

### CLASSIFICATION OF PROGRAM

**Program Name:** K-PALS (Peer Assisted Literacy Strategies)

**Date of Publication:** 2001

**Publisher:** Sopris West

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	83%			
Phonics	50%			
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)	X			
●	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X			
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X			
○	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	X			
●	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)	X			
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X			
○+	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)	X			
●	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			
○+	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X			

Tally the number of elements with each rating.

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

Total Points/Total Possible Points

$$\frac{15}{18} = 83\%$$

### 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.

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

Total Points/Total Possible Points

$$\frac{12}{\quad} / \frac{24}{\quad} = \frac{50\%}{\quad}$$

### 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.

●	○+	○	1	○+	6	○
_____	_____	_____	_____	_____	_____	_____
(2 pts)	(1.5 pts)	(1 pts)	(.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 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"/>	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)    
  \_\_\_\_\_ (1.5 pts)    
  \_\_\_\_\_ (1 pts)    
  \_\_\_\_\_ (.5 pts)    
  \_\_\_\_\_ 6 (0 pts)