pts})} \text{ ● } \frac{3}{(1.5 \text{ pts})} \text{ ○}^+ \frac{1}{(1 \text{ pts})} \text{ ○ } \frac{1}{(.5 \text{ pts})} \text{ ○}^+ \frac{1}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\underline{14} / \underline{20} = \underline{70\%}$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
⊙+	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)			×	
⊙	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)			×	
●	5. Introduces regular words for which students know all the letter sounds. (ss)			×	
⊙+	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)			×	
⊙+	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	
⊙+	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	
⊙+	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	
○+	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	
○+	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			×	
○	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			×	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)			×	
⊙+	2. Controls the number of irregular words introduced at one time. (w)			×	

<input checked="" type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input checked="" type="radio"/> +	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input type="radio"/> +	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{2}{(2 \text{ pts})} \bullet \quad \frac{8}{(1.5 \text{ pts})} \bullet^+ \quad \frac{1}{(1 \text{ pts})} \bullet \quad \frac{3}{(.5 \text{ pts})} \circ^+ \quad \frac{2}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{18.5}{32} = 58\%$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	1. Provides fluency practices at the word level. (w)			×	
○ <sup>+</sup>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			×	
●	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			×	
○ <sup>+</sup>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			×	
○ <sup>+</sup>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			×	
○	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			×	
○ <sup>+</sup>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
○	12. Assesses fluency regularly. (ss)			×	

Tally the number of elements with each rating.

$$\frac{1 \text{ } \bullet}{(2 \text{ pts})} \quad \frac{5 \text{ } \circ^+}{(1.5 \text{ pts})} \quad \frac{2 \text{ } \circ}{(1 \text{ pts})} \quad \frac{\quad \circ^+}{(.5 \text{ pts})} \quad \frac{\quad \circ}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{11.5}{16} = 72\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)				X
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)				X
<input checked="" type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)				X
<input checked="" type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)				X
<input checked="" type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)				X
<input checked="" type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)				X
<input checked="" type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)				X
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)				X
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				X
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				X
<input type="radio"/>	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				X

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)				X

<input checked="" type="radio"/> +	2. Controls the number of irregular words introduced at one time. (w)	×
<input checked="" type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input checked="" type="radio"/> +	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input checked="" type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{2}{(2 \text{ pts})} \bullet \quad \frac{7}{(1.5 \text{ pts})} \odot^+ \quad \frac{3}{(1 \text{ pts})} \odot \quad \frac{1}{(.5 \text{ pts})} \circ^+ \quad \frac{4}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\underline{18} / \underline{34} = \underline{53\%}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
●	1. Provides fluency practices at the word level. (w)				×
○+	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)				×
●	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)				×
●	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)				×
○+	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)				×
○+	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)				×
○	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
○	12. Assesses fluency regularly. (ss)				×

Tally the number of elements with each rating.

$$\frac{3}{(2 \text{ pts})} \bullet + \frac{3}{(1.5 \text{ pts})} \circ + \frac{1}{(1 \text{ pts})} \circ + \frac{1}{(.5 \text{ pts})} \circ + \frac{2}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{10.5}{16} = 66\%$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Orbit Grade 3 Chapter Books

**Date of Publication:** 2000

**Publisher:** Pacific Learning

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				×
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				×
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)				×
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				×
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				×
<input type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				×
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				×

Tally the number of elements with each rating.

<input checked="" type="radio"/>	<input type="radio"/> +	<input type="radio"/>	<input type="radio"/> +	<input type="radio"/>
_____	_____	_____	_____	_____
(2 pts)	(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
<input checked="" type="radio"/> +	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
<input type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
<input type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

            (2 pts)
           + (1.5 pts)
            (1 pts)
           + (.5 pts)
            (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Orbit Grade 3 Collections

**Date of Publication:** 2001

**Publisher:** Pacific Learning

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				×
<input checked="" type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				×
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)				×
<input type="radio"/> +	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				×
<input type="radio"/> +	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				×
<input type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				×
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				×

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
 1  (1 pts)    
 4 + (.5 pts)    
 5  (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
<input type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
<input type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
<input type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{1}{(1.5 \text{ pts})}$  +
  $\frac{1}{(1 \text{ pts})}$  
 $\frac{5}{(.5 \text{ pts})}$  +
  $\frac{2}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Orbit Shared Reading (posters)

**Date of Publication:** 2001

**Publisher:** Pacific Learning

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				×
<input type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				×
<input type="radio"/> +	3. Provides direct instruction of targeted concepts and vocabulary. (w)				×
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				×
<input type="radio"/> +	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				×
<input type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				×
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				×

Tally the number of elements with each rating.

(2 pts)    
 + (1.5 pts)    
  (1 pts)    
 + (0.5 pts)    
  (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				X
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				X
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				X
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				X
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				X
<input checked="" type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				X
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				X
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				X
<input checked="" type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				X

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (.5 pts)    
  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Pacific Literacy Guided Reading

**Date of Publication:** 2000

**Publisher:** Pacific Learning

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	3%	3%		
Phonics	10%	11%	13%	
Fluency		10%	13%	

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Teaches skills explicitly. (w)	X			
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X			
<input type="radio"/>	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X			
<input type="radio"/>	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	X			
<input type="radio"/>	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X			
<input type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X			
<input type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	X			
<input type="radio"/>	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			
<input type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X			

Tally the number of elements with each rating.

(2 pts)    
 <sup>+</sup> (1.5 pts)    
  (1 pts)    
 <sup>+</sup> (.5 pts)    
  (0 pts)

Total Points/Total Possible Points

.5 / 18 = 3%

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	X			
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	X			
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	X			
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	X			
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	X			
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	X			

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	X			
<input type="radio"/> +	2. Controls the number of irregular words introduced at one time. (w)	X			
<input checked="" type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	X			
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	X			
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	X			
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	X			

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet \quad \frac{\quad}{(1.5 \text{ pts})} \bullet^+ \quad \frac{2}{(1 \text{ pts})} \bullet \quad \frac{1}{(.5 \text{ pts})} \circ^+ \quad \frac{9}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{2.5}{\quad} / \frac{24}{\quad} = \frac{10\%}{\quad}$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X			
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X			
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X			
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X			
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X			
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X			
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X			

Tally the number of elements with each rating.

\_\_\_\_\_ (2 pts)    
  \_\_\_\_\_ (1.5 pts)    
  \_\_\_\_\_ (1 pts)    
  \_\_\_\_\_ (.5 pts)    
  \_\_\_\_\_ 7 (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	X			
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student's understanding of what is read. [NRP, pg. 4-108] (w)	X			
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	X			
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	X			
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	X			

Tally the number of elements with each rating.

<input type="radio"/>	<i>1</i> <input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	_____	_____	_____	_____
(2 pts)	(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Teaches skills explicitly. (w)		X		
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)		X		
<input type="radio"/>	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)		X		
<input type="radio"/>	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)		X		
<input type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)		X		
<input checked="" type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (sa <u>t</u> ), and lastly on the medial sound (sa <u>t</u> ) in words. In grade 1, focus is on phonemes in all positions. (ss)		X		
<input type="radio"/>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		X		
<input type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)		X		

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{\quad}{(1.5 \text{ pts})} \circ^+ + \frac{\quad}{(1 \text{ pts})} \circ + \frac{1}{(.5 \text{ pts})} \circ^+ + \frac{7}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{.5}{16} = 3\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)		X		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)		X		
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)		X		
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)		X		
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)		X		
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)		X		
<input type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		X		
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		X		
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		X		
<input type="radio"/> +	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		X		

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)		X		
<input type="radio"/> +	2. Controls the number of irregular words introduced at one time. (w)		X		

<input type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input type="radio"/> +	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input type="radio"/> +	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet \quad \frac{\quad}{(1.5 \text{ pts})} \circ^+ \quad \frac{1}{(1 \text{ pts})} \bullet \quad \frac{5}{(.5 \text{ pts})} \circ^+ \quad \frac{10}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{3.5}{\quad} / \frac{32}{\quad} = \frac{11\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		X		
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		X		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		X		
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		X		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		X		
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		X		
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		X		
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		X		
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		X		
<input type="radio"/>	12. Assesses fluency regularly. (ss)		X		

Tally the number of elements with each rating.

(2 pts)    
 1  (1.5 pts)    
 1  (1 pts)    
 1  (0.5 pts)    
 8  (0 pts)

Total Points/Total Possible Points

2 / 20 = 10%

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)		X		
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)		X		
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)		X		
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)		X		
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)		X		
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)		X		
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)		X		

Tally the number of elements with each rating.

●	○ <sup>+</sup>	○	○ <sup>+</sup>	○
_____	_____	_____	_____	_____
(2 pts)	(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		X		
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		X		
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		X		
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		X		
<input type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		X		
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		X		

Tally the number of elements with each rating.

(2 pts)    
 + (1.5 pts)    
 2  (1 pts)    
 3 + (.5 pts)    
 1  (0 pts)

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)			X	
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)			X	
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)			X	
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)			X	
<input type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			X	
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			X	
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			X	
<input type="radio"/> +	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			X	
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			X	
<input type="radio"/> +	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			X	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)			X	
<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)			X	

<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input checked="" type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input checked="" type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet \quad \frac{\quad}{(1.5 \text{ pts})} \bullet^+ \quad \frac{\quad}{(1 \text{ pts})} \bullet \quad \frac{4}{(.5 \text{ pts})} \circ^+ \quad \frac{11}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{4}{\quad} / \frac{32}{\quad} = \frac{13\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			X	
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			X	
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			X	
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			X	
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			X	
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			X	
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			X	
<input type="radio"/>	12. Assesses fluency regularly. (ss)			X	

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{1}{(1.5 \text{ pts})} \circ^+ + \frac{\quad}{(1 \text{ pts})} \circ + \frac{1}{(.5 \text{ pts})} \circ^+ + \frac{6}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{2}{16} = 13\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)			X	
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)			X	
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)			X	
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)			X	
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)			X	
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)			X	
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)			X	
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	

Tally the number of elements with each rating.

