

### 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)	X	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	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"/>	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	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 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	X
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			X	X
<input type="radio"/>	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			X	X

Tally the number of elements with each rating.

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