CLASSIFICATION OF PROGRAM

Program Name: Reading Mastery Classic I   **Date of Publication:** 2003

Publisher: SRA

The program targets instruction on the following essential components:

- [X] Phonemic Awareness
- [X] Phonics
- [X] Fluency
- [X] Vocabulary
- [X] Comprehension

This program is being evaluated by the following:

- [X] 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:

- [X] Kindergarten
- [X] 1st Grade
- [ ] 2nd Grade
- [ ] 3rd Grade

Type of Program:

- [X] Supplemental
- [X] Intervention

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	93%	93%		
Phonics	89%	89%		
Fluency		85%		

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 (<u>s</u>at), 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.

_8_ ●	_1_ ◐⁺	_1_ ◐	____ ◯⁺	____ ◯
(2 pts)	(1.5 pts)	(1 pts)	(.5 pts)	(0 pts)

Total Points/Total Possible Points   _18.5_ / _20_ = _93%_

Phonics Decoding

Rating	Criterion	Grade 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)		✗		

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.

| _14_ ● | _____ ○⁺ | _____ ○ | _1_ ○⁺ | _1_ ○ |
| (2 pts) | (1.5 pts) | (1 pts) | (.5 pts) | (0 pts) |

Total Points/Total Possible Points   _28.5_ / _32_ = _89%_

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.

6 ● **2** ◐⁺ **2** ◐ ____ ○⁺ ____ ○
(2 pts)   (1.5 pts)   (1 pts)   (.5 pts)   (0 pts)

Total Points/Total Possible Points   *17* / *20* = *85%*

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)	✕ ✕

Tally the number of elements with each rating.   _____ ● *1*   ⚪⁺ _____ ⚪ *2* ⚪⁺ *4* ⚪
                                                                          (2 pts)   (1.5 pts)   (1 pts)   (.5 pts)   (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)	✗ ✗
◐⁺	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)	✗ ✗
○	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)	✗ ✗

Tally the number of elements with each rating.

_____ ● _1_ ◐⁺ _____ ◐ _____ ○⁺ _5_ ○
(2 pts)   (1.5 pts)   (1 pts)   (.5 pts)   (0 pts)