# 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

Decision Point:

    __✗__ Meets the criteria for a supplemental program

    _____ Meets the criteria for an intervention program

|                     | 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.

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

## Comments

| **Sufficient Quality** | **Insufficient Quality** |
|---|---|

*Reviewer 1:  Theme words are introduced weekly in a variety of formats.*
*Reviewer 2:*

*Reviewer 1:  Words are not reviewed or applied.*
*Reviewer 2:  The books do not provide for direct teaching of meaning of words.  There are pictures in the books that are supposed to convey meaning, but many pictures have multiple meanings.*
*There is not teaching for deep understanding as words are not presented in multiple settings.*
*There are not systematic procedures to ensure review.*

## Additional Comments

*Reviewer 1:  Program designed thematically.*
*Reviewer 2:*