

## Descriptive Template for Core Reading Program Materials

Source - Dr. Sharon Wapole

The purpose of this procedure is to provide specific documentation of content and instruction in core reading programs being considered for adoption. The procedure targets the domains of phonemic awareness, phonics, fluency, vocabulary development, and comprehension strategies at each grade level, K-3. This documentation will come from analysis of 10 specific lessons from early in the program, 10 from the middle of the program, and 10 from the end of the program for each of these grade levels. The quality of the information gathered in this template is directly proportional to the team's knowledge of reading development and effort to be systematic. It is imperative that the description includes only what the program explicitly directs the teacher to do rather than what could be done. Done well, this procedure can be used by school districts to compare programs and select programs consistent with their local needs.

### Procedure

- Read the Evaluation Template
- Identify components of the program provided for examination
- Read program overview as a group
- Find all Teacher's Manuals for each grade level
- Assign at least two team members to evaluate target lessons for each grade level
- Read each lesson from start to finish to get an overall picture
- Reread each lesson, documenting each instructional opportunity specifically included in the program.
- Follow links to auxiliary materials if they are specified as part of the core program, but not if they are optional
- Meet to discuss the strengths and weakness of the program as a full team
- Finish the final page of the description

Phonemic Awareness Content: Kindergarten			
Activity Level	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
<b>Rhyming Activities</b> Tell me a word that rhymes with . . . Which one of these doesn't belong?			
<b>Blending</b> /Cow/-/boy/ /c/-/at/ /c/-/a/-/t/			
<b>Segmenting</b> How many syllables in ____? How many sounds in ____?			
<b>Deletion</b> Say cowboy without the /boy/ Say stop without the /s/ Say go without the /g/			
<b>Other Phonemic Manipulations</b> Describe			
Unit of Analysis	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
<b>Syllable</b> Cow-boy Shy-ke-ta			
<b>Onset-Rime</b> /C/-/ake/ /sh/-/ip/			
<b>Phoneme</b> /p/-/a/-/n/ /p/-/l/-/ay/			

Phonemic Awareness Instruction: Kindergarten

Describe the teacher preparation needed for full implementation  
What does a teacher have to do or make before the lessons begin?

Describe the materials used, both provided in the program and assembled  
Songs, poems, objects, Elkonin boxes, markers, story books, etc.

How long are the phonemic awareness lessons designed to last each day?  
Report or estimate in minutes per day

How explicit are the teacher directions?  
Totally, very, somewhat, not very  
Give an example

How and how often is progress in phonemic awareness monitored?  
Monthly, weekly, daily, randomly, never

How engaging are the materials and activities for children?  
Highly, moderately, marginally  
Explain your answer

Phonics/Decoding Content: Kindergarten

	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
Individual letter names introduced List the actual letters			
Individual letter names reviewed List the actual letters			
Individual letter sounds introduced List the actual letters			
Individual letter sounds reviewed List the actual letters			
Consonants in initial position Flower starts with the letter F so we make the sound /f/			
Vowels in initial position Apple starts with the letter A so we make the sound /a/			

<p><b>Vowels in medial position</b>  For cat we see the A so we make the /a/ sound</p>			
<p><b>Synthetic decoding of whole words</b>  Make each sound to read this word (e.g. /f/ /a/ /t/)</p>			
<p><b>Analogy or rime-based decoding of whole words</b>  You know fat, so you can read cat</p>			
<p><b>Consonants in final position</b>  I see the letter N so I make the /n/ sound in man.</p>			
<p><b>Other phonics concepts</b>  Be specific</p>			
<p><b>Irregular words introduced</b>  Which words?</p>			
<p><b>Irregular words practiced</b>  Which words?</p>			