           ● (2 pts)
           ●<sup>+</sup> (1.5 pts)
           ○ (1 pts)
           1 ○<sup>+</sup> (.5 pts)
           8 ○ (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			X	
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			X	
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			X	
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			X	
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			X	
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			X	
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			X	
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			X	
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			X	

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (.5 pts)    
  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Pacific Literacy Shared Reading

**Date of Publication:** 1997

**Publisher:** Pacific Learning

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	8%	8%		
Phonics	6%	6%	6%	
Fluency		14%	14%	

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Teaches skills explicitly. (w)	×	×		
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×		
<input type="radio"/>	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×		
<input type="radio"/>	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×		
<input type="radio"/>	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×			
<input type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×		
<input type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×	×		
<input type="radio"/>	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×			
<input type="radio"/>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			×	
<input type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×	×		

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

Total Points/Total Possible Points

1.5 / 20 = 8%

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	
<input type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	×
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×	×	
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×	×	
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×	×	
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	X	X	X	
<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	X	X	X	
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	X	X	X	
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	X	X	X	
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	X	X	X	
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	X	X	X	

Tally the number of elements with each rating.

$\frac{\quad}{(2 \text{ pts})}$     
  $\frac{\quad}{(1.5 \text{ pts})}$  +   
  $\frac{1}{(1 \text{ pts})}$     
  $\frac{2}{(.5 \text{ pts})}$  +   
  $\frac{15}{(0 \text{ pts})}$

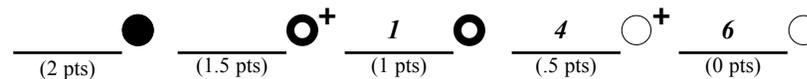
Total Points/Total Possible Points

$\frac{2}{\quad} / \frac{36}{\quad} = \frac{6\%}{\quad}$

### Text Reading and Fluency

Rating	Criterion	Grade		
		K	1	2 3
<input type="radio"/> +	1. Provides fluency practices at the word level. (w)		×	×
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×	
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×	
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×
<input type="radio"/> +	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×
<input type="radio"/> +	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×	
<input type="radio"/> +	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×
<input type="radio"/>	12. Assesses fluency regularly. (ss)		×	×

Tally the number of elements with each rating.



Total Points/Total Possible Points

$$\frac{3}{22} = 14\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	×	×	×	
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	×	×	×	
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	×	×	×	
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	×	×	×	
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	×	×	×	
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	×	×	×	
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	×	×	×	
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				×
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				×

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	
<input type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	

Tally the number of elements with each rating.

2  (2 pts)
1.5  (1.5 pts)
1  (1 pts)
.5 + (.5 pts)
0  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Phonemic Awareness in Young Children

**Date of Publication:** 1998

**Publisher:** Paul H. Brookes

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	75%	75%		
Phonics				
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	1. Teaches skills explicitly. (w)	×	×		
○ <sup>+</sup>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×		
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×		
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×		
●	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×			
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×		
○	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×	×		
●	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×			
●	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			×	
○	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×	×		

Tally the number of elements with each rating.

$$\frac{6}{(2 \text{ pts})} \text{ ● } \frac{2}{(1.5 \text{ pts})} \text{ ○}^+ \frac{\quad}{(1 \text{ pts})} \text{ ○ } \frac{\quad}{(.5 \text{ pts})} \text{ ○}^+ \frac{2}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{15}{\quad} / \frac{20}{\quad} = \frac{75\%}{\quad}$$

### CLASSIFICATION OF PROGRAM

**Program Name:** PhonicsQ: The Complete Cueing System

**Date of Publication:** 2003

**Publisher:** PhonicsQ

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

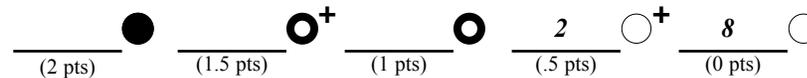
- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	5%	5%		
Phonics	8%	8%	8%	8%
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade		
		K	1	2 3
<input type="radio"/>	1. Teaches skills explicitly. (w)	×	×	
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×	
<input type="radio"/>	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×	
<input type="radio"/>	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×	
<input type="radio"/>	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×		
<input type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×	
<input type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×	×	
<input type="radio"/>	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×		
<input type="radio"/>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		×	
<input type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×	×	

Tally the number of elements with each rating.



Total Points/Total Possible Points

$$\frac{1}{20} = 5\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
<input type="radio"/> +	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	×
<input type="radio"/> +	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
<input type="radio"/> +	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	×
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	×
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	×
<input checked="" type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		×	×	×
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×	×	×
<input type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×	×	×
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×	×	×
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			×	×
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			×	×
<input type="radio"/>	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×	×	×
<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	×	×	×	×
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×	×	×	×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×	×	×	×
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×	×	×	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×	×	×	×

Tally the number of elements with each rating.

$\frac{\bullet}{(2 \text{ pts})}$    
  $\frac{\ominus^+}{(1.5 \text{ pts})}$    
  $\frac{1 \ominus}{(1 \text{ pts})}$    
  $\frac{4 \circ^+}{(.5 \text{ pts})}$    
  $\frac{14 \circ}{(0 \text{ pts})}$

Total Points/Total Possible Points

$\frac{3}{38} = 8\%$

### CLASSIFICATION OF PROGRAM

**Program Name:** PM Plus Readers

**Date of Publication:** 2000

**Publisher:** Rigby

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		21%	21%	21%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		×	×	×
<input checked="" type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
<input checked="" type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input checked="" type="radio"/>	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{3}{(1.5 \text{ pts})} \bigcirc^+ + \frac{\quad}{(1 \text{ pts})} \bigcirc + \frac{1}{(.5 \text{ pts})} \bigcirc^+ + \frac{8}{(0 \text{ pts})} \bigcirc$$

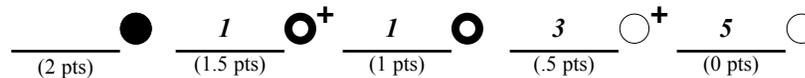
Total Points/Total Possible Points

$$\frac{5}{24} = 21\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X	X	X	X
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X	X	X	X
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X	X	X	X
<input checked="" type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X	X	X	X
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X	X	X	X
<input type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X	X	X	X
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X	X	X	X
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	X
<input type="radio"/> +	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				X
<input type="radio"/> +	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	X

Tally the number of elements with each rating.



### CLASSIFICATION OF PROGRAM

**Program Name:** Primary Phonics

**Date of Publication:** 2001

**Publisher:** Educators Publishing Service

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics	32%	32%	32%	
Fluency				

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	X	X		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	X	X	X	
<input checked="" type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	X	X		
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	X	X	X	
<input checked="" type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	X	X	X	
<input checked="" type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	X	X	X	
<input checked="" type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			X	X
<input checked="" type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			X	X
<input checked="" type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			X	X
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			X	X
<input checked="" type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				X
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				X

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	X	X	X	
<input checked="" type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	X	X	X	
<input type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	X	X	X	
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	X	X	X	
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	X	X	X	
<input checked="" type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	X	X	X	

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \quad \frac{\quad}{(1.5 \text{ pts})} \quad \frac{10}{(1 \text{ pts})} \quad \frac{3}{(.5 \text{ pts})} \quad \frac{5}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{11.5}{36} = 32\%$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Quick Reads

**Date of Publication:** 2003

**Publisher:** Pearson Learning Group

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency			53%	53%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			×	×
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			×	×
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			×	×
<input checked="" type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			×	×
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			×	×
<input checked="" type="radio"/> +	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			×	×
<input checked="" type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input checked="" type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input checked="" type="radio"/>	12. Assesses fluency regularly. (ss)			×	×

Tally the number of elements with each rating.

$$\frac{3}{(2 \text{ pts})} \bullet \quad \frac{1}{(1.5 \text{ pts})} \bullet^+ \quad \frac{2}{(1 \text{ pts})} \bullet \quad \frac{\quad}{(.5 \text{ pts})} \bullet^+ \quad \frac{3}{(0 \text{ pts})} \bullet$$

Total Points/Total Possible Points

$$\frac{9.5}{18} = 53\%$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			×	×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			×	×
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input checked="" type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

    1 <sup>+</sup>     2      1 <sup>+</sup>     5

(2 pts)                      (1.5 pts)                      (1 pts)                      (.5 pts)                      (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Quick Reads Technology Edition

**Date of Publication:** 2003

**Publisher:** Pearson Learning Group

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency			56%	56%

### Text Reading and Fluency

Rating	Criterion	Grade		
		K	1	2 3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			× ×
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			× ×
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			× ×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			× ×
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			× ×
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			× ×
<input checked="" type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×
<input checked="" type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)			×
<input checked="" type="radio"/>	12. Assesses fluency regularly. (ss)			× ×

Tally the number of elements with each rating.

$$\frac{4}{(2 \text{ pts})} \bullet \quad \frac{1}{(1.5 \text{ pts})} \bullet^+ \quad \frac{\quad}{(1 \text{ pts})} \bullet \quad \frac{1}{(.5 \text{ pts})} \circ^+ \quad \frac{3}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{10}{\quad} / \frac{18}{\quad} = \frac{56\%}{\quad}$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			×	×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			×	×
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			×	×
<input checked="" type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input checked="" type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (.5 pts)    
  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Read Naturally

**Date of Publication:** 2000

**Publisher:** Read Naturally

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		92%	92%	92%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2 3	
●	1. Provides fluency practices at the word level. (w)		×	×	×
●	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
○+	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
●	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
○+	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
○+	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
●	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
●	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
○+	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
●	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
●	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
●	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{8}{(2 \text{ pts})} \bullet + \frac{4}{(1.5 \text{ pts})} \circ + \frac{\quad}{(1 \text{ pts})} \circ + \frac{\quad}{(.5 \text{ pts})} \circ + \frac{\quad}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{22}{\quad} / \frac{24}{\quad} = \frac{92\%}{\quad}$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Read Well

