

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.

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