

CLASSIFICATION OF PROGRAM

Program Name: Soar to Success

Date of Publication: 2001

Publisher: Houghton Mifflin

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				47%
Fluency				

Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
●	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)				×
⊙+	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)				×
●	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)				×
⊙+	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				×
⊙	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				×

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)				×

<input type="radio"/>	2. Controls the number of irregular words introduced at one time. (w)	×
<input type="radio"/>	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×
<input type="radio"/>	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×
<input type="radio"/>	5. Pre teaches sight words and incorporates them into connected text. (w)	×
<input type="radio"/>	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×

Tally the number of elements with each rating.

$$\frac{4}{(2 \text{ pts})} \bullet \quad \frac{4}{(1.5 \text{ pts})} \ominus^+ \quad \frac{1}{(1 \text{ pts})} \ominus \quad \frac{2}{(.5 \text{ pts})} \oplus \quad \frac{6}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\underline{16} / \underline{34} = \underline{47\%}$$

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 checked="" type="radio"/>	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)				×
<input checked="" 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 checked="" 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.

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