Heinemann 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	84.21%	84.21%	Not reviewed	Not reviewed
Grade 1	58.67%	58.67%	Not reviewed	Not reviewed
Grade 2	87.04%	87.04%	Not reviewed	Not reviewed
Grade 3	100%	100%	Not reviewed	Not reviewed

Section 2. Instructional Approach
- The materials do not include systematic, year-long plans for phonics instruction.
- The materials provide some direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.
- The materials include some detailed guidance that supports teachers' delivery of instruction.
- The materials include some review of phonics skills with cumulative practice opportunities with decodable text.

Section 3. Content-Specific Skills
- The materials do not provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.
- The materials do not 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 some systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.
- The materials provide some 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 include some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.
- The materials include some 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 some systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.
- The materials provide some 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

- 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 some integrated progress monitoring tools, with specific guidance on frequency of use.
- The materials include some guidance for teachers to analyze and respond to data from diagnostic tools.

Section 5. Supports for All Learners

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

Section 7. Additional Support

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

Heinemann Grade 1
English Phonics Program Summary

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

Does Not Meet | Score 0/4

The materials do not meet the criteria for this indicator. Materials do not include systematic, year-long plans for phonics instruction.

Materials do not include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials do not demonstrate vertical alignment that shows the progression of skill development from year to year. Lessons do not follow a developmentally appropriate, systematic progression from simple to more complex concepts.

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.

- Materials do not include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. For example, the "Phonics, Spelling, and Word Study" ("PWS") materials include a chart titled "The Nine Areas of Learning Across the Year" that outlines the plan of instruction for the year by listing the lessons and skills in the program. The chart lists the areas of learning covered, including early literacy concepts, phonological awareness, letter knowledge, letter-sound relationships, spelling patterns, high-frequency words, word meaning, word structure, and word-solving actions. The areas are divided into columns to denote when in the year they are covered: early, middle, or late. The "Suggested Sequence for Phonics Instruction" has the lesson title, page number, and recommendations for extension of learning. There is no evidence that the materials include a TEKS/Countdown alignment document for teachers to use to be sure that all TEKS skills are covered.
- Materials provide a "Master Lesson Guide" that outlines a suggested sequence of lessons for the year. The lessons are in the following order: "Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High-Frequency Words, Word Meaning Vocabulary, Word Structure, Word-Solving Actions." In grade 1, the materials suggest a series of phonemic awareness lessons, such as on manipulating the beginning and ending phonemes in words, before introducing VC patterns. Although the majority of the TEKS are covered within the materials, the scope and sequence does not have full alignment with the

Heinemann Grade 1
English Phonics Program Summary

TEKS. There is no evidence of lessons that allow grade 1 students to alphabetize words as the TEKS outline.

- Although the PWS materials contain two documents to suggest a sequence, both are suggested and state that lessons may be abbreviated, omitted, or repeated. The Nine Areas of Learning states: "The map shows a continuum of easier to harder principles… If children are very knowledgeable and experienced, you may decide that some lessons can be abbreviated or omitted. If children are very inexperienced in a given area, lessons may need to be repeated using different examples." The Suggested Sequence states: "Children may have learned a great deal in shared reading and early guided reading lessons so that early literacy behaviors are well established. You might not need to use all of the lessons in this area. Remember that you can repeat the lesson using other examples if you think your whole class needs more work on the principle. Some lessons may need to be repeated or extended over several days because there is a great deal of content to be covered—for example, consonants and related sounds. You can make adjustments in the sequence. If you are working on a series of lessons on one topic (for example, phonogram patterns), you may want to stick with it a few more days to get it firmly in place. It's important to remember that you can skip over lessons if children already understand and can apply the principle. Don't teach a lesson just because it is there."
- Materials include a total of 100 lessons in the grade 1 program, which is not an adequate number of lessons for a typical 180-day school year.

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

- Materials do not clearly demonstrate vertical alignment that shows the progression of skill development from year to year. For example, the PWS materials do not provide a specific outline of the progression of skill development from kindergarten through grade 3. In the introduction to PWS, there is a section titled "Essential Literacy Concepts Every First Grader Should Know." It lists skills for phonological awareness, letters and sounds, reading and writing words, and early reading concepts; however, it does not reference skills that grade 1 students will learn in future years of the materials, nor what was taught in the prior year.
- In the "Literacy Continuum," there is a section titled "Phonics, Spelling, and Word Study." This section names the "behaviors and understandings to notice, teach, and support" within early literacy concepts, phonological awareness, letter knowledge, letter-sound relationships, spelling patterns, high-frequency words, word-meaning/vocabulary, word structure, and word-solving actions, for grade 1 and each grade level, pre-kindergarten to grade 8. However, the Literacy Continuum does not reference the phonics lessons, nor do the phonics lessons reference the Literacy Continuum.

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).

- Lessons do not follow a developmentally appropriate, systematic progression from simple to more complex concepts. For example, the PWS lesson objectives do not follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year when compared to the TEKS "Vertical Decoding

and Encoding" scope and sequence chart. As the materials only provide a suggested sequence, concepts could be taught in a variety of orders, with the possibility of some concepts not being taught.

- Materials include a Master Lesson Guide, which recommends that each of the components should not be taught daily. The sequence of lessons is a suggestion for the teacher to follow. The materials note that the lessons are sequenced by typical appropriateness within each of the nine areas, so there is variety in the kinds of lessons that fall early in the year, in the middle, and late in the year. Materials suggest the teacher keep a record of what has been taught. The materials indicate that the teacher should utilize simple assessments to determine where the students are in their learning and what their strengths and weaknesses are. The materials state that if the teacher determines the principle is firmly established, the lesson should be skipped. The teacher is informed that there may not be a need to use all of the lessons in an area; meanwhile, if students are struggling with the principle, the teacher can hold a brief reteaching meeting to repeat the lesson. The lesson guide begins with three days of letter knowledge, then moves on to two days of literacy concepts, and then returns to letter knowledge. It is not until Lesson 19 that phonemic awareness is introduced. The entire year follows this type of schedule.