**Date of Publication:** 2004

**Publisher:** Sopris West

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness		91%		
Phonics		94%		
Fluency		100%		

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)		×		
●	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)		×		
○+	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)		×		
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)		×		
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)		×		
○+	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (sa <u>t</u> ), and lastly on the medial sound (sa <u>t</u> ) in words. In grade 1, focus is on phonemes in all positions. (ss)		×		
●	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		×		
○+	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)		×		

Tally the number of elements with each rating.

$$\frac{5}{(2 \text{ pts})} \text{ ● } \frac{3}{(1.5 \text{ pts})} \text{ ○+ } \frac{1}{(1 \text{ pts})} \text{ ○ } \frac{0}{(.5 \text{ pts})} \text{ ○+ } \frac{0}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{14.5}{16} = 91\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)		×		
●	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)		×		
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)		×		
⊙+	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)		×		
●	5. Introduces regular words for which students know all the letter sounds. (ss)		×		
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)		×		
⊙+	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		×		
●	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×		
●	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×		
●	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×		

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)		×		
●	2. Controls the number of irregular words introduced at one time. (w)		×		

●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
○+	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
○+	5. Pre teaches sight words and incorporates them into connected text. (w)	×
●	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{12}{(2 \text{ pts})} \text{ ●} \quad \frac{4}{(1.5 \text{ pts})} \text{ ○}^+ \quad \frac{\quad}{(1 \text{ pts})} \text{ ○} \quad \frac{\quad}{(.5 \text{ pts})} \text{ ○}^+ \quad \frac{\quad}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{30}{\quad} / \frac{32}{\quad} = \frac{94\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
●	1. Provides fluency practices at the word level. (w)		×		
●	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
●	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×		
●	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
●	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×		
●	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×		
●	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×		
●	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×		
●	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
●	12. Assesses fluency regularly. (ss)		×		

Tally the number of elements with each rating.

$$\frac{10}{(2 \text{ pts})} \bullet + \frac{\quad}{(1.5 \text{ pts})} \circ^+ + \frac{\quad}{(1 \text{ pts})} \circ + \frac{\quad}{(.5 \text{ pts})} \circ^+ + \frac{\quad}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{20}{\quad} / \frac{20}{\quad} = \frac{100\%}{\quad}$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				
<input checked="" type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)				
<input checked="" type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				
<input checked="" type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				
<input checked="" type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{2}{(1.5 \text{ pts})}$  
 $\frac{\quad}{(1 \text{ pts})}$  
 $\frac{1}{(.5 \text{ pts})}$  
 $\frac{3}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
●	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
●	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)				×
○ <sup>+</sup>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
○ <sup>+</sup>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
○ <sup>+</sup>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×

Tally the number of elements with each rating.

2	●	4	○ <sup>+</sup>	○	○ <sup>+</sup>	○
(2 pts)		(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)	

### CLASSIFICATION OF PROGRAM

**Program Name:** Read Well (K)

**Date of Publication:** 2004

**Publisher:** Sopris West

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	97%			
Phonics	92%			
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)	×			
●	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×			
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×			
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×			
●	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×			
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×			
○+	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×			
●	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×			
●	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×			

Tally the number of elements with each rating.

$\frac{8}{(2 \text{ pts})}$  ●
  $\frac{1}{(1.5 \text{ pts})}$  ○+
  $\frac{\quad}{(1 \text{ pts})}$  ○
  $\frac{\quad}{(.5 \text{ pts})}$  ○+
  $\frac{\quad}{(0 \text{ pts})}$  ○

Total Points/Total Possible Points

$\frac{17.5}{\quad} / \frac{18}{\quad} = \frac{97\%}{\quad}$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
⊙ <sup>+</sup>	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×			
⊙ <sup>+</sup>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×			
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×			
●	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×			
●	5. Introduces regular words for which students know all the letter sounds. (ss)	×			
⊙ <sup>+</sup>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×			

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×			
●	2. Controls the number of irregular words introduced at one time. (w)	×			
●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×			
⊙ <sup>+</sup>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×			
●	5. Pre teaches sight words and incorporates them into connected text. (w)	×			
●	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×			

Tally the number of elements with each rating.

$$\frac{8}{(2 \text{ pts})} \bullet \quad \frac{4}{(1.5 \text{ pts})} \bullet^+ \quad \frac{\quad}{(1 \text{ pts})} \bullet \quad \frac{\quad}{(.5 \text{ pts})} \circ^+ \quad \frac{\quad}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{22}{\quad} / \frac{24}{\quad} = \frac{92\%}{\quad}$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
●	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X			
●	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X			
●	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X			
○+	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X			
○	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X			
○	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X			
○	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X			

Tally the number of elements with each rating.

$\frac{3}{(2 \text{ pts})}$  ●    
  $\frac{1}{(1.5 \text{ pts})}$  ○+    
  $\frac{3}{(1 \text{ pts})}$  ○    
  $\frac{\quad}{(.5 \text{ pts})}$  ○+    
  $\frac{\quad}{(0 \text{ pts})}$  ○

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
●	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	X			
●	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	X			
○+	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	X			
○+	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	X			
●	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	X			
●	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	X			

Tally the number of elements with each rating.

$\frac{4}{(2 \text{ pts})}$  ●    
  $\frac{2}{(1.5 \text{ pts})}$  ○+    
  $\frac{\quad}{(1 \text{ pts})}$  ○    
  $\frac{\quad}{(.5 \text{ pts})}$  ○+    
  $\frac{\quad}{(0 \text{ pts})}$  ○

### CLASSIFICATION OF PROGRAM

**Program Name:** Reader's Theater (Kit 1)

**Date of Publication:** 2003

**Publisher:** Benchmark Education Company

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		21%	21%	21%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2 3	
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		×	×	×
<input checked="" type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input checked="" type="radio"/>	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{2}{(1.5 \text{ pts})} \circ^+ + \frac{1}{(1 \text{ pts})} \circ + \frac{2}{(.5 \text{ pts})} \circ^+ + \frac{7}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{5}{24} = 21\%$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2 3	
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		×	×	×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student's understanding of what is read. [NRP, pg. 4-108] (w)		×	×	×
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		×		
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		×	×	×
<input type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		×	×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

$\frac{2}{(2 \text{ pts})}$  
 $\frac{1.5}{(1.5 \text{ pts})}$  +
  $\frac{1}{(1 \text{ pts})}$  
 $\frac{.5}{(.5 \text{ pts})}$  +
  $\frac{7}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Reader's Theater (Kit 2)

**Date of Publication:** 2004

**Publisher:** Benchmark Education

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		10%	10%	10%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2 3	
<input type="radio"/> +	1. Provides fluency practices at the word level. (w)		×	×	×
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
<input checked="" type="radio"/> +	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
<input type="radio"/> +	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input type="radio"/>	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{\text{●}}{(2 \text{ pts})} + \frac{1 \text{ ●}^+}{(1.5 \text{ pts})} + \frac{\text{○}}{(1 \text{ pts})} + \frac{2 \text{ ○}^+}{(.5 \text{ pts})} + \frac{9 \text{ ○}}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{2.5}{24} = 10\%$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2 3	
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		×	×	×
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student's understanding of what is read. [NRP, pg. 4-108] (w)		×	×	×
<input type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		×		
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		×	×	×
<input type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		×	×	×
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

(2 pts)
+ (1.5 pts)
 (1 pts)
+ (.5 pts)
 (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Reading Explorers Pathfinders Tutoring Kit

**Date of Publication:** 2001

**Publisher:** Benchmark Education Company

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	23%	23%		
Phonics	36%	36%	36%	36%
Fluency		21%	21%	21%

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Teaches skills explicitly. (w)	X	X		
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X	X		
<input type="radio"/> +	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X	X		
<input checked="" type="radio"/> +	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	X	X		
<input type="radio"/> +	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X			
<input checked="" type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X	X		
<input type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	X	X		
<input type="radio"/>	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			
<input type="radio"/>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			X	
<input type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X	X		

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{1}{(1.5 \text{ pts})} \bullet^+ + \frac{2}{(1 \text{ pts})} \bullet + \frac{2}{(.5 \text{ pts})} \circ^+ + \frac{5}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{4.5}{\quad} / \frac{20}{\quad} = \frac{23\%}{\quad}$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
<input checked="" type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	×
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	×
<input type="radio"/> +	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	×
<input type="radio"/> +	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	×
<input type="radio"/> +	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	×
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	×
<input type="radio"/> +	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	×
<input type="radio"/> +	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	×
<input type="radio"/>	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×
<input type="radio"/>	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×	×	×
●	2. Controls the number of irregular words introduced at one time. (w)	×	×	×	×
●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×	×	×	×
○	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×	×	×	×
⊙+	5. Pre teaches sight words and incorporates them into connected text. (w)	×	×	×	×
●	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×	×	×	×

Tally the number of elements with each rating.

$$\frac{4}{(2 \text{ pts})} \text{ ● } \frac{1}{(1.5 \text{ pts})} \text{ ⊙}^+ \frac{1}{(1 \text{ pts})} \text{ ○ } \frac{6}{(.5 \text{ pts})} \text{ ○}^+ \frac{7}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\underline{13.5} / \underline{38} = \underline{36\%}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2 3	
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		×	×	×
<input checked="" type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
<input checked="" type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input type="radio"/>	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{2}{(1.5 \text{ pts})} \circ^+ + \frac{1}{(1 \text{ pts})} \circ + \frac{2}{(.5 \text{ pts})} \circ^+ + \frac{7}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{5}{24} = 21\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X	X	X	X
<input checked="" type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X	X	X	X
<input type="radio"/> +	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X	X	X	X
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X	X	X	X
<input type="radio"/> +	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X	X	X	X
<input checked="" type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X	X	X	X
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X	X	X	X
<input checked="" type="radio"/> +	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	X
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				X
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	X

