CLASSIFICATION OF PROGRAM

Program Name: Orbit Grade 3 Collections   **Date of Publication:** 2001

Publisher: Pacific Learning

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.

● (2 pts)	○+ (1.5 pts)	*1* ● (1 pts)	*4* ○+ (.5 pts)	*5* ○ (0 pts)

Comprehension

Rating	Criterion	Grade K 1 2 3
○⁺	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)	✕
●	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)	✕
○	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	✕
○⁺	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	✕
○⁺	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)	✕
○	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_ ● (2 pts)   _____ ◉⁺ (1.5 pts)   _1_ ◉ (1 pts)   _5_ ○⁺ (.5 pts)   _2_ ○ (0 pts)