Heinemann Grade 1
English Phonics Program Summary

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

Partial Meets | Score 2/4

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

Lessons include some 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.

- The "Phonics, Spelling, and Word Study" ("PWS") lessons include guidance for components of the gradual release of responsibility model. The introduction section, "Where Does Phonics Instruction Fit in the Design for Literacy Learning?" identifies the instructional framework the materials use for explicit instruction. The lessons follow a "Teach, Apply, Share, Connect" cycle. The Teach portion involves "a whole class lesson based on a principle related to phonics." The Apply portion of the lesson is included to "apply the principle through hands-on practice." It is suggested that this part of the lesson be completed "in a small group at literacy centers, or the whole class can engage in the activity with a partner or as individuals." The Share component of the framework is where "children meet briefly in a whole-class meeting, to talk about the discoveries they made. This brief sharing time gives you (teacher) a chance to assess the effectiveness of your lesson, return to the principle and summarize the learning."
- In PWS, "Phonological Awareness," Lesson 8, "Hear and Divide Onsets and Rimes," within the Teach section, the teacher models how to blend the onset-rime of /k/ and /ite/. The teacher shows a picture of a nest and a bell and repeats the routine. The teacher then displays 12 pictures in a pocket chart and begins a series of wordplays with the onset-rime blending routine, using the picture cards. In the Apply section, the students play "Go Fish" using a deck of picture cards that includes several sets of matching pictures. When asking their partner if they have a picture, the students ask using segmented onset-rime. The Share section of the lesson entails having "each child select a word from the game and say the word and its first and last parts."
- While PWS materials include the components of the gradual release of responsibility model, materials do not include consistent direct (explicit) instruction for teachers to employ during the "I do" portion of the lesson. For example, in "Letter-Sound Relationships," Lesson 20, the goal is "Recognize and use two consonant letters that represent one sound at the end of a word." In

the Teach section, the script states: "Tell children that they are going to learn more about consonants and their sounds. Write *fish* on chart paper. 'What is this word? What do you notice about the letters at the end of the word *fish*? *Fish* ends with sh. What do you notice about the sound at the end of the word *fish*? Fish sounds like /sh/ at the end of the word. How many sounds do you hear in *sh*? One sound. How many letters stand for the sound /sh/? Two letters.' Write -*sh* above the word *fish* on the chart paper. Point out that /sh/ is a different sound from /s/ and from /h/." The lesson continues with the same introduction for *th*. In the Apply section, students receive word cards with words that end in *th* or *sh*. Students read the words and write the words on the appropriate side of a two-way sort. In the Share section of the lesson, students read their lists of words to a partner. However, the lesson script does not have the students segment the sounds to decode the word, nor does it explicitly identify *sh* as a digraph or explain the difference between blends and digraphs.

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

- The PWS materials include several helpful annotations and suggestions on how to present the content. Each lesson has a "Plan" section that has two subsections that provide instructional guidance for teachers: "Consider Your Children" and "Working with English Language Learners." These sections are to assist teachers with understanding the lesson content and purpose. Some guidance under Consider Your Children is: "This lesson can be repeated with other short, simple texts." "If children are having difficulty relating the letter to the sound it represents, use all letter cards during the game." Working with English Language Learners offers guidance like "Notice the use and separation of words in children's independent writing as an indication of their understanding of this concept." "Be sure the examples you use are in their speaking vocabulary."
- The PWS lessons offer annotated teacher tips on how to teach the lesson. Within each lesson, the materials provide specific information on how to "Understand the Principle" and "Explain the Principle," whether the lesson is a "Generative Lesson," and what instructional procedure is used in the lesson. For example, in PWS, "Letter Knowledge," Lesson 15, "Recognize That Letters Can Be Consonants or Vowels," the materials include an annotation box to Understand the Principle. This annotation provides background knowledge and suggestions for the teacher. Guidance includes: "The words *consonants* and *vowels* are useful labels that will allow children to talk about letters and how letters make up words. Learning these two terms—and the broad categories they represent—early will help children explore more complex principles later." It also describes how the letter *y* is sometimes used as a vowel. Another annotation within this lesson is Explain the Principle: "Some letters are consonants: *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z,* some letters are vowels: *a, e, i, o, u,* and sometimes *y*, and every word has at least one vowel." An additional annotation in this lesson instructs the teacher on the instructional procedure used for the lesson. In this lesson, the "Say and Sort" routine is used, and the teacher is guided to another page in the guide that contains a detailed description of this routine.

Heinemann Grade 1
English Phonics Program Summary

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

Partial Meets | Score 2/4

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

Materials include some guidance for teachers about guiding principles related to specific phonics skills. Materials do not include common phonics pattern misconceptions. Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonic skill. Materials include some specific guidance for providing students with immediate, corrective feedback. Materials provide some 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.**

- Although the materials do not include guidance for teachers about common phonics pattern misconceptions, they include some guidance for teachers about guiding principles related to teaching specific phonics skills. For example, in the "Phonics, Spelling, and Word Study" ("PWS") lesson catalog, "Where Does Phonics Instruction Fit in the Design for Literacy Learning?" guides teachers: "Your explicit phonics lessons are ideally embedded in a design for responsive literacy teaching that offers a coherent, organized combination of experiences, each of which contributes uniquely to children's literacy development." The materials then guide teachers to use the "blocks on the right" to obtain additional information on short and direct lessons. For example, in "Letter-Sound Relationships," Lesson 14, the materials provide an "Understand the Principle" box that instructs the teacher: "The English alphabetic system is complex. There are often more letters than sounds within a word. A helpful generalization for children to know is when a word ends in a consonant plus the letter *e*, the *e* usually does not stand for any sound, but it often signals that the vowel preceding the consonant stands for a long vowel sound."

Heinemann Grade 1
English Phonics Program Summary

- In "Phonological Awareness," Lesson 7, the focus is "Hear, Say, and Clap Syllables." The Understand the Principle box states: "Rapid, automatic letter recognition is helpful to children as they learn letter-sound relationships and begin to use print to check their reading and solve words. Knowing the letter names and connecting them to shapes helps children understand the language of the classroom." However, the lesson does not provide information about misconceptions.

