

CLASSIFICATION OF PROGRAM

Program Name: Quick Reads

Date of Publication: 2003

Publisher: Pearson Learning Group

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			53%	53%

Text Reading and Fluency

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Provides fluency practices at the word level. (w)			×	×
<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)			×	×
<input type="radio"/>	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)			×	×
<input checked="" type="radio"/>	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)			×	×
<input checked="" type="radio"/>	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)			×	×
<input checked="" type="radio"/> +	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)			×	×
<input checked="" type="radio"/>	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			×	
<input checked="" type="radio"/>	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				×
<input checked="" type="radio"/>	12. Assesses fluency regularly. (ss)			×	×

Tally the number of elements with each rating.

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

Total Points/Total Possible Points

$$\frac{9.5}{\quad} / \frac{18}{\quad} = \frac{53\%}{\quad}$$

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 checked="" 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.

 1 ⁺ 2 1 ⁺ 5

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