

Kentucky Reading Program Evaluation Tool – My Reading Coach Gold

| Category | Meets or exceeds | Inconsistently meets | Does not satisfy | Comments |
|--|------------------|----------------------|------------------|-------------|
| Program Development and Implementation provides | | | | |
| SBRR that supports the reading program Alignment to local/school curriculum | X | | | For reading |
| Professional development training with follow-up | X | | | |
| 90 minutes or more for reading instruction | X | | | |
| Compatibility with Primary (K-3) Standards in KY | X | | | For reading |
| Primary Program of Studies | X | | | For reading |
| KY Core Content for Reading Assessment | X | | | For reading |
| Components of Teaching Critical Skills in SBRR include | | | | |
| PHONOLOGICAL AWARENESS | | | | |
| Individual phonemes in spoken words including: isolating, identifying, blending, segmenting, deleting, adding substituting | X | | | |
| Oral rhymes | | X | | |
| Onsets and rimes in spoken syllables | X | | | |
| Syllables in spoken words | X | | | |
| SYSTEMATIC PHONICS | | | | |
| Logically coordinated and sequenced set of letter-sound relationships | X | | | |
| Explicitly and systematically teaching these letter-sound relationships | X | | | |
| Letter-sound relationships in decodable texts while reading and in spelling while writing | X | | | |
| Phonics instruction adapted to meet individual needs | X | | | |

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| Components of Teaching Critical Skills in SBRR include (con't) | | | | |
| FLUENCY | | | | |
| Models for fluent oral reading | X | | | Reading Comprehension: Oral Reading Sheets 4 - 60 |
| Student oral reading with expression | X | | | Reading Comprehension: Oral Reading Sheets 4 - 60 |
| Student comprehends while reading aloud | X | | | Reading Comprehension: Oral Reading Sheets 4 - 60 |
| Repeated oral reading opportunities including support and feedback | X | | | Reading Comprehension: Oral Reading Sheets 4 - 60 |
| Includes guidance in providing students with opportunities for practice reading fluently | X | | | Reading Comprehension: Oral Reading Sheets 4 - 60 |
| Direct instruction before reading of text (selected important, useful words, difficult words encountered or frequently found in text) | X | | | Reading Comprehension: Oral Reading Sheets 4 - 60 |
| Word parts (prefixes, suffixes, and base words) to understand new words | X | | | |
| Dictionaries and other references to understand or confirm the meaning of new words | | | X | |
| Context to understand word meaning: definitions, restatements, examples descriptions | X | | | Reading Comprehension: Oral Reading Sheets 4 – 60 and Comprehension Activity |
| Word meanings indirectly through use of oral language; listening to adults read aloud and define unfamiliar words | X | | | Reading Comprehension: Oral Reading Sheets 4 - 60 |
| Opportunity for reading extensively independently (outside or direct instructional time) | X | | | Comprehension Activity |
| TEXT COMPREHENSION | | | | |
| Guidance in use of comprehension strategies (including: direct explanation; modeling; guided practice; application; using prior knowledge; using mental imagery) | X | | | On-line lessons, Comprehension Activity, Grammar Activity and Reading Comprehension: Oral Reading Sheets 4 – 60 |
| Use of comprehension strategies before, during, and after reading | X | | | On-line lessons, Grammar Activity, Reading Comprehension Activity, and Oral Reading Sheets 4 – 60 |

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| Components of Teaching Critical Skills in SBRR include (con't) | | | | |
| TEXT COMPREHENSION | | | | |
| Promotes and monitors comprehension using graphic and semantic organizers: generating questions; answering questions; recognizing narrative and expository structure and summarizing | | X | | Answering literal and inferential questions |
| Includes comprehension strategies focusing on making meaning of text | X | | | |
| Includes thinking and extending discourse by asking questions and encouraging student discussions | X | | | Reading Comprehension: Oral Reading Sheets 4 - 60 |
| Student Reading Material provides: | | | | |
| Decodable reading materials in which about 75% or more of the words are decodable, using phonic elements already taught for practicing phonic skills | X | | | Reading Comprehension: Oral Reading Sheets 4 – 60; Grammar Activity and Comprehension Activity |
| Predictable texts, leveled texts, easy readers, and both fictional and nonfiction trade books | X | | | Reading Comprehension: Oral Reading Sheets 4 – 60; Grammar Activity and Comprehension Activity |
| Evidence of the teaching of the four genres assessed on the KCCT (literal, informational, practical/workplace and persuasive) | X | | | Reading Comprehension: Oral Reading Sheets 4 – 60; Grammar Activity and Comprehension Activity |
| Pedagogical Support promotes the use of | | | | |
| Research-based, conceptual framework of essential ideas and critical skills taught | X | | | |
| A variety of pedagogical strategies: open-ended questioning, direct instruction, practice, discussion, flexible grouping, cooperative learning, etc. | X | | | Open-ended questioning: Reading Comprehension: Oral Reading Sheets 4 – 60 Direct instruction: embedded in program and with teacher in Oral Reading groups Practice: mastery practice activities embedded in the program – blackline masters |

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| | | | | for homework and support Discussion / Cooperative Learning: with teacher in Oral Reading groups Reading Comprehension Sheets 4 - 60 Flexible grouping: Students can be grouped daily or weekly base on program output |
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| Components of Teaching Critical Skills in SBRR include (con't) | | | | |
| Resource materials (software, laser disks, videos, etc.) | X | | | Software (5 CD's for direct instruction and practice) |
| Pedagogical Support (con't) | | | | |
| Differentiation for students with varying levels of achievement | X | | | Program lessons are assigned based on placement test and review testing |
| Developmentally appropriate activities | X | | | |
| Student discussion and reflection | X | | | Discussion / Cooperative Learning: with teacher in Oral Reading groups Reading Comprehension Sheets 4 - 60 |
| Skills and strategies for extended learning | X | | | |
| Practice of previously taught skills and strategies | X | | | |
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Further Comments

My Reading Coach Gold Edition is a new technology that provides each student direct one-on-one instruction with a virtual teacher. The virtual teacher provides consistent instruction and immediate, specific remediation ensuring the student always builds a correct model. The embedded teacher intelligence includes a table of over 10,000 common errors and logic to support all student errors. The placement test isolates gaps in the student's skills and assigns only the lessons the student needs to take.

The program teaches grammar as a tool for reading comprehension. This knowledge also improves the student's writing skills. The reading comprehension activity provides practice in silent reading with text that ranges from 1.0 to 10.5. The text is programmed to ensure readability. Sight words and words that do not follow normal spelling patterns can be voiced. Student errors are supported with techniques that help the students focus in on the correct answer.