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{2}{(1.5 \text{ pts})}$  +
  $\frac{1}{(1 \text{ pts})}$  
 $\frac{2}{(.5 \text{ pts})}$  +
  $\frac{4}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	×
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input checked="" type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$      
  $\frac{3}{(1.5 \text{ pts})}$      
  $\frac{\quad}{(1 \text{ pts})}$      
  $\frac{2}{(.5 \text{ pts})}$      
  $\frac{4}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Reading Mastery Classic I

**Date of Publication:** 2003

**Publisher:** SRA

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	93%	93%		
Phonics	89%	89%		
Fluency		85%		

### Phonemic Awareness

Rating	Criterion	Grade		
		K	1	2 3
●	1. Teaches skills explicitly. (w)	×	×	
●	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×	
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×	
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×	
●	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×		
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×	
○	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×	×	
●	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×		
●	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		×	
○+	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×	×	

Tally the number of elements with each rating.

$$\frac{8}{(2 \text{ pts})} \text{ ● } \frac{1}{(1.5 \text{ pts})} \text{ ○+ } \frac{1}{(1 \text{ pts})} \text{ ○ } \frac{\quad}{(.5 \text{ pts})} \text{ ○+ } \frac{\quad}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{18.5}{\quad} / \frac{20}{\quad} = \frac{93\%}{\quad}$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
●	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×		
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
●	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×		
●	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×		
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×		
●	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	
●	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	
○	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	
○+	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×		
●	2. Controls the number of irregular words introduced at one time. (w)	×	×		

●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	× ×
●	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	× ×
●	5. Pre teaches sight words and incorporates them into connected text. (w)	× ×
●	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	× ×

Tally the number of elements with each rating.

$$\frac{14}{(2 \text{ pts})} \bullet + \frac{\quad}{(1.5 \text{ pts})} \circ^+ + \frac{\quad}{(1 \text{ pts})} \circ + \frac{1}{(.5 \text{ pts})} \circ^+ + \frac{1}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{28.5}{\quad} / \frac{32}{\quad} = \frac{89\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
●	1. Provides fluency practices at the word level. (w)		×		
●	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
○+	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×		
●	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
○+	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×		
●	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×		
●	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×		
○	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×		
○	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
●	12. Assesses fluency regularly. (ss)		×		

Tally the number of elements with each rating.

$$\frac{6}{(2 \text{ pts})} \text{ ● } \frac{2}{(1.5 \text{ pts})} \text{ ○+ } \frac{2}{(1 \text{ pts})} \text{ ○ } \frac{\quad}{(.5 \text{ pts})} \text{ ○+ } \frac{\quad}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{17}{\quad} / \frac{20}{\quad} = \frac{85\%}{\quad}$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X	X		
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X	X		
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X	X		
<input type="radio"/> +	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X	X		
<input type="radio"/> +	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X	X		
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X	X		
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X	X		

Tally the number of elements with each rating.

<input checked="" type="radio"/>	<i>1</i> <input checked="" type="radio"/> +	<input type="radio"/>	<i>2</i> <input type="radio"/> +	<i>4</i> <input type="radio"/>
<hr style="width: 50px; margin: 0 auto;"/> (2 pts)	<hr style="width: 50px; margin: 0 auto;"/> (1.5 pts)	<hr style="width: 50px; margin: 0 auto;"/> (1 pts)	<hr style="width: 50px; margin: 0 auto;"/> (.5 pts)	<hr style="width: 50px; margin: 0 auto;"/> (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	X	X		
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	X	X		
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	X	X		
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	X	X		
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	X	X		
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	X	X		

Tally the number of elements with each rating.

<input checked="" type="radio"/>	<u>1</u> <input checked="" type="radio"/>	<input type="radio"/>	<u>5</u> <input type="radio"/>
(2 pts)	(1.5 pts)	(1 pts)	(0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Reading Mastery Classic II

**Date of Publication:** 2003

**Publisher:** SRA

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics		82%	82%	
Fluency		84%	84%	

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)		×		
○+	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)		×	×	
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)		×		
○+	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)		×	×	
●	5. Introduces regular words for which students know all the letter sounds. (ss)		×	×	
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)		×	×	
○+	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		×	×	
●	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×	×	
●	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×	×	
●	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×	×	
○+	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			×	
○+	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			×	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)		×	×	
●	2. Controls the number of irregular words introduced at one time. (w)		×	×	
●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)		×	×	
○ <sup>+</sup>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)		×	×	
○ <sup>+</sup>	5. Pre teaches sight words and incorporates them into connected text. (w)		×	×	
○	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)		×	×	

Tally the number of elements with each rating.

$$\frac{10}{(2 \text{ pts})} \text{ ● } \frac{5}{(1.5 \text{ pts})} \text{ ○}^+ \frac{1}{(1 \text{ pts})} \text{ ○} \frac{2}{(.5 \text{ pts})} \text{ ○}^+ \frac{\quad}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{29.5}{\quad} / \frac{36}{\quad} = \frac{82\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	1. Provides fluency practices at the word level. (w)		×	×	
●	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
○ <sup>+</sup>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	
●	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
○ <sup>+</sup>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	
○ <sup>+</sup>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	
●	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	
○	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	
○ <sup>+</sup>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
●	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
●	12. Assesses fluency regularly. (ss)		×	×	

Tally the number of elements with each rating.

$$\frac{5}{(2 \text{ pts})} \text{ ● } \frac{5}{(1.5 \text{ pts})} \text{ ○}^+ \frac{1}{(1 \text{ pts})} \text{ ○ } \frac{\quad}{(.5 \text{ pts})} \text{ ○}^+ \frac{\quad}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{18.5}{22} = 84\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)		X	X	
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)		X	X	
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)		X	X	
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)		X	X	
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)		X	X	
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)		X	X	
<input type="radio"/> +	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)		X	X	
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				X
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				X

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

### Comprehension

Rating	Criterion	Grade		
		K	1	2 3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		×	×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		×	×
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		×	
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×

Tally the number of elements with each rating.

           ● (2 pts)
           1 ●+ (1.5 pts)
           ○ (1 pts)
           ○+ (.5 pts)
           9 ○ (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Reading Mastery Fast Cycle

**Date of Publication:** 2003

**Publisher:** SRA

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness		84%		
Phonics		96%	96%	
Fluency		89%	89%	

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)		×		
●	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)		×		
○+	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)		×		
○+	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)		×		
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)		×		
○+	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (sa <u>t</u> ), and lastly on the medial sound (sa <u>t</u> ) in words. In grade 1, focus is on phonemes in all positions. (ss)		×		
○+	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		×		
○+	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)		×		

Tally the number of elements with each rating.

$$\frac{3}{(2 \text{ pts})} \text{ ● } \frac{5}{(1.5 \text{ pts})} \text{ ○+ } \frac{1}{(1 \text{ pts})} \text{ ○ } \frac{0}{(.5 \text{ pts})} \text{ ○+ } \frac{0}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{13.5}{16} = 84\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)		×		
●	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)		×	×	
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)		×		
●	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)		×	×	
●	5. Introduces regular words for which students know all the letter sounds. (ss)		×	×	
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)		×	×	
●	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		×	×	
●	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×	×	
●	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×	×	
●	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×	×	
●	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			×	
●	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			×	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)		×	×	
●	2. Controls the number of irregular words introduced at one time. (w)		×	×	
●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)		×	×	
○+	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)		×	×	
○+	5. Pre teaches sight words and incorporates them into connected text. (w)		×	×	
○+	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)		×	×	

Tally the number of elements with each rating.

$$\frac{15}{(2 \text{ pts})} \bullet + \frac{3}{(1.5 \text{ pts})} \circ + \frac{\quad}{(1 \text{ pts})} \circ + \frac{\quad}{(.5 \text{ pts})} \circ + \frac{\quad}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{34.5}{\quad} / \frac{36}{\quad} = \frac{96\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
○ <sup>+</sup>	1. Provides fluency practices at the word level. (w)		×	×	
●	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
●	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	
●	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
○ <sup>+</sup>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	
○ <sup>+</sup>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	
●	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	
○	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	
●	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
●	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)				×
●	12. Assesses fluency regularly. (ss)		×	×	

Tally the number of elements with each rating.

$$\frac{7}{(2 \text{ pts})} \quad \frac{3}{(1.5 \text{ pts})} \quad \frac{1}{(1 \text{ pts})} \quad \frac{0}{(.5 \text{ pts})} \quad \frac{0}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{19.5}{22} = 89\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)		X	X	
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)		X	X	
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)		X	X	
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)		X	X	
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)		X	X	
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)		X	X	
<input type="radio"/> +	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)		X	X	
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				X

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

### Comprehension

Rating	Criterion	Grade		
		K	1	2 3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		×	×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		×	×
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		×	
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		×	×
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×

Tally the number of elements with each rating.

           ● (2 pts)
           1 ●+ (1.5 pts)
           ○ (1 pts)
           ○+ (.5 pts)
           9 ○ (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Rigby Focus

**Date of Publication:** 2002

**Publisher:** Rigby

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		5%	6%	

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X			
<input checked="" type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X			
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X			
<input type="radio"/> +	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X			
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X			
<input checked="" type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X			
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X			

Tally the number of elements with each rating.

