CLASSIFICATION OF PROGRAM

Program Name: Kaleidoscope (Level B)   **Date of Publication:** 2003

Publisher: SRA

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				78%
Fluency				63%

Phonics Decoding

Rating	Criterion	Grade K 1 2 3
◐⁺	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	✗
◐⁺	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)	✗
●	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)	✗
◐⁺	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)	✗⁺
●	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg. 2-13] (ss)	✗
●	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)	✗
◐⁺	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)	✗
◐	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).	✗
◐⁺	13. Uses structural analysis judiciously to support word recognition strategies. (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.   __7__ ●   __7__ ◉⁺   __1__ ◉   __2__ ○⁺   _____ ○

(2 pts)   (1.5 pts)   (1 pts)   (.5 pts)   (0 pts)

Total Points/Total Possible Points   __26.5__ / __34__ = __78%__

Text Reading and Fluency

Rating	Criterion	Grade K 1 2 3
◐	1. Provides fluency practices at the word level. (w)	✗
◐	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)	✗
◐⁺	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)	✗
◐⁺	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)	✗
●	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)	✗
●	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)	✗
○⁺	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)	✗
○⁺	12. Assesses fluency regularly. (ss)	✗

Tally the number of elements with each rating.

__*2*__ ●   __*2*__ ◐⁺   __*2*__ ◐   __*2*__ ○⁺   _____ ○

(2 pts)   (1.5 pts)   (1 pts)   (.5 pts)   (0 pts)

Total Points/Total Possible Points   __*10*__ / __*16*__ = __*63%*__

Vocabulary

Rating	Criterion	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 ●	2 ◉⁺	5 ◉	___ ○⁺	2 ○
(2 pts)	(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)

Comprehension

Rating	Criterion	Grade K 1 2 3
O⁺	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)	✕
●	2. Teaches background information or activates prior knowledge to increase a student's understanding of what is read. [NRP, pg. 4-108] (w)	✕
O⁺	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)	✕
O	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	✕
O	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	✕
O⁺	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)	✕
O	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)	✕
○	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)	✕
○	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)	✕

Tally the number of elements with each rating.

_1_ ●   _3_ O⁺   _3_ O   ____ ○⁺   _2_ ○
(2 pts)   (1.5 pts)   (1 pts)   (.5 pts)   (0 pts)