

Houghton Mifflin Harcourt Grade 1 English Phonics Program Summary

Section 1. Phonics-Related Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	100%	100%	Not reviewed	Not reviewed
Grade 1	100%	100%	Not reviewed	Not reviewed
Grade 2	100%	100%	Not reviewed	Not reviewed

Section 2. Instructional Approach

- The materials include some year-long plans for phonics instruction.
- The materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.
- The materials include some guidance that supports teachers' delivery of instruction.
- The materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.

Section 3. Content-Specific Skills

- The materials provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.
- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.
- The materials provide some direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.
- The materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.
- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

Section 4. Progress Monitoring

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- The materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.
- The materials include integrated progress monitoring tools, with specific guidance on frequency of use.
- The materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Section 5. Supports for All Learners

- The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials include a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials include some supports for Emergent Bilinguals to meet grade-level learning expectations.

Section 6. Additional Information: Resources

- The materials provide guidance on fostering connections between home and school.
- The materials incorporate technology into the lessons to enhance student learning.

Section 7. Additional Support

- The publisher submitted the technology, cost, professional learning, additional language support, and evidence-based information.

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Indicator 2.1

Materials include systematic, **year-long plans for phonics instruction**.

1	Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.	PM
2	Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year.	PM
3	Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).	M

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials include systematic, year-long plans for phonics instruction.

Materials include some sequence that outlines the essential knowledge and skills to be taught throughout the year. Materials show some progression of skill development from year to year. Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words.)

Evidence includes but is not limited to:

Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.

- The TEKS are not listed on the scope and sequence or in the lessons. The materials do not include a TEKS alignment document. Although TEKS are not referenced in the materials, most objectives are aligned to grade-level TEKS. However, evidence for all phonics TEKS was not found in the scope and sequence. For example, the scope and sequence does not contain instruction for part of TEKS 1.2.B.iii, “demonstrate and apply phonetic knowledge by: decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.” Instruction for decoding words with diphthongs and r-controlled syllables was not found.
- The materials include an overview of the phonological and phonics objectives for the year. The program has a single “Scope and Sequence” chart for the entire year that indicates the objectives for 140 lessons. The scope and sequence notes review concepts and new concepts being taught. The Scope and Sequence does not contain student-required materials or page numbers where each lesson is located in the “Teacher’s Manual.”
- Phonological/phonemic awareness objectives are listed separately from the phonics skills on the Scope and Sequence document. Phonological/phonemic awareness concepts are identified as either new or reviewed concepts. In Lesson 1, students identify initial sounds. In Lesson 5, students learn to recognize alliteration and review the concept of identifying initial blends. In Lesson 31, students segment compound words. In Lesson 68, students substitute final sounds in

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spoken words. Phonological awareness instruction stops mid-year after Lesson 70. Without a connection to the TEKS in the Scope and Sequence, it is difficult to discern if all of the phonological awareness concepts match the specificity required by the TEKS. For example, instruction was not found in the Scope and Sequence for TEKS 1.2.A.iv, “demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is added, changed, or removed” or TEKS 1.2.A.vi, “demonstrate phonological awareness by: manipulating phonemes within base words.”

- High-frequency word instruction begins in Lesson 12 with the word *the*. Several of the kindergarten high-frequency words are reviewed before students learn additional high-frequency words.

Materials clearly demonstrate vertical alignment and that shows the progression of skill development from year to year.

- The materials do not include a phonics continuum showing what phonics skills need to be mastered at which grade level or in which order; there is no outline of the progression of skill development from kindergarten through grade 3. The grade 1 scope and sequence gives an overview of the phonics and phonemic awareness skills to be learned during the year.
- The materials include a phonemic awareness checklist that indicates which skills should be mastered at each grade level and in which order. For example, rhyme production is listed as a kindergarten skill. The prompt says, “What are some words that rhyme with *name*? (*game, fame, tame, same*, etc.)” Syllable blending and segmentation are listed before syllable deletion. Counting phonemes is indicated as a grade 1 skill, and phoneme manipulation/deletion in words with blends is shown as a grade 2 skill.
- The lesson plans at the beginning of the year review and build upon the previous year’s lessons. For example, kindergarten Lessons 109–120 provide instruction at the end of the year on reading and spelling words with consonant digraphs: *ck*, *sh*, and *th*. Grade 1 Lessons 1–27 begin the year by reviewing the consonant sounds, short and long vowel sounds, and reading and spelling *vc* and *v̄* words. Grade 1, Lessons 28–31, review reading and spelling words with digraphs *ck* and *th*. Grade 1, Lesson 48, reviews reading and spelling words with digraph *sh*. At the end of kindergarten, lessons include instruction on VCE words and combinations *ar*, *or*, and *er*. In first grade, students review these combinations and learn new combinations, such as *qu*. In kindergarten, students learned to spell and read *a*-consonant-*e* words. In first grade, the learning progresses to *a*-consonant-*e* spelling with *final ke*, in words such as *broke*.
- At the beginning of first grade, lessons review one letter per day as well as skills such as identifying initial sounds and blending sounds. These are skills taught in kindergarten. The review of letters ends in lesson 51.

Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).

- The materials do not include a vertical alignment document to help educators visually discern lessons moving by grade level from simple to complex.
- Lesson objectives follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year. For

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example, the objective of Lesson 2 is the short vowel rule VC, and the objective of Lesson 3 is to read words with the long vowel rule V. The objective of Lesson 36 is to read and spell words with the VCCV syllable division pattern. The objective of Lesson 41 is to read and spell words with the vowel-consonant-*e* rule. The objective of Lesson 56 is to read and spell words with the final, stable syllable *-ble*. The objective of Lesson 81 is to read and spell words with the VCV syllable division rule.

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Indicator 2.2

Materials provide **direct (explicit) and systematic instruction** in developing grade-level phonics skills within and across lessons.

1	Lessons include detailed guidance for each component of the gradual release of responsibility model.	M
2	Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.

Lessons include detailed guidance for each component of the gradual release of responsibility model. Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.

Evidence includes but is not limited to:

Lessons include detailed guidance for each component of the gradual release of responsibility model.

- Lessons include the components of the gradual release of responsibility, but they do not include subtitles in the teacher guide for modeling, guided practice, working collaboratively, and working independently. Lesson section headings are “Lesson Warm-up,” “New Increment,” and “Application and Continual Review.”
- Lessons include specific and precise terms that teachers can use during core instruction to model new phonics skills. When introducing the letter *d* in Lesson 14, the teacher states, “Put your fingers on your vocal cords and say /d/. Do you feel any vibration? (*yes*) Is /d/ voiced or unvoiced? (*voiced*) How do you know that it’s voiced? (*vibrating vocal cords*).” The teacher writes the words *dip*, *dad*, and *dot* on the board and points to each word while reading it aloud. The teacher says, “All of these words begin with the /d/ sound, and *d* is the first letter in all of these words. *D* must be the letter making the /d/ sound. Is *d* a vowel or a consonant? (*consonant*).”
- Lessons include specific and precise terms, phrasing, and statements that teachers can use during core instruction to guide students’ practice and application of new phonics skills. After the teacher models the new phonics skill earlier in the lesson, the lesson moves on to the Application and Continual Review section. In Lesson 66, the teacher says, “Let’s practice coding words like those on today’s worksheet.” The teacher writes two phrases and “Underline them” on the board. The teacher selects students to code and read the examples. Since the new phonics skill is compound words, the lesson directions indicate the teacher should also discuss the two words that make up the compound word *underline* from the example.
- Lessons include detailed guidance on how students can practice and apply new phonics skills through independent practice. For example, students spell words with the final /k/ sound on “Worksheet 29” during the Application and Continual Review section of Lesson 29. The teacher

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says, “Let’s practice spelling the /k/ using the Final /k/ Spelling Rules you learned today. Put your finger on the #12. The first word is *pick*. What sound do you hear before the /k/ sound? How do we spell the final /k/ sound after a short vowel?” The lesson plan provides the expected student response and a reminder to refer the students to the “Spelling Rule Wall Card 2” or their reference booklets. The teacher says, “Right! Write *ck* on the blank line beside #12.” The teacher repeats the steps for the following words: *pack*, *milk*, *silk*, *stick*, and *crack*. In Lesson 53, students learn about words spelled with final *ve*. To practice reading words with this sound, within Lesson 54, students read “Decodable Reader 18,” which contains words with the final *ve*, such as *cave*, *five*, and *dive*. The teacher introduces the vocabulary and concepts related to the book’s topic of caves. Students then read the story independently. The lesson directions state students should read the text at their independent level, independently or in groups, and may need one-on-one support.

Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.

- The teacher edition contains useful annotations and suggestions for teachers on how to present the content in the materials. For example, there is an “English Learner Support” text box at the beginning of Lesson 4. The guidance for the teacher says, “Share cognates for the keyword *tent* (e.g., *tienda* in Spanish, *tolda* in Tagalog and Filipino, *tenteu* in Korean). Point out that the beginning sounds /t/ are the same.” In Lesson 96, the English Learner Support box notes that some languages do not have a plural form of nouns. It is suggested that the teacher provide additional practice for students to form plural nouns
- The lesson materials include information on how to use cards during lessons or how to support students who are having difficulty. Since this type of information is embedded within the lesson script and not in the margin, the materials delineate the text visually by including a green circle with a white arrowhead inside and indenting the text. Support information in Lesson 9 includes, “REMINDER: Always keep the long vowel cards behind the corresponding short vowel cards to help children remember both vowel sounds.” “REMEDIATION TIP: If children have difficulty blending a word, it is sometimes helpful to cover the letters preceding the vowel. Read the remainder of the word; then add the preceding consonants one at a time.” In Lesson 126, the teacher is teaching students about suffixes and reviewing their meanings. The “NOTE” in the lesson says, “Please do not expect children to remember all the definitions of the affixes they learn. It is more important that they learn to recognize affixes to help them code, read, and understand words.”
- The teacher edition also contains margin notes along either the right- or left-hand side of the lesson script. These margin notes summarize lesson content or indicate when to present the content and materials. For example, the following annotation can be found in the New Increment: “Trigraph *igh*” section of Lesson 64: “Introduce trigraph *igh* (Letter Card 45),” “Introduce the keyword *light* (Picture Card 54) with the riddle or alternate clue,” and “Introduce *only* (Sight Word Card 55).” In Lesson 122, the lesson script says, “When we say the accented syllables, we’ll raise our hands high in the air. Then we’ll drop them as we say the unaccented syllables.” The side annotation indicates, “Using the Alphabet/Accent Deck (Section 3), have children say the accented syllables with their hands raised and then the unaccented syllables with their hands down.”

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- The teacher edition does not include previously taught routines in the margins for teachers to reference during instruction if needed.

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Indicator 2.3

Materials include **detailed guidance** that supports teachers' **delivery of instruction**.

1	Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.	M
2	Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill.	M
3	Materials include specific guidance for providing students with immediate, corrective feedback.	PM
4	Materials provide detailed guidance for connecting previously taught phonics skills to new learning.	M
5	Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.	PM

Partially Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials include some guidance that supports teachers' delivery of instruction.

Guidance for teachers includes information about common phonics misconceptions and guiding principles related to specific phonics skills. Guidance provides detailed, specific instructional strategies and consistent routines for teaching each phonics skill. Materials include some guidance for providing students with feedback. Materials provide detailed guidance for connecting previously taught phonics skills to new learning. Materials include some guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

Evidence includes but is not limited to:

Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.

- The materials include information on common misconceptions related to phonics instruction. For example, the “Fluency Instruction Booklet” discusses the misconception that fluency is just about reading quickly. The booklet states, “First-graders should work toward the goal of reading 60 words per minute by the end of the year. But fluent reading involves more than simply reading at a particular speed. Fluent readers read smoothly and expressively, attending to punctuation and chunking text together into meaningful phrases. Teachers can monitor children’s fluency development by frequently observing their reading of the fluency readers and other texts.” In Lesson 5, students learn about the letter *P*. The lesson addresses the common mispronunciation of the letter *p* sound. The lesson states, “Make sure children give the short, crisp sound of /p/ and do not add a *short u* sound, as in /puh/.”
- The materials contain information on spelling generalizations within the lesson scripts. For example, in Lesson 23, the script tells teachers to say, “Since both the letters *k* and *c* make the /k/ sound, we need to know the spelling rule that tells us which letter to use when spelling this sound. We spell the /k/ sound with the letter *k* when the sound is followed by the letters *e*, *i*, or

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y. We spell the /k/ sound with the letter *c* when the sound is followed by the letters *a*, *o*, *u*, or any consonant.” The manual tells teachers: “If children seem to understand when to spell with *k* and *c*, go on to the worksheet activity. If not, practice more words on the board.” To support teachers in reinforcing the generalization during the introduction of the concept, the materials include “Spelling Rule Wall Card 1,” which the teacher holds up during the lesson and then posts on the wall for students to reference.

- The materials include information for teachers related to each specific phonics skill. For example, the materials include informational documents to provide teachers with background information, such as “Coding Charts,” a “Spelling Chart,” and a “Pronunciation Chart.”

Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill.

- The lessons follow consistent routines for concept review and introduction of new phonics skills. Each phonics lesson begins with a “Lesson Warm-Up,” which begins with an “Alphabet Activity.” In Lessons 1–70, the Alphabet Activity is followed by a “Phonological/Phonemic Awareness” activity. “Daily Letter and Sound Review” as well as “Spelling Review” are also included in the Lesson Warm-Ups. New phonics skills are introduced with discussion, either leading students to discover the new concept or to relate it to a previous skill. The discovery often begins with the teacher echoing a group of words and asking students to listen for a characteristic they have in common. The teacher then writes the words on the board and guides students to notice and discover the new concept. For example, in Lesson 67, the teacher states, “Echo these words and listen to how they end.” The teacher says the words *hatless* and *endless*, which students echo, and then the teacher asks, “What do you hear at the end of these words? (*less*).” The teacher writes *hatless* and *endless* on the board, asks students what is the same at the end of the words, and then continues introducing the concept. The consistent instructional routine for new phonics introduction then continues with the teacher showing the relevant wall and/or deck card(s) for the skill. The teacher conducts “Boardwork” with the students for additional guided practice. Students then independently complete a worksheet including the new skill and a review of previous skills.
- The materials include a variety of instructional strategies with consistent routines for each phonics skill. For example, the materials provide simple, sequenced strategies for decoding multisyllabic words with syllable division charts. In Lesson 36, the teacher introduces and demonstrates syllable division with the VCCV pattern. Students turn to a page of their reference booklets, and the teacher displays “Syllable Division Wall Card 1.” The teacher says, “If you need help dividing words, you can look in your booklet or at our wall card. Dividing big words makes them a lot easier to read.” The teacher explains how each section of the chart follows the steps they used to divide the word in the lesson. Syllable Division Wall Cards are also provided for the VCV and VCCCV syllable division patterns.
- The materials provide sufficient details for teaching each strategy. For example, in Lesson 81, the lesson plan script directs the teacher to teach the following for VCV syllable division with *a* as a long vowel. The teacher says, “Echo these words and tell me what sound they have in common. *Wafer*. *Gravy*. What sound is the same? /ā/.” The teacher writes *wafer* and *gravy* on the board. The teacher points to *wafer* and begins to code the word with the students. The teacher asks: “Do you see any obvious coding? (*yes, combination er*) What should we do next?”

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(*find the vowels*) How many vowels do you see? (*two*) Which letters are vowels? (*a and e*) What do we do when we have more than one vowel in a word? (*find the vowel pattern and then divide the vowels into syllables*) Let's write small *v*'s under the vowels. What's the next step? (*look between the vowels for consonants*) How many consonants are between the vowels? (*one*)." The teacher says, "Our syllable division rule won't work on this. We need two consonants, and we only have one. This is a new pattern. Who can tell me the vowel pattern for this word? (VCV) The best place to divide a word that follows the VCV pattern is after the first vowel." The teacher directs the students to turn to a page in their reference booklet and displays Syllable Division Wall Card 3. The teacher says, "This shows us the new pattern we learned today. We don't know all of these patterns yet, but we just learned one."

Materials include specific guidance for providing students with immediate, corrective feedback.

- The Saxon core instructional program materials provide guidance on how to scaffold instruction if students experience difficulty. For example, during a phonological/phonemic awareness activity in Lesson 2, the teacher says, "Listen carefully to the beginning sounds of these words. *Most. Mud.* Do *most* and *mud* begin with the same sounds? Thumbs up for yes. Thumbs down for no." The lesson plans provide a teacher tip that says, "When children have difficulty identifying sounds, exaggerate and hold the sound you want them to identify: *m-m-m-ost, m-m-m-ud.*" The lesson plans direct the teachers to slowly repeat the sounds until most students have a thumbs up. The materials do not provide specific examples of immediate corrective feedback.
- The Amira online tutoring component does provide micro-interventions when students make errors. For example, if a student makes a decoding error while reading aloud, Amira chooses from several micro-intervention options such as showing an Elkonin box with letters shown above boxes, displaying a video of an adult's lips pronouncing the word at the phoneme level, or correcting a mispronunciation or misread associated with omitting or adding a tense. If a student makes a phonological awareness error, Amira may respond in various ways, including giving a rhyming word or saying the word while displaying a pop-up that breaks the word into graphemes.
- The materials include general guidance or statements about feedback within lessons. The feedback provided is not specific to the skill taught in the lesson. For example, at the end of Lesson 54, students complete a worksheet. The lesson directions state, "Always check each child's worksheet and have him/her correct it before sending it home." This feedback guidance is not specific. In Lesson 60, students take assessments. The lesson states, "Collect the papers. Grade and record them in any manner you wish, and send them home with children." No directions are included in how to give corrective feedback.

Materials provide detailed guidance for connecting previously taught phonics skills to new learning.

