

CLASSIFICATION OF PROGRAM

Program Name: KidCentered Tool Kit:Word Study

Date of Publication: 2003

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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	20%	20%		
Phonics	19%	19%	19%	
Fluency				

Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	1. Teaches skills explicitly. (w)	×	×		
<input type="radio"/>	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	×	×		
<input type="radio"/>	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	×	×		
<input checked="" type="radio"/>	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	×	×		
<input checked="" type="radio"/>	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)	×			
<input type="radio"/>	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	×	×		
<input type="radio"/>	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)	×	×		
<input type="radio"/>	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. at, mud, run).(ss)	×			
<input type="radio"/>	9. Works with increasingly longer words and expands beyond consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)			×	
<input type="radio"/>	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.

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

Total Points/Total Possible Points

$$\frac{4}{\quad} / \frac{20}{\quad} = \frac{20\%}{\quad}$$

Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
<input type="radio"/>	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)	X	X		
<input type="radio"/>	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	X	X	X	
<input type="radio"/>	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	X	X		
<input type="radio"/>	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)	X	X	X	
<input type="radio"/>	5. Introduces regular words for which students know all the letter sounds. (ss)	X	X	X	
<input type="radio"/>	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)	X	X	X	
<input type="radio"/>	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)			X	X
<input type="radio"/>	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)			X	X
<input type="radio"/>	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)			X	X
<input type="radio"/>	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)			X	X
<input type="radio"/>	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)				X
<input type="radio"/>	12. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts (w).				X

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.

$$\frac{1}{(2 \text{ pts})} \text{ ● } \frac{2}{(1.5 \text{ pts})} \text{ ●}^+ \frac{\quad}{(1 \text{ pts})} \text{ ○ } \frac{4}{(.5 \text{ pts})} \text{ ○}^+ \frac{11}{(0 \text{ pts})} \text{ ○}$$

Total Points/Total Possible Points

$$\frac{7}{\quad} / \frac{36}{\quad} = \frac{19\%}{\quad}$$