<input checked="" type="radio"/>	<b>3</b> <input checked="" type="radio"/> +	<input type="radio"/>	<b>1</b> <input type="radio"/> +	<b>3</b> <input type="radio"/>
<hr style="width: 50px; margin: 0 auto;"/> (2 pts)	<hr style="width: 50px; margin: 0 auto;"/> (1.5 pts)	<hr style="width: 50px; margin: 0 auto;"/> (1 pts)	<hr style="width: 50px; margin: 0 auto;"/> (.5 pts)	<hr style="width: 50px; margin: 0 auto;"/> (0 pts)

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		X		
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		X		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		X		
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		X		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		X		
<input checked="" type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		X		
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		X		
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		X		
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		X		
<input type="radio"/>	12. Assesses fluency regularly. (ss)		X		

Tally the number of elements with each rating.

$$\frac{\text{●}}{(2 \text{ pts})} + \frac{\text{⊙}^+}{(1.5 \text{ pts})} + \frac{1 \text{ ⊙}}{(1 \text{ pts})} + \frac{\text{○}^+}{(.5 \text{ pts})} + \frac{9 \text{ ○}}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{1}{20} = 5\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				X
<input checked="" type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				X
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)				X
<input type="radio"/> +	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				X
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				X
<input checked="" type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				X
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				X

Tally the number of elements with each rating.

<input checked="" type="radio"/>	3 <input checked="" type="radio"/> +	<input type="radio"/>	1 <input type="radio"/> +	3 <input type="radio"/>
_____ (2 pts)	_____ (1.5 pts)	_____ (1 pts)	_____ (.5 pts)	_____ (0 pts)

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			X	
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			X	
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			X	
<input checked="" type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			X	
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			X	
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			X	
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			X	
<input type="radio"/>	12. Assesses fluency regularly. (ss)			X	

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{\quad}{(1.5 \text{ pts})} \circ^+ + \frac{1}{(1 \text{ pts})} \bullet + \frac{\quad}{(.5 \text{ pts})} \circ^+ + \frac{7}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{1}{16} = 6\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)			X	
<input checked="" type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)			X	
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)			X	
<input type="radio"/> +	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)			X	
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)			X	
<input checked="" type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)			X	
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)			X	
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	

Tally the number of elements with each rating.

(2 pts)    
  3 (1.5 pts)    
  (1 pts)    
 + (.5 pts)    
  5 (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** Road to the Code

**Date of Publication:** 2000

**Publisher:** Paul H. Brookes

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	80%	80%		
Phonics				
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)	×	×		
○ <sup>+</sup>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×		
○ <sup>+</sup>	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×		
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×		
●	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×			
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×		
○ <sup>+</sup>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×	×		
●	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×			
○	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		×		
○ <sup>+</sup>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×	×		

Tally the number of elements with each rating.

$$\frac{5}{(2 \text{ pts})} \text{ ● } \frac{4}{(1.5 \text{ pts})} \text{ ○}^+ \frac{\quad}{(1 \text{ pts})} \text{ ○ } \frac{\quad}{(.5 \text{ pts})} \text{ ○}^+ \frac{1}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{16}{\quad} / \frac{20}{\quad} = \frac{80\%}{\quad}$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Sails Literacy Series

**Date of Publication:** 2002

**Publisher:** Rigby

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		46%	46%	46%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2 3	
●	1. Provides fluency practices at the word level. (w)		×	×	×
●	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
○+	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
○+	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
●	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
●	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
●	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
●	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
○	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
○	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
○	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
○	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{4}{(2 \text{ pts})} \bullet + \frac{2}{(1.5 \text{ pts})} \circ^+ + \frac{2}{(1 \text{ pts})} \bullet + \frac{2}{(.5 \text{ pts})} \circ^+ + \frac{4}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\underline{11} / \underline{24} = \underline{46\%}$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X	X	X	X
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X	X	X	X
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X	X	X	X
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X	X	X	X
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X	X	X	X
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X	X	X	X
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X	X	X	X
<input type="radio"/> +	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	X
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				X
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	X

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$     
  $\frac{1}{(1.5 \text{ pts})}$  +   
  $\frac{1}{(1 \text{ pts})}$     
  $\frac{1}{(.5 \text{ pts})}$  +   
  $\frac{8}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Shutterbug Books

**Date of Publication:** 2003

**Publisher:** Steck-Vaughn

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X	X	X	X
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X	X	X	X
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X	X	X	X
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X	X	X	X
<input type="radio"/> +	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X	X	X	X
<input type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X	X	X	X
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X	X	X	X
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	X
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				X
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	X

Tally the number of elements with each rating.

(2 pts)    
 1 + (1.5 pts)    
  (1 pts)    
 2 + (.5 pts)    
 7  (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	×
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	×
<input type="radio"/> +	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	×
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	×
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$ <input checked="" type="radio"/>	$\frac{1}{(1.5 \text{ pts})}$ <input checked="" type="radio"/> +	$\frac{\quad}{(1 \text{ pts})}$ <input type="radio"/>	$\frac{4}{(.5 \text{ pts})}$ <input type="radio"/> +	$\frac{4}{(0 \text{ pts})}$ <input type="radio"/>
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### CLASSIFICATION OF PROGRAM

**Program Name:** Soar to Success

**Date of Publication:** 2001

**Publisher:** Houghton Mifflin

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				47%
Fluency				

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)				×
⊙+	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)				×
○+	5. Introduces regular words for which students know all the letter sounds. (ss)				×
○	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)				×
●	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)				×
⊙+	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)				×
○	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)				×
⊙+	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)				×
●	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
⊙+	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×
⊙	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)				×

<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	✕
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	✕
<input type="radio"/> +	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	✕
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	✕
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	✕

Tally the number of elements with each rating.

$$\frac{4}{(2 \text{ pts})} \bullet \quad \frac{4}{(1.5 \text{ pts})} \ominus^+ \quad \frac{1}{(1 \text{ pts})} \bullet \quad \frac{2}{(.5 \text{ pts})} \circ^+ \quad \frac{6}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\underline{16} / \underline{34} = \underline{47\%}$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
<input checked="" type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
<input checked="" type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
<input checked="" type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
<input checked="" type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
<input type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{3}{(2 \text{ pts})}$  
 $\frac{2}{(1.5 \text{ pts})}$  +
  $\frac{1}{(1 \text{ pts})}$  
 $\frac{1}{(.5 \text{ pts})}$  +
  $\frac{2}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Start Up Phonics Kit

**Date of Publication:** 2004

**Publisher:** Benchmark Education Company

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	65%	65%		
Phonics	58%	58%	58%	58%
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)	×	×		
○+	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×		
⊙+	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×		
⊙+	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×		
⊙+	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×			
⊙+	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×		
○+	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×	×		
⊙+	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×			
○+	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			×	
●	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×	×		

Tally the number of elements with each rating.

$\frac{2}{(2 \text{ pts})}$  ●   
  $\frac{5}{(1.5 \text{ pts})}$  ⊙+   
  $\frac{\quad}{(1 \text{ pts})}$  ⊙   
  $\frac{3}{(.5 \text{ pts})}$  ○+   
  $\frac{\quad}{(0 \text{ pts})}$  ○

Total Points/Total Possible Points

$\frac{13}{\quad} / \frac{20}{\quad} = \frac{65\%}{\quad}$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
⊙+	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	×
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
⊙	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	×
⊙+	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	×
○	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	×
⊙+	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		×	×	×
●	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×	×	×
●	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×	×	×
○	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×	×	×
○	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			×	×
○	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			×	×
○	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	X	X	X	X
<input checked="" type="radio"/> +	2. Controls the number of irregular words introduced at one time. (w)	X	X	X	X
<input checked="" type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	X	X	X	X
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	X	X	X	X
<input checked="" type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	X	X	X	X
<input checked="" type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	X	X	X	X

Tally the number of elements with each rating.

$$\frac{6}{(2 \text{ pts})} \bullet + \frac{6}{(1.5 \text{ pts})} \circ + \frac{1}{(1 \text{ pts})} \circ + \frac{\quad}{(.5 \text{ pts})} \circ + \frac{6}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{22}{\quad} / \frac{38}{\quad} = \frac{58\%}{\quad}$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Storyteller Guided Reading

**Date of Publication:** 2003

**Publisher:** Wright Group/McGraw Hill

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		17%	17%	17%

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2 3	
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		×	×	×
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×	×	×
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×	×	×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×	×	×
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×	×	×
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×	×	×
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input type="radio"/>	12. Assesses fluency regularly. (ss)		×	×	×

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{1}{(1.5 \text{ pts})} \bigcirc^+ + \frac{1}{(1 \text{ pts})} \bigcirc + \frac{3}{(.5 \text{ pts})} \bigcirc^+ + \frac{7}{(0 \text{ pts})} \bigcirc$$

Total Points/Total Possible Points

$$\frac{4}{24} = 17\%$$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	×	×	×	×
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	×	×	×	×
<input checked="" type="radio"/> +	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	×	×		
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	×
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	×	×	×	×
<input type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	×	×	×	×
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	×	×	×	×
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	×
<input checked="" type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	×
<input type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	×

Tally the number of elements with each rating.

$\frac{3}{(2 \text{ pts})}$      
  $\frac{1}{(1.5 \text{ pts})}$  +    
  $\frac{\quad}{(1 \text{ pts})}$      
  $\frac{4}{(.5 \text{ pts})}$  +    
  $\frac{2}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Super QAR

**Date of Publication:** 2002

**Publisher:** Wright Group/McGraw Hill

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		X		
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		X		
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		X		
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		X		
<input checked="" type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		X		
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		X		

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{2}{(1.5 \text{ pts})}$  +
  $\frac{\quad}{(1 \text{ pts})}$  
 $\frac{2}{(.5 \text{ pts})}$  +
  $\frac{1}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			X	
<input type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			X	
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			X	
<input checked="" type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			X	
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			X	
<input type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			X	
<input type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			X	
<input type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			X	

Tally the number of elements with each rating.