Phonics Instruction: Kindergarten

<p>Describe the teacher preparation needed for full implementation What does a teacher have to do or make before the lessons begin?</p>	
<p>Describe the materials used, both provided in the program and assembled Songs, poems, objects, Elkonin boxes, markers, story books, etc.</p>	
<p>How long are the phonics lessons designed to last each day? Report or estimate in minutes per day</p>	
<p>How explicit are the teacher directions? Totally, very, somewhat, not Give an example</p>	
<p>How and how often is progress in phonics monitored? Monthly, weekly, daily, randomly, never</p>	
<p>What materials are provided for practicing phonics concepts? Document quantity and quality Describe texts as predictable, high frequency, phonics controlled, or mixed</p>	
<p>How engaging are the materials and activities for children? Highly, moderately, marginally Explain your answer</p>	

Vocabulary Content: Kindergarten

Activity Level	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
New words defined by teacher List specific words			
New words with context provided by teacher List specific words			

Vocabulary Instruction: Kindergarten

Where do the vocabulary items come from? Read aloud texts, thematic units, student reading texts	
Describe the materials used for vocabulary development included in the program Children's literature, phonic controlled texts, high frequency texts, word in isolation	
How explicit are the teacher directions? Totally, very, somewhat, not Give an example	
How and how often is progress in vocabulary monitored? Monthly, weekly, daily, randomly, never	
How are new vocabulary items linked to one another and to the children's prior knowledge?	
How engaging are the materials and activities for children? Highly, moderately, marginally? Explain	

**Comprehension Strategy Content: Kindergarten**

<b>Activity Level</b>	<b>Lessons 15-25 (Week 2-4)</b>	<b>Lessons 85-95 (Week 17-18)</b>	<b>Lessons 165-175 (Week 33-34)</b>
<b>Prediction</b> Instruction in anticipating upcoming text events			
<b>Visualization</b> Instruction in making a mental image			
<b>Self Monitoring</b> Instruction in stopping when comprehension is not certain			
<b>Self Questioning</b> Instruction in asking oneself questions			
<b>Prior Knowledge</b> Instruction in activating and using appropriate prior knowledge			
<b>Summarization</b> Instruction in retelling and/or summarization during or after reading			
<b>Personal Response</b> Instruction in evaluation of author's craft and/or purpose, reaction to text content or characters			
<b>Other comprehension strategy content</b> Name particular strategies			

Comprehension Instruction: Kindergarten

Describe the materials used for developing comprehension  
Graphic organizers, worksheets, texts

Describe the texts used for comprehension  
Phonic-based, authentic literature

How are the texts accessed by the children?  
Independent reading, listening, shared reading

How closely does the instruction conform to a before-during-after reading structure?  
Not at all, moderately, closely  
Give an example

How closely does the instruction conform to a gradual release model, with declarative, procedural and condition strategy information?  
Not at all, moderately, closely  
Give an example

Phonemic Awareness Content: First Grade

Activity Level	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
<b>Rhyming Activities</b> Tell me a word that rhymes with . . . Which one of these doesn't belong?			
<b>Blending</b> /Cow/-/boy/ /c/-/at/ /c/-/a/-/t/			
<b>Segmenting</b> How many syllables in ____? How many sounds in ____?			
<b>Deletion</b> Say cowboy without the /boy/ Say stop without the /s/ Say go without the /g/			
<b>Other Phonemic Manipulations</b> Describe			
<b>Unit of Analysis</b>	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
<b>Syllable</b> Cow-boy Shy-ke-ta			
<b>Onset-Rime</b> /C/-/ake/ /sh/-/ip/			
<b>Phoneme</b> /p/-/a/-/n/ /p/-/l/-/ay/			

Phonemic Awareness Instruction: First Grade

<p>Describe the teacher preparation needed for full implementation What does a teacher have to do or make before the lessons begin?</p>	
<p>Describe the materials used, both provided in the program and assembled Songs, poems, objects, Elkonin boxes, markers, story books, etc.</p>	
<p>How long are the phonemic awareness lessons designed to last each day? Report or estimate in minutes per day</p>	
<p>How explicit are the teacher directions? Totally, very, somewhat, not very Give an example</p>	
<p>How and how often is progress in phonemic awareness monitored? Monthly, weekly, daily, randomly, never</p>	
<p>How engaging are the materials and activities for children? Highly, moderately, marginally Explain your answer</p>	
<p>How well is the phonemic awareness instruction linked to the phonics instruction? Totally, very, somewhat, not very Give an example</p>	