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

- Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill. In the front matter of the materials, the section titled "Routines and Instructional Procedures for Effective Teaching" provides teachers with specific guidance on the instructional strategies used throughout the lessons. The strategies are "See and Say, Find and Match, Hear, Say, and Write: Sound and Letter Boxes, Words to Know, Notice Parts, Say and Write, and Map Words." Each strategy is named and described, and materials provide details to the teacher on how to implement the instructional routine. For example, the See and Say routine is described as an instructional strategy that "helps children examine and identify familiar patterns in words, such as CVC and CVCe patterns, and learn to make new words by putting a letter or letter cluster before the familiar pattern." The sequence that is detailed is as follows: "1) Show words that have a common visual feature [*man, fan, van, pan*]. 2) Children search for visual patterns [They all end the same.] 3) Help children articulate the principle. You can look at a part or pattern to read a word. You can make new words by putting a letter or letter cluster before the pattern. 4) Children work with words to apply the principle [Children write words with the pattern]. 5) Summarize the learning by restating the principle." Every lesson follows one of these instructional routines, and the lessons provide the sample words/patterns that are the focus.
- "Word Structure," Lesson 8, applies the See and Say routine when learning more about contractions. The teacher writes the words *has not* on chart paper (leaving room at the top for the principle) and has the children read the words. Then the teacher writes the word *hasn't* and has the children read the word. The teacher asks the students what they notice about the second word. This process is repeated with the contractions *isn't* and *didn't* before the teacher generalizes the principle: "Some contractions are made with *not*. To write a contraction with *not*, leave out the letter *o* and put an apostrophe in place of that missing letter."

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

- Although some lessons include guidance for providing students with immediate, corrective feedback in some of the lessons, the guidance is not specific. For example, in Letter-Sound Relationships, Lesson 6, the "Independent Writing" section guides teachers: "As you confer with the children, draw their attention to any of the words that they spelled without vowels. Help them recall the principle from this lesson [every word has at least one vowel sound], and guide them to add vowels to the words they wrote."
- Many lessons in PWS include suggested answers for teacher questioning. For example, in Letter-Sound Relationships, Lesson 15, the teacher displays the words *ride* and *like* in one column and the words *cube* and *tube* in the other, then says, "What do you notice about all of these words?"

Heinemann Grade 1
English Phonics Program Summary

The script goes on to say, "Children may point out that all of the words have an *e* at the end and that the *e* doesn't make a sound." However, the materials do not provide specific guidance on how to provide students with immediate, corrective feedback when students do not provide the correct answer.

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

- PWS materials provide some guidance for connecting previously taught phonics skills to new learning. Because the program's scope and sequence is suggested and may be altered by teachers to fit their needs, not all new lessons connect to previously taught phonics skills. However, some lessons provide information about prior knowledge necessary for students to be successful in that lesson. For example, materials note that Letter-Sound Relationships, Lesson 3, should be taught after children can name most of the letters in the alphabet and demonstrate that they can hear sounds in words, match pictures of words by sound, and can understand the concept of matching letters and sounds.
- "Letter Knowledge," Lesson 15, focuses on recognizing consonants and vowels. The "Plan" section notes that this lesson is best used after children know most of the letters and can recognize them quickly in words. They should also know the terms *first, middle,* and *last* as applied to letters in words and know simple high-frequency words as well as some words that have regular spellings.

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

- In the PWS teacher's guide, a section called "Phonics Lessons in the Daily Schedule" offers suggestions for implementation and timing: "Remember that phonics lessons are short—often, five minutes is enough time. Application also will take no more than five to ten minutes and after children become proficient and know routines, they can perform them independently or with a partner." However, the materials do not provide guidance regarding pacing each component of the phonics lesson. In the "Fitting It All Together" section, the materials provide a suggested framework for the literacy block, in which they suggest 10 minutes for all components of the PWS lesson. The chart also suggests: "Group Meeting" for 5 minutes, "Interactive Read-Aloud" for 15 minutes, "Shared Reading" for 10 minutes, "Reading Minilesson" for 10 minutes, "Small Group Instruction" for 60 minutes, "Group Share" for 5 minutes, and 30 to 60 minutes for teacher choice activities.

Heinemann Grade 1
English Phonics Program Summary

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.	DNM
2	Practice opportunities include only phonics skills that have been explicitly taught.	PM
3	Decodable texts incorporate cumulative practice of taught phonics skills.	DNM

Partial Meets | Score 2/4

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

Materials do not include intentional cumulative review and practice activities throughout the span of the curriculum. Practice opportunities include some phonics skills that have been explicitly taught. Decodable texts do not 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.**

- "Phonics, Spelling, and Word Study" ("PWS") materials do not include intentional cumulative review and practice throughout the span of the curriculum. For example, in "Letter-Sound Relationships," Lesson 11, students work to identify and sort *r*-blend words. The "Connect Learning Across Contexts" section suggests students use highlighter tape to identify words with *r*-blends in "Shared Reading." The "Interactive Writing" portion suggests, "When children want to write a word that has a consonant blend, remind them that they can hear both sounds in a consonant blend." The "Independent Writing" section instructs teachers to "encourage children to listen for and represent each sound of consonant blends in their writing." These practice activities are within the same lesson as the core phonics lesson and do not span throughout the curriculum.
- PWS materials do not include decodable readers for review and practice. The lessons instead offer practice through connected text with poems. For example, in Letter-Sound Relationships, Lesson 14, the focus is "Recognize and Use Long Vowel Sounds in Words with Silent *w* (CVCe)." In the Connect Learning Across Contexts section, the suggested texts are "When You and I Grow Up" from *Words That Sing* and "Dig a Little Hole" and "What's Your Name" from *Sing a Song of Poetry*. None of the poems are decodable text. For example, "When You and I Grow Up" does not contain any CVCe words, but it does contain complex words such as *Polly, might,* and *ourselves*.