- The materials refer to previous learning when introducing related new concepts. For example, in Lesson 64, the teacher says, "In Lesson 19, we learned about the schwa sound. We learned that the word *schwa* is unusual because it is one of the few words that start with a trigraph." The teacher writes *schwa* on the board, underlines the first three letters (*s, c, h*), and reads the word aloud slowly while stressing the initial /sh/ sound. "We call three letters that come together to make one sound a *trigraph*. What sound do the letters *s, c, h* make in *schwa*? (/sh/) Good! Now

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let's learn about some more trigraphs. Echo these words and listen for the sound that's the same in each word." The teacher points to their mouth as they say the words *night*, *thigh*, and *bright*. Students echo the words, and the teacher asks, "What sound do you hear that's the same in each word? (/i/)." The teacher says, "So *igh* will be called *trigraph igh*. Does the word *trigraph* remind you of another word we have learned? (*digraph*) Right. A digraph is made when two letters come together. A trigraph uses three letters, just like a tricycle has three wheels." This discussion leads to modeling and guided practice with coding trigraphs on the board. The teacher asks, "Since a trigraph is similar to a digraph, how do you think we'll code trigraphs? (*underline them*) Very good! We'll underline the three letters of the trigraph, just as we underline the two letters of a digraph."

- The materials provide detailed guidance for connecting previously taught phonics skills to new ones. During the "Spelling with Letter Tiles" routine of the lessons, the students spell new words, practice sight words, and review previously learned words. For example, in Lesson 52, the students use "Letter Tiles" to spell the following words: *off*, *spell*, *soon*, and *good*. The students practice spelling the sight words *could*, *brought*, and *fought*. The teacher chooses words to review from the "Spelling Word List." The Spelling Word List materials say: "The list includes sight words and other high-frequency words; all the words are arranged in the order that the letters/letter clusters, sounds, syllable division patterns, and other concepts in each word are introduced, and lesson numbers indicate the lesson during or after which individual words may be used."

Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

- The materials include an estimated length of time for each lesson. For example, the "Instructional Overview" says, "Teaching a lesson (which includes the Lesson Warm-Up, New Increment, and Boardwork activities) should take 20–30 minutes. If you sense that a lesson has exceeded children's attention span, stop the lesson and continue it later in the day. Other lesson elements (including worksheets, decodable readers, classroom and fluency practice, assessments, and optional handwriting activities) require additional time." The materials do not include specific pacing suggestions for the components of the gradual release of responsibility.
- The Instructional Overview recommends that the teacher set aside 15 minutes each day for "Classroom Practice and Fluency Practice." The materials do not provide specific guidance on how much time to spend on the other lesson components. The Instructional Overview says the following about pacing: "Proper pacing is essential to children's success. Choose a pace that is fast enough to foster growth but slow enough for children to learn and absorb new information." The "Adjusting the Pace" section states, "Ideally, five lessons (four lessons and an assessment) should be completed each week. It's usually best to teach one lesson per day, using the suggested reinforcement activities to strengthen weak areas. The fifth day of the week (assessment day) may also be used to reteach a difficult lesson, remediate, or meet special school-district objectives. You might find it necessary, however, to adjust the pace of the program."

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Indicator 2.4

Materials include **frequent and distributed** review of phonics skills with **cumulative practice opportunities with decodable text**.

1	Materials include intentional cumulative review and practice activities throughout the span of the curriculum.	M
2	Practice opportunities include only phonics skills that have been explicitly taught.	M
3	Decodable texts incorporate cumulative practice of taught phonics skills.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.

Materials contain intentional cumulative review and practice activities throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills.

Evidence includes but is not limited to:

Materials include intentional cumulative review and practice activities throughout the span of the curriculum.

- Lessons use consistent routines to introduce and review phonics skills that include different modalities. New letters and sounds are introduced by echoing and identifying the sound, coding the letters that make the sound, and introducing new deck cards for the letters and sounds. For example, the “New Increment” in Lesson 34 is on the digraph *ee*. The teacher says, “Echo these words and listen for the sound in the medial or middle position. *Teeth. Beet. Keep*. What sound do you hear in the medial position? (/ē/).” The teacher writes the words *teeth, beet, and keep* on the board and says, “What do you see that might make the /ē/ sound? (e’s) There is an *ee* in all of these words, so the letters *ee* must be making the /ē/ sound. How many sounds do you hear? (*one*) How many letters are making that one sound? (*two*) What do we call two letters that come together to make one sound? (*digraph*) How do we code digraphs? (*underline them*) Is /ē/ a short vowel sound or a long vowel sound? (*long*) How do we code long vowels? (*macrons*) To code digraph *ee*, we’ll cross out the second *e* and put a macron over the first *e*.” The teacher introduces “Letter Card 23” and says, “When you see this card, say *digraph, ee*.” To introduce the keyword for *ee*, the teacher and students play “Twenty Questions,” with the teacher guiding the students to guess the keyword *sheep*. The teacher shows “Picture Card 29” and says, “When you see this card, say *sheep, /ē/*. The keyword *sheep* helps us remember the /ē/ sound spelled with digraph *ee*.” The teacher holds up “Spelling Card 22” and says, “Echo /ē/. How have we been spelling this sound? Since digraph *ee* also makes the /ē/ sound, we need to add it to our spelling card response. Since digraph *ee* is commonly found in all three positions in a word, we’ll add it to our spelling card response twice. From now on, when I ask you to spell the /ē/ sound, I want you to say, ‘digraph *ee* comma final digraph *ee*.’ Remember that digraph *ee* may be found in the initial position, the medial position, and the final position.” The teacher

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adds all three cards to their review decks for a quick, daily review in future lessons.

- The materials include intentional practice and review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. For example, the materials include word lists for guided practice of newly learned patterns and a review of previously taught patterns. The “Reading Word Lists” are “sight words and other high-frequency words; all the words are arranged in the order that the letters/letter clusters, sounds, and other concepts in each word are introduced.” The Reading Word List for Lesson 32 on *nk* includes the words *blink*, *link*, *thank*, and *honk*. The words provided on the list match the focus of the lesson and provide intentional practice with words with the taught sound. The “Spelling Word List” “includes sight words and other high-frequency words; all the words are arranged in the order that the letters/letter clusters, sounds, and other concepts in each word are introduced, and lesson numbers indicate the lesson during or after which individual words may be used.” The Spelling Word List for Lesson 89, “Diphthong *oy*,” includes the words *boy*, *enjoy*, and *ploy*.

Practice opportunities include only phonics skills that have been explicitly taught.

- Practice opportunities include only phonics skills that have been explicitly taught. For example, in Lesson 52, students receive instruction on the “floss rule.” The teacher says, “Let’s practice spelling words with the floss rule. Not all of these words will be floss words, so if you’re not sure how to spell them, look them up in your booklet.” The students spell the following words on their worksheet: *shell*, *dress*, *frog*, *glass*, *cuff*, and *bell*.
- Students apply skills from previous lessons during guided practice and independent practice. For example, in the “Spelling Review” of Lesson 39, students quickly review ten spelling sounds. The students echo the sounds, name the letters that make them and write the responses on their worksheets. The students review the following previously learned sounds: /w/, /b/, /z/, /ō/, /ī/, /m/, /g/, /ă/, /r/, and /h/. The students practice spelling words with previously learned patterns, such as *wet* and *must*. The students are reminded to unblend the sounds and name the letter in order to write the letter that makes each sound. During Lesson 63, students learn about the combination *-er*. At the end of the lesson, students help the teacher code and read words that contain this combination. Then, students write words that contain this pattern, such as *her*, *under*, and *after*.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The materials include decodable texts that incorporate cumulative practice of taught phonics skills. According to the “Instructional Overview” document, the “Decodable Readers” are “controlled texts intended to help children practice basic reading concepts; they use only those letters/letter clusters, sounds, and sight words that children have learned. Complexity of language used in the readers increases as children learn more concepts.” Decodable texts align with the scope and sequence of the lessons, connecting previously taught objectives to new ones. Decodable Reader 35, *Our Friend the Little Brown Bat*, is introduced in Lesson 97, which teaches the diphthongs *ou* and *ow*. The decodable reader includes these diphthongs and other phonics skills, including words ending in *-es*, which was taught in Lesson 96. Objectives taught earlier in the scope and sequence are also included in the reader, such as CVCCVC words, the digraph *ng*, and the blend *br*.
- Decodable texts increase in complexity while allowing students to practice previously taught

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skills as well as new phonics concepts. For example, Lesson 22 includes Decodable Reader 5, *The Cat Cap*. The text contains one-syllable CVC words, which provide practice with skills taught previously, such as *k* (*kit*, *ask*) and *sk* (*skip*), as well as new concepts introduced in the lesson, such as *c* (*cat*), *sc* (*scats*), and *scr* (*scraps*). The text also includes the nondecodable sight word *color*, which was used in a sentence during “Boardwork” earlier in the day’s lesson. Students learn about VCCV words in Lesson 36 and the letter *u* in Lesson 37. Lesson 37 includes Decodable Reader 11, *The Flu Bug*, which contains one-syllable CVC words such as *hot*, /ŭ/ words such as *Gus*, /ū/ words such as *flu*, and VCCV words including *insect* and *muffin*. The text contains the sight word *put*, which was introduced earlier in Lesson 37.

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Indicator 3.A.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to the **alphabetic principle**.

1	Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding	M
2	Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic, direct instruction, practice, and review of the alphabetic principle.

Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.

Evidence includes but is not limited to:

Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding.

- Letters are presented in an order that starts with letters that are easy to use to build words. In Lessons 1–8, students are taught to read and spell words with letters *n*, *t*, *p*, and *l* as well as the vowel sounds /*ō*/, /*ō*/, /*ī*/, /*ī*/, /*ă*/, and /*ă*/, allowing them to spell words such as *lot*, *tin*, and *at* and read words such as *top* and *not*. In Lesson 13, the materials begin to introduce common blends like *pl*, *sl*, *sn*, *sp*, *spl*, and *st*. Students then decode words such as *plan*, *lost*, and *splint* and encode words including *last*, *snap*, and *slip*. Instruction moves back to individual letters in Lessons 14–27, teaching and assessing skills with the letters *d*, *f*, *h*, *g*, *r*, *k*, *c*, *b*, *m*, and *e*. Other letters are taught in future lessons but are interspersed between lessons with concepts such as digraphs and VCE. All letters are introduced by Lesson 53 (well before mid-year).
- Once students have mastered letter-sound correspondences for several consonants and vowel sounds, the materials begin to introduce blending and segmenting strategies to decode and encode words. For example, in Lesson 8, the teacher codes *nap* on the board with the students. The teacher points to *nap* and asks, “Do you see a vowel in this word? Do you see anything after the *a*? Is *p* a vowel or a consonant? *P* is a consonant because *a*, *e*, *i*, *o*, and *u* are vowels, and the rest of the letters are consonants.” The teacher points to the *a* in *nap*, and asks, “How will we

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code this vowel?" The teacher codes the vowel with a breve. The teacher points to the *n* and asks, "What is the sound of this letter?" The teacher repeats the question while pointing and asking for the sounds of *a* and *p*. The teacher says, "Let's blend these three sounds and see what word they spell." The teacher says /n/ and holds that sound until it blends into the /ă/, then immediately adds the /p/. The teacher demonstrates by pointing beneath each letter as they blend the sounds. The teacher asks, "What is the word? (*nap*)."

- The lessons introduce blending and encoding while reviewing sounds in the beginning lessons of the materials. For example, in Lesson 16, students practice blending closed-syllable words such as *pan*, *list*, and *sand*. The teacher says, "Let's listen to words to decide how many sounds we hear." "Let's try the word *it*. We'll unblend it first. Hold up a finger for each sound you hear." "/i/, /t/. How many sounds do you hear?" The teacher has students practice segmenting words, which is referred to as "unblending" by the materials. "Let's practice unblending the sounds in words. I will say a word. Echo the word and then say all the sounds you hear in the word. I will count the sounds while you say them. Ready? *Pan*." The teacher and students repeat this process with six words.

Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words.

- The materials include scripted, directed instruction for connecting phonemes to letters within words when decoding. For example, in Lesson 2, the teacher writes the word *on* on the board. The teacher asks, "Do you see a vowel in this word? Do you see anything after the *o*? Is *n* a vowel or a consonant?" The teacher explains, "When a vowel is followed by a consonant, the vowel is short. This vowel has a consonant after it, so it is short. We code short vowels with breves, which look like smiles. We code letters to help us remember their sounds. A breve tells us a vowel is making its short sound, like /o/ in *octopus*." The teacher points to the *n* and asks, "What is the sound of this letter? Let's blend these two sounds and see what word they spell." The teacher introduces blending and demonstrates blending the sounds in *on*. The teacher states, "When we read, we blend the sounds of letters to form words, like the word *on*."
- Lessons identify skills to be learned and communicate the objective. For example, the objective in Lesson 18 is "To practice spelling letter sounds and words." The teacher states, "Printed on your paper are some letters. I'll say a sound made by one of these letters. Echo the sound I say, and name the letter that makes it. Then find the 1 tile with that letter, and match it to the letter on your paper. If I say a sound that's made by a letter you've already used, move that Letter Tile to the new space."
- Lessons follow the gradual release of responsibility. For example, in Lesson 37, the teacher script indicates, "Echo these words and listen for the sound in the initial position." The teacher points to their mouth as they say each word: *up*, *under*, and *umpire*. The teacher asks what sound students hear in the initial position. After students respond correctly, the teacher has children touch their throats to determine that /ŭ/ is a voiced sound. The teacher writes the words *rust*, *fun*, and *bug* on the board and asks, "What letter do you see that might make the /ŭ/ sound?" After students respond, the teacher states, "All of these words have the /ŭ/ sound, and there is a *u* in all of these words. *U* must be the letter making the /ŭ/ sound." The teacher then selects children to code the words, read them, and use them in sentences. Later in the lesson, students

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independently spell the words *us*, *up*, and *cup* with letter tiles and code and read the words *hug*, *stuff*, *thump*, and *truck*.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.

- Materials include a variety of activities for applying letter-sound correspondence. For example, there are different colored decks of “Kid Cards,” which may be used for multiple purposes, including blending and word matching. These games are used in several ways, such as reinforcement of skills based on student needs after weekly assessments. The game “Word Find” is played with the teacher and a group of four to six students. The teacher lays three word cards and reads one of the words aloud. A student will point to the appropriate card, read it, and then pick up the card and hand it to the teacher. The teacher gives the child a token if the student picks the right card and reads the word correctly. If the child hands the teacher the wrong card, the teacher says the word again and helps the child “unblend” the sounds. Play continues to the next child. When the three cards have been read, students lay three more cards face up and continue. The child with the most tokens at the end of the game wins. To differentiate, the teacher pre-selects cards based on group needs. Words on cards used for this game include *nap*, *list*, *cat*, and *crab*.
- The materials include decodable texts. For example, “Decodable Reader 4,” *Frog and the Figs*, found in Lesson 19, includes practice opportunities to read words with *g*, *g* blends, *r*, *r* blends, and the schwa sound of *a*.
- Materials include opportunities for students to encode simple one-syllable words in isolation and connected text. In Lesson 9, the teacher states, “Look at your Letter Tile *z*. One side has a green capital *Z*, and the other side has a purple lowercase *z*. Hold up your Letter Tile. Turn it so I can see the green capital *Z*. Now turn it so I can see the purple lowercase *z*. Spell the word *zip* with your Letter Tiles.” In Lesson 46, students practice spelling words on the worksheet titled “Spelling List 7.” The teacher says the following words: *see*, *red*, *that*, *this*, *back*, *sing*, and *bring*. When students finish, they turn over their papers to practice spelling sentences. The teacher says the following sentences one at a time, allowing time for the students to write each one: “The bag is from Pam. I think we can go.”

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Indicator 3.B.1

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of **oral syllable awareness** skills, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables.	Yes
2	Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.	Yes
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	Yes

Not Scored

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the TEKS.

Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and transitions to more complex skills such as adding, deleting, and substituting syllables. Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills. Materials incorporate a variety of activities for students to develop, practice, and reinforce skills through cumulative review.

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables.

- The materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills and gradually transitions to more complex skills. The scope and sequence includes a column labeled “Phonemic/Phonological Awareness,” which lists both “New” and “Review Concepts.” Students begin working with oral syllable awareness in Lesson 21, by learning how to identify syllables. The new phonological/phonemic awareness concept in Lesson 31 is to segment compound words. In Lesson 34, students learn and practice how to blend two words to form compound words. Students begin counting syllables in Lesson 46. In Lesson 50, students begin to blend syllables. In Lesson 54, students learn to delete syllables from words. The scope and sequence indicates that formal phonological awareness instruction ends in Lesson 70 (mid-year).
- The materials contain lessons that start with simple syllable awareness activities and gradually transition to more complex activities. In Lesson 21, students identify and count syllables in words with two or three syllables. The teacher says, “Let’s listen for the number of syllables in words.” The teacher selects a child to generate a word. The teacher instructs, “Listen as I clap and say that word. Tell me how many syllables, or parts, you hear.” After clapping and saying

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the word while emphasizing each syllable equally, the teacher says, “Every syllable has a vowel sound. In the word I just said, what vowel sound(s) did you hear?” The activity repeats with more words suggested by children as time permits. In Lesson 25, students progress to counting the number of syllables in words ranging from one to four syllables, including *scoot*, *respect*, *September*, and *investigate*.

Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.