Phonics/Decoding Content: First Grade

	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
Individual letter names reviewed			
Individual letter sounds introduced List the actual letters			
Individual letter sounds reviewed List the actual letters			
Consonant Digraphs introduced (sh, th, ch, wh)			
Word families introduced or reviewed			
Individual vowel sounds introduced or reviewed			
Consonant blends introduced or reviewed (e.g., bl, pr, sm)			
VCe patterns introduced			
Vowel digraphs introduced (e.g., ee, ea, ai)			
R-Controlled vowel patterns introduced			
Other phonics concepts Be specific			

Irregular words introduced Which words?			
Irregular words practiced Which words?			
Synthetic decoding of whole words Make each sound to read this word (e.g., /f/ /a/ /t/)			
Analogy or rime-based decoding of whole words You know fat, so you can read cat			

Phonics Instruction: First Grade

<p>Describe the teacher preparation needed for full implementation What does a teacher have to do or make before the lessons begin?</p>	
<p>Describe the materials used, both provided in the program and assembled Letter cards, manipulatives, texts, worksheets, etc.</p>	
<p>How long are the phonics lessons designed to last each day? Report or estimate in minutes per day</p>	
<p>How explicit are the teacher directions? Totally, very, somewhat, not Give an example</p>	
<p>How many new words are read by each child in an average lesson?</p>	
<p>How and how often is progress in phonics monitored? Monthly, weekly, daily, randomly, never</p>	
<p>What provisions are there to differentiate instruction? Give an example</p>	
<p>What materials are provided for practicing phonics concepts? Document quantity and quality Describe texts as predictable, high frequency, phonics controlled, or mixed</p>	
<p>How engaging are the materials and activities for children? Highly, moderately, marginally Explain your answer</p>	

Fluency Instruction and Content: First Grade

Activity Level	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
How are new texts to be read for fluency? (chorally, echo, shared, paired, round robin)			
How many new texts are to be read each week?			
How many texts are to be reread each week?			
How and how often is fluency monitored within the program?			

Vocabulary Content: First Grade

Activity Level	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
New words defined by teacher List specific words			
New words with context provided by teacher List specific words			

Vocabulary Instruction: First Grade

Where do the vocabulary items come from? Read aloud texts, thematic units, student reading texts	
Describe the materials used for vocabulary development included in the program Children's literature, phonic controlled texts, high frequency texts, word in isolation	
How explicit are the teacher directions? Totally, very, somewhat, not Give an example	
How and how often is progress in vocabulary monitored? Monthly, weekly, daily, randomly, never	
How are new vocabulary items linked to one another and to the children's prior knowledge?	
How engaging are the materials and activities for children? Highly, moderately, marginally Explain your answer	

**Comprehension Strategy Content: First Grade**

<b>Activity Level</b>	<b>Lessons 15-25 (Week 2-4)</b>	<b>Lessons 85-95 (Week 17-18)</b>	<b>Lessons 165-175 (Week 33-34)</b>
<b>Prediction</b> Instruction in anticipating upcoming text events			
<b>Visualization</b> Instruction in making a mental image			
<b>Self Monitoring</b> Instruction in stopping when comprehension is not certain			
<b>Self Questioning</b> Instruction in asking oneself questions			
<b>Prior Knowledge</b> Instruction in activating and using appropriate prior knowledge			
<b>Summarization</b> Instruction in retelling and/or summarization during or after reading			
<b>Personal Response</b> Instruction in evaluation of author's craft and/or purpose, reaction to text content or characters			
<b>Other comprehension strategy content</b> Name particular strategies			

Comprehension Instruction: First Grade

Describe the materials used for developing comprehension Graphic organizers, worksheets, texts	
Describe the texts used for comprehension Phonic-based, authentic literature	
How are the texts accessed by the children? Independent reading, listening, shared reading	
How closely does the instruction conform to a before-during-after reading structure? Not at all, moderately, closely Give an example	
How closely does the instruction conform to a gradual release model, with declarative, procedural and condition strategy information? Not at all, moderately, closely Give an example	
How often are children writing to demonstrate comprehension?	
How often are children engaged in interactive discussions to demonstrate comprehension?	

