

CLASSIFICATION OF PROGRAM

Program Name: Carousel Readers

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		23%		

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.

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

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 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		
<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.

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

Total Points/Total Possible Points

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

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.

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