- The materials include teacher scripts that guide teachers through direct (explicit) instruction in oral syllable awareness, including a statement of the objective, modeling, and guided practice. For example, the teacher script in Lesson 46 introduces the objective: “I’ll clap as I say a word. Listen to the word and the claps, and tell me how many claps, or parts, you hear.” The teacher models counting syllables. The teacher says *Sep-tem-ber* and claps on each syllable. “How many parts did you hear? (*three*) Each part is a syllable. If it has three parts, how many syllables does it have? (*three*).” Guided practice begins as the teacher states, “Let’s try *kitten*. Clap and say it with me. (*kit ... ten*) How many parts, or syllables, does this word have? (*two*).” The practice continues with the words *elephant* and *dime*.
- The materials connect new learning to previous learning. For example, students learn how to delete syllables from words in Lesson 55. The teacher states, “Let’s practice deleting syllables from words again. Last time, we practiced saying words without the first syllable. Today, we will practice saying words without the final syllable. Echo *harvest*. (*harvest*) Now say *harvest* without the *har-*. (*vest*) If you remove the *har-* from *harvest* you get *vest*.” The process repeats with words including *chicken*, *fireplace*, *handy*, and *promise*.
- The materials provide clear, precise directions and instructions using academic language. For example, the phonological awareness objective in Lesson 51 is to identify accented syllables. The teacher says, “Listen to this word: *plas...tic*.” The teacher exaggerates the accent on the first syllable. The teacher asks, “How many syllables are in *plastic*? Hold up your fingers. Right, two syllables. Listen to the first syllable, and see if you notice anything different about the way I say it.” The teacher repeats the word and exaggerates the accent on the first syllable. The teacher says, “What did you notice about the way I said the first syllable? Listen to the first syllable again, and tell me whether I say it longer or shorter than the second syllable.” The teacher exaggerates the length of the first syllable, and the students respond that it sounds longer. The teacher says, “Now listen to see whether I say it louder or softer than the second syllable.” The teacher exaggerates the loudness of the first syllable, and the students respond that it sounds louder. The teacher says, “One more time, listen to see whether I say the first syllable with a higher or lower pitch than the second syllable. Higher pitch. So I said it longer, louder, and higher. When we say one syllable longer, louder, and higher than the other syllables, we are accenting that syllable. We use a special little mark to show accent.” The teacher puts an accent mark on the board. The teacher says, “It looks like this. It is the same mark we use on our long vowel rule: An open, accented vowel is long; code it with a macron.” The teacher points to the accent mark on “Vowel Rule Wall Card 2” and says, “Almost every word in our language has an accent. Even little one-syllable words like *me* and *so* are accented. We don’t hear the accent on those words because the whole word is accented. But if a word has two or more syllables, we hear the accent because one syllable is longer, louder, and higher than the rest.”

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Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- Materials provide a variety of activities to develop, practice, and reinforce oral syllabication skills through cumulative review. For example, in Lesson 24, the students review how to identify and count the number of syllables in spoken words. The teacher script states, “Let’s listen for the number of syllables in words. Hold up your fingers to show how many syllables you hear. The first word is *mag...ic*. Let’s say it and clap it together. Ready? *Mag...ic* (clap twice, once per syllable). Hold up your fingers to show how many parts, or syllables, this word has. Two. Right! Let’s try a different word. Echo and clap the parts. *Weath...er*. *Weath...er* (clap twice). How many parts, or syllables, does this word have? Two.” The teacher repeats the script with the following words: *limousine* (3), *feet* (1), *lasagna* (3), *doodlebug* (3), *girl* (1), and *tablet* (2). In Lesson 48, the teacher states, “(Yesterday) we worked with syllables. Every word has at least one syllable, and some have many syllables. Do you know how many syllables your name has? Let’s find out. We’ll try my name first.” Students join the teacher in saying and clapping the teacher’s first or last name and then counting the syllables. The teacher asks, “Have you thought about how many syllables your name has?” and allows time for children to count the syllables in their names. The teacher says, “Everyone whose name contains one syllable, come and stand right here.” The teacher designates an area for them. The teacher continues by indicating a spot for students whose names contain two syllables and repeating the process until all children are standing. “Check the others in your group to make sure you are all in the right place.” After allowing time for children to compare names/syllables, the teacher asks, “Does everyone agree that the right people are in your group?” The manual points out the teacher should: “Quickly make sure they are correct. If children are in the wrong groups, help them clap their names to discover the correct number of syllables. If several children are in the wrong group, clap and say several names as a class.” In Lesson 62, the teacher says, “A few days ago, we stood up and punched every time we came to the accented syllable. Today, let’s stay seated and say the accented syllables with a higher pitch.” The teacher shows “Alphabet/Accent Card 1” and then tells the class to say *A* and then *B* (with a higher pitch). The teacher continues with Alphabet/Accent Cards 2–25.
- The materials include whole group lessons that involve physical response to reinforce syllable concepts. For example, in Lessons 21 and 22, students clap and count the number of syllables in words. In Lesson 23, students listen to words and count the number of syllables with their fingers. In Lesson 25, students play a whole class game to practice counting syllables. Teams earn points by holding up their fingers to show how many syllables they hear. In Lesson 47, students count syllables by either clapping or tapping. The teacher says, “Let’s count the number of syllables in words. As I say a word, clap it or tap it on your desk with your fingertips to count the number of syllables. Let’s try the word *bookshelf*. Clap or tap with me.” The teacher demonstrates tapping the desk with their fingertips to count the syllables. “How many syllables are in this word? (*two*).” The teacher repeats, having students clap or tap the syllables in words including *lockers*, *education*, and *cafeteria*. In Lesson 52, students hold up their fingers to identify where the accented syllable occurs in a word. The teacher says, “Let’s listen for accents. When a syllable is accented, how does it sound different from the others? (*louder, longer, and higher*) Listen carefully as I say a word. If you hear the accent on the first syllable, hold up one finger. If you hear the accent on the second syllable, hold up two fingers, and so on.” The

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teacher exaggerates the accented syllable slightly when stating words such as *tiger*, *antelope*, and *rhinoceros*.

Indicator 3.B.2

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of **phonemic awareness** skills, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes.	M
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	M
3	Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include scripted direct (explicit) instruction for teaching phonemic awareness. Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes.

- The materials provide a systematic sequence for introducing phonemic awareness activities. The scope and sequence includes a column labeled “Phonemic/Phonological Awareness,” which indicates a systematic sequence of phonemic awareness skills for the first half of the year. In

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Lesson 1, students learn to identify initial sounds; in Lesson 3, they isolate and produce initial sounds; in Lesson 5, they recognize alliteration. In Lesson 6, students identify final sounds; in Lesson 8, they isolate and produce final sounds; in Lesson 10, they identify medial sounds; and in Lesson 12, they isolate and produce medial sounds. Students identify initial blends as well as onsets in Lesson 14. Lesson 16 introduces counting and segmenting phonemes in words, including words with initial and final blends. In Lesson 19, students blend sounds, including initial and final consonant blends, to produce one-syllable words. In Lesson 20, students learn to blend phonemes and to blend onset and rime. Students determine whether final sounds are the same or different in Lesson 42, and if initial sounds are the same or different in Lesson 43, and if medial sounds are the same or different in Lesson 44. In Lesson 56, students delete the initial sounds in spoken words, and in Lesson 58, they delete the final sounds. Students substitute onsets to make new words in Lesson 66. In Lesson 67, students substitute individual sounds, including medial sounds, to make new words and also distinguish between long and short vowel sounds in one-syllable words. In Lesson 68, students substitute final sounds. Phonological and phonemic awareness lessons stop for grade 1 at Lesson 70 (out of 140 lessons for the school year).

- The scope and sequence shows lessons that review previously taught phonemic awareness skills. For example, Lesson 5 reviews identifying initial sounds, Lesson 7 reviews identifying final sounds, and Lesson 13 reviews isolating and producing medial sounds.
- The sequence follows the phonemic awareness continuum. Lessons cover isolating phonemes before blending phonemes. For example, in the first 17 lessons of the program, students identify initial phonemes first before they learn to identify final phonemes, and then students learn to identify medial phonemes. Students begin blending sounds to produce words in Lesson 18.

Materials include scripted direct (explicit) instruction for teaching phonemic awareness.

- Lessons identify the skills to be learned and communicate the objectives clearly to students. For example, in Lesson 16, the teacher says, “Let’s listen to words to decide how many sounds we hear. Let’s try the word *it*. We’ll unblend *it* first. Hold up a finger for each sound you hear.”
- Lesson plans include specific and precise terms, phrasing, and statements for teachers to use during instruction. For example, the Phonological/Phonemic Awareness objective of Lesson 5 is to identify initial sounds and to recognize alliteration. The teacher says, “I’ll say some words that begin with the same sound. Raise your hand if you can tell me their initial, or beginning sound. *Top. Tear. Tug. Tar*. What sound do you hear at the beginning of these words? /t/. When you hear two or more words in a row that start with the same sound, it is called alliteration. I’m going to say some groups of words. You tell me if the words are alliteration or not. Remember, only words that start with the same sounds are alliteration. *Most, mud, mop*. Alliteration or not? Alliteration. Why? All the words start with the same sound /m/. *Lamb, goat, hog*. Alliteration or not? Not alliteration. Why? The words start with different sounds.”
- Lessons employ the gradual release of responsibility model. For example, the Phonological/Phonemic Awareness objective of Lesson 18 is to identify final sounds. The teacher says, “I’ll say two words. Give a ‘thumbs up’ if both of them have the same final sound or a ‘thumbs down’ if they don’t. Listen carefully to the final sounds of these words. *Big. Hug*. Do *big* and *hug* have the same final sounds? Thumbs up for yes. Thumbs down for no.” The teacher repeats the words until most of the students are giving a thumbs up. The teacher asks, “Who

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can tell me another word that ends with the same final sound as *big* and *hug*?” The students share words that have the final sound /g/. The teacher repeats the script with the following word pairs: *fill/smell, sit/hose, less/moss, too/zoo, fan/tin, happy/funny, team/eat, tape/hang,* and *sick/pack*. When the word pairs have the same final sound, the students share other words that have the same sound.

- Materials connect new learning to previous learning. For example, in Lesson 18, the teacher says, “We have practiced unblending and counting the sounds in words. Now let’s practice blending sounds, or putting sounds together, to make words. Echo these sounds: /i/, /t/. Now we will say the sounds /i/ and /t/ closer and closer together until they form a word.” The students echo the teacher as they repeat the sounds two or three more times, saying them closer and closer together each time until the sounds are blended to say the word *it*.
- Materials provide clear, precise instructions and phrasing for teaching with minimal pairs during phonemic awareness instruction. For example, in Lesson 67, the teacher says, “Echo *bat*. What is the vowel sound in *bat*? Is the vowel sound in *bat* a long or short vowel sound? Short. Change the vowel sound in *bat* from the short a sound to the long a sound. *Bait*.” The students continue practicing changing long vowel sounds to short vowel sounds or short vowel sounds to long vowel sounds using the following words: *best (beast), hop (hope), kite (kit), cap (cape), steep (step), sell (seal), slope (slop),* and *mitt (might)*.
- Materials provide clear, precise instructions and directions for reinforcing the correct articulation of phonemes. For example, in Lesson 38, the “English Learner Support” text box offers guidance to support articulation: “Model the sound /w/ while showing Spelling Card 28 and describing the mouth position. Then have children practice making the sound /w/ using a mirror to check their own mouth position.” Spelling Card 28 says, “Articulation Support: Pucker your lips and push air out through them to say /w/.”

Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.

- Materials identify the skills to be learned and communicate clear objectives. For example, in Lesson 43, the teacher says, “Let’s play bingo! As I say each word, I will tell you to listen for the initial or final spelling sound. Cover the space that spells the sound.”
- Materials provide specific and precise terms, phrasing, and statements that teachers can use during core instruction for connecting phonemic awareness skills to the alphabetic principle. For example, in Lesson 28, the teacher says, “Echo these words and listen for the sound that’s the same in the final position. Raise your hand when you know the sound, but don’t say it out loud.” The words used are *track, block,* and *click*. After students identify /k/ as the final sound, the teacher tells students to touch their throats as a reminder that /k/ is an unvoiced sound. The teacher writes *pack, rock,* and *stick* on the board and says, “Let’s unblend the first word: /p/ /a/ /k/. How many sounds do you hear in *pack*? (*three*) “How many letters are in the word *pack*? (*four*).” The process repeats with the words *rock* and *stick*. “If there are more letters than sounds, what do you think is happening in these words?” After students give various responses, the teacher leads students to notice that *c* and *k* are making one sound. The teacher states, “This is called a digraph. *Di* means *two*, and *graph* means *letter*.” The teacher script indicates the teacher should state the definition with hand signals: “A digraph is two letters... (Hold up one

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finger on each hand with your hands apart). ...that come together... (Slowly bring the two fingers together.) ...and make one sound. (Hold up only one finger.)" The students repeat the definition, including the hand signals, along with the teacher. The teacher points to the words on the board and says, "What two letters do you see that might make the /k/ sound? (*c and k*) We code digraphs by underlining them. This reminds us that the two letters make only one sound." The teacher underlines the digraphs and says, "Let's cross out the *c*'s to remind us the *ck* makes just one sound." The teacher models crossing out the *c*'s. "We call this a *consonant digraph* because it makes a consonant sound." The teacher continues walking students through coding the vowels and then selects children to code the words, read them, and use them in sentences.

- Materials use the gradual release of responsibility model ("I do, we do, you do") for instruction for connecting phonemic awareness skills to the alphabetic principle. For example, the consonant *x* is introduced in Lesson 46. (I do) The teacher says, "Echo these words and listen to the sound in the final position. *Box. Ax. Fix.* What sound do you hear in the final position? /ks/. How many sounds do you hear in /ks/? (*Two*). What are they? /k/ and /s/." The teacher writes the words *box, ax,* and *fix* on the board and says, "What letter do you see that might make the /ks/ sound? All of these words end with /ks/, and *x* is the last letter in all of these words. *X* must be the letter making the /ks/ sound." (We do) The teacher distributes the "Letter Tiles" and has the students spell the following words with their Letter Tiles: *ox, mix,* and *six*. The teacher makes sure they are using the correct Letter Tiles to spell their words. (You do) The teacher says, "Get out your worksheet. Let's practice spelling with the /ks/ sound." The students spell the following words on their worksheet: *six, box,* and *tax*. If students need help, the teacher helps them unblend the sounds, name them, and write the letter that makes each sound.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills. For example, in Lesson 20, students blend sounds to form words. The teacher says, "Echo /st/. Add the /ā/ after /st/. (*Stay*) Good job! Add the /ō/ sound after /st/. (*Stow*)." The teacher repeats the script with the following sounds: /pr/ + /ā/ = *prey*, /tr/ + /ā/ = *tray*, /tr/ + /ē/ = *tree*, and /tr/ + /ī/ = *try*.
- The materials suggest or provide resources, including manipulatives, to practice and reinforce students' phonemic awareness skills. For example, the "English Language Learner" box in Lesson 14 states, "Speakers of Cantonese and Mandarin may have difficulty perceiving and pronouncing the consonant sound /d/. Model the sound /d/ while showing Spelling Card 13 and describing the mouth position. Then have children practice making the sound /d/ using a mirror to check their own mouth position." "Spelling Card 13" has a photograph of a child forming the /d/ sound with their mouth on one side of the card. The other side of the card includes, "Articulation Support: Touch the tip of your tongue to the back of your top teeth. Drop your tongue down and blow out air to say /d/."
- The standalone "Resources for Differentiation" booklet also contains a few activities to reinforce phonemic awareness skills. The "Segment and Blend Sounds Using Elkonin Boxes" activity tells teachers to give students balls of play dough and have them place one ball of play dough in each box of the Elkonin Boxes. The instructions state, "Say a word aloud and demonstrate how to

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break up the sounds using the Elkonin Boxes. Moving from left to right, lightly press your finger into one ball of play dough for each sound in the word as you say the sounds aloud. Count the number of pressed balls to determine the number of sounds in the word. Place your finger under the first box in the row and slide it to the right as you blend the sounds together to say the word. When finished, reroll the squashed balls of play dough.”

- Materials provide a variety of activities and resources for connecting phonemic awareness skills to the alphabetic principle. For example, in Lesson 6, the teacher says, “Echo these words and listen for the sound that’s the same in the beginning, or initial, position of each word. Raise your hand when you know the sound, but don’t say it out loud.” The teacher states the words *it*, *ill*, and *if*. The teacher asks, “What sound did you hear in the initial position?” The class discusses the sound /i/, and the teacher writes the words *it*, *ill*, and *if* on the board. The teacher guides students to connect the letter *i* with the sound /i/. Later in the lesson, the teacher distributes the “Letter Tile” containers and Letter Tile *i*. The teacher says, “Spell the word *tip* with your Letter Tiles.” The teacher checks to make sure the students arrange the tiles correctly. If students need help, the teacher unblends the sounds and has students name the letter that spells each sound. The teacher repeats the steps with *not* and *pit*.

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Indicator 3.C.1

Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of **grade-level sound-spelling patterns**, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.

- The materials provide a clear outline or overview of the lesson sequence for introducing sound-spelling patterns. The lesson overview tabs in “Teacher’s Manuals” contain clear phonics objectives for daily lessons for Lessons 1–140. The materials also include a scope and sequence that outlines the progressive teaching of sound-spelling patterns throughout the year, including the new concepts to teach as well as previously taught concepts to review in each lesson.
- The lessons progress from less complex to more complex phonics skills. For example, in Lesson 2, the new concepts taught are reading and spelling with the vowel *o*, short vowel sound /*ŏ*/, the breve, coding words, blending words, and the short vowel rule {vc}. In Lesson 13, the new concepts taught are blends, including *pl*, *sl*, *sn*, *sp*, *spl*, and *st*. In Lesson 39, the new concept taught is the VC|CV syllable division rule. In Lesson 43, students spell VCe syllables in words, for instance, *stride*. In Lesson 88, students learn the “Dropping Rule” and spell open-syllable words

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like *grading*. In Lesson 97, students spell words with the diphthong *ou* in words such as *mount*. By Lesson 111, students learn to spell with the “Doubling Rule.”