Phonics/Decoding Content: Second Grade

	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
Specific concepts from first grade reviewed (e.g., vowels, digraphs, blends, word families)			
VCe patterns introduced or reviewed			
Vowel digraphs introduced or reviewed (e.g., ee, ea, ai)			
R-Controlled vowel patterns introduced or reviewed			
Complex consonant clusters introduced (e.g., scr, thr, spl)			
Lower frequency vowel patterns introduced or reviewed (e.g., igh, eigh, ay, ough, aw)			
Other phonics concepts Be specific			
Irregular words introduced or reviewed Which words?			

<p>Synthetic decoding of whole words          Make each sound to read this word (e.g., /f/ /a/ /t/)</p>			
<p>Analogy or rime-based decoding of whole words          You know fat, so you can read cat</p>			
<p>Introduction of prefixes          (e.g., un-, pre-)</p>			
<p>Introduction of suffixes          (e.g., -ing, -ment)</p>			

Phonics Instruction: *Second Grade*

Describe the teacher preparation needed for full implementation What does a teacher have to do or make before the lessons begin?	
Describe the materials used, both provided in the program and assembled Letter cards, manipulatives, texts, worksheets, etc.	
How long are the phonics lessons designed to last each day? Report or estimate in minutes per day	
How explicit are the teacher directions? Totally, very, somewhat, not Give an example	
How many new words are read by each child in an average lesson?	
How and how often is progress in phonics monitored? Monthly, weekly, daily, randomly, never	
What provisions are there to differentiate instruction? Give an example	
What materials are provided for practicing phonics concepts? Document quantity and quality Describe texts as predictable, high frequency, phonics controlled, or mixed	
How engaging are the materials and activities for children? Highly, moderately, marginally Explain your answer	

Fluency Instruction and Content: *Second Grade*

Activity Level	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
How are new texts to be read for fluency? (chorally, echo, shared, paired, round robin)			
How many new pages are to be read each week?			
How many pages are to be reread each week?			
How and how often is fluency monitored within the program?			
What provisions are made to encourage wide reading in appropriate texts?			

Vocabulary Content: *Second Grade*

Activity Level	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
New words defined by teacher List specific words			
New words with context provided by teacher List specific words			
How are children taught to infer new word meanings from context?			
Word parts taught as meaning units List specific prefixes, suffixes, and roots			

Vocabulary Instruction: *Second Grade*

<p>Where do the vocabulary items come from? Read aloud texts, thematic units, student reading texts</p>	
<p>Describe the materials used for vocabulary development included in the program Children's literature, early chapter books, phonic controlled texts</p>	
<p>How explicit are the teacher directions? Totally, very, somewhat, not Give an example</p>	
<p>How and how often is progress in vocabulary monitored? Monthly, weekly, daily, randomly, never</p>	
<p>How are new vocabulary items linked to one another and to the children's prior knowledge?</p>	
<p>How engaging are the materials and activities for children? Highly, moderately, marginally Explain your answer</p>	

**Comprehension Strategy Content: Second Grade**

Activity Level	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
<b>Prediction</b> Instruction in anticipating upcoming text events			
<b>Visualization</b> Instruction in making a mental image			
<b>Self Monitoring</b> Instruction in stopping when comprehension is not certain			
<b>Self Questioning</b> Instruction in asking oneself questions			
<b>Prior Knowledge</b> Instruction in activating and using appropriate prior knowledge			
<b>Summarization</b> Instruction in retelling and/or summarization during or after reading			
<b>Personal Response</b> Instruction in evaluation of author's craft and/or purpose, reaction to text content or characters			
<b>Other comprehension strategy content</b> Name particular strategies			