(2 pts)    
 1 + (1.5 pts)    
  (1 pts)    
 4 + (.5 pts)    
 3  (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
<input checked="" type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
<input type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
 + (.5 pts)    
  (0 pts)

### CLASSIFICATION OF PROGRAM

**Program Name:** The Wright Skills

**Date of Publication:** 2000

**Publisher:** Wright Group/McGraw Hill

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	70%	70%		
Phonics	71%	71%	71%	71%
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)	×	×		
○ <sup>+</sup>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×		
○ <sup>+</sup>	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×		
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×		
○ <sup>+</sup>	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×			
○ <sup>+</sup>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×		
○	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×	×		
○	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×			
○ <sup>+</sup>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			×	
○ <sup>+</sup>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×	×		

Tally the number of elements with each rating.

$$\frac{2}{(2 \text{ pts})} \text{ ● } \frac{6}{(1.5 \text{ pts})} \text{ ○}^+ \frac{1}{(1 \text{ pts})} \text{ ○ } \frac{1}{(.5 \text{ pts})} \text{ ○}^+ \frac{1}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{14}{\quad} / \frac{20}{\quad} = \frac{70\%}{\quad}$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
○+	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	×
○	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
○	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	×
○+	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	×
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	×
●	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	×
○+	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	×
●	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	×
○+	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	×
○	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
●	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×
○+	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
⊙ <sup>+</sup>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×	×	×
●	2. Controls the number of irregular words introduced at one time. (w)	×	×	×	×
⊙ <sup>+</sup>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×	×	×	×
○	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×	×	×	×
⊙ <sup>+</sup>	5. Pre teaches sight words and incorporates them into connected text. (w)	×	×	×	×
⊙	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×	×	×	×

Tally the number of elements with each rating.

$$\frac{6}{(2 \text{ pts})} \text{ ● } \frac{7}{(1.5 \text{ pts})} \text{ ⊙}^+ \frac{4}{(1 \text{ pts})} \text{ ⊙ } \frac{1}{(.5 \text{ pts})} \text{ ○}^+ \frac{1}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\underline{27} / \underline{38} = \underline{71\%}$$

### CLASSIFICATION OF PROGRAM

**Program Name:** TIME for Kids Exploring Nonfiction Reading in the

**Date of Publication:** 2002

**Publisher:** Teacher Created Materials

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		5%	3%	3%

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X			
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X			
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X			
<input checked="" type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X			
<input checked="" type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X			
<input checked="" type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X			
<input checked="" type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X			

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{3}{(1.5 \text{ pts})}$  
 $\frac{1}{(1 \text{ pts})}$  
 $\frac{\quad}{(.5 \text{ pts})}$  
 $\frac{2}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	X			
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	X			
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	X			
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	X			
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	X			
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	X			

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$      
  $\frac{1}{(1.5 \text{ pts})}$  +    
  $\frac{\quad}{(1 \text{ pts})}$      
  $\frac{2}{(.5 \text{ pts})}$  +    
  $\frac{2}{(0 \text{ pts})}$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)		X		
<input type="radio"/>	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		X		
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		X		
<input type="radio"/>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		X		
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		X		
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		X		
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		X		
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		X		
<input type="radio"/>	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		X		
<input type="radio"/>	12. Assesses fluency regularly. (ss)		X		

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (0.5 pts)    
  (0 pts)

Total Points/Total Possible Points

1 / 20 = 5%

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				X
<input checked="" type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				X
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)				X
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				X
<input type="radio"/> +	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				X
<input checked="" type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				X
<input type="radio"/> +	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				X

Tally the number of elements with each rating.

$\frac{3}{(2 \text{ pts})}$  
 $\frac{\quad}{(1.5 \text{ pts})}$  +
  $\frac{\quad}{(1 \text{ pts})}$  
 $\frac{2}{(.5 \text{ pts})}$  +
  $\frac{2}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				X
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				X
<input checked="" type="radio"/> +	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)				X
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				X
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				X
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				X

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
 + (.5 pts)    
  (0 pts)

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			X	
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			X	
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			X	
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			X	
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			X	
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			X	
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			X	
<input type="radio"/>	12. Assesses fluency regularly. (ss)			X	

Tally the number of elements with each rating.

(2 pts)   
  (1.5 pts)   
  (1 pts)   
  (0.5 pts)   
  (0 pts)

Total Points/Total Possible Points

.5 / 16 = 3%

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)			X	
<input type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)			X	
<input type="radio"/> +	3. Provides direct instruction of targeted concepts and vocabulary. (w)			X	
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)			X	
<input type="radio"/> +	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)			X	
<input type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)			X	
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)			X	
<input type="radio"/> +	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	
<input type="radio"/> +	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	

Tally the number of elements with each rating.

(2 pts)    
 + (1.5 pts)    
  (1 pts)    
 + (.5 pts)    
  (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			X	
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			X	
<input type="radio"/> +	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			X	
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			X	
<input type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			X	
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			X	
<input type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			X	
<input checked="" type="radio"/> +	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			X	
<input checked="" type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			X	

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{2}{(1.5 \text{ pts})}$  +
  $\frac{\quad}{(1 \text{ pts})}$  
 $\frac{5}{(.5 \text{ pts})}$  +
  $\frac{1}{(0 \text{ pts})}$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)				×
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)				×
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)				×
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)				×
<input type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)				×
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)				×
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input type="radio"/>	12. Assesses fluency regularly. (ss)				×

Tally the number of elements with each rating.

$\frac{\bullet}{(2 \text{ pts})}$    
  $\frac{\bigcirc^+}{(1.5 \text{ pts})}$    
  $\frac{\bigcirc}{(1 \text{ pts})}$    
  $\frac{1}{(.5 \text{ pts})}$    
  $\frac{7}{(0 \text{ pts})}$

Total Points/Total Possible Points

$\frac{.5}{16} = 3\%$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				×
<input type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				×
<input type="radio"/> +	3. Provides direct instruction of targeted concepts and vocabulary. (w)				×
<input type="radio"/> +	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				×
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				×
<input type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				×
<input checked="" type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
<input type="radio"/> +	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{1}{(1.5 \text{ pts})}$  +
  $\frac{1}{(1 \text{ pts})}$  
 $\frac{5}{(.5 \text{ pts})}$  +
  $\frac{3}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
<input type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
<input type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
<input checked="" type="radio"/>	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
<input checked="" type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
<input checked="" type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{2}{(2 \text{ pts})}$  
 $\frac{3}{(1.5 \text{ pts})}$  +
  $\frac{\quad}{(1 \text{ pts})}$  
 $\frac{3}{(.5 \text{ pts})}$  +
  $\frac{1}{(0 \text{ pts})}$

### CLASSIFICATION OF PROGRAM

**Program Name:** Touchphonics

**Date of Publication:** 1999

**Publisher:** Educators Publishing Service

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics	76%	76%	76%	76%
Fluency				

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
○	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×	×		
○	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×	×	×	×
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×	×		
●	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×	×	×	×
●	5. Introduces regular words for which students know all the letter sounds. (ss)	×	×	×	×
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×	×	×	×
●	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		×	×	×
●	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×	×	×
○	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×	×	×
○+	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×	×	×
○+	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			×	×
○+	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			×	×
○+	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
⊙ <sup>+</sup>	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×	×	×	×
●	2. Controls the number of irregular words introduced at one time. (w)	×	×	×	×
⊙ <sup>+</sup>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×	×	×	×
○	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×	×	×	×
⊙ <sup>+</sup>	5. Pre teaches sight words and incorporates them into connected text. (w)	×	×	×	×
⊙ <sup>+</sup>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×	×	×	×

Tally the number of elements with each rating.

$$\frac{7}{(2 \text{ pts})} \text{ ● } \frac{8}{(1.5 \text{ pts})} \text{ ⊙}^+ \frac{3}{(1 \text{ pts})} \text{ ○ } \frac{\quad}{(.5 \text{ pts})} \text{ ⊙}^+ \frac{1}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\underline{29} / \underline{38} = \underline{76\%}$$

### CLASSIFICATION OF PROGRAM

**Program Name:** Vocabulary for Achievement

**Date of Publication:** 2001

**Publisher:** Great Source Education

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency				

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
●	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				×
●	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				×
○	3. Provides direct instruction of targeted concepts and vocabulary. (w)				×
●	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				×
○+	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				×
●	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				×
○+	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				×
○	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				×
○	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
●	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{5}{(2 \text{ pts})}$  ●   
  $\frac{1}{(1.5 \text{ pts})}$  ○+   
  $\frac{3}{(1 \text{ pts})}$  ○   
  $\frac{1}{(.5 \text{ pts})}$  ○+   
  $\frac{\quad}{(0 \text{ pts})}$  ○

### CLASSIFICATION OF PROGRAM

**Program Name:** Voyager Extended Day Program

**Date of Publication:** 2002

**Publisher:** Voyager Expanded Learning

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness		81%		
Phonics		52%	25%	25%
Fluency		40%	9%	22%

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
● <sup>+</sup>	1. Teaches skills explicitly. (w)		×		
●	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)		×		
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)		×		
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)		×		
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)		×		
○ <sup>+</sup>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (sa <u>t</u> ), and lastly on the medial sound (sa <u>t</u> ) in words. In grade 1, focus is on phonemes in all positions. (ss)		×		
● <sup>+</sup>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		×		
● <sup>+</sup>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)		×		

Tally the number of elements with each rating.

$$\frac{4}{(2 \text{ pts})} \text{ ● } \frac{3}{(1.5 \text{ pts})} \text{ ●}^+ \frac{1}{(1 \text{ pts})} \text{ ● } \frac{1}{(.5 \text{ pts})} \text{ ○}^+ \frac{0}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\underline{13} / \underline{16} = \underline{81\%}$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
⊙+	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)		×		
○	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)		×		
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)		×		
⊙+	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)		×		
○+	5. Introduces regular words for which students know all the letter sounds. (ss)		×		
○+	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)		×		
○+	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		×		
⊙+	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×		
○+	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×		
○+	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×		

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
⊙+	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)		×		
⊙+	2. Controls the number of irregular words introduced at one time. (w)		×		

<input checked="" type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input checked="" type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet \quad \frac{6}{(1.5 \text{ pts})} \bullet^+ \quad \frac{2}{(1 \text{ pts})} \bullet \quad \frac{7}{(.5 \text{ pts})} \circ^+ \quad \frac{\quad}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{16.5}{\quad} / \frac{32}{\quad} = \frac{52\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
⊙ <sup>+</sup>	1. Provides fluency practices at the word level. (w)		×		
●	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
○ <sup>+</sup>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×		
○ <sup>+</sup>	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
○ <sup>+</sup>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×		
⊙	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×		
⊙ <sup>+</sup>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×		
○ <sup>+</sup>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×		
○	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
○	12. Assesses fluency regularly. (ss)		×		

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \text{ ● } \frac{2}{(1.5 \text{ pts})} \text{ ⊙}^+ \frac{1}{(1 \text{ pts})} \text{ ⊙ } \frac{4}{(.5 \text{ pts})} \text{ ○}^+ \frac{2}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{8}{20} = 40\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				X
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				X
<input type="radio"/> +	3. Provides direct instruction of targeted concepts and vocabulary. (w)				X
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				X
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				X
<input type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				X
<input type="radio"/> +	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				X

Tally the number of elements with each rating.

