

### CLASSIFICATION OF PROGRAM

**Program Name:** Road to the Code

**Date of Publication:** 2000

**Publisher:** Paul H. Brookes

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	80%	80%		
Phonics				
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)	×	×		
○ <sup>+</sup>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×		
○ <sup>+</sup>	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)	×	×		
○ <sup>+</sup>	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), 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. <i>at, mud, run</i> ). (ss)	×			
○	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			×	
○ <sup>+</sup>	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.

$$\frac{5}{(2 \text{ pts})} \text{ ● } \frac{4}{(1.5 \text{ pts})} \text{ ○}^+ \frac{\quad}{(1 \text{ pts})} \text{ ○ } \frac{\quad}{(.5 \text{ pts})} \text{ ○}^+ \frac{1}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{16}{\quad} / \frac{20}{\quad} = \frac{80\%}{\quad}$$