Comprehension Instruction: *Second Grade*

Describe the materials used for developing comprehension Graphic organizers, worksheets, texts	
Describe the texts used for comprehension Phonic-based, authentic literature	
How are the texts accessed by the children? Independent reading, listening, shared reading	
How closely does the instruction conform to a before-during-after reading structure? Not at all, moderately, closely Give an example	
How closely does the instruction conform to a gradual release model, with declarative, procedural and condition strategy information? Not at all, moderately, closely Give an example	
How often are children writing to demonstrate comprehension?	
How often are children engaged in interactive discussions to demonstrate comprehension?	

Fluency Instruction and Content: Third Grade

Activity Level	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
How are new texts to be read for fluency? (chorally, echo, shared, paired, round robin)			
How many new pages are to be read each week?			
How many pages are to be reread each week?			
How and how often is fluency monitored within the program?			
What provisions are made for students who are disfluent at grade level?			
What provisions are made to encourage wide reading in appropriate texts?			

Vocabulary Content: Third Grade

Activity Level	Lessons 15-25 (Week 2-4)	Lessons 85-95 (Week 17-18)	Lessons 165-175 (Week 33-34)
New words defined by teacher List specific words			
New words with context provided by teacher List specific words			
Instruction to infer new word meanings from context Give examples			
Word parts taught as meaning units List specific prefixes, suffixes, and roots			

## Vocabulary Instruction: Third Grade

<p><b>Where do the vocabulary items come from?</b> Read aloud texts, thematic units, student reading texts</p>	
<p><b>Describe the materials used for vocabulary development included in the program</b> Children's literature, early chapter books, phonic controlled texts</p>	
<p><b>How explicit are the teacher directions?</b> Totally, very, somewhat, not Give an example</p>	
<p><b>How and how often is progress in vocabulary monitored?</b> Monthly, weekly, daily, randomly, never</p>	
<p><b>How are new vocabulary items linked to one another and to the children's prior knowledge?</b></p>	
<p><b>How engaging are the materials and activities for children?</b> Highly, moderately, marginally Explain your answer</p>	

**Comprehension Strategy Content: Third Grade**

<b>Activity Level</b>	<b>Lessons 15-25 (Week 2-4)</b>	<b>Lessons 85-95 (Week 17-18)</b>	<b>Lessons 165-175 (Week 33-34)</b>
<b>Prediction</b> Instruction in anticipating upcoming text events			
<b>Visualization</b> Instruction in making a mental image			
<b>Self Monitoring</b> Instruction in stopping when comprehension is not certain			
<b>Self Questioning</b> Instruction in asking oneself questions			
<b>Prior Knowledge</b> Instruction in activating and using appropriate prior knowledge			
<b>Summarization</b> Instruction in retelling and/or summarization during or after reading			
<b>Personal Response</b> Instruction in evaluation of author's craft and/or purpose, reaction to text content or characters			
<b>Other comprehension strategy content</b> Name particular strategies			

Comprehension Instruction: Third Grade

<p>Describe the materials used for developing comprehension Graphic organizers, worksheets, texts</p>	
<p>Describe the texts used for comprehension Narratives, information texts, biographies</p>	
<p>How are the texts accessed by the children? Independent reading, listening, shared reading</p>	
<p>How closely does the instruction conform to a before-during-after reading structure? Not at all, moderately, closely Give an example</p>	
<p>How closely does the instruction conform to a gradual release model, with declarative, procedural and condition strategy information? Not at all, moderately, closely Give an example</p>	
<p>How often are children writing to demonstrate comprehension?</p>	
<p>How often are children engaged in interactive discussions to demonstrate comprehension?</p>	

Program Weaknesses Across the Grade Levels

Phonemic Awareness

Phonics/Decoding

Fluency

Vocabulary

Comprehension Strategies

Program Weaknesses Across the Grade Levels

Phonemic Awareness

Phonics/Decoding

Fluency

Vocabulary

Comprehension Strategies