CLASSIFICATION OF PROGRAM

Program Name: Sails Literacy Series

Publisher: Rigby

Date of Publication: 2002

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- 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
- [x] 2nd Grade
- [x] 3rd Grade

Type of Program:

- [x] Supplemental
- [ ] Intervention

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Rating</td>
<td>Criterion</td>
<td>Grade K</td>
<td>Grade 1</td>
</tr>
<tr>
<td>--------</td>
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<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>•</td>
<td>1. Provides fluency practices at the word level. (w)</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>•</td>
<td>2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>•</td>
<td>4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>●</td>
<td>5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>●</td>
<td>6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>●</td>
<td>7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>●</td>
<td>8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>○</td>
<td>9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>○</td>
<td>10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>○</td>
<td>11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>○</td>
<td>12. Assesses fluency regularly. (ss)</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Tally the number of elements with each rating.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>●</td>
<td>4 (2 pts)</td>
</tr>
<tr>
<td>•</td>
<td>2 (1.5 pts)</td>
</tr>
<tr>
<td>•</td>
<td>2 (1 pt)</td>
</tr>
<tr>
<td>○</td>
<td>4 (0 pts)</td>
</tr>
</tbody>
</table>

Total Points/Total Possible Points

\[
\frac{11}{24} = 46\%
\]
## Vocabulary

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criterion</th>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>●</td>
<td>1. Selects words that are highly useful for passage understanding and/or later learning. (w)</td>
<td></td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>○</td>
<td>2. Explains meanings of words in everyday language (Beck, McKeown, &amp; Kucan, 2002). (w)</td>
<td></td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>○</td>
<td>3. Provides direct instruction of targeted concepts and vocabulary. (w)</td>
<td></td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>○</td>
<td>4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)</td>
<td></td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>○</td>
<td>5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)</td>
<td></td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>○</td>
<td>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)</td>
<td></td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>○</td>
<td>7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)</td>
<td></td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>○+</td>
<td>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)</td>
<td></td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○</td>
<td>9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)</td>
<td></td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>○</td>
<td>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)</td>
<td></td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tally the number of elements with each rating.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>●</td>
<td>1</td>
<td>2 pts</td>
</tr>
<tr>
<td>○+</td>
<td>1</td>
<td>1.5 pts</td>
</tr>
<tr>
<td>○</td>
<td>1</td>
<td>1 pts</td>
</tr>
<tr>
<td>○</td>
<td>1</td>
<td>0.5 pts</td>
</tr>
<tr>
<td>○</td>
<td>8</td>
<td>0 pts</td>
</tr>
</tbody>
</table>