CLASSIFICATION OF PROGRAM

Program Name: PhonicsQ: The Complete Cueing System

Date of Publication: 2003

Publisher: PhonicsQ

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	5%	5%		
Phonics	8%	8%	8%	8%
Fluency				

Phonemic Awareness

Rating	Criterion	Grade K 1 2 3
○	1. Teaches skills explicitly. (w)	✕ ✕
○	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	✕ ✕
○	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	✕ ✕
○	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	✕ ✕
○⁺	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)	✕
○⁺	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	✕ ✕
○	7. In K, focus is on first the initial sound (s<u>a</u>t), then on final sound, (sa<u>t</u>), and lastly on the medial sound (s<u>a</u>t) in words. In grade 1, focus is on phonemes in all positions. (ss)	✕ ✕
○	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. *at, mud, run*).(ss)	✕
○	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)	✕
○	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	✕ ✕

Tally the number of elements with each rating.

_____ ● _____ ○⁺ _____ ○ ___*2*___ ○⁺ ___*8*___ ○
(2 pts)   (1.5 pts)   (1 pts)   (.5 pts)   (0 pts)

Total Points/Total Possible Points   ___*1*___ / ___*20*___ = ___*5%*___

Phonics Decoding

Rating	Criterion	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)	✗	✗	✗	✗
●	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.

●	◐$^+$	◐	◯$^+$	◯
_____	_____	*1*	*4*	*14*
(2 pts)	(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)

Total Points/Total Possible Points   *3* / *38* = *8%*