- The objectives are aligned to the grade-level TEKS sound-spelling patterns. For example, students learn to decode and encode words with initial and final consonant blends, digraphs, and trigraphs. Blends are introduced in Lesson 13, digraphs in Lesson 28, and trigraphs in Lesson 64.

Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.

- The materials include specific and precise terms that teachers can use during core instruction. For example, in Lesson 97, the teacher states, “*Ou* is a diphthong. Let’s review what a diphthong is.” The teacher script then instructs the teacher to use hand motions while giving the definition: “A diphthong is two vowel sounds... (Hold up two fingers on each hand in a vee shape.) ...that came together so quickly... (Quickly pull your fingers together, thus ‘closing’ the vees.) ...that they are considered one syllable. (Hold up one finger to represent the one vowel sound).” The teacher then says, “If you watch my mouth, you can see how it changes shape as it moves from one vowel sound to the next.” The teacher points to their mouth and says /ow/ slowly.
- Lessons spiral back and connect the new pattern to previous sound-spelling patterns. For example, in Lesson 13, the teacher states, “For a couple of weeks now, we’ve been blending sounds to make words. Sometimes letters go together in special groups, called ‘blends.’ A ‘blend’ is two consonants that slide together so smoothly that you can hardly hear each sound. One blend is *sl*. What sound does *sl* make? (/sl/) What are some words that start with /sl/? (*slide, slick, sleigh, etc.*) Some blends have two letters, and some have three. How many letters are in this blend? (*three; s, p, l*) Let’s sound them out slowly to see what blend they make.” (/s-/p-/l/, /spl/).”
- The lesson sequence follows the gradual release of the responsibility model. For example, in Lesson 71, students learn about the combination *ar* and *r*-controlled vowels. The lesson directions begin with having the teacher say words that the students repeat, for instance, *card* and *start*. Then the lesson prompts the teacher to write the words on the board and guide students to find the letters that spell the *ar* sound. The teacher directions include an explanation to share with students about how the *r* changes the sound of the vowel. The lesson directs teachers to mark the word with an arc symbol under the *ar* spelling in the words. Next, students practice locating the *ar* combination in words, marking it, and reading the words. Students practice coding words on a practice page. Then the teacher reads words that follow this concept, and students practice spelling them independently.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- The materials include a variety of activities for students to develop, practice, and reinforce skills. For example, in Lesson 32, the teacher displays cards to reinforce previously taught skills, including digraphs *ck* and *th*. Students complete numbers 1–10 by echoing sounds the teacher makes, naming the letters that make them, and then writing the letters on the corresponding lines. This includes digraph *th* (both voiced and unvoiced) and *ck*. In Lesson 77, students spell with letter tiles. Students use their tiles to spell the words *quench, porch, horn, and quilt*.

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- Lesson 89 introduces diphthongs *oi* and *oy*. Materials include new letter and picture cards for both *oi* and *oy*, which are used to develop students' understanding of the concept during the lesson but will then also be added to the "Daily Letter and Sound Review" routine in subsequent lessons. Students spell the words *foil*, *pointed*, and *boy* and code and read the words *coins*, *toy*, *enjoy*, *tomboy*, and *avoided*. "Decodable Reader 32" includes words to practice the phonics skill, such as *points* and *toy*, while also including previously taught sound-spelling patterns, such as *er* and *i-consonant-e*.
- The materials include "Fluency Readers" at three different reading levels that allow students to practice at their independent reading level. Fluency readers are introduced weekly, starting with Lesson 15, and are intended to be read independently or in small groups. Fluency Reader 20, introduced in Lesson 110, includes practice with the phonics concepts *ey*, *ph*, and *g = /j/* (*Ginger*).

Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- The materials provide a variety of activities and resources to encode words in isolation. For example, in Lesson 34, the teacher states, "Let's practice spelling words with the /ē/ sound. The /ē/ sound in these words is spelled with digraph *ee*. Students spell the words *see*, *bee*, and *green*." The materials include a spelling word list packet sorted by lesson number with the corresponding sound-spelling pattern that was taught. Teachers can use the spelling word list packet to quickly select appropriate words for extra boardwork, homework, games, remediation, or other activities. As an example, in Lesson 34, the "Digraph *ee* Spelling List" includes words such as *beep* and *peer*.
- The materials provide opportunities for students to encode sound-spelling patterns in connected text. For example, in Lesson 166, the students practice spelling sentences. The teacher says the following sentences one at a time, allowing time for children to write each one: "Braden found four spiders in the corner of the dark barn. The soil there was moist and cool. His cat wanted to sniff them. He didn't want the spiders to bite his cat on the mouth."
- The materials provide a variety of activities and resources to decode and encode words in decodable connected text. For example, in the decodable reader *Fun with Uncle Steve*, students decode words containing previously taught final stable syllables *-tle*, *-gle*, *-cle*, *-zle*, *-sle*, and *-kle*.

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Indicator 3.C.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing **regular and irregular high-frequency words**.

1	Materials provide a systematic sequence for introducing regular and irregular high-frequency words.	PM
2	Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.	PM
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).	M

Partial Meets | Score 2/4

The materials partially meet the guidance for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review related to accurate identification, reading, and writing of regular and irregular high-frequency words.

Materials provide some sequence for introducing regular and irregular high-frequency words. Materials provide some scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing regular and irregular high-frequency words.

- The materials provide a systematic sequence for introducing high-frequency words. The grade 1 “Fluency Instruction” booklet states, “High-frequency words are those words found most often in print and include both decodable words (words that follow the phonics rules taught) and sight words (words that do not follow the phonics rules taught). The number of high-frequency words increases in each grade, with 315 high-frequency words introduced by the end of the year in grade 1.” Of those high-frequency words, students learn 88 sight words in the grade 1 program. Sight word instruction begins in Lesson 12 after students have reviewed letter-sound relationships for the letters *n, o, t, p, i, l, a, z*, and *s*; the lesson also reviews blending sounds, the short vowel rule, and the long vowel rule.
- Regular high-frequency words are at times introduced as decodable words and are aligned to the phonics lessons. The materials do not refer to these words as high-frequency words during lessons. At other times, the regular high-frequency words are not included in the decoding or encoding portions of the phonics lessons; instead, they appear in the “High-Frequency Word Box” on worksheets and homework sheets. The “Resource Foundations” document indicates the

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- high-frequency words selected are “informed by the Dolch high-frequency word list.”
- The program does not teach students to read irregular sight words by focusing on the decodable and non-decodable parts of the word. Students are taught to memorize sight words in the program. For example, in Lesson 31, the teacher introduces the sight words *there* and *their*. The teacher says, “I’ll say two words. Tell me if they sound the same or different. *There*. *Their*. Are they the same or different? Right! Look at these words as I write them on the board.” The teacher says each word as they write them on the board. The teacher says, “These words sound the same. But do they look the same? No, they don’t. Some words in our language sound alike, but they mean different things and are spelled differently.” The teacher points to *there* and says, “This spelling of *there* means ‘at or to a place.’ ‘I told him to stay there.’” The teacher points to *their* and says, “This spelling of *their* shows belonging.” The teacher says, “Both of these words will always be sight words. There’s no easy way to remember which word is which. You’ll just have to memorize them. Because these are sight words, what should you do when you see them on your worksheet or in your reader?” The teacher reminds the students to circle sight words and says, “Right! Why do we circle sight words?” The teacher expects the students to respond, “To remind us we can’t sound them out.”
 - The introductory lesson plans address the decodable parts of regular high-frequency words. For example, the “New Increment” in Lesson 11 is the letter *s*. In Lesson 11, the teacher says, “Echo these words. This time, listen for the sound in the final position. *Is*. *As*. *Has*. What sound do you hear in the final position?” The students identify the final sound /z/. The teacher writes the words *is*, *as*, and *has* on the board. The teacher points to each word as they read it aloud. The teacher asks, “What letter is making the final sound? (*S*) How many sounds does *s* make? (2) What are the sounds? (/s/ and /z/) Right! When we read words, we need to remember that *s* has two sounds, /s/ and /z/. Is /z/ voiced or unvoiced? (*voiced*) We code the voiced *s* with a special mark to remind us that it is voiced. This mark is called a voice line.” The teacher writes an *s* on the board and draws a voice line through it. The teacher says, “When we code words, we can try both sounds of *s* and mark a voice line when we hear a voiced *s*.” The teacher demonstrates with *has*.

Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.

- The materials provide scripted instruction to teach students how to decode regular high-frequency words within some lessons for new phonics concepts. The scope and sequence does not include these words in the “Sight Words” column, and the script does not reference the fact that they are high-frequency words. For example, in Lesson 6, the teacher points to their mouth as they say the words *it*, *ill*, and *if*. The teacher asks, “What sound do you hear in the initial position?” (/i/) “/i/ is the sound you hear in the initial position. /i/ is the short sound of the letter *i*.” The teacher tells students to put their fingers on their vocal cords and make the /i/ sound, then asks, “Do you feel any vibration? (*yes*) Is /i/ voiced or unvoiced? (*voiced*) How do you know that it’s voiced? (*vibrating vocal cord*).” The teacher writes *it*, *ill*, and *if* on the board and points to each word while reading aloud. “What letter do you see that might make the /i/ sound? (*i*) All of these words begin with the /i/ sound, and *i* is the first letter in all of these words. *i* must be the letter making the /i/ sound.”
- The materials do not provide scripted instruction to teach students how to decode irregular

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high-frequency words. In Lesson 12, the teacher writes *The End* on the board. The teacher states, “You will see these two words at the end of a book we’ll read today. They tell you that the story is over. Sometimes we will read and spell words before we have talked about all of their sounds. We call these words ‘temporary sight words.’ *Temporary* means ‘just for a little while.’ We will have to remember them by sight because we cannot sound them out yet.” The “Teacher’s Manual” contains a note for the teacher: “NOTE: *End* becomes decodable in Lesson 27. *The* becomes decodable in Lesson 31.”

- The materials provide scripted direct (explicit) instruction for decoding and encoding regular high-frequency words. In Lesson 31, students learn about the digraph *th*. The teacher says, “Point to your mouth as you say each word: *this, than, then*. What sound do you hear in the initial position? It’s a different sound, isn’t it?” The teacher writes the words *this, than, and then* on the board. “What letters make the /th/ sound? Right. Digraph *th* can make two sounds. Put your fingers on your vocal cords and say /th/.” The direct instruction continues with the teacher guiding the students to recognize the voiced *th* sound and the vowel sounds in each word. Then students read the words and use each word in a sentence. Students get out their lesson worksheets and write the words *the, this, and math*. Then, students spell the following words on “Spelling List 4”: *he, be, if, got, his, has, hot, ran, hand, fast, said, and the*. Next, the teacher dictates the sentence *It ran so fast*, and students write the sentence.
- The materials do not provide scripted direct (explicit) instruction for encoding irregular high-frequency words. Students do practice encoding irregular high-frequency words on their lesson worksheets. For example, in Lesson 18, the directions say, “Have children check off the four new sight words in their reference booklets.” The teacher says, “From now on, you should read and spell these words correctly.” Later in the lesson, students use their letter tiles to spell words. The teacher asks students to spell two sight words, *said* and *of*.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- The materials include activities and resources that cumulatively reinforce the decoding of high-frequency words. The materials include a “Sight Word Deck” for daily sight word review. For example, in Lesson 68, the students quickly review and read previously learned sight words. In Lesson 68, the new “Sight Word Card 58” for the word *were* is added to the Sight Word Deck.
- The materials include “Fluency Readers,” which include high-frequency words, providing a cumulative review of high-frequency words in connected texts. In Lesson 71, the teacher distributes Fluency Reader 6 to students. All three levels of Fluency Reader 6 include the decodable high-frequency words *can* and *it* as well as the irregular high-frequency word *into*, which was taught earlier in the lesson. Students read their books independently or in groups. The teacher also listens to each child read words from “Fluency Word List 6.” The High-Frequency Word Box on “Worksheet 71” contains the words *into, can, run, up, and has*. A note on the page states, “Dear Parent/Guardian: The words in the box are some of the words that occur most frequently in print. To help your child become a more fluent reader, have him/her practice reading these words to you.”
- The materials include opportunities for students to practice encoding regular high-frequency words that follow previously taught phonics concepts. Each lesson’s warm-up section includes a “Spelling Review.” Once students have learned enough consonants and vowels, words are

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included in this spelling practice, including some regular high-frequency words. In Lesson 18, the teacher states, “Let’s practice spelling words. Put your finger by #11. Spell the word *had*.” In Lesson 27, one of the practice spelling words is *am*. The materials also include resources to practice writing irregular high-frequency words. The “Handwriting Masters” are mentioned in the lesson materials as “Optional Handwriting Practice,” and some of the masters include previously learned irregular high-frequency words. For example, the optional Handwriting Master 27 from Lesson 14 contains the words *the*, *end*, and *said*. Students trace the words and then have space to write the words in their own handwriting for additional reinforcement. (Note that students have not learned the letter *e* by Lesson 14, so the word *end* is still considered a “temporary sight word” at that point in the school year.)

- The materials include the “Student Spelling Dictionary and Reference Booklet,” which students interact with during some lessons. For example, in Lesson 11, the teacher introduces the word *the* and refers to it as a temporary sight word. The teacher says, “Sometimes we will read and spell words before we have talked about all of their sounds. We call these words ‘temporary sight words.’ *Temporary* means ‘just for a little while.’ We will have to remember them by sight because we cannot sound them out yet. We’ll learn more sight words throughout the year. Your reference booklet can help you with sight words too. Take out your reference booklet and turn to page [X].” The teacher states, “All the sight words we’ll learn this year are on this list. This list begins on page [X] and ends on page [Y]. Whenever we learn a new sight word, we’ll check the box in front of that word. The sight words are also in the alphabetical list of words at the front of your book. Turn to page [Z] and check off the word *the*. If you need help reading or spelling this word, you can look here in your booklet.”

Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

- The materials include a variety of activities and resources for recognizing and reading high-frequency words in isolation. In Lesson 68, the teacher uses Sight Word Card 58 as part of the routine to introduce the word *were*. The card is then added to the Sight Word Deck and reviewed during the “Daily Letter and Sound Review” in subsequent lessons. In Lesson 75, the teacher listens to each student read words from Fluency Word List 13, which includes high-frequency words *much* and *or*. In Lesson 83, the students practice reading high-frequency words *open*, *over*, *eye*, *love*, *move*, and *any* on “Homework 83.” In Lesson 108, students practice reading high-frequency words *because*, *hold*, *does*, *goes*, *been*, and *saw*.
- The materials include a variety of activities and resources for recognizing and reading high-frequency words in connected text. For example, in Lesson 64, students read “Decodable Reader 22.” The title of the story is *It Helps to Have a Big Brother*. The students read connected text, including the sight words *brother*, *mother*, *could*, *their*, and *only*. The text includes sentences such as “‘Good job!’ said their mother. ‘Only a big brother could make that happen.’”
- The materials include “Spelling” and “Reading Word Lists.” The introductory paragraphs for the lists state, “The list includes sight words and other high-frequency words; all the words are arranged in the order that the letters/letter clusters, sounds, and other concepts in each word are introduced, and lesson numbers indicate the lesson during or after which individual words may be used.” The lists include sight words, regular high-frequency words, and decodable

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words; they are color-coded, so the teacher can easily differentiate between high-frequency or sight words. Words in purple text are high-frequency words, and bolded words are sight words.

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Indicator 3.C.3

Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of **syllabication** to decode and encode one-syllable or multisyllabic words.

1	Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic and direct (explicit) instruction, practice, and review related to using syllabication to decode and encode one-syllable or multisyllabic words.

Materials provide a TEKS-aligned systematic sequence for introducing grade-level syllable types and syllable division principles. Materials provide scripted direct (explicit) instruction for applying knowledge of both syllable types and syllable division principles to decode and encode words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills through cumulative review. Materials provide a variety of activities and resources for students to use knowledge of syllable types and syllable division principles when decoding and encoding one-syllable or multisyllabic words in isolation and in decodable connected text.

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.

- The sequence for introducing syllable types is aligned to grade-level TEKS. According to the scope and sequence, students learn to read closed syllables in Lesson 2. Students read open syllables in Lesson 3. Instruction on vowel teams begins in Lesson 34. Students progress to reading vowel-consonant-*e* words in Lesson 41 and *r*-controlled syllables (referred to as *combinations* in the program) in Lesson 63. Students read diphthongs beginning in Lesson 89.
- Lesson objectives progress from easier to more complex skills. For example, the grade 1 materials provide instruction on decoding and encoding single-syllable words. Students are instructed on closed syllables and open syllables before adding more complex syllable types such as vowel-consonant-*e* syllables, vowel teams, and *r*-controlled syllables.

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Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.