●	○+	○	4 ○+	3 ○
_____	_____	_____	_____	_____
(2 pts)	(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		X		
<input type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		X		
<input type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		X		
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		X		
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		X		
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		X		

Tally the number of elements with each rating.

\_\_\_\_\_ (2 pts)    
  \_\_\_\_\_ (1.5 pts)    
 1  \_\_\_\_\_ (1 pts)    
 2  \_\_\_\_\_ (.5 pts)    
 3  \_\_\_\_\_ (0 pts)

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)			×	
○+	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)			×	
○	5. Introduces regular words for which students know all the letter sounds. (ss)			×	
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)			×	
○+	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	
○	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	
●	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	
○+	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	
○+	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			×	
○	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			×	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
○+	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)			×	
○+	2. Controls the number of irregular words introduced at one time. (w)			×	

<input type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input type="radio"/> +	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet \quad \frac{\quad}{(1.5 \text{ pts})} \bullet^+ \quad \frac{2}{(1 \text{ pts})} \bullet \quad \frac{8}{(.5 \text{ pts})} \circ^+ \quad \frac{5}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{8}{\quad} / \frac{32}{\quad} = \frac{25\%}{\quad}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Provides fluency practices at the word level. (w)			X	
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			X	
<input type="radio"/> +	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			X	
<input type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			X	
<input type="radio"/> +	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			X	
<input type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			X	
<input type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			X	
<input type="radio"/>	12. Assesses fluency regularly. (ss)			X	

Tally the number of elements with each rating.

$\frac{\bullet}{(2 \text{ pts})}$ 
 $\frac{\bigcirc^+}{(1.5 \text{ pts})}$ 
 $\frac{\bigcirc}{(1 \text{ pts})}$ 
 $\frac{3}{(.5 \text{ pts})}$ 
 $\frac{5}{(0 \text{ pts})}$

Total Points/Total Possible Points

$\frac{1.5}{16} = 9\%$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
●	1. Selects words that are highly useful for passage understanding and/or later learning. (w)			X	
⊙+	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)			X	
○+	3. Provides direct instruction of targeted concepts and vocabulary. (w)			X	
○+	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)			X	
⊙	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)			X	
○+	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)			X	
○	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)			X	
○	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	
○+	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  ●   
  $\frac{1}{(1.5 \text{ pts})}$  ⊙+   
  $\frac{1}{(1 \text{ pts})}$  ⊙   
  $\frac{4}{(.5 \text{ pts})}$  ○+   
  $\frac{2}{(0 \text{ pts})}$  ○

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			X	
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			X	
<input checked="" type="radio"/>	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			X	
<input type="radio"/> +	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			X	
<input checked="" type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			X	
<input checked="" type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			X	
<input checked="" type="radio"/> +	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			X	
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			X	
<input checked="" type="radio"/> +	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			X	

Tally the number of elements with each rating.

$\frac{2}{(2 \text{ pts})}$  
 $\frac{5}{(1.5 \text{ pts})}$  +
  $\frac{\quad}{(1 \text{ pts})}$  
 $\frac{1}{(.5 \text{ pts})}$  +
  $\frac{1}{(0 \text{ pts})}$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)				×
<input type="radio"/> +	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)				×
<input type="radio"/> +	5. Introduces regular words for which students know all the letter sounds. (ss)				×
<input type="radio"/> +	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)				×
<input type="radio"/> +	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)				×
<input type="radio"/> +	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)				×
<input checked="" type="radio"/>	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)				×
<input type="radio"/> +	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)				×
<input type="radio"/> +	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
<input type="radio"/> +	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×
<input type="radio"/> +	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)				×

<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	×
<input type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input type="radio"/> +	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet \quad \frac{1}{(1.5 \text{ pts})} \ominus^+ \quad \frac{1}{(1 \text{ pts})} \ominus \quad \frac{12}{(.5 \text{ pts})} \oplus \quad \frac{3}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{8.5}{34} = 25\%$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Provides fluency practices at the word level. (w)				×
<input type="radio"/>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)				×
<input type="radio"/> +	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)				×
<input type="radio"/> +	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)				×
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)				×
<input checked="" type="radio"/>	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)				×
<input type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input type="radio"/>	12. Assesses fluency regularly. (ss)				×

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{\quad}{(1.5 \text{ pts})} \circ^+ + \frac{2}{(1 \text{ pts})} \bullet + \frac{3}{(.5 \text{ pts})} \circ^+ + \frac{3}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{3.5}{16} = 22\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				×
<input checked="" type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				×
<input checked="" type="radio"/> +	3. Provides direct instruction of targeted concepts and vocabulary. (w)				×
<input type="radio"/> +	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				×
<input type="radio"/> +	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				×
<input type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				×
<input checked="" type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
<input checked="" type="radio"/> +	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{4}{(1.5 \text{ pts})}$  +
  $\frac{\quad}{(1 \text{ pts})}$  
 $\frac{3}{(.5 \text{ pts})}$  +
  $\frac{2}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
●	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
○+	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
○+	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
○	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
●	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
○+	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
●	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
○	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
○+	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{3}{(2 \text{ pts})}$  ●   
  $\frac{4}{(1.5 \text{ pts})}$  ○+   
  $\frac{1}{(1 \text{ pts})}$  ○   
  $\frac{\quad}{(.5 \text{ pts})}$  ○+   
  $\frac{1}{(0 \text{ pts})}$  ○

### CLASSIFICATION OF PROGRAM

**Program Name:** Voyager Passport

**Date of Publication:** 2004

**Publisher:** Voyager Expanded Learning

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	92%	97%		
Phonics	90%	92%	75%	81%
Fluency		80%	91%	63%

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)	X			
●	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X			
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X			
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	X			
●	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X			
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X			
○	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	X			
●	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			
○+	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X			

Tally the number of elements with each rating.

$$\frac{7}{(2 \text{ pts})} \quad \frac{1}{(1.5 \text{ pts})} \quad \frac{1}{(1 \text{ pts})} \quad \frac{0}{(.5 \text{ pts})} \quad \frac{0}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{16.5}{18} = 92\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×			
●	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×			
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×			
○+	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×			
●	5. Introduces regular words for which students know all the letter sounds. (ss)	×			
○+	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×			

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×			
○+	2. Controls the number of irregular words introduced at one time. (w)	×			
●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×			
○+	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×			
○+	5. Pre teaches sight words and incorporates them into connected text. (w)	×			
●	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×			

Tally the number of elements with each rating.

$$\frac{7}{(2 \text{ pts})} \bullet \quad \frac{5}{(1.5 \text{ pts})} \bullet^+ \quad \frac{\quad}{(1 \text{ pts})} \bullet \quad \frac{\quad}{(.5 \text{ pts})} \circ^+ \quad \frac{\quad}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{21.5}{\quad} / \frac{24}{\quad} = \frac{90\%}{\quad}$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
●	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X			
●	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X			
○+	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X			
○+	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X			
●	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X			
●	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X			
○+	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X			

Tally the number of elements with each rating.

4 ●	2 ○+	○	1 ○+	○
_____ (2 pts)	_____ (1.5 pts)	_____ (1 pts)	_____ (.5 pts)	_____ (0 pts)

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	X			
<input checked="" type="radio"/>	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	X			
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	X			
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	X			
<input type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	X			
<input type="radio"/>	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	X			

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{1}{(1.5 \text{ pts})}$  
 $\frac{\quad}{(1 \text{ pts})}$  
 $\frac{2}{(.5 \text{ pts})}$  
 $\frac{2}{(0 \text{ pts})}$

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)		×		
●	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)		×		
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)		×		
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)		×		
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)		×		
○ <sup>+</sup>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (sa <u>t</u> ), and lastly on the medial sound (sa <u>t</u> ) in words. In grade 1, focus is on phonemes in all positions. (ss)		×		
●	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		×		
●	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)		×		

Tally the number of elements with each rating.

$$\frac{7}{(2 \text{ pts})} \bullet + \frac{1}{(1.5 \text{ pts})} \circ^+ + \frac{1}{(1 \text{ pts})} \circ + \frac{0}{(.5 \text{ pts})} \circ^+ + \frac{0}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{15.5}{16} = 97\%$$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)		×		
●	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)		×		
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)		×		
○+	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)		×		
●	5. Introduces regular words for which students know all the letter sounds. (ss)		×		
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)		×		
○+	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		×		
●	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		×		
○+	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)		×		
●	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		×		

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)		×		
○+	2. Controls the number of irregular words introduced at one time. (w)		×		

●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
●	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
○+	5. Pre teaches sight words and incorporates them into connected text. (w)	×
●	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{11 \text{ ●}}{(2 \text{ pts})} \quad \frac{5 \text{ ○}^+}{(1.5 \text{ pts})} \quad \frac{\quad \text{○}}{(1 \text{ pts})} \quad \frac{\quad \text{○}^+}{(.5 \text{ pts})} \quad \frac{\quad \text{○}}{(0 \text{ pts})}$$

Total Points/Total Possible Points

$$\frac{29.5}{32} = 92\%$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
●	1. Provides fluency practices at the word level. (w)		×		
●	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		×		
○	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		×		
○+	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		×		
●	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		×		
●	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		×		
○+	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		×		
○	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		×		
○	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		×		
●	12. Assesses fluency regularly. (ss)		×		

Tally the number of elements with each rating.