Heinemann Grade 1
English Phonics Program Summary

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

- Lessons give students the opportunity to practice phonics skills that have been taught, though not necessarily those explicitly taught. For example, in "Spelling Patterns," Lesson 10, students are practicing spelling and sorting words with *-ell* and *-ill*. In the "Apply" section of the lesson, students are given a two-way sort chart with the headings *-ell* and *-ill,* to practice making words with this pattern. However, the lesson does not include practice with decodable texts.
- Some lessons include practice opportunities using words in which sound-spelling patterns have not been explicitly taught. For example, Letter-Sound Relationships, Lesson 8, expects students to independently read the words *slide, slice, spider*, and *skirt*. The spelling patterns, including *VCe* with *long i* and *r*-controlled vowels, are taught later in the program according to the suggested phonics sequence. In another example, in Letter-Sound Relationships, Lesson 9, students read word cards with initial consonant blends. Two of the words are *snack* and *stick*. It is unclear when the materials explicitly teach digraph *-ck*. Letter-Sound Relationships, Lesson 10, includes a word card with the word *splash*. Students read the word card in a sort and a "Lotto" game. However, materials introduce digraphs such as *-sh* later in the program according to the suggested phonics sequence.

Decodable texts incorporate cumulative practice of taught phonics skills.

- In PWS, phonics skills are mostly taught in isolation and do not include decodable texts to incorporate cumulative practice of taught phonics skills. However, the lessons do provide a section called Connect Learning Across Contexts. This section refers teachers to poems to reinforce skills, although this is not cumulative practice. For example, in Spelling Patterns, Lesson 4, students learn about the *-ap* and *-ay* patterns. In the Connect Learning Across Contexts section, the suggested texts are "Little Raindrops" from *Words That Sing* and "Three Elephants" and "Little Pup, Little Pup" from *Sing a Song of Poetry*. None of the poems are decodable texts. For example, "Little Raindrops" includes the words *pitter, patter, windowpane,* and *walk.*

Heinemann Grade 1
English Phonics Program Summary

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

Does Not Meet | Score 0/4

The materials do not meet the criteria for this indicator. Materials do not provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.

Materials do not systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. Materials do not provide scripted direct (explicit) instruction for connecting phonemes to letters within words. Materials do not 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.

- Materials do not systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. For example, the "Phonics, Spelling, and Word Study" ("PWS") materials include 15 lessons on "Letter Knowledge"; however, only one lesson includes reference to sounds represented by the letters. The other Letter Knowledge lessons emphasize the visual formations of letters. Letter Knowledge lessons do not include connections to graphemes. For example, in Letter Knowledge, Lesson 2, "Recognize and Name Letters In Words," the principle of the lesson is "Find letters in words. Say the names of letters in words." The "Teach" section says: "Tell the children that today they are going to use the letters in their names to put together puzzles." It also says, "Using a pointer, point to each letter, demonstrating how to check letter by letter. Say the letters as you go: *E-E, m-m, i-i, l-l, y-y*."
- Lessons do not emphasize basic decoding and encoding. For example, in PWS, "Spelling Patterns," Lesson 2, "Recognize and Use the CVC Pattern," the teacher displays words with different CVC patterns and asks children what they notice about the words. The teacher explains the pattern, and students apply the pattern independently to make words with the CVC pattern.

Lessons do not connect the phonemes to the letters in the pattern; instead, the goal of the lesson is for students to visually recognize the CVC pattern.

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

- Materials do not provide scripted direct (explicit) instruction for connecting phonemes to letters within words. For example, the PWS materials include a generative lesson design in the eight "Letter-Sound Relationships" lessons, which "has a simple structure that you can use to present similar content or concepts," which teachers can use "to teach children beginning consonant sounds with a variety of letters." The generative lesson design limits scripted direct instruction on each letter-sound correspondence.
- The PWS lessons lack the gradual release of responsibility structure when providing phoneme-to-letter connections. For example, in Letter-Sound Relationships, Lesson 8, the teacher reviews the concept of consonant blends with students. The teacher displays a poem and guides students to identify the consonant blends in the poem. The provided teacher script begins with the teacher asking: "What do you notice about some words in this poem? Do you notice any consonant blends in this poem?" The teacher underlines the blends and says, "Now let's say each consonant blend." The teacher highlights *tr* in *traffic* and states, "What do you notice about the sounds in *tr*? You can hear each sound in the consonant sound *tr*." The teacher repeats the process with the blends *st, gr,* and *sl* in the poem. The teacher then states: "A group of two or three letters is often a consonant blend. You can hear each sound in a consonant blend." The next part of the lesson sequence has students apply their learning. Students highlight blends in a poem. The poem is not decodable for grade 1 students. It includes unintroduced spelling patterns with vowel teams, *r*-controlled vowels, *soft g*, and digraphs. Furthermore, the lesson does not instruct students to connect the phonemes to the letters in the blends they highlighted.

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 connected text.

- Materials do not 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 connected text. The "Where Does Phonics Instruction Fit into Literacy Learning?" section states: "The lessons in the book provide explicit phonics lessons *out of text*; but each lesson provides many suggestions for extending the learning beyond through explicit instruction *in text*. For example, they include general suggestions to use in interactive read-aloud, shared reading, guided reading, modeled reading, shared writing, interactive writing, and independent reading and writing."

Heinemann Grade 1
English Phonics Program Summary

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 transitions to more complex skills such as adding, deleting, and substituting syllables.	No
2	Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.	No
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	No

Not Scored

Materials do not provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the TEKS.

Materials do not provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transitions to more complex skills such as adding, deleting, and substituting syllables. Materials do not include scripted direct instruction or activities and resources for teaching oral syllable awareness skills. Materials do not 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 oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transitions to more complex skills such as adding, deleting, and substituting syllables.

- The "Phonics, Spelling, and Word Study" ("PWS") materials do not provide a systematic sequence for introducing oral syllable awareness. Although the materials contain 11 "Phonological Awareness" lessons, there are no lessons that teach oral syllable awareness. The lessons encompass rhyming words, identifying and manipulating phonemes, and onset-rime. Materials do include two lessons in "Word Structure" in which students identify numbers of syllables; however, these lessons are connected to print and not oral syllable awareness. Therefore, the materials do not provide a systematic sequence for introducing oral syllable awareness activities.