- The materials include specific and precise terms and important points to emphasize decoding and encoding words by applying knowledge of syllable types. For example, the teacher begins the “New Increment” portion of Lesson 89 by asking students to echo the words *oil*, *soil*, and *coin* and identify what sound is the same. The teacher writes *oil*, *soil*, and *coin* on the board and asks, “What two letters do you see that might make the /oi/ sound? (*o and i*).” The teacher says, “This is something new called a *diphthong*.” The teacher script advises the teacher: “Demonstrate the following definition: ‘A diphthong is two vowel sounds...’ (Hold up two fingers on each hand in a vee shape.) ‘...that come together so fast...’ (Quickly pull your fingers together, thus ‘closing’ the vees.) ‘...that they are considered to be one syllable.’ (Hold up one finger to represent the one vowel sound.)” The teacher says, “We code diphthongs like combinations. We put arcs under them.” The teacher then codes the diphthongs in the words on the board and selects students to read the words. The process is repeated with diphthong *oy* in the final position of the words *boy*, *soy*, and *coy*. Later in the lesson, the teacher emphasizes how diphthongs are different from other vowel sounds: “Watch my mouth as I say /oi/. You’ll see my mouth make the two vowel sounds because it changes shape as it goes from one vowel sound to the next.” After pointing to their mouth and saying /oi/ slowly, the teacher asks, “Did you notice how my mouth started out with a round shape for the /ō/ sound and changed to a kind of smile for the /ē/ sound?” The teacher also mentions points to remember when encoding by saying, “Look at the words on the board. Which diphthong is in the initial position? (*diphthong oi in the word oil*) Which diphthong is in the medial position? (*diphthong oi in the words soil and coin*) Which diphthong is in the final position? (*diphthong oy in the words boy, soy, and coy*) These are the regular spelling patterns for diphthongs *oi* and *oy*. Diphthong *oi* is usually found in the initial or medial position.”
- The materials include specific and precise terms and statements that teachers should use during core instruction. For example, the new concept in Lesson 68 is the vowel digraph *ai*. After leading students in a discussion to discover that the letters *ai* are making the /ā/ sound in the words *aim*, *braid*, and *train*, the teacher asks, “What do we call two letters that come together to make one sound? (*digraph*) How do we code digraphs? (*underline them*).” The teacher underlines *ai* in the three words on the board and asks, “Which letter in this digraph makes the /ā/ sound? (*a*) How should I code it? (*long; macron*) How should I code the *i*? (*cross it out*) Why? (*because it’s silent*).” The teacher codes the words on the board and asks, “Is digraph *ai* a vowel digraph or a consonant digraph? (*vowel digraph*) How do you know? (*makes vowel sound*).”
- Lessons employ the gradual release of responsibility (“I do, we do, you do”). For example, the “New Increment” in Lesson 42 is the *o-consonant-e* syllable type. (I do) The teacher says, “Sneaky *e* is back! I’m so sneaky that I don’t make a sound. The *o* doesn’t know I’m here, so I can sneak behind the consonant and scare that vowel into saying its long sound, /ō/.” The teacher models how to code the word *tone* on the board. (We do) The teacher selects students to code the words *hope* and *code* on the board with her. (You do) The students code and read the following words on their worksheet: *those*, *globe*, *mule*, *use*, and *costume*. The students draw a line to match the word *globe* to the picture of a globe.

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Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- The materials include a variety of activities to develop and practice the identification of syllable types to decode and encode multisyllabic words. For example, in Lesson 2, the teacher holds up “Vowel Rule Wall Card 1.” The teacher points to the *v* and *c* and says, “This is the letter *v*. It stands for any vowel. This is the letter *c*. It stands for any consonant. This wall card will help us remember how to code short vowels. I’ll hang up this card so you can use it anytime you need help coding vowels. The teacher posts the wall card where children can see it easily and refer to it every time they code. It is there for the students to use when they need help. Students learn about digraph *ea* in Lesson 86; *teal*, *peach*, and *bean* are written on the board. Selected students read the words and use them in sentences. Later in the lesson, the teacher displays “Picture Card 66,” which has an image of a leaf next to the letters *ea*. The *e* has a macron above it, and the *a* is crossed out. The teacher says, “When you see this card, say ‘leaf, /ē/.’ The keyword *leaf* helps us remember the /ē/ sound spelled with digraph *ea*.” The students examine the list of irregular spelling words spelled with the /ē/ sound of digraph *ea* in the “Student Spelling Dictionary and Reference Booklet.” The teacher states, “Let’s practice coding words like those on today’s worksheet.” The teacher writes the words *funny* and *lunchroom* on the board as well as the phrases *sample of tea from China* and *brings perch and carp*. The teacher selects students to code and read the words and phrases, providing practice with previously taught syllable types, including the final stable syllable *ple* in *sample* and vowel-*r* syllables *er* and *ar* in *perch* and *carp* as well as the vowel digraph *ea* in *tea*. The teacher dictates the words *eat*, *each*, and *reading* for students to encode on their worksheets. Students code and read the words *leave*, *dream*, *yearly*, *weakness*, and *eardrum* on their worksheet and draw a line from the word *dream* to an image of a child dreaming.
- The materials include worksheet activities to develop, practice, and reinforce the identification of syllable types to decode and encode words. For example, the “Application and Continual Review” section of Lesson 34 has a worksheet activity. The teacher says, “Get out your worksheet. Let’s practice spelling words with the /ē/ sound. The /ē/ sound in these words is spelled with digraph *ee*.” The students spell the following words: *see*, *bee*, *green*. If students need help, the teacher unblends the sounds and has the students name and write the letter(s) that make each sound. The teacher spells each word out loud after the students write it, so they can check their work and make any corrections. When the students finish, they code and read the following words: *three*, *sleep*, *seed*, *deep*, and *feet*. Students draw a line from the word *feet* to its picture. The students code and read the following review words: *black*, *king*, *be*, *off*, and *rested*. The students draw a line from the word *king* to the picture.

Materials provide a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- The materials provide a variety of activities and resources for students to decode and encode words using knowledge of syllable types in isolation and in connected text. In Lesson 42, the teacher dictates the VCe words *more*, *came*, and *make* for students to spell with letter tiles. The

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teacher also shows “Picture Card 34,” which contains an image of a hose and the letters *o-e*. The *o* has a macron over it, and the *e* is crossed out. The teacher displays Picture Card 35, which contains an image of a cube and the letters *u-e*. The *u* is coded with a macron over it, and the *e* is crossed out. The teacher discusses the cards with the students and then adds them to the review deck to be reviewed in future lessons. The teacher writes the words *cute*, *store*, and *suppose* on the board, as well as the phrase *strummed the strings*. Selected students code and read the words. The teacher dictates the words *rope*, *home*, and *cute*, which students encode and write on their worksheets. Students code and read the words *those*, *globe*, *mule*, *use*, and *costume* on Worksheet 42 and draw a line from the word *globe* to an image of a globe. Students read “Decodable Reader” *The Bake Sale*, which contains VCe words, including *cakes* and *spoke*, as well as words with previously taught syllable types, such as open-syllable *so* and closed-syllable *bag*.

- The materials provide a variety of activities and resources to encode words in isolation. For example, in Lesson 68, the teacher says, “Get out your worksheet. Let’s practice spelling with the /ā/ sound. The /ā/ sound in these words is spelled with digraph *ai*.” The teacher has the students spell the following words: *rain*, *paint*, and *aim*. The teacher spells each word out loud after the students write it, so they can check their work and make any corrections.
- The materials provide a variety of activities and resources to decode words in connected text. For example, in Lesson 42, the students code phrases on the board to review the vowel-consonant-*e* rule. The teacher says, “Let’s practice coding words like those on today’s worksheet.” The teacher points to Vowel Rule Wall Card 3 and says, “This rule says that a vowel followed by a consonant and sneaky (or silent) *e* is long. Code it with a macron and cross out the *e*. Why is the vowel long?” The teacher writes the following phrases on the board without the coding and selects students to code and read the examples: *cute store* and *strummed the strings*.
- The materials provide activities and resources for students to practice syllable types that were previously taught as well as those recently introduced. For example, in Lesson 3, students code and read *no* and *on*. The teacher posts Vowel Rule Wall Card 2 on the wall where children can see it easily; they can also refer to Vowel Rule Wall Card 1 if they need help. The teacher says, “Now let’s code some words using these rules. Look at the word by #7 on your worksheet. Which letter is a vowel? (*o*) Is it open or closed? (*open*) Right! How do we code open vowels? (*long; macron*).” The students code the vowel. The teacher says, “Open vowels also have to be accented. Let’s place an accent mark on this word. What is this word? (*no*).” The teacher helps students blend the sounds, if necessary. The teacher repeats the script with the #8 word, *on*. The teacher asks, “Do you see a picture that matches one of the words you read? (*yes, on*) Draw a line from the word *on* to the picture of something on.”

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Indicator 3.C.4

Materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing **morphological awareness**.

1	Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	M
2	Materials provide direct (explicit) instruction for supporting recognition of common morphemes.	M
3	Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.	PM
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
5	Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	PM

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials connect some phonics instruction to meaning by providing some systematic and direct (explicit) instruction, practice, and review to develop morphological awareness.

Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials provide direct (explicit) instruction for supporting recognition of common morphemes. Materials provide some instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide some activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.

- The program begins with less complex morphology concepts and progresses to more complex ones. In Lesson 12, students learn that a base word plus inflectional ending *-s* makes a word plural. In Lesson 33, students learn that a base word plus inflectional ending *-ed* means *already happened*. Lesson 44 deals with contractions, while Lesson 66 covers compound words. In Lesson 96, students learn that a base word plus inflectional ending *-es* means *more than one* and is used instead of suffix *-s* when the root word ends in a sibilant sound (in the program, the sibilant sounds are /s/, /z/, /ks/, /ch/, /sh/, and /j/). Of note is that the materials refer to *base*

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- words as root words.* In phonics, these two terms are typically not considered interchangeable.
- The lessons are taught in a logical order and are aligned to the TEKS. For example, the morphology concepts of *-s* in Lesson 12, *-ed* in Lesson 33, and *-es* in Lesson 96 are in alignment with the TEKS. The grade 1 program includes 11 additional affixes beyond grade 1 phonetic knowledge TEKS (the suffixes *-ing*, *-y*, *-less*, *-ness*, *-ly*, *-er*, *-est*, and *-ful* and the prefixes *un-*, *pre-*, and *dis-*).
 - The lessons on morphemes build on prior learning. In grade 1, the materials provide instruction on the inflectional endings *-s*, *-ing*, *-ed*, and *-es* aligned with the TEKS, as well as additional suffixes and prefixes. In grade 2, Lesson 33, students review the inflectional endings *-ed*, *-ing*, and *-s*, as well as the suffix *-less*. Lesson 59 reviews suffixes *-er*, *-est*, and *-y*, which were taught in grade 1. In subsequent lessons in grade 2, the materials provide instruction in additional morphemes aligned with the TEKS, such as *re-*, but also additional affixes, such as *-let*, *-en*, *-ish*, and *-ist*.

Materials provide direct (explicit) instruction for supporting recognition of common morphemes.

- The materials include direct, scripted instruction on specific morphemes. For example, in Lesson 96, the teacher introduces the suffix *-es* by saying, “Echo these words and listen for the sound in the final position.” The teacher points to their own mouth as they say *dishes*, *branches*, *fizzes*, *boxes*, and *messes*, then asks students what sounds they heard at the end of the words /ēz/ or /üz/. The teacher writes the same five words on the board and asks, “What do we call something that is added to the end of a root word? (*suffix*) This is suffix *-es*. What do you think it means when added to a root word? (*more than one*) Suffix *-es* means exactly the same thing as suffix *-s*. The difference is in the root word that suffix *-es* is attached to.” The teacher asks if *-es* is a vowel or consonant suffix. After students respond that it is a vowel suffix, the teacher states, “Let’s talk about something unusual about suffix *-es*. When you have a root word that ends in a sound like /s/, it’s impossible to add another /s/ sound. Let’s try this so you can see what I mean. Try to add /s/ to *miss*.” The teacher allows time for students to try to add the /s/ sound to *miss*, notes how hard it is to pronounce, and tells students to try adding /s/ to *fax*, *crutch*, *buzz*, and *stitch*. The teacher says, “It’s very hard to add /s/ to these words because they already end in hissing sounds. This hissing sound is called a ‘sibilant’ sound. The sibilant sounds are /s/, /z/, /ks/, /ch/, /sh/, and /j/. Whenever a word ends in one of these sounds, and you want to add suffix *-s*, add suffix *-es* instead.”
- The materials include instruction for both decoding and encoding with taught morphemes to promote accuracy and automaticity. In Lesson 62, students learn that the vowel *y* can sound like /ē/ at the end of words like *happy*, *silly*, and *twenty*. After this portion of the lesson, the teacher writes *sandy*, *sleepy*, and *funny* on the board and says, “These words are slightly different. If I cover the *y* in *sandy*, what do I have left? (*sand [a root word]*) *Y* can also be a suffix. You can tell if *y* is a suffix by covering it with your hand and checking to see if you are left with a root word. How do we code suffixes? (*box them*).” The teacher boxes the suffixes for the three words on the board, tells students to find the root words, and selects students to help code each word and read it. The teacher remarks, “Remember, when a suffix has its own vowel sound, it adds a syllable to the word, but the accent almost always remains on the root word.” The teacher tells students to get out their “Letter Tiles” and lay them in a row, then dictates words for students to spell with their tiles. One of the words is *sandy*, which contains suffix *-y*. After showing and

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discussing relevant cards for the lesson, including “Affix Card 4” for suffix -y, the teacher moves to the “Application and Continual Review” section of the lesson. The teacher writes *Jake’s lucky saddle* and *Try Jo’s candy* on the board and selects students to code and read the phrases. The teacher tells students to get out their worksheets and then states, “Let’s practice spelling with the /ē/ sound. The /ē/ sound in these words is spelled with vowel y.” Students independently spell three words, including two words with the suffix -y (*rusty* and *sleepy*). Students then independently code and read ten words on a list, including two with the suffix -y (*sandy* and *lumpy*).

- The lessons employ the gradual release of responsibility model. For example, in Lesson 33, the teacher models how to code suffix -ed by boxing it in. The teacher models with the words *asked*, *filled*, and *misted*. The teacher guides students to box and underline in the same manner with specific words from a list. The teacher writes the words *thanked*, *clanged*, and *hinted* on the board without the coding and selects students to code the words and read them. The teacher provides corrective feedback to remind the students to box the suffixes first. The students code and read the words *filled*, *cracked*, *melted*, *spelled*, and *locked*.

Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.

- Students have limited opportunities to engage in multiple reading and writing activities that focus on the application of base words and affixes. Lessons typically follow the same routine, with a teacher introduction of affixes, discussion of meaning, teacher-modeled or teacher-led coding and reading of words with affixes, brief practice with encoding, and independent work, including decoding a few words with the new affix(es).
- The whole group lesson materials do not provide support for students to connect meaning to affixes and build new words. However, the “Options for Differentiation” section does contain suggestions for various extension activities in some of the affix lessons that allow students to connect meaning to affixes while building new words. For example, Lesson 67 teaches suffixes -less, -ness, and -ly. The Options for Differentiation “Support” section gives the following suggestion: “For children who struggle to read words with affixes and to understand how affixes change the meaning, including children who show signs of dyslexia, have them practice putting together root words and affixes.” The teacher gathers a variety of “Kid Cards” with words such as *spot*, *glad*, *cost*, *bad*, and *job*, as well as the “Affix Cards” for -less, -ness, and -ly. The teacher places Kid Cards face down, and Affix Cards face up. One at a time, students draw a Kid Card and then choose an Affix Card to go with it. Students place the two cards together and read aloud the word they made.
- The materials provide clear, direct lessons on morphemes with teacher scripts that emphasize word meaning. For example, Lesson 32 introduces the suffix -ing and its meaning. The teacher writes the words *resting*, *standing*, and *milking* on the board. The teacher asks, “What should we do after boxing a suffix? Who can tell me the root words? Let’s see what suffix -ing means. If I am jumping, when am I doing it? Now.” The teacher demonstrates by jumping. The teacher repeats the demonstration with clapping and walking. The teacher asks, “What does suffix -ing mean at the end of a word? (*happening now*).”

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Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- The whole group lesson materials do not provide a variety of activities and resources to practice morphological awareness skills other than coding and reading words during lessons and on the lesson worksheet and homework sheet, as well as encoding a few words during the lesson. However, the Options for Differentiation section of lessons that correspond with affix lessons do contain activities to support, reinforce, or extend. For example, Lesson 32 introduces the suffix *-ing*. The “Extend” activity, which is for “children who have mastered reading words with suffix *-ing*,” involves the teacher gathering blue Kid Cards with various verbs such as *plant*, *till*, *last*, and *add*. The teacher places these cards face down and places Affix Cards for *-s* and *-ing* face up on the table. One child at a time draws a Kid Card, chooses an Affix Card to go with it, places the two cards together, and reads the word. The student then holds up the cards for the other students in the group to see. Other students write the word formed by the two cards on their papers.
- The materials provide a variety of activities and resources to develop morphological awareness skills. In Lesson 67, students learn about the suffixes *-less*, *-ness*, and *-ly*. The teacher has students echo the words and listen to their ending. The teacher asks, “What do you hear at the end of these words?” The teacher writes the words on the board and asks students questions, including “What’s the same at the end of these words? If I cover up *less*, will I still have a root word? What do we call something that is added to the end of a root word? What does a suffix do to a root word? This is suffix *-less*. Can anyone guess what this suffix means?” The teacher guides students to determine that *-less* means *without*; therefore, *hatless* means *without a hat*. The lesson continues with a similar pattern to introduce the suffixes of *-ness* and *-ly*. The teacher selects students to help finish coding the words, reading them, and using them in sentences. Later in the lesson, students spell several words with letter tiles, including the word *gruffly* to develop encoding skills with the suffix *-ly*. The teacher further develops morphological knowledge of the new suffixes by showing Affix Cards 5–7 for the three new affixes. During “Boardwork,” the teacher writes the phrases *homeless puppy* and *lovely candlelight* on the board and selects children to code, read, and use in sentences. On their lesson worksheet, students spell the words *gladly*, *homeless*, and *redness* and also code and read *badly*, *safely*, *useless*, *endless*, and *illness*.
- The materials provide a variety of activities and resources to cumulatively reinforce morphological awareness skills. The materials include Affix Cards, which are used during the introduction of new affixes and then used during the “Lesson Warm-up” section in later lessons to review prefixes and suffixes previously learned. The Affix Deck is introduced in Lesson 13. The teacher shows Affix Card 1 and asks, “What is this called?” suffix *-s* After introducing the suffix *-ed* in Lesson 33, the teacher shows Affix Card 3 (*-ed*) and asks, “What do we call this? (suffix *-ed*).”

