CLASSIFICATION OF PROGRAM

Program Name: <u>Word Power</u>   **Date of Publication:**_____

Publisher: <u>Success for All</u>

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			58%	
Fluency				

Phonics Decoding

Rating	Criterion	K	1	Grade 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).			✕	

Phonics Irregular Words

Rating	Criterion	K	1	Grade 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.

 <u> 2 </u> ●   <u> 7 </u> ⦿⁺   <u> 2 </u> ⦿   <u> 4 </u> ○⁺   <u> 1 </u> ○
 (2 pts)   (1.5 pts)   (1 pts)   (.5 pts)   (0 pts)

Total Points/Total Possible Points   <u> **18.5** </u> / <u> **32** </u> = <u> **58%** </u>