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

- The PWS materials do not include scripted direct instruction for teaching oral syllable awareness skills. However, there are two scripted lessons for syllables connected to print. For example, in Word Structure, Lesson 1, the "Explain the Principle Box" directs the teacher to tell the students

to "listen for the syllables in words, some words have one syllable, some words have more than one syllable." The teacher continues by directing the students to "look at the syllables in a word to read it, and say and clap the syllables to notice them in a word." The lesson provides a script for the direct teaching of syllables. For example, the teacher is directed: "Draw the children's attention to syllables by having them say some one- and two-syllable words as they clap the syllables. Clap the syllables of each example word as you explain: Listen to the word *hat*. Now, listen to the word *mother*. What do you notice? When you say these words, you can hear the parts, or syllables. *Hat* has one syllable, and *mother* has two syllables." The lesson continues with the students clapping the syllables in printed words such as *fish, play, shower, absent, basket, thick,* and *picnic*.

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

- The PWS materials do not include a variety of activities for teaching oral syllable awareness skills. However, there are two activities for syllables connected to print. In Word Structure, Lessons 1 and 2, students conduct a two-way sort of words into one or two syllables. In Lesson 1, students draw a word card and write the word on the sort. In Lesson 2, students paste the word card on the sort.

Heinemann Grade 1
English Phonics Program Summary

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.	PM
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	PM
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.	DNM
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM

Partial Meets | Score 2/4

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

Materials provide some 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 some direct instruction for teaching phonemic awareness. Materials do not 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 some activities and resources for students to develop, practice, and reinforce skills, but they do not demonstrate a cumulative review of phonemic awareness skills.

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 "Phonics, Spelling, and Word Study" ("PWS") lessons provide a limited systematic sequence for introducing phonemic awareness activities. Within the "Phonological Awareness" section of the PWS program, there are 11 total lessons, of which six focus on phonemic awareness. In Phonological Awareness, Lessons 3, 4, and 7, students learn to identify beginning, ending, and middle phonemes. In Lessons 5 and 6, students learn to change phonemes. Lesson 11 is titled "Hear and Say Four or More Phonemes in a Word Sequence." However, the materials do not include lessons for adding or deleting phonemes.

Heinemann Grade 1
English Phonics Program Summary

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

- The PWS materials include some scripted direct (explicit) instruction for teaching phonemic awareness. For example, in Phonological Awareness, Lesson 9, "Hear and Divide Onsets and Rimes," the materials include a teacher script in the "Teach" portion. The script states, "Tell the children that today they are going to listen for the parts of words and play a game." Teacher guidance continues: "Review the concept of onset and rime with children. 'When you say a word, you can hear two parts. You can hear one or more sounds at the very beginning: that's the first part. Then you can hear the rest of the word: that's the last part.' Display a picture of a fan. 'I can hear the two parts of the word *fan*: *f-an*. The first part is the sound /f/. The last part is *-an*, *F-an*.'"
- In PWS, Phonological Awareness, Lesson 7, the teacher places pictures representing the words *cat, van*, and *pan* in a pocket chart and invites the children to say them together. The teacher states: "How are the words alike? They sound the same in the middle, /a/." The script then says, "Repeat the example, emphasizing the /a/ sound a bit." Then the teacher places a picture of a cat in the pocket chart. The script says, "Say the word slowly, '/k/, /a/, /t/. What sound do you hear in the middle? The sound /a/ is the middle sound in the word *cat*.'" While the materials include lessons for identifying and changing phonemes, there are no lessons or scripts to support adding and deleting phonemes.

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.

- Although PWS materials include lessons on both phonemic awareness and the alphabetic principle, the materials do not 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. For example, "Spelling Patterns," Lesson 2, "Recognize and Use the CVC Pattern," instructs teachers to tell children that they are going to learn to look for and use a spelling pattern that is found in many words. The teacher writes the word *cap* on chart paper and has the students read it with the teacher. The teacher asks, "What do you notice about this word?" The script suggests that students may say, "The word has three letters; the word begins and ends with consonants, the word has a vowel in the middle, the vowel stands for the /a/ sound." The teacher then writes *red* on the chart paper and says, "Look at both words. What do you notice?" The script says, "Children may initially observe that the letters are different, but allow children time to notice that the patterns are consistent between the words." The lesson does not connect phonemic awareness skills to decoding or encoding skills.
- In Phonological Awareness, Lesson 6, the teacher tells students they will play a game where they change the end of a word. The teacher says, "Say *map*" and has the students change the /ap/ to /ash/. They repeat the process with words such as *lip, lid, bid, bid*. The lesson is completed orally and does not include letter representations. The lesson does not 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.

Heinemann Grade 1
English Phonics Program Summary

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

- The PWS materials incorporate activities and resources for students to develop and practice skills. Activities and resources include word cards, letter cards, picture cards, magnetic letters, clapping syllables, oral response, and sorting. In Phonological Awareness, Lesson 6, in the "Apply" section, children take turns choosing a picture (e.g., *flag*), saying the word the picture represents, then changing the last sound, possibly including nonsense words. For example, in Phonological Awareness, Lesson 9, teachers review the concept of onset and rime and tell students: "When you say a word, you can hear two parts. You can hear one or more sounds at the very beginning; that's the first part. Then you can hear the rest of the word; that's the last part." The teacher then shows the students a picture of a fan and says, "I can hear the two parts of the word *fan*: *f-an*. The first part is the sound /f/. The last part is -*an*. *F-an*." The lesson continues with the students playing a "Follow the Path" board game to review onset and rime. However, the activities do not demonstrate a cumulative review of phonemic awareness skills.

Heinemann Grade 1
English Phonics Program Summary

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.	DNM
2	Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.	PM
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM
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).	PM

Partial Meets | Score 2/4

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

Materials do not provide a sufficient systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide some scripted instruction for grade-level sound-spelling patterns. Materials incorporate some activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide some activities and resources to decode and encode words that include taught sound-spelling patterns in isolation and in decodable connected text that builds on previous instruction.