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Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- The materials provide activities that involve decoding morphemes in isolation. For example, in Lesson 32, students code and read words with the suffix *-ing* on “Worksheet 12,” such as *singing, thinking, bringing, banging, and hanging*.
- The materials provide opportunities to decode morphemes in connected text. In Lesson 12, the students read “Decodable Reader 1,” *Pop It, Toss It!* The text contains sentences with the suffix *-s*, such as “Liz pins it on.” “No, no! It pops!” During Lesson 35, students independently read leveled “Fluency Readers.” Fluency Reader 5, *Thanks, Miss Long!* includes the sentences “Miss Long thanked them.” “This thrilled the class.” In Lesson 81, the teacher guides students in the Boardwork section of the lesson to code words: “Let’s practice coding words like those on today’s worksheet.” The teacher writes the phrases *churned the butter* and *vacates the classroom center* on the board without coding and then guides the students to code the phrases, read them, and turn them into sentences.
- The materials provide resources to practice encoding morphemes in isolation. During Lesson 33, students practice spelling words with the *-ed* suffix. The teacher reminds children to spell the root word first and then add the suffix to the root word’s end. Children practice spelling the words *helped, filmed, and rested*. Lesson worksheets review concepts taught in the lesson. During Lesson 111, students practice applying the doubling rule when adding suffixes to words such as *cooking, sweetness, patted, and badly*.
- The whole group instruction materials offer limited resources for students to encode morphemes in connected text. However, the Options for Differentiation section of lessons that correspond with affix lessons does contain activities to support, reinforce, or extend. Occasionally these lessons offer opportunities for students to encode in connected text. For example, Lesson 127 introduces the suffix *-ful*. The Extend activity, which is for “children who have mastered reading words with suffixes and who understand how suffixes change meaning,” involves the teacher writing sentences such as “Carlos came in with a (hand) of seeds.” “She was (strong) than her sister.” The teacher writes the suffixes *-er, -est, and -ful* on the board. Children copy the sentences onto their own paper, choosing the correct suffix to add to the word in parentheses and writing the full word in the sentence.

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Indicator 3.D.1

Materials provide frequent opportunities for students to practice and develop **word reading fluency**, by using knowledge of grade-level phonics skills to read **decodable connected texts** with accuracy and automaticity.

1	Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson.	M
2	Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).	M
3	Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide students with frequent opportunities to practice and develop word reading fluency, using grade-level phonics skills to read decodable connected texts.

Materials include embedded modeling and practice with word lists, decodable sentences, and decodable connected texts. Materials provide activities to practice word reading fluency in a variety of settings. Materials provide a variety of grade-level decodable connected texts aligned to the phonics scope and sequence.

Evidence includes but is not limited to:

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson.

- The materials include embedded modeling, guided practice, and independent practice to develop and practice word reading fluency. For example, in Lesson 72, the teacher models the pronunciation of the digraph *ch*. The teacher writes words on the board that contain *ch* and leads a discussion with students about its attributes, including how the sound is spelled, that it is unvoiced, and how to code it. The teacher models coding and reading words with *ch* such as *chart*. Students repeat the sound and the spelling of the words. The teacher introduces the *ch* “Letter Card” and the corresponding “Picture Card” with the keyword *cheese*. Students practice saying the sound and the word. In the “Boardwork” section of the lesson, the teacher writes a phrase on the board that contains a word with the digraph *ch*: *harvesting Chase’s grain*. Volunteers help code and read the phrase, marking it with sounds and syllable types. Students practice spelling words with *ch*, such as *lunch* as well as reading words with *ch* and with other phonics concepts to review. Students independently read a decodable reader titled *Such Good Bugs*. The reader contains words to practice the *ch* sound, such as *charm* and *inch*. After reading, the teacher writes two sentences from the text on the board that contain two words with the *ch* digraph. The teacher reads the sentence aloud with the students and guides students to locate key aspects of the sentences, including punctuation. Students read a paragraph that contains words with *ch* and answer questions about the text.

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- The lesson plans include explicit modeling and demonstration of skills with decodable sentences. For example, in Lesson 16, the teacher writes a sentence on the board: “The doll is sad.” The teacher demonstrates by reading the sentence and then coding only the last word. The teacher points to each word in the sentence they read, “The doll is....” The teacher points to the word *sad* and says, “I’m not sure what this word says. Let’s code it. Which letter is a vowel? How will I code it?” The teacher codes the vowel *a* short with a breve. The teacher asks, “What is the word?”
- The lesson plans include guided practice with decodable phrases. For example, in Lesson 69, the students code and read phrases on the board. The teacher says, “Let’s practice coding words like those on today’s worksheet.” The teacher writes the phrases on the board and selects students to code the phrases and read them: *played in the creek, painless flight, silvery pebble.*
- The lesson plans include independent practice with decodable texts. For example, in Lesson 104, the students read “Decodable Reader 38,” *The Three Billy Goats Gruff*, independently after it has been read aloud by the teacher and select students. This text reviews the previously taught phonics concepts of *oa* as in *goat* and “Wild Colt” words, such as *find* and *old*.

Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).

- Materials provide practice activities for word reading fluency in a variety of settings. The materials include 26 “Fluency Word Lists” and 30 “Fluency Passages.” The teacher uses the Fluency Word Lists and Fluency Passages during one-on-one and group-guided instruction. The materials also provide opportunities for the students to practice their word list and passage fluency during partner reading. For example, in Lesson 60, the materials include an additional fluency activities section. In this section, the materials recommend the teacher distribute Fluency Word List 10 and listen to each child read some of all of the words on their paper. Fluency Word List 10 includes the following words: *eye, give, gave, thought, six, friend, us, black, and as*. When reading Fluency Passage 10, the teacher guides the students to mark their passages to indicate pauses and natural word groupings. The materials also include Fluency Passages, which are short excerpts from the “Fluency Reader,” as well as a worksheet that corresponds to each lesson. The worksheet contains words for students to read either to themselves or to the teacher.
- The materials provide opportunities for students to practice word reading fluency in groups. The materials include an “Options for Differentiation” section at the end of each lesson. According to the “Instructional Overview” document, these are intended as “small-group activities to support children at three different skill levels...to review and/or build on the focus skill of the lesson.” For example, in Lesson 66, the materials provide three leveled activities about reading compound words. In the “Support” activity, students practice reading and dividing compound words written on the board. The materials also include small group games, found in the differentiation guide. For example, in the game “Word Blend,” two to five players practice reading single words off of cards, removing a token from the card they read. The materials state that the concept being reinforced is blending words. In the game “Word Find,” four to six players take turns listening to the teacher read a word, finding a card with the word written on it, then reading the word aloud.

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- The materials guide teachers to have students work with partners to practice word reading fluency. The fluency instruction booklet provides directions for partner reading: “The stronger reader should read first to provide a model; then the less fluent reader should read the same text while the partner guides and encourages. When pairing children, you should model the initial reading of a book. Always monitor children’s reading for word recognition, expression, and fluency. If appropriate, have partners offer positive comments on each other’s reading improvements, such as pausing after periods and reading with expression. As partners work together, walk around the room and provide guidance as needed.”
- The materials include independent practice with fluency readers. The students have opportunities to practice fluency with books at their independent reading level. There are 26 fluency readers included in the materials. The fluency readers are leveled A, B, or C. For example, in Lesson 25, the teacher distributes the appropriate level of Fluency Reader 3 to each student. Each level of fluency reader includes words with phonics concepts that have been taught. For example, Fluency Reader 3 (Level A), *The Skit*, contains sentences such as “What is on the crib?” to review concepts students learned in previous lessons, such as blends and short vowel sounds for *o* and *i*. Students read their connected text independently or in groups.

Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.

- The materials provide a variety of grade-level decodable texts. The materials provide fiction and nonfiction texts separated into two categories: Decodable Readers and Fluency Readers. There are 52 Decodable Readers. The Decodable Readers are introduced twice a week beginning in Lesson 12. There are 26 Fluency Readers for each level (A, B, and C). Fluency Readers are introduced in Lesson 15 and are then used in every fifth lesson. The materials include Fluency Word Lists that correspond to the Fluency Readers and “Reading Word Lists” that correspond to each lesson. Each lesson has a corresponding worksheet that contains lists of words and short passages for students to read as practice for the skills taught in the lesson.
- The materials provide a variety of grade-level connected decodable texts. For example, the fluency passages in the materials feature short excerpts from the Fluency Readers. They can be used throughout the year to provide focused practice.
- The decodable texts are aligned to the scope and sequence for word-reading fluency. The word lists and texts correspond to one or more patterns that are taught in the lessons. For example, Decodable Reader 35, *Our Friend, the Little Brown Bat*, introduced in Lesson 97, focuses on diphthongs *ou* and *ow* spelling /ow/, which is the phonics skill taught in that lesson. Fluency Reader 18, introduced in Lesson 100, also includes words with diphthongs *ou* and *ow*. The Level C version contains words such as *brown*, *found*, *now*, and *out*.

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Indicator 4.1

Materials include developmentally appropriate **diagnostic tools** (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

1	Materials include a variety of diagnostic tools that are developmentally appropriate.	M
2	Materials provide clear, consistent directions for accurate administration of diagnostic tools.	M
3	Materials include data management tools for tracking individual and whole class student progress.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

Materials include a variety of developmentally appropriate diagnostic tools. Materials provide clear, consistent directions for accurate administration of diagnostic tools. Materials include data management tools for tracking both individual and whole class student progress.

Evidence includes but is not limited to:

Materials include a variety of diagnostic tools that are developmentally appropriate.

- The Saxon materials include a variety of diagnostic tools to measure phonics and phonological awareness skills. In Lesson 0, which is the “Prelesson” overview for teachers to read and preview prior to starting Lesson 1, the “Phonemic Awareness” section states, “To benefit from the instructional content in Saxon Phonics and Spelling 1, children must have attained a level of conceptual development called phonemic awareness, a subcategory of phonological awareness. Phonological and phonemic awareness are taught in isolation during the first 70 lessons and embedded in the lessons thereafter. However, if you find that some children seem to have great difficulty with specific reading concepts (e.g., blending sounds), give them the Phonological/Phonemic Awareness Assessment (in the Teacher’s Resource Binder) to help you pinpoint the specific skills that need strengthening. Results from the assessment should be used to provide additional practice specific to each child’s needs.” The “Phonological/Phonemic Awareness Assessment” assesses simple tasks and moves to more complex tasks. At the syllable level, the assessment measures syllable blending and segmentation before assessing syllable deletion and counting the number of syllables. At the phoneme level, the assessment measures the following skills: “Isolation of initial sounds, Isolation of medial sounds, Isolation of final sounds, Blending, Counting phonemes, Complete segmentation, Manipulation: adding phonemes, Manipulation: deleting phonemes, Manipulation: substituting phonemes, Manipulation: transposition of phonemes.” The materials include a “Formal Fluency Assessment.” Students read an excerpt from a “Fluency Reader” that is included in the materials. The assessment is administered at the beginning, middle, and end of the year. The assessment includes rubrics for evaluation “in order to monitor progress and set learning goals.”

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- The Amira Learning materials include a variety of diagnostic tools for measuring phonological awareness and phonics skills. For example, Amira “Benchmark Assessments” are administered three times a year. The Benchmark Assessment is given in the fall (BOY), winter (MOY), and spring (EOY). The “Benchmark Report” in Amira provides data on foundational skills mastery, such as phonological and phonemic awareness skills, decoding, and sight word recognition. During the Benchmark Assessment, students read a passage out loud to Amira for four minutes or until they complete the text, whichever comes first. According to the document “Amira Learning + Saxon Phonics and Spelling Prepared for the 2022 TRR Phonics Review” document provided to reviewers, the complete digital assessment will take five to nine minutes. The assessment includes a “range of item types, providing data on phonological and phonemic awareness, sight recognition, vocabulary, and comprehension.” The document also states, “Amira provides a diagnosis at the individual student level of which skills, including which phonics skills a student has already likely mastered, is ready to learn next, or is not yet ready to learn. Educators can use this information, alongside Saxon Phonics and Spelling resources linked to this progression of skills, to make instructional decisions in the classroom.”

Materials provide clear, consistent directions for accurate administration of diagnostic tools.

- The Saxon materials include guidance to help the teacher efficiently administer the assessment. The Phonological/Phonemic Awareness Assessment provides teachers with a script to administer the assessment. Examples of acceptable responses are provided. For example, on the rhyme production portion of the assessment, the teacher script says, “What are some words that rhyme with *name*?” The following words are given as acceptable responses: *game, fame, tame, same*, etc. The “Fluency Instruction Booklet” includes descriptions of why, how, and when to administer the Formal Fluency Assessment. The directions include the words-per-minute goal of the assessment for the beginning, middle, and end of the year. The directions state to listen to one child at a time read. As the child reads off one copy of the fluency assessment, the teacher marks observations on another copy. The directions include guidelines for marking the assessment, scoring the assessment, and interpreting results. The directions include a rubric to rate students’ fluency on a scale of 1 to 4. The directions indicate: “With one child at a time, move to an area where others cannot overhear. Have available a pencil and two photocopies of the fluency assessment you plan to administer. Give one copy to the child to read as you follow along, and mark your observations on the other copy. Before the timed reading begins, tell children that they should read the passage aloud when you say ‘start.’ Instruct them to do their best reading and to try to read every word, but tell them you will help them with any words they do not know.”
- The Saxon materials include detailed information that supports the teacher’s understanding of the diagnostic tools provided in the curriculum and the scoring procedures. For example, the “Instructional Overview” says, “To help you determine children’s levels of phonological and phonemic awareness, a Phonological/Phonemic Awareness Assessment is provided in the Teacher’s Resource Binder. You may assess the entire class before you begin phonics instruction, or you may wait until after you’ve begun the program, assessing individuals who struggle and using the assessment to identify areas for remediation.” The Phonological/Phonemic Awareness Assessment instructions say: “To help determine each child’s existing levels of phonological and phonemic awareness, use the following short checklist.

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Activities are presented in order of difficulty within each section. The grade levels on the right-hand side of the chart indicate when most children should be able to do the activity listed.”

- The materials include embedded reminders or tips to support the observation of students during the assessment, as well as space for recording comments and anecdotal notes. For example, the Phonological/Phonemic Awareness Assessment instructions say, “If a child has difficulty with any portion, use your own examples to practice individually with that child until he/she is successful.” A box is provided for the teacher to check if the student is successful at the skill. A space is not designated for anecdotal notes, but there is a blank space available on the paper for the teacher to write anecdotal notes.
- The Amira Learning Benchmark Assessment is completed online. The article “What are the components of the Benchmark Assessment?” from the “Teacher Support” section of the online platform advises teachers to explain the following to students prior to beginning the assessment so that students are prepared for what to expect and how to ensure they do their best: “1. Amira will explain what to do before they begin reading. 2. They will be using their computer/iPad and headset/microphone to read aloud a story to Amira, and the story will appear on their screen. 3. After they say a word, the text will turn from black to gray. 4. While they read aloud, Amira will be listening to them read—they should read quickly and avoid taking long pauses (note: long pauses or distractions will negatively impact scoring). 5. When they are ready to move on to the next page, they will click the green arrow at the bottom of the page—they should not click this arrow until they give that page their best effort. 6. When they are finished reading, Amira will explain to them that their reading is being saved and that Amira will take care of logging them out.”

Materials include data management tools for tracking individual and whole class student progress.

- The Saxon materials include data management tools to enable teachers to document individual data regarding progress on taught phonological and phonemic awareness skills. For example, the Phonological/Phonemic Awareness Assessment provides an individual checklist to record each student’s response. The materials do not provide a whole-class recording form for the Phonological/Phonemic Awareness Assessment. For the Formal Fluency Assessment, a “Recording Form, Individual Version” is offered, but the materials do not provide a whole class recording form.
- The Amira Learning data management tools help teachers understand the data and how to use it to track student progress. For example, Amira digital reports track the skills the student has mastered and their interactions as they practice the skills. The skills are color-coded on a continuum that shows grade-level progress in phonological awareness, decoding, and sight word recognition. For example, the Amira platform includes class summary reports. The Benchmark Report displays the scores of each student in the class and “compares student’s fluency against national, state, and local norms.” The report can be generated for the following areas: “Oral Reading Fluency, Reading Mastery, Sight Recognition, Phonological Awareness, Vocabulary Size.” The report is presented in the form of a horizontal bar graph, with lines to visually indicate the 25th, 50th, and 75th percentile ranks.

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Indicator 4.2

Materials include integrated **progress monitoring** tools, with specific guidance on frequency of use.

1	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills.	M
2	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include integrated progress monitoring tools, with specific guidance on frequency of use.

Materials include progress monitoring tools that measure students' acquisition of grade-level skills in a systematic and accurate manner. Materials include specific guidance on frequency of progress monitoring based on students' strengths and needs.

Evidence includes but is not limited to:

Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills.

