

CLASSIFICATION OF PROGRAM

Program Name: Images Theme Books

Date of Publication: 1997

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

Type of Program:

- Supplemental
- Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness				
Phonics				
Fluency		13%	0%	0%

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 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 checked="" 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.

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

Total Points/Total Possible Points

$$\frac{2.5}{20} = 13\%$$

Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input 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		

Tally the number of elements with each rating.

_____ (2 pts)
 _____ (1.5 pts)
 _____ (1 pts)
 _____ (.5 pts)
 _____ 7 (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 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		

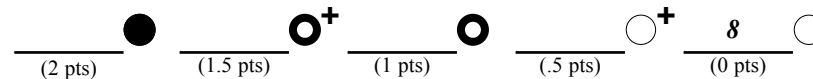
Tally the number of elements with each rating.

 ● (2 pts)
 2 ●+ (1.5 pts)
 ○ (1 pts)
 1 ○+ (.5 pts)
 3 ○ (0 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 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 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.



Total Points/Total Possible Points

$$\underline{0} / \underline{16} = \underline{0\%}$$

Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input 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 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)
 9 (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 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 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 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	

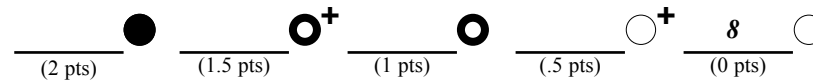
Tally the number of elements with each rating.

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

Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)				×
<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"/>	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 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"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input type="radio"/>	12. Assesses fluency regularly. (ss)				×

Tally the number of elements with each rating.



Total Points/Total Possible Points

$$\underline{0} / \underline{16} = \underline{0\%}$$

Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Selects words that are highly useful for passage understanding and/or later learning. (w)				×
<input type="radio"/>	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)				×
<input type="radio"/>	3. Provides direct instruction of targeted concepts and vocabulary. (w)				×
<input type="radio"/>	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)				×
<input type="radio"/>	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)				×
<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)				×
<input type="radio"/>	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)				×
<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)				×
<input type="radio"/>	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				×
<input 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)				×

Tally the number of elements with each rating.

(2 pts)
 ⁺ (1.5 pts)
 (1 pts)
 ⁺ (.5 pts)
 10 (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)				×
<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"/> +	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 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)				×
<input type="radio"/>	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)				×
<input checked="" 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.

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