$\frac{5}{(2 \text{ pts})}$  ●   
  $\frac{2}{(1.5 \text{ pts})}$  ○+   
  $\frac{3}{(1 \text{ pts})}$  ○   
  $\frac{\quad}{(.5 \text{ pts})}$  ○+   
  $\frac{\quad}{(0 \text{ pts})}$  ○

Total Points/Total Possible Points

$\frac{16}{\quad} / \frac{20}{\quad} = \frac{80\%}{\quad}$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)		X		
<input checked="" type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)		X		
<input checked="" type="radio"/> +	3. Provides direct instruction of targeted concepts and vocabulary. (w)		X		
<input checked="" type="radio"/> +	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)		X		
<input checked="" type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)		X		
<input checked="" type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)		X		
<input type="radio"/> +	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)		X		

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{5}{(1.5 \text{ pts})}$  +
  $\frac{\quad}{(1 \text{ pts})}$  
 $\frac{1}{(.5 \text{ pts})}$  +
  $\frac{\quad}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)		X		
<input checked="" type="radio"/> +	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)		X		
<input checked="" type="radio"/>	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)		X		
<input type="radio"/>	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)		X		
<input type="radio"/> +	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)		X		
<input type="radio"/> +	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)		X		

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{1}{(1.5 \text{ pts})}$  +
  $\frac{\quad}{(1 \text{ pts})}$  
 $\frac{3}{(.5 \text{ pts})}$  +
  $\frac{1}{(0 \text{ pts})}$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
○	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)			×	
⊙ <sup>+</sup>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)			×	
⊙ <sup>+</sup>	5. Introduces regular words for which students know all the letter sounds. (ss)			×	
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)			×	
●	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			×	
⊙	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			×	
●	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			×	
⊙ <sup>+</sup>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			×	
⊙	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			×	
●	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).			×	

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)			×	
⊙ <sup>+</sup>	2. Controls the number of irregular words introduced at one time. (w)			×	

<input checked="" type="radio"/> +	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input checked="" type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input checked="" type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input type="radio"/> +	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{7}{(2 \text{ pts})} \quad \bullet \quad \frac{5}{(1.5 \text{ pts})} \quad \bullet^+ \quad \frac{2}{(1 \text{ pts})} \quad \bullet \quad \frac{1}{(.5 \text{ pts})} \quad \circ^+ \quad \frac{1}{(0 \text{ pts})} \quad \circ$$

Total Points/Total Possible Points

$$\underline{24} \quad / \quad \underline{32} \quad = \quad \underline{75\%}$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
○	1. Provides fluency practices at the word level. (w)			×	
●	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)			×	
●	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			×	
○+	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			×	
●	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			×	
●	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			×	
●	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
●	12. Assesses fluency regularly. (ss)			×	

Tally the number of elements with each rating.

$$\frac{6}{(2 \text{ pts})} \text{ ● } \frac{1}{(1.5 \text{ pts})} \text{ ○+ } \frac{1}{(1 \text{ pts})} \text{ ○ } \frac{\quad}{(.5 \text{ pts})} \text{ ○+ } \frac{\quad}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{14.5}{\quad} / \frac{16}{\quad} = \frac{91\%}{\quad}$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Selects words that are highly useful for passage understanding and/or later learning. (w)			X	
<input checked="" type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)			X	
<input checked="" type="radio"/> +	3. Provides direct instruction of targeted concepts and vocabulary. (w)			X	
<input checked="" type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)			X	
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)			X	
<input checked="" type="radio"/> +	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)			X	
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)			X	
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	
<input type="radio"/> +	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	

Tally the number of elements with each rating.

$\frac{1}{(2 \text{ pts})}$  
 $\frac{4}{(1.5 \text{ pts})}$  +
  $\frac{\quad}{(1 \text{ pts})}$  
 $\frac{1}{(.5 \text{ pts})}$  +
  $\frac{3}{(0 \text{ pts})}$

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
●	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)			×	
●	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)			×	
⊙+	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			×	
○+	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)			×	
●	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)			×	
○+	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)			×	
○+	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			×	
○	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			×	
○	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			×	

Tally the number of elements with each rating.

$\frac{3}{(2 \text{ pts})}$  ●   
  $\frac{1}{(1.5 \text{ pts})}$  ⊙+   
 \_\_\_\_\_ ⊙   
  $\frac{3}{(.5 \text{ pts})}$  ○+   
  $\frac{2}{(0 \text{ pts})}$  ○

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)				×
●	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)				×
●	5. Introduces regular words for which students know all the letter sounds. (ss)				×
●	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)				×
○	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)				×
⊙+	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)				×
⊙+	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)				×
●	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)				×
⊙	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
●	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×
⊙+	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)				×

●	2. Controls the number of irregular words introduced at one time. (w)	×
○+	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
●	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
●	5. Pre teaches sight words and incorporates them into connected text. (w)	×
○+	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{10}{(2 \text{ pts})} \bullet + \frac{4}{(1.5 \text{ pts})} \circ + + \frac{1}{(1 \text{ pts})} \circ + \frac{1}{(.5 \text{ pts})} \circ + + \frac{1}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{27.5}{34} = 81\%$$

### Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
● <sup>+</sup>	1. Provides fluency practices at the word level. (w)				×
○ <sup>+</sup>	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)				×
● <sup>+</sup>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)				×
○ <sup>+</sup>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)				×
●	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)				×
○	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)				×
● <sup>+</sup>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
● <sup>+</sup>	12. Assesses fluency regularly. (ss)				×

Tally the number of elements with each rating.

$$\frac{1}{(2 \text{ pts})} \bullet + \frac{4}{(1.5 \text{ pts})} \bullet^+ + \frac{1}{(1 \text{ pts})} \circ + \frac{2}{(.5 \text{ pts})} \circ^+ + \frac{\quad}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{10}{16} = 63\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
●	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				×
●	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				×
●	3. Provides direct instruction of targeted concepts and vocabulary. (w)				×
○	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				×
●	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				×
●	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)				×
○+	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				×
○+	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				×
○+	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
○	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{5}{(2 \text{ pts})}$  ●   
  $\frac{1}{(1.5 \text{ pts})}$  ○+   
  $\frac{2}{(1 \text{ pts})}$  ○   
  $\frac{2}{(.5 \text{ pts})}$  ○+   
  $\frac{\quad}{(0 \text{ pts})}$  ○

### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
●	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)				×
●	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)				×
●	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)				×
●	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)				×
●	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
○+	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)				×
○+	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)				×
○	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
○+	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)				×

Tally the number of elements with each rating.

$\frac{5}{(2 \text{ pts})}$  ●   
  $\frac{\quad}{(1.5 \text{ pts})}$  ○+   
  $\frac{\quad}{(1 \text{ pts})}$  ○   
  $\frac{3}{(.5 \text{ pts})}$  ○+   
  $\frac{1}{(0 \text{ pts})}$  ○

### CLASSIFICATION OF PROGRAM

**Program Name:** Words at Work

**Date of Publication:** 2000

**Publisher:** Pacific Learning

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	20%	20%		
Phonics	13%	13%	13%	
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Teaches skills explicitly. (w)	×	×		
<input type="radio"/> +	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×		
<input type="radio"/> +	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×		
<input checked="" type="radio"/>	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×		
<input checked="" type="radio"/>	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	×			
<input type="radio"/> +	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×		
<input type="radio"/>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	×	×		
<input type="radio"/>	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	×			
<input type="radio"/>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			×	
<input type="radio"/>	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	×	×		

Tally the number of elements with each rating.

$\frac{\text{●}}{(2 \text{ pts})}$ 
 $\frac{\text{⊙}^+}{(1.5 \text{ pts})}$ 
 $\frac{2 \text{ ⊙}}{(1 \text{ pts})}$ 
 $\frac{4 \text{ ○}^+}{(.5 \text{ pts})}$ 
 $\frac{4 \text{ ○}}{(0 \text{ pts})}$

Total Points/Total Possible Points

$\frac{4}{20} = 20\%$

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/> +	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	X	X		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	X	X	X	
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	X	X		
<input type="radio"/>	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	X	X	X	
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	X	X	X	
<input type="radio"/>	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	X	X	X	
<input type="radio"/>	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)			X	X
<input type="radio"/> +	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			X	X
<input type="radio"/> +	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)			X	X
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			X	X
<input type="radio"/> +	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				X
<input type="radio"/> +	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				X

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/> +	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	X	X	X	
<input type="radio"/> +	2. Controls the number of irregular words introduced at one time. (w)	X	X	X	
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	X	X	X	
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	X	X	X	
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	X	X	X	
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	X	X	X	

Tally the number of elements with each rating.

$$\frac{\quad}{(2 \text{ pts})} \bullet + \frac{1}{(1.5 \text{ pts})} \circ + \frac{\quad}{(1 \text{ pts})} \circ + \frac{6}{(.5 \text{ pts})} \circ + \frac{11}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{4.5}{36} = 13\%$$

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input checked="" type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X	X	X	
<input type="radio"/> +	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X	X	X	
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X	X	X	
<input checked="" type="radio"/> +	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X	X	X	
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X	X	X	
<input type="radio"/>	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X	X	X	
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X	X	X	
<input type="radio"/>	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)				X
<input type="radio"/>	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)				X

Tally the number of elements with each rating.

(2 pts)    
  (1.5 pts)    
  (1 pts)    
  (.5 pts)    
  (0 pts)