- The Saxon materials recommend embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. The "Instructional Overview" booklet suggests, "To aid you in assessing fluency, optional formal fluency assessment materials are provided as sets of Fluency Assessment Masters... You may also assess children informally at any time by listening to them read and recording your observations on the forms provided." To aid in informal observation, the materials include a "Fluency Readers Tracking Chart, Individual Version." This chart includes the name of each fluency reader, a column to checkmark or write the date when completed, and additional columns to mark if further work is needed in fluency, decoding, or comprehension. The materials also contain an "Informal Fluency Assessment Recording Form, Individual Version." On this recording form, the teacher writes in the name of the text and rates students on various aspects of fluency, including reading expressively, using end punctuation as phrasing cues, and reading accurately and self-correcting while reading. There is an additional column with space for comments. To assist teachers in rating fluency, there is a full rubric available in the "Fluency Instruction" booklet.
- The Amira materials include progress monitoring tools that routinely and systematically assess students' acquisition of grade-level skills. For example, Amira Learning allows teachers to administer a "Progress Monitoring" passage up to 20 times per year per student. The program listens to the student read and assesses reading mastery, phonemic awareness, sight recognition, vocabulary, and comprehension. The article "What is progress monitoring?" in the "Teacher Support" section of the online platform states, "We start from the premise that a Multi-Tiered System of Support (MTSS) or Response to Intervention (RTI) plan is followed using multiple data points. Once students are screened with the Benchmark Assessment, Progress

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Monitoring can then be utilized to show their progress toward mastering standards. In order to view student progress over time, teachers can access the Progress Report. Hovering over the trend line in the Progress Report will show the student's projected level of proficiency throughout the year." The "Progress Report" is color-coded based on percentile rank from national norms: green indicates above the 75th percentile rank, yellow is between the 25th and 75th percentile, and red indicates below the 25th percentile rank. The report provides a "Predicted Ability" by the end of the school year. When the user hovers over the question mark icon by Predicted Ability, a pop-up explains that the Predicted Ability progress line "reflects the improvement Amira is documenting in the student's reading. The line can show significant growth, very gradual growth or even, rarely, a slide in the student's fluency." The report output can be adjusted to display one of five different metrics: Oral Reading Fluency, Reading Mastery, Sight Recognition, Phonological Awareness, Vocabulary Size." The "Skills Diagnostic" report rates individual students' grade-level decoding skills, such as "Knows Letter-Sound Correspondences for Double Consonants, Knows Final-e Letter-Sound Correspondences for Long Vowels, and Knows R- and L-controlled Vowel Letter-Sound Correspondences." Hovering over the color-coded bars reveals how many times these skills have been observed during students' various interactions with Amira and how many errors occurred during those observations. Reports do not indicate the TEKS addressed or assessed.

- Amira Learning monitors students' reading in real time on three levels: "Word Level, Phrase Level, Story Level." The program monitors students' reading and uses the data to implement "micro-interventions." For example, the online program monitors students' progress in the area of phonological awareness while reading. The online program determines errors in specific areas of phonological awareness and provides corresponding, relevant micro-interventions.

Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

- The Saxon materials include specific suggestions for how often to progress monitor different groups of students or individuals. The "Research Foundations" booklet suggests that teachers routinely conduct additional informal observations to gauge progress: "Teachers are encouraged throughout the program to conduct informal assessments on a regular basis. This may be through observation, while students complete worksheets in class, or by having students read their decodable readers aloud to the teacher." The "Fluency Instruction" booklet states, "Teachers can monitor children's fluency development by frequently observing their reading of the fluency readers and other texts." The "Grade 1 Fluency Components" chart indicates when in the instructional sequence to use the informal fluency progress monitoring components such as "Fluency Word Lists" and "Fluency Passages."
- The Saxon materials include recommendations for assessing students with formal progress monitoring measures at least three times in a school year. For example, the materials contain "Fluency Assessments," which are used at the beginning, middle, and end of the school year. The "Fluency Instruction" booklet states, "Copy and administer the First Fluency Assessment to assess children's fluency at the beginning of the year. Use the results to guide instruction as you help children work toward the goal of reading 20–30 words per minute by the middle of the year. Give the Second Fluency Assessment midyear to gauge children's progress toward their year-end goal of reading 60 words per minute. The Third Fluency Assessment can be used to

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measure children’s achievement at the end of the year.” Fluency assessments are one-minute timed assessments and are rated following the fluency rubric.

- The Amira learning materials include a progress monitoring feature that allows teachers to administer a progress monitoring passage up to 20 times per year. The materials do not include suggested timelines for checking progress that align to the TEKS and the scope and sequence of the materials. The progress monitoring takes place in between the formal Amira benchmark measures, which are given at BOY (August 1–November 30), MOY (December 1–March 31), and EOY (April 1–July 31).

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Indicator 4.3

Materials include guidance for teachers to **analyze and respond to data** from diagnostic tools.

1	Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.	M
2	Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.	M
3	Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs. Diagnostic tools guide teachers on how to use student data to plan and differentiate instruction. Materials include a variety of resources that align to data, which allows teachers to plan different activities in response to student data.

Evidence includes but is not limited to:

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.

- The Saxon Phonics and Spelling materials guide the teacher's interpretation of the data. For example, the materials provide suggested steps for teachers to follow when interpreting student data. The "Instructional Overview" booklet indicates: "Phonics and spelling assessments evaluate mastery of concepts and skills that have been practiced for at least five days. A child is considered successful if they answer at least 80 percent of the questions correctly. If children do not achieve 80 percent accuracy on any given assessment, identify the concepts they find difficult, and spend extra time reinforcing them." Each assessment lesson recommends practice and remediation activities to address specific problems. Directions for these activities, as well as additional information, are located in the "Resources for Differentiation" booklet. The Instructional Overview booklet also states, "Children should never fail an assessment. If results suggest a less-than-desired score, always remediate and then retest when children have had more practice."
- The Amira Learning materials also guide the teacher's interpretation of the data. For example, Amira Learning provides a "Help" function, which links to the "Support" section of the Amira website, which includes "Teacher Support" and "Technical Support." Articles responding to frequently asked questions by teachers about Amira are displayed, and teachers can also type in search terms to find assistance on how to view the data, including images of sample students and class data reports that help teachers understand what the scores indicate about student knowledge and skills. For example, the article "How do I use the Instructional Recommendations Report to inform instruction?" explains the purpose of the report, how to access the report, and

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what can be learned from the report. The article also links to a slide deck presentation and video, which include guiding questions that can be answered by the report, navigation of the report, data analysis scenarios, and next steps for teachers.

- The assessment tools result in data that is easily analyzed and interpreted. For example, on the Amira Learning “Benchmark Report,” student scores are displayed in a color-coded bar graph. Scores above the 50th percentile rank for “Word Count Per Minute” are shaded green. Scores between the 25th percentile rank and the 50th percentile rank are shaded yellow. Scores below the 25th percentile rank are shaded red. Student performance over time is shown in a line graph on the “Progress Report” for the metrics of “Oral Reading Fluency, Reading Mastery, Sight Recognition, Phonological Awareness, Vocabulary Size.” The area under the line graph is shaded in colored regions. Green represents above the 75th percentile rank. Yellow represents between the 25th and 75th percentile rank. Red represents below the 25th percentile rank. At the bottom of the report, the student’s “Predicted Ability by end of school year” is listed for the chosen metric. The “Skills Status” report shows whole class data on skill mastery by indicating the progress of each student in the class for the Fall, Winter, and Spring portions of the year. Each student’s results are color-coded to correspond with their results. When hovering the mouse over a box, a pop-up states the learning objective, the number of times it was observed for the student, and the number of errors the student made. Scores are color-coded on the student’s “Skills Diagnostic” to show levels of mastery; green is mastered, yellow is developing, and pink is not developed. This report provides progress reports for students by skill and grade-level mastery and suggests lessons for instruction and/or reteaching.

Materials tools provide teachers with guidance on how to plan and differentiate instruction based on student data.

- The Saxon Spelling and Phonics materials guide teachers in using assessment data to inform their core phonics instruction. For example, the “Fluency Instruction” booklet details how to “identify the appropriate leveled reader for each child.” The teacher has each student read two short passages to assess their accuracy. The teacher marks the student’s errors and calculates the percentage of words correct to determine the student’s reading level. Based on the accuracy percentage, the directions guide the teacher to choose either Level A, Level B, or Level C fluency readers. If the child is not reading on the independent level with the grade-level text, the materials state, “these children might need more one-on-one instruction in decoding and word recognition, which you can provide with fluency masters.”
- The Amira Learning materials also guide teachers in using assessment data to inform their core phonics instruction. For example, within Amira’s Skills Diagnostic report, skills are linked directly to the materials’ scope and sequence, allowing teachers to view which skills need to be taught next, as well as access lesson plans, worksheets, and other resources for instruction. The report does not allow teachers to reorganize the data to differentiate phonics instruction and easily group students according to assessment results, but teachers can use the color coding from the report to help guide their student grouping.
- The data management tools display color-coded student data. For example, the Amira Skills Status digital report is a whole class report color-coded by each student’s mastery level. The report includes the current achievement level of each student in the areas of “Phonological Awareness, Decoding, Sight Recognition, Background Knowledge, Vocabulary, Structures &

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Reasoning.” The “Teacher Support” section states the report can be used to group students and plan for individualized instruction and explains: “The Skills Status Report allows teachers to visually see the status of their entire class in every reading skill. You read that correctly: your entire class and all the skills (not just their grade-level skills). Skills are mapped across the report, and each student has a color-coded box for each skill (red-yellow-green), depending on their mastery level. If a teacher toggles over the skill box, there is a description of the skill and a count of the number of times a student has encountered the skill and the number of errors they’ve made.” The report allows the teacher to drag and drop students into a different order to enable seeing student data in comparison with “their reading group or intervention team peers.” The color-coded Benchmark Report lists each student and provides data on “Oral Reading Fluency, Reading Mastery, Sight Recognition, Phonological Awareness, Vocabulary Size.”

Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.

- The Saxon Spelling and Phonics materials provide a variety of research-based student resources that teachers can choose from to respond to student data. The “Research Foundations” document says, “If an assessment indicates a deficiency in concept knowledge, teachers can follow the recommended remediation activities that accompany the assessment.” For example, teachers administer “Assessment 12” in Lesson 65. In section IV of the assessment, the students are expected to read the sight words *don’t* and *won’t*. The materials say, “If any children have difficulty with specific concepts, use the following activities to strengthen unmastered skills.” For the students who have not mastered section IV, the materials say, “review the Sight Word Deck, or lay the sight words out with a token on each one, and let children with tokens for the sight words they can read.”
- The Amira Learning materials also provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, the Amira “Instructional Recommendations” report provides appropriately challenging skills that should be emphasized during individual or small group instruction. For example, a student in grade 1 and in the 17th percentile of sight word recognition has the following words recommended as appropriately challenging: *stay*, *why*, and *four*.
- The Amira Learning materials respond immediately to student data by delivering micro-interventions directly to the student while they are using the program. For example, if a student misreads a word, Amira analyzes the student’s misread word and instructional needs and immediately delivers a relevant micro-intervention to the student. Micro-interventions address areas including decoding, phonological awareness, and sight word recognition. If a student has difficulty pronouncing sounds in a word, the program selects an appropriate micro-intervention, such as showing a person correctly pronouncing the sounds in a word. Amira Learning automatically assigns reading practice to students based on their online assessment results. For example, a student may be assigned a lesson about letter sounds and words that start with that letter sound.

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Indicator 5.1

Materials include **guidance, scaffolds, supports, and extensions** that maximize student learning potential.

1	Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.	M
2	Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.	M
3	Materials provide enrichment activities for all levels of learners.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

Materials provide targeted instruction and activities that scaffold learning for students not demonstrating mastery of grade-level foundational phonics skills. Materials provide targeted instruction and activities that accelerate learning for students who show mastery of grade-level foundational phonics skills. Materials provide enrichment activities for learners at all levels.

Evidence includes but is not limited to:

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.

- The materials include an “Options for Differentiation” section at the end of each lesson with three levels of suggested instructional activities: “Support, Reinforce, Extend.” Activities in the Support category offer ideas to reteach skills students have not mastered. For example, in Lesson 78, students learn about the letter y and the sounds it makes. In the Support section of the Options for Differentiation, students practice identifying words that begin with the /y/ sound and those that do not. The teacher says words to the students, and the students jump if they hear a word with the /y/ sound.
- The materials provide targeted activities for teachers to use with students based on assessment results. Assessments take place every five lessons. Lesson 20 indicates, “If a child does not master at least 80 percent of the concepts, plan intervention and extra help immediately. If any children have difficulty with specific concepts, use the following activities to strengthen unmastered skills.” The suggestions are broken down by each section of the assessment. For example, for Section I (spelling), the materials suggest, “Play Spelling Deck Select or Sound Scamper.” For Section VI (students identify sounds in initial position), the suggestion is to “Play Sound Solutions with the Red Kid Card Deck.” These activities are played by the teacher with individual students or small groups of students needing support in the same skills.
- The materials include suggestions to scaffold instruction. For example, students spell words during “Spelling Review” in Lesson 38. The materials state, “If children need help, unblend the sounds and have children name and write the letter that makes each sound.” The “Phonological/Phonemic Awareness” portion of Lesson 43 includes a remediation tip: “Note

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children who have difficulty distinguishing between words because they will likely have difficulty reading and spelling as well. Provide additional practice by repeating this activity (using different words) with individuals or in small groups.”

- The materials ensure that teachers are able to identify and provide opportunities for students to develop precursor skills necessary to access grade-level content. For example, in Lesson 15, the students are to read “Fluency Reader 1” at their independent reading level. The materials provide a note to teachers that says, “Children who find the readers too difficult might need more one-on-one instruction in decoding and word recognition, which you can provide through practice with Fluency Word List 1.”

Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.

- The materials provide suggested additional lessons and activities to support students who have mastered phonics concepts. The Options for Differentiation at the end of each phonics lesson include options at the Extend level, which are designed for students who have mastered the most recently taught concept. For example, students learn digraph *sh* in Lesson 48. The corresponding Extend activity indicates, “For children who have mastered connecting digraph *sh* to the /sh/ sound, challenge them to come up with words that contain the digraph *sh*.” Students make two columns on a piece of paper, and the teacher tells them to write *ship* at the top of one column and *mash* at the top of the other. Students work with partners to take turns generating words containing the *sh* sound. Students sort the words by writing them in the *ship* column if their word starts with *sh* and the *mash* column if it ends with *sh*.
- The materials include guidance for teachers on enrichment activities for students who have mastered grade-level foundational phonics skills. The teacher generally selects the activities rather than providing students with choices. For example, the materials provide a “Resources for Differentiation” booklet. The materials recommend that students who demonstrate above-grade-level knowledge of skills and concepts participate in more challenging activities, such as enrichment games and activities that extend the student’s learning, multisensory enrichment activities, and cumulative review of recent skills to integrate and build on new skills. The booklet suggests the teacher set aside 10–15 minutes of time to implement the differentiation activity individually or in small groups; it provides instructions for extension activities and games, such as “Kid Card Games, Alphabet Games, Letter Tile Activities, Review Deck Games, Spelling Games.” For example, the materials provide directions to play a game called “Word Blend.” The objective of the game is to blend sounds into words. The materials provide variations of the game. For students ready to extend learning, the directions recommend that the student read the word, define the word, and use it in a sentence. The objective of the activity “Sound Solutions” is to identify the initial, medial, and final sounds in words. Students look at a picture card, name the picture, then say the sound at the beginning of the word. The activity includes an “Extension” option, in which students identify the sounds in all three positions.
- The materials include connected texts at different levels for independent or guided small group instruction. “Fluency Readers” are included in three levels (Levels A, B, and C). The “Fluency Instruction” booklet guides teachers on how to determine a student’s fluency level and pick the appropriate level of reader. The booklet states that Level C readers are designed

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for advanced readers and “contain more challenging text: longer sentences, significantly higher word counts, and more complex syntax.”

Materials provide enrichment activities for all levels of learners.

- The Saxon Phonics and Spelling materials provide enrichment activities for all levels of learners. For example, the script for Lesson 20 reminds teachers, “ENRICHMENT: Take time to play games with all children, not just those requiring remediation. The Resources for Differentiation booklet suggests ideas for children of all ability levels.” The Resources for Differentiation booklet includes a section of Kid Card Games, which “provide a recreational way for children to review the concepts being taught.” These games use the “Kid Card Deck” to review letter names, sounds, keywords, blending, rhyming, and spelling; the game instructions include variations to make the game easier or more difficult, depending on the needs of the students. Specific card games are suggested to respond to data collected during assessment lessons, but “Children can also play Kid Card games to strengthen their skills or just for fun.” The booklet also includes ideas for other types of games, including alphabet games like “Alphabet Add On,” in which the teacher seats students in a circle and says, “For lunch, I had an apple.” The teacher selects a child to repeat the sentence and add a food item beginning with the letter *b*. Play continues around the circle, with each child repeating the previous items and then adding a new item starting with the next letter of the alphabet.
- The Amira Learning materials provide enrichment activities for all levels of learners in foundational phonics skills. The Amira Learning online program gives students the option to read a story. The stories offered to the students contain text relevant to the student’s mastery of phonics skills based on their reading data. Five stories are offered for the student to choose from.
- The Fluency Instruction booklet describes “Recording-Assisted Reading” individually or in small groups. A student listens to a recording of a text while following along in their book. Then, the student reads aloud with the book several times until they can read the book independently. The teacher directions include the option of also having the student read the book aloud to the class.

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Indicator 5.2

Materials include a variety of **instructional methods** that appeal to a variety of learning interests and needs.

1	Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.	M
2	Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include a variety of instructional methods that appeal to a variety of learning interests and needs.

Materials include a variety of developmentally appropriate instructional approaches that engage students in mastery of the phonics content. Materials support a variety of instructional settings.

Evidence includes but is not limited to:

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.

