CLASSIFICATION OF PROGRAM

Program Name: Rigby Focus   **Date of Publication:** 2002

Publisher: Rigby

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		5%	6%	

Vocabulary

Rating	Criterion	Grade K 1 2 3
$\mathbf{O^+}$	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	✕
$\mathbf{O^+}$	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)	✕
$\mathbf{O^+}$	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)	✕

Tally the number of elements with each rating.

_____ ● (2 pts)	_3_ $\mathbf{O^+}$ (1.5 pts)	_____ **O** (1 pts)	_1_ $◯^+$ (.5 pts)	_3_ ◯ (0 pts)

Text Reading and Fluency

Rating	Criterion	Grade K 1 2 3
◯	1. Provides fluency practices at the word level. (w)	✕
◯	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)	✕
◯	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)	✕
◯	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)	✕
◯	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)	✕
●	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)	✕
◯	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)	✕
◯	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)	✕
◯	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)	✕
◯	12. Assesses fluency regularly. (ss)	✕

Tally the number of elements with each rating.

_____ ●   _____ ◯⁺   _1_ ◯   _____ ◯⁺   _9_ ◯
(2 pts)   (1.5 pts)   (1 pts)   (.5 pts)   (0 pts)

Total Points/Total Possible Points   _1_ / _20_ = _5%_

Vocabulary

Rating	Criterion	Grade K 1 2 3
$\circ^+$	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	✕
$\circ^+$	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	✕
$\circ$	3. Provides direct instruction of targeted concepts and vocabulary. (w)	✕
$\circ^+$	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	✕
$\circ$	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	✕
$\circ^+$	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)	✕
$\circ$	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	✕

Tally the number of elements with each rating.

_____ ● ____3____ $\circ^+$ _____ $\circ$ ____1____ $\circ^+$ ____3____ $\circ$
(2 pts)   (1.5 pts)   (1 pts)   (.5 pts)   (0 pts)

Text Reading and Fluency

Rating	Criterion	Grade K 1 2 3
○	1. Provides fluency practices at the word level. (w)	✕
○	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)	✕
○	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)	✕
◉	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)	✕
○	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)	✕
○	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)	✕
○	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)	✕
○	12. Assesses fluency regularly. (ss)	✕

Tally the number of elements with each rating.

_____ ● _____ ○⁺ __1__ ○ _____ ○⁺ __7__ ○
(2 pts)   (1.5 pts)   (1 pts)   (.5 pts)   (0 pts)

Total Points/Total Possible Points   __1__ / __16__ = __6%__

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)	✕
○	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.

_____ ● _____ *3* ◐⁺ _____ ○ _____ *1* ○⁺ _____ *5* ○
(2 pts)   (1.5 pts)   (1 pts)   (.5 pts)   (0 pts)