

CLASSIFICATION OF PROGRAM

Program Name: Little Readers

Date of Publication: 1997

Publisher: Great Source 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 | | 3% | | |

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 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"/> | 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.

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

Total Points/Total Possible Points

.5 / 20 = 3%

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 | X | | |
| <input type="radio"/> | 2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w) | X | X | | |
| <input type="radio"/> | 3. Provides direct instruction of targeted concepts and vocabulary. (w) | X | X | | |
| <input type="radio"/> | 4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss) | X | X | | |
| <input type="radio"/> | 5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w) | X | 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 | X | | |
| <input type="radio"/> | 7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st) | X | 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 | 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 | 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 | X | | |
| <input checked="" type="radio"/> + | 5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st) | 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 | | |
| <input checked="" 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 | | |

Tally the number of elements with each rating.

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