

### CLASSIFICATION OF PROGRAM

**Program Name:** Breakthrough to Literacy

**Date of Publication:** 2000

**Publisher:** 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 | 58%          | 66%         |              |             |
| Phonics            | 42%          | 36%         | 36%          |             |
| Fluency            |              | 18%         | 22%          |             |

### 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)  | ×     |   |   |   |
| ○              | 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.

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

Total Points/Total Possible Points

$$\frac{10.5}{18} = 58\%$$

### 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.

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

Total Points/Total Possible Points

$$\frac{10}{\quad} / \frac{24}{\quad} = \frac{42\%}{\quad}$$

### 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 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 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.

|                                  |                                    |                       |                         |                       |
|----------------------------------|------------------------------------|-----------------------|-------------------------|-----------------------|
| <input checked="" type="radio"/> | <input checked="" type="radio"/> + | <input type="radio"/> | <input type="radio"/> + | <input type="radio"/> |
| _____                            | _____                              | _____                 | _____                   | _____                 |
| (2 pts)                          | 2<br>(1.5 pts)                     | 4<br>(1 pts)          | 1<br>(.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 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.

|                                  |                                    |                       |                         |                       |
|----------------------------------|------------------------------------|-----------------------|-------------------------|-----------------------|
| <input checked="" type="radio"/> | <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 |
| ○      | 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, (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) |       | × |   |   |
| ○+     | 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.

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

Total Points/Total Possible Points

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

### Phonics Decoding

| Rating                             | Criterion   | Grade |   |   |   |
|------------------------------------|---|-------|---|---|---|
|                                    |   | K     | 1 | 2 | 3 |
| <input checked="" 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 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 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 checked="" 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 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.

$$\frac{\quad}{(2 \text{ pts})} \bullet \quad \frac{1}{(1.5 \text{ pts})} \bullet^+ \quad \frac{7}{(1 \text{ pts})} \bullet \quad \frac{6}{(.5 \text{ pts})} \bullet^+ \quad \frac{2}{(0 \text{ pts})} \bullet$$

Total Points/Total Possible Points

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

### Text Reading and Fluency

| Rating                           | Criterion  | Grade |   |   |   |
|----------------------------------|--|-------|---|---|---|
|                                  |  | K     | 1 | 2 | 3 |
| <input type="radio"/> +          | 1. Provides fluency practices at the word level. (w)   |       | × |   |   |
| <input 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"/>            | 12. Assesses fluency regularly. (ss)   |       | × |   |   |

Tally the number of elements with each rating.

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

Total Points/Total Possible Points

$$\frac{3.5}{20} = 18\%$$

### 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 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 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.

|         |           |         |          |         |
|---------|-----------|---------|----------|---------|
| ●       | 1 ●+      | 2 ●     | 4 ○+     | ○       |
| _____   | _____     | _____   | _____    | _____   |
| (2 pts) | (1.5 pts) | (1 pts) | (.5 pts) | (0 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.

           ●  
(2 pts)
  2   ●+  
(1.5 pts)
  2   ○  
(1 pts)
  2   ○+  
(.5 pts)
           ○  
(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 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 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 checked="" 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 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 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.

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

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 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 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.

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

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)   |       |   | 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 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)
           + (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 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 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 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.

|                                  |                                  |                                  |                          |                         |
|----------------------------------|----------------------------------|----------------------------------|--------------------------|-------------------------|
| <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>    | <input type="radio"/>   |
| <u>          </u><br>(2 pts)     | <u>  2  </u><br>(1.5 pts)        | <u>  3  </u><br>(1 pts)          | <u>  3  </u><br>(.5 pts) | <u>  1  </u><br>(0 pts) |