Evidence includes but is not limited to:

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

- Within the "Phonics, Spelling, and Word Study" ("PWS") lessons resource book, the materials provide a suggested sequence and give guidance on how the lessons are sequenced. The grade 1 lessons are organized into "Early in the Year, Middle of the Year, Late in the Year." The lessons are organized from easier to harder and are meant to build upon one another. The materials provide a suggested year-long sequence in the "Master Lesson Guide: Suggested Sequence for Phonics Lessons." For example, the guide suggests teaching "Lesson SP8: Recognize and Use More Common Phonograms with VC pattern: *-an, -at, -ay*" in the middle of the year before moving on to "LSR15: Recognize and Use Long Vowel Sounds in Words with Silent *e* (CVCe)" late in the year. Many of the lessons are labeled "Generative," which is meant to be adaptable to any skills related to the one in the lesson. Teachers are encouraged to reuse the lessons based on what their individual students need, based on data collected, and "create a yearlong sequence that works across the nine areas, taking easier principles first and building on them."

Heinemann Grade 1
English Phonics Program Summary

- Materials do not include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. According to the "What Is Phonics?" section of the PWS guide, the emphasis in grade 1 is "on consonants, but we also explore consonant blends, consonant digraphs, and short and long vowel sounds." Grade 1 TEKS require students to decode and encode sound-spelling patterns in VCe, vowel teams, and r-controlled syllables; however, materials lack instruction on many vowel teams and all *r*-controlled spelling patterns. Six lessons include instruction on the VCe spelling pattern, and two lessons include instruction on vowel teams. The TEKS expect students to decode and spell words with digraphs and trigraphs by the end of first grade. Grade 1 materials include one lesson on consonant digraphs and do not include instruction on trigraphs or double consonants.
- The materials provide a general outline of the program's sequence for teaching sound-spelling patterns. Instruction is not systematic, and instruction on some grade-level sound-spelling patterns outlined in the TEKS is missing. Lessons categorized as "Letter-Sound Relationships" take place in the following order:
  - Lessons 36–40 focus on consonant sounds.
  - Lesson 41 focuses on vowels.
  - Lessons 63–67 focus on consonant clusters at the beginning of a word.
  - Lesson 71 focuses on short vowels.
  - Lessons 72, 73, and 77 focus on long vowels (CVCe).
  - Lessons 78–80 focus on short and long vowel sounds.
  - Lessons 81, 91, and 92 focus on consonant digraphs.
- General guidance is included in the "Suggested Sequence for Phonics Lessons," advising teachers to use their judgment in deciding when to teach specific lessons or sound-spelling patterns. For Lesson 37, teachers are advised, "If children know the alphabet and key words for each consonant, you will not need to use this lesson." For Lesson 71, "If children worked with short vowel songs and letters in kindergarten and also explored many CVC words and phonogram patterns, you may not need to use this lesson." The guidance for Lesson 81 says, "Repeat this lesson with other consonant digraphs," but there are no lessons for the other specific digraphs referenced.
- The materials do not provide a systematic sequence for introducing grade-level sound-spelling patterns and do not follow a pattern of less complex to more complex. For instance, materials ask students to read words based on identification as opposed to decoding. In Lesson 61, the Suggested Sequence for Phonics Lessons includes a word sort with word endings *-ate, -ake,* and *-ame*. This sort occurs before Letter-Sound Relationships, Lessons 72, 73, and 77, which teach students about long vowels in VCE words.
- Lesson objectives do not progress from less complex to more complex skills. For example, Letter-Sound Relationships, Lesson 13, introduces multiple vowel teams together rather than progressing from less complex to more complex vowel teams. Lesson 13 introduces long vowel sounds in open syllables along with vowel teams *-ai, -ee, -ea, -igh, -oa, -ue* in a suggested time allotment of 5–10 minutes of daily phonics instruction. The next lesson, Letter-Sound Relationships, Lesson 14, instructs students on the less complex skill of VCe patterns.

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

- Lessons do not include scripted direct instruction for grade-level sound-spelling patterns that use specific and precise terms, phrasing and statements, and important points that should be

made during core instruction. In addition, lessons lack the gradual release of responsibility model. For example, Letter-Sound Relationships, Lesson 14, presented in the middle of the year, includes a two-way activity sort. The teacher uses a pocket chart, VCe sound cards, and VCe word cards to create two columns, one with the *a_e* pattern and one with the *o_e* pattern. The lesson instructs the teacher to orally read the words while pointing to them before the students repeat the words orally. The teacher then guides students to notice and explicitly identify the CVe pattern using the following script:

- What do you notice about the first vowel in each word?
- You may need to prompt children to think about the sound.
- Say each word softly to yourself, what kind of vowel sound do you hear?
- The vowels "say their name," don't they?
- They are long vowel sounds.
- Guide children to generalize that when a word has a vowel-consonant-silent *e* pattern, the first vowel often stands for the long sound.

Students work independently to sort word cards based on the *a_e* pattern or *o_e* pattern. Students then read four of the cards from each pattern to a partner and write them on a list sheet. Instruction does not include modeling how to decode or encode the words before students independently write the words. Grade 1 materials include six lessons with instruction on VCe patterns.

- The materials do not provide scripted instruction for grade-level sound-spelling patterns; instead, students learn sound-spelling relationships through repeated exposure to their relationships to each other, not through explicit teaching. In Letter-Sound Relationships, Lesson 5, the lesson principle is "two words can start with the same letter and sound." The materials elaborate: "The ability to hear the first sound in a word and to connect the sound to a letter helps children in both reading (decoding) and spelling (encoding) new words. By comparing words, children can more easily notice the sounds they contain and the consistency of most letter-sound relationships." The teacher says, "Let's work together to think of a word that begins with the same sound and the same letter as your name and tells something you can do." The teacher provides examples like "Diego drives" and "Lisa laughs."

