

CLASSIFICATION OF PROGRAM

Program Name: Language for Thinking

Date of Publication: 2002

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				
Fluency				

Vocabulary

Rating	Criterion	Grade			
		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.

$\frac{3}{(2 \text{ pts})}$ ●
 $\frac{2}{(1.5 \text{ pts})}$ ○+
 $\frac{3}{(1 \text{ pts})}$ ○
 $\frac{\quad}{(.5 \text{ pts})}$ ○+
 $\frac{2}{(0 \text{ pts})}$ ○

Comprehension

Rating	Criterion	Grade			
		K	1	2 3	
<input checked="" 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 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 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)		×		
<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)			×	×
<input checked="" 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 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 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.

$\frac{1}{(2 \text{ pts})}$
 $\frac{1}{(1.5 \text{ pts})}$
 $\frac{1}{(1 \text{ pts})}$
 $\frac{5}{(.5 \text{ pts})}$
 $\frac{3}{(0 \text{ pts})}$