- The materials engage students with developmentally appropriate instructional approaches. For example, the materials introduce and reinforce new phonics concepts with visual and pictorial supports. The “Picture Deck” contains 92 cards. One side of the card displays a keyword and the associated phoneme. The other side includes an image of the keyword and the grapheme that represents the phoneme. Picture Card 40 contains the word *shark* and the phoneme /sh/ on one side of the card and an image of a shark along with the grapheme *sh* on the other side. The “Spelling Deck” consists of 46 cards. One side of the card contains the phoneme, articulation support guidance, and other information about the phoneme. The other side of the card displays a photograph of a child’s mouth forming the phoneme. Both types of cards are utilized during lessons when a new phonics concept is introduced; they are then placed into the review deck to be included in the “Lesson Warm-up” of later lessons. The materials also provide 45 “Wall Cards,” including “Alphabet,” “Syllable Division,” “Spelling Rule,” and “Vowel Rule” cards, which are used when a new concept is taught and then posted on the wall for student reference. In addition, the materials include seven posters, including “Leo the Lion” to represent the correct listening position and “Wriley the Raccoon” to represent the correct writing position (with both right- and left-handed versions of the poster).
- The materials include developmentally appropriate instructional approaches, such as teacher modeling of concepts. For example, in Lesson 41, the students are learning to read words with the *vowel-a-consonant-silent-e* pattern. The lesson plan provides the following option to reinforce student mastery of the skill: The teacher makes three fist-size balls of play dough and places them on a table or desk, then writes the word *bake* on the board. The teacher reads the sounds, smashing one ball of play dough for each sound. The teacher blends the sounds. The students smash along with the teacher by pushing their fists into their palms. The students help

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reroll the balls of play dough. The teacher repeats the steps with the word *cane*. The students each get a turn blending the sounds and smashing the play dough.

- The materials engage students in the mastery of the content through a variety of instructional approaches, including kinesthetic activities and tactile elements. For example, in Lesson 7, the students listen to word pairs and give a thumbs up if they have the same final sound or a thumbs down if they do not have the same final sound. The teacher gives the following word pairs: *high/cry*, *fin/bone*, *sad/mug*, and *cage/fudge*. In Lesson 36, the students count the number of words in sentences on their fingers. The teacher says, “Let’s count the number of words in sentences. Show me with your fingers how many words are in the sentence ‘I can jump.’ What are the three words?” The teacher repeats the steps with two more sentences with four and five words. In Lesson 121, each student has out a full set of letter tiles. Students put their tiles in alphabetical order and then pull out the vowels. Next, the teacher has students pull out tiles that form diphthongs. The teacher then gives students words to spell that contain the diphthong *ou*.
- The lessons include collaborative activities, such as games. For example, students play a game to review alphabetical order in Lesson 133. In teams, students look for a word in their set of cards that matches the letter in the alphabet, as the letters of the alphabet are said in order.

Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

- The materials include a variety of instructional settings. The “Lesson Warm-up,” “New Increment,” and “Boardwork” portion of “Application and Continual Review” are conducted in a whole group setting. Students then complete the worksheet independently. Each phonics lesson contains “Options for Differentiation” for “Support, Reinforce, and Extend” levels. These additional activities and lessons may be completed one-on-one or in a small group depending on the activity as well as class needs. According to the “Instructional Overview” booklet, the “Classroom Practice and Fluency Practice” portion of lessons “are times for children to improve their weaknesses or apply their learning by playing Kid Card games, engaging in independent reading, or practicing their decoding and fluency skills with the readers.” During this time, students read fluency readers independently or in groups. The Instructional Overview guides the teacher to use this section of the lesson to “work with small groups on the Options for Differentiation activities, Kid Card games, or other remediation or enrichment activities suggested in the Resources for Differentiation booklet. Alternatively, allow some children to read assigned or self-selected materials independently.” One-on-one activities are provided within fluency practice. The “Fluency Instruction” booklet states that students should practice fluency daily. One option suggested is the teacher listening to students read their “Fluency Reader” book.
- Independent practice is also included in Amira Learning. Students log in to the online program and read into a microphone. The online virtual tutor coaches students while they read independently.

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Indicator 5.3

Materials include supports for **Emergent Bilinguals** to meet grade-level learning expectations.

1	Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).	PM
2	Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.	M

Partial Meets | Score 1/2

The partially materials meet the criteria for this indicator. Materials include some supports for Emergent Bilinguals to meet grade-level learning expectations.

Materials include some linguistic accommodations for Emergent Bilinguals. Materials do not level these accommodations commensurate with levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). Materials encourage strategic use of students' first language as a means to academic, cognitive, linguistic, and affective development in English.

Evidence includes but is not limited to:

Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).

- The materials include accommodations and scaffolding for students at various stages of English language acquisition; these are not differentiated according to the levels of English language proficiency defined by the ELPS. For example, students learn about the spelling of /k/ with *ck* and final *k* in Lesson 29. The “English Learner Support” box states, “SUPPORT ARTICULATION, Substantial: Speakers of Cantonese, Mandarin, Hmong, Filipino, or Korean may have trouble pronouncing the final /k/ sound, may drop the final /k/ sound, or may replace it with a schwa sound. Model the sound /k/ while showing Spelling Card 18 and describing the mouth position. Then have children practice saying words with final /k/ (for example: *like*, *sick*, and *pork*) using a mirror to check their own mouth position.” Corresponding “Spelling Card 18” has an image of a child’s mouth forming the /k/ sound on one side of the card. The other side of the card includes information, including articulation support, to share with students: “Touch the back of your tongue to the roof of your mouth. Drop your tongue down and blow out air to make the sound /k/.”
- The materials include a “Resources to Support English Learners” booklet. The booklet includes a “Best Practices for Teaching English Learners” page, which includes accommodations for teachers to select. These include: “Use pictures, visual aids, and gestures paired with words whenever possible.” “Demonstrate or act out procedures, vocabulary, and stories as a class to help English learners access information. You can also have children act out vocabulary or stories to demonstrate their understanding. For example, have children practice prepositions for location with an object, such as an eraser at their desks. Tell children to put the eraser on the

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desk, in the desk, under the desk, above the desk, and beside the desk.” The document suggests teachers take opportunities to point out “differences in pronunciation, meaning, and spelling of words.” The Resources to Support English Learners booklet also describes the “Spelling Cards” component of the materials. The cards “teach and review sound-spelling correspondences.” Spelling Cards include a picture of a child’s mouth articulating the sound on one side of the card and a statement for the teacher to read with a description of how to pronounce the sound on the other side. The cards can be used “to support English Learners with articulating challenging sounds.”

Materials encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English.

- The materials include information about the needs of English Learners. For example, the Resources to Support English Learners booklet includes a chart with five stages of second language acquisition and the characteristics of a learner in each stage. The “Preproduction” stage includes characteristics such as the “ability to mimic but not produce original thoughts in new language” and “characterized by observing and listening.”
- The Resources to Support English Learners booklet explains how knowledge of other language(s) spoken by children can help the teacher to “tailor instruction to meet children’s individual needs.” The document includes information about language similarities and differences, an overview of the top ten languages spoken by English learners in the United States, a description of the alphabet of these languages, phonological features of the language, and grammatical features of the language. The included languages are Spanish, Arabic, Chinese Dialects: Cantonese and Mandarin, Vietnamese, Somali, Russian, Portuguese, Haitian Creole, Hmong, and Korean. The “Alphabet Knowledge” section explains the writing system of each language and the similarities and differences with the English writing system. The “Sound-Symbol Correspondence” section contains a chart that lists letters and sounds. Check marks on the chart show whether letters and sounds correspond in a language to English. The “Phonological Features” section includes a chart that notes if a sound found in English is found in other languages. The “Grammatical Features” chart lists features of the language that “may present challenges for English learners” and provides recommended instruction.
- The materials encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English. For example, the English Learner Support box for Lesson 24 supports articulation and says, “Some English learners may have difficulty perceiving and pronouncing the letter *b* in words where /b/ is the initial sound. An initial /b/ sound may be pronounced /v/ (Spanish, Korean), /g/ (Filipino), or /p/ (Korean). Model the sound /b/ while showing Spelling Card 19 and describing the mouth position. Then have children practice saying words with initial /b/ sounds, such as *bag*, *blob*, and *brag*.” In Lesson 41, the information in the English Learner Support box says, “Before completing the worksheet, tell children the words for the pictures and ask them to share the words in their home languages. As children share, call attention to any cognates (e.g., *fruit*, *fruta*).” In Lesson 67, the information in the box states, “Speakers of Cantonese, Vietnamese, Mandarin, and Hmong may have difficulty understanding that multisyllabic words are single words. They may pronounce a two-syllable word as two separate words. Have children practice saying and writing words with suffixes as one word.”

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Indicator 6.1

Materials provide guidance on fostering **connections between home and school**.

1	Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.	Yes
2	Materials provide specific strategies and activities for families to use at home to support students' learning and development	Yes
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.	Yes

Not Scored

Materials provide guidance on fostering connections between home and school.

Materials inform families about the program and provide suggestions for how to help support student progress and achievement. Materials provide specific strategies and activities families can use at home to support student learning and development. Materials contain resources that help teachers communicate with families in an ongoing manner regarding student progress.

Evidence includes but is not limited to:

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.

- The materials include information about how families can support student progress and achievement. "Parent Letter Masters" are provided. All items in the Parent Letter Masters document are available in English and Spanish.
 - The first document, the "Parent Letter," states, "This year, your child will participate in an intense, systematic phonics program. Phonics teaches beginning readers the phonetic (or spoken) value of letters, letter combinations, and syllables. Reading is learned most easily when taught in a systematic way. This program presents information incrementally (in small, easily understandable bits) and reviews daily. New learning gradually builds upon old learning, and regular practice reinforces both. Through this process of incremental development and continual practice and review, your child will experience success every day." The Parent Letter explains, "You can help your child in several ways. First, review your child's schoolwork every day and ask what he/she learned. This will reinforce the concepts taught."
 - On the back of each worksheet, there is homework that reviews both new and previously learned information. Materials state, "Please help your child complete this homework and have him/her practice reading the worksheets, readers, and other materials sent home. (Homework and practice materials will include any needed directions.) Listen attentively as your child reads, helping him/her sound out difficult words as needed, and encourage your child to read the various forms of punctuation with proper expression in his/her voice. Finally, read your child the comprehension questions in the back of the readers, and help him/her answer them, if necessary."

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- The second letter in the Parent Letter Masters explains reading fluency to families, how fluency is developed, and what families can do to help their child develop reading fluency. The letter includes a list of suggestions to support reading fluency, such as “Have your child read dialogue expressively, in a way he/she thinks the character would sound if speaking.”
- The “Handwriting Parent Letter” shares the importance of handwriting instruction when learning to read and spell. The letter goes on to explain: “Talk throughs are verbal directions that describe each stroke. Your child will be familiar with this concept, as it will have been taught at school first. Proper letter formations and talk throughs will be provided with this letter. This will serve as an easy reference throughout the year. In addition, the talk throughs will be printed as necessary at the bottom of the worksheets your child brings home.” The “Letter Talk Throughs” are provided for each capital and lowercase letter. For example, the Letter Talk Through for capital letter *W* says, “Slant down right, stop; slant up right, stop; slant down right, stop; slant up right, stop.”
- “Decodable Readers” are sent home to reinforce phonics skills learned in previous lessons at various points in the year. Decodable Reader 2, *Plan and Toss*, is introduced in Lesson 14 and reviews previously taught phonics skills such as *d*, *pl*, and *sp*. Decodable Reader 7, *Men from Smog*, is introduced in Lesson 27 with a review of concepts *m*, *sm*, /ě/, and /ē/. The “Teacher’s Manual” indicates teachers should “Keep the decodable readers at school for practice. Send them home when children can read them easily.”

Materials provide specific strategies and activities for families to use at home to support students’ learning and development.

- The materials include information about specific strategies and activities for families to use at home to support students’ learning and development. For example, 26 “Fluency Word Lists” are sent home with students throughout the year. Ten “Fluency Passages” are also sent home during the school year. The “Fluency Parent Letter” included in the “Parent Letter Masters” explains to parents what they should do at home to help their children work on both of these types of fluency practice pages. The Fluency Parent Letter also includes other fluency suggestions for parents. For example, the letter explains that when the parent and child read together at home, parents can utilize various strategies, including: “Read an entire text to your child a few times and discuss new words he/she might not understand. Have your child underline or highlight words that are difficult for him/her to read. Remind your child to use punctuation as he/she reads—by pausing at commas and the end of sentences, for example, or raising the pitch of his/her voice at the end of questions. Read a text aloud so that your child can hear how it should sound. Then read it in unison with your child. Poetry and books with predictable or repetitive text are especially suited for these choral-style readings.”
- The materials include a corresponding homework worksheet for each lesson. The worksheet includes a brief parent note discussing student learning in the lesson and practice activities. The parent note on Homework 31 reads: “Dear Parent/Guardian: Today your child reviewed reading and spelling with combinations. Please have him/her read the paragraphs and answer questions #1–#4. Then have him/her read the high-frequency words. Please return the paper to school.”
- The “School/Home Reinforcement” section at the end of each lesson provides a list of materials that can be sent home at the end of the day. The students take homework to finish, read, or

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review with parents. For example, the School/Home Reinforcement section of Lesson 69 directs the teacher to send the following home with the students at the end of the day: Worksheet 69 and Decodable Reader 24 if the student can read it easily. Worksheet 69 has a brief note to parents that says, “Dear Parent/Guardian: Today your child learned the following for digraph *ay*: name, sound, written form, and keyword (*hay*). Your child also learned the sight words *early*, *earth*, *heard*, and *learn*. Please have him/her read the paragraph and answer the questions. Finally, have him/her read the high-frequency words. Please return the paper to school.”

- The “Instructional Overview” booklet has a section titled School/Home Reinforcement which states, “Provided at the end of each lesson is a list of materials that may be sent home at the end of the day. Use this list to ensure that children are taking home the necessary work to finish, read, or review with their parents.”

Materials contain resources to help teachers communicate with families in an ongoing manner regarding student’s progress.

- The materials include information about how to communicate with families in an ongoing manner regarding student progress on formal and informal assessments. For example, the “Fluency Instruction” booklet advises teachers that “recording forms for both informal and formal assessments are located in the Teacher’s Resource Binder so you can record results and share information with parents.” Recording forms that can be shared with parents include the “Informal Fluency Assessment,” for which teachers use a rubric to rate various aspects of student fluency when reading a text to the teacher; the “Formal Fluency Assessment” that is completed at three points during the school year; and the “Sight Word Evaluation Form,” which lists the 88 sight words for the grade 1 program and has checkboxes for both “Reading” and “Spelling.”
- “Parent Reports” can be generated on Amira Learning. The statement at the top of the report reads, “This report is being provided so that you can keep track of (Student Name’s) progress, and help (Student Name) work on fundamental reading skills.” The following are measured on the Parent Report from Amira assessments given at the beginning, middle, and end of year: oral reading fluency, reading mastery, sight recognition, phonological awareness, and vocabulary size. A section of the report is titled “Understanding (Student Name’s) Scores” and explains how to interpret some of the results. The data is also visually represented on a line graph, including color coding for score ranges of “Excellent, Average, Below Expectations.”

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Indicator 6.2

Materials incorporate **technology** into the lessons to **enhance student learning**.

1	Digital materials are accessible and compatible with multiple operating systems and devices.	Yes
2	Digital materials support and enhance virtual and in-person instruction.	Yes
3	Digital materials enhance student learning and are not distracting or chaotic.	Yes

Not Scored

Materials incorporate technology into the online tutoring and assessment components to enhance student learning.

Digital materials are accessible and compatible with multiple operating systems and devices. Digital materials support and enhance virtual and in-person instruction. Digital materials enhance student learning and are not distracting or chaotic.

Evidence includes but is not limited to:

Digital materials are accessible and compatible with multiple operating systems and devices.

- The Amira Learning digital materials are accessible and compatible with multiple operating systems and devices, as they are web-based. According to the Amira public website, Amira is accessible over the internet and can be used with PCs, iPads, and Chromebooks.
- Texas Resource Review reviewers were given access to the report area for Amira for three sample students. The sample Amira Learning student completed assessment and reports were able to be accessed on multiple devices with internet access, including PCs, iPads, and smartphones.
- There are no digital materials connected to the core instructional program. The “Read Me First” document provided to reviewers states it is a print-only program.

Digital materials support and enhance virtual and in-person instruction.

- The digital materials support and enhance virtual and in-person instruction with the online assessment and tutoring components. Amira Learning provides micro-interventions customized to the student’s learning needs. The micro-interventions provide explicit letter/sound instruction and the opportunity for the student to echo read words and connected text with sound. Amira Learning listens to the student read and detects if the student made any errors while reading. The program provides immediate feedback and quick intervention. For example, if the software detects an error at the phonological awareness level, possible micro-interventions include Amira providing a rhyming word, saying the word while displaying a pop-up that breaks the word into graphemes, or displaying an interactive Elkonin Box. If Amira detects an error at the decoding level, potential micro-interventions include showing an Elkonin Box with letters shown above the boxes, displaying a video of an adult’s lips saying each phoneme in the word, or down-leveling (suggesting a different story to read). At the conclusion

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of the lesson, the program shows the student their reading speed and accuracy. The program tells the student about the progress they have made. Since Amira Learning is web-based, the reading practice, associated micro-interventions, and assessments can be used in virtual or in-person learning.

- The core instructional program is print-only. There are no digital materials provided with the core instructional program. For example, the materials do not include presentation slides for teachers to project or share virtually while providing instruction.

Digital materials enhance student learning and are not distracting or chaotic.

- The digital materials for the assessment component of Amira Learning enhance student learning without being distracting or chaotic. For example, the Amira Learning online reading assessment is on an off-white background with black font. The screen has the text that the student will read or the activity the student needs to complete, along with an image of a virtual teacher. There are no distracting images or graphics on the screen.
- The digital materials for the tutoring component of Amira Learning enhance student learning without being distracting or chaotic. When students are presented with a text to read during tutoring, the word students need to read is underlined. Once students read a word, the underline moves to the next word. Graphics support student learning and engagement and do not visually distract. Amira Learning uses age-appropriate illustrations and real photographs in the micro-intervention lessons. The virtual tutor is present in the top right-hand corner of the screen, but when students are reading aloud from the screen, she only moves or speaks when students make a reading error. When she does speak, the voice has a human-like tone to it. Images demonstrate balanced racial and ethnic representation. For example, certain micro-interventions include brief videos of words read correctly or sounded out. These videos feature close-ups of faces and appear to be of people of various ages and races/ethnicities.