- The materials do not provide scripted, direct instruction with specific and precise terms, phrasing, and statements in grade 1 PWS lessons. In Letter-Sound Relationships, Lesson 11, students are introduced to short vowels for the first time in the sequence of lessons for the year. The teacher presents a series of words with the same vowel sound. The teacher says, "What does the letter *a* stand for in each of these words? The letter *a* stands for /a/ in these words. Sometimes you hear /a/ at the beginning of a word, and sometimes you hear /a/ in the middle of a word." The materials advise the teacher to teach the rest of the short vowels while bringing attention to the fact that they can be in the middle and end of words. While the teacher does state the lesson objective, the script does not include clear modeling and demonstration of the skill prior to guided practice.

- Letter-Sound Relationships, Lesson 13, is "Hear and Identify Long Vowel Sounds in Word and the Letters That Represent Them." The teacher-facing guidance states: "Guide children to generalize that the letter *a*, sometimes by itself and sometimes in combination with other letters, can stand for the sound /a/. Restate the principle in a way that makes sense to your children. Sometimes the letter *a* by itself says its name, as in *acorn*, *ape*, and *lake*. Sometimes, it's part of a team of letters, as in *rain*." This does not demonstrate explicit, scripted instruction.

- The materials distinguish between letter-sound relationships and what the materials define as

"spelling patterns," which are lessons focused on phonograms. The preface for the spelling patterns section states: "Knowing spelling patterns helps children notice and use larger parts of words, thus making word solving faster and more efficient." In "Spelling Patterns," Lesson 8, the teacher brings attention to the spelling patterns in words ending in *-an, -at,* and *-ay*. The materials do not instruct the teacher to model decoding these spelling patterns, nor do they distinguish them from one another. The teacher is told, "Hold up, one at a time, a couple more words, such as *man* and *bat*, and ask children to sort them into the correct columns." Students then do their own word sort. Spelling Patterns, Lesson 9, follows the same model, but this time with word endings *-ate, -ake, -ame*. Students sort these words; decoding is not modeled or taught to them. The VCe pattern here is taught as a pattern to be recognized and presumably sounded out as such.

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

- Materials provide resources to support practice and reinforcement of skills, designed to be used recursively rather than included in systematic, scripted lessons. It is left to teacher discretion to use these for cumulative review. The materials discuss three vital print resources for the grade 1 classroom that are referred to within the phonics lessons: "Name Chart," "Alphabet Linking Chart," and a "Word Wall." The Alphabet Linking Chart is found within the PWS "Ready Resources," along with pocket chart picture cards, graphic organizers, and letter and word cards. All of these resources are discussed in detail in the PWS lessons booklet and throughout the 100 phonics lessons, under "Routines and Instructional Procedures for Effective Teaching." In the routine "See and Say," students use word cards to understand that words are formed with letters. In another routine, "Hear, Say, and Write: Sound and Letter Boxes," students use the sound box graphic organizers to understand that some letters represent vowel sounds. These materials are designed to be used recursively with additional sound-spelling patterns.
- The resource *Sing a Song of Poetry: A Teaching Resource for Phonemic Awareness*, *Phonics, and Fluency* provides opportunities for students to practice their knowledge of sound-spelling patterns through listening to and reading poems. The front section of the resource links the poems to the lessons with which they correspond.
- Some activities provide the opportunity to practice sound-spelling patterns. For example, in Letter-Sound Relationships, Lesson 9, students play "Go Fish" using a deck of cards with words beginning with consonant blends. Students take turns asking another player for a card with a word beginning with a consonant blend that matches one the student is holding (e.g., "Do you have a word that begins like *spell*?").

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 "Where Does Phonics Instruction Fit into Literacy Learning?" section of the PWS guide explains: "The lessons in the book provide explicit phonics lessons *out of text*; but each lesson provides many suggestions for extending the learning beyond the explicit instruction *in text*. For example, they include general suggestions to use in interactive read-aloud, shared reading, guided reading, modeled reading, shared writing, interactive writing, and independent reading

and writing." In the Letter-Sound Relationships, Lesson 14, about the VCe pattern, the "Connect Learning Across Contexts" section offers two interactive read-aloud book titles featuring the *long a* and *long o* patterns. Materials do not include the suggested read-aloud books.

- Letter-Sound Relationships, Lesson 14, about the VCe pattern, directs students to read and highlight the VCe patterns they encounter in a poetry selection from the resource *Words That Sing*; however, the lesson does not instruct the students to decode the word with the spelling pattern, only to highlight the pattern. The lesson suggests the teacher encourage students to use the words they have spelled, read, and heard with the *long a* and *long o* VCe pattern in their writing during "Interactive" and "Independent Writing." The lesson lacks any specific details related to how students should read and write using the focus skill in context.
- Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation. For example, in "Letter Knowledge," Lesson 9, students learn that letters are always in the same order in words. Letter cards, word cards, and picture cards are used to develop this concept, as students put letters together to match the words and picture cards.
- In some lessons, the teacher is guided to point out sound-spelling patterns in connected text. For example, in Letter Knowledge, Lesson 9, during the "Interactive Read-Aloud," when reading "Going Places" by Peter Reynolds and "The Night Worker" by Katie Banks, guidance says to "point out some short words to children and ask them to think about the first letter and the rest of the letters in each word." During "Shared Reading," this concept is connected through poems within *Sing a Song of Poetry* or "Scram" by Julie Reich. Teachers point out letter placements in several short words within the text. While this provides an opportunity for the teacher to use connected text to point out sound-spelling patterns, it does not provide an opportunity for the students to independently practice decoding words that include sound-spelling patterns in connected text.

Heinemann Grade 1
English Phonics Program Summary

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.	DNM
2	Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.	DNM
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM
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).	PM

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.

Materials do not provide a systematic sequence for introducing regular and irregular high-frequency words. Materials do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Materials incorporate some activities and resources for students to develop, practice, and reinforce high-frequency words, there is no cumulative practice. Materials provide some activities and resources for students to recognize, read, and write high-frequency words in isolation. The connected text suggested in lessons is not decodable.

Evidence includes but is not limited to:

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

- "Phonics, Spelling, and Word Study" ("PWS") materials do not provide a systematic sequence for introducing regular and irregular high-frequency words. For example, materials provide eight explicit high-frequency word lessons, including two lessons to recognize and use high-frequency words with one, two, or three letters; three lessons to recognize and use high-frequency words with three or more letters; and two lessons to locate and read high-frequency words in continuous text. The lessons are not presented in a systematic sequence, but instead sequenced by the number of letters in words. High-Frequency Words, Lessons 1–5, are suggested to be taught early in the year. High-Frequency Words, Lessons 6 and 7, are suggested to be taught in the middle of the year. The last lesson, Lesson 8, is suggested to be taught later in the year.
- PWS materials provide a 100–150+ most frequent words list within the "Online Resources" and encourage teachers to work towards teaching students all 100–150+ words. Both regular and irregular words are included in the suggested list; however, there is no evidence that this is an explicitly taught concept. The materials do not state the research from which these words were compiled. The materials introduce high-frequency words but do not appear to offer a year-long

Heinemann Grade 1
English Phonics Program Summary

consistent set of instruction. The materials provide a sequence of lessons that introduce a few high-frequency words; however, teacher guidance states that words can be changed, if necessary.

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

- PWS materials do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. For example, in PWS, "High-Frequency Words," Lesson 2, "Recognize and Use High-Frequency Words with One, Two, or Three Letters," students are introduced to the words *had, or, did,* and *was,* which include regular and irregular words. In the lesson, the students watch the teacher demonstrate how to spell the words. When spelling the word *had,* the script states: "You are going to read, make, and write these words today. What is this word? This word is *had.* You read it together. Now I'll make the word with magnetic letters. Which letter do I put first? Which letter do I put next? Which letter do I put last?" The teacher models spelling the word with magnetic letters three times; however, teacher guidance is not provided to reference the letter sounds. The teacher then asks the students what they notice about the word. The materials suggest answers such as "*Had* has three letters. It has a vowel in the middle. It starts like *has*." The teacher then writes the word quickly and reminds the children that there are some words that they need to know how to read and write quickly. The lesson does not apply letter-sound correspondence to decode or encode the words but relies on spelling and memorization.
- In PWS, High-Frequency Words, Lesson 5, "List of Words," the teacher tells the students: "You are learning a lot of words as you read and write. Some words you can figure out by looking at letters and sounds, but other words you can read very fast because you know them." The teacher writes a list of words on the board: *they, look, went, from*. The teacher states, "Take a good look at the words and think about how you will remember how each one looks." Materials include suggested answers such as "*They* has *the* in it, I know *they.*" The lesson does not apply letter-sound correspondence to decode or encode the words; it relies on spelling and memorization.

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

- PWS materials incorporate some activities and resources for students to develop, practice, and reinforce skills. For example, in High-Frequency Words, Lesson 3, the materials instruct teachers to use a shared reading of the poem "The Itsy, Bitsy Spider" to allow students to practice reading and finding high-frequency words. Students then highlight, circle, or underline the high-frequency words they find. Next, students are provided a copy of the rhyme to practice reading with partners and locating the high-frequency words; however, there is no evidence of a cumulative review of high-frequency words.
- PWS materials include interactive read-alouds, in which students identify some high-frequency words. For example, High-Frequency Words, Lesson 4, includes an interactive read-aloud that has students listen for high-frequency words. The lesson uses the poems "Polly, Put the Kettle On" and "Pumpkin Orange," with enlarged print. Students locate high-frequency words throughout the poems. Students recognize high-frequency words and mark them with

highlighter tape through the additional interactive read-alouds "Hello Ocean" and "Animals Black and White." Although students practice identifying selected high-frequency words, the lesson does not provide a cumulative review.

- PWS "Online Resources" include "High-Frequency Words, Lesson 1, Recognize and Use High-Frequency Words with One, Two, and Three Letters." This is a printable document that includes pocket-chart-sized flashcards, the "Ready-Make-Write" sort, smaller flashcards, and individual letters to build the sight words. For example, this set includes all of the materials to make the words *had, or, did,* and *was*. There are a total of eight of these sets in the grade 1 program; however, the sets are not cumulative.
- In some lessons, the PWS materials include a game to reinforce high-frequency words. For example, in High-Frequency Words, Lesson 5, the teacher tells the students that they are going to play a game with many words they already know. The teacher displays the "Follow the Path" game board. The students take turns rolling dice and moving their game pieces to various words on the board. The students read the words that they land on to practice the high-frequency words in isolation; however, there is no evidence of a cumulative review of high-frequency words.

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).

- PWS materials provide some activities and resources for students to recognize, read, and write high-frequency words in isolation. Online Resources allow students to practice reading high-frequency words in isolation. The resources include "25 High-Frequency Words (Teach Cards)," "50 High-Frequency Words (Teach Cards)," and "100 High-Frequency Words (Teach Cards)," which are printable documents. Materials also include printable flashcards with the corresponding number of high-frequency words; however, they are presented in alphabetical order, so there is no systematic sequence indicated.
- PWS materials provide some activities and resources for students to recognize, read, and write high-frequency words in connected text. For example, High-Frequency Words, Lesson 3, "Locate and Read High-Frequency Words in Continuous Text," the teacher models using "Itsy Bitsy Spider." Students are then asked to locate "words they know." Students highlight the word *it*. Students repeat this independently with a printed version of the poem. This is the only lesson where students explicitly highlight and read high-frequency words in connected text. While the materials provide suggestions for recognizing and reading words in the "Extend the Lesson" portion of the lesson, the texts suggested are shared readings of poems, not decodable texts. The suggested resources *Words That Sing* and *Sing a Song of Poetry* are not decodable texts and do not have a resource that lists the high-frequency words that can be found in each poem.
- PWS materials identify a "Word Wall" as being one of the vital resources for the grade 1 classroom. Within the description for an effective Word Wall, it is suggested to place the high-frequency words on the Word Wall as they are taught, including the words *I, a, an, and, at, but, come, can, for, get, go, have, in, is, it, look, make, me, my, no, not, or, play, said, see, she, be, the, then, they, this, to, up, we, went, with, you*.
- In PWS, High-Frequency Words, Lessons 1, 6, and 8, students complete a "Make-Read-Write" worksheet in which they write some high-frequency words. In this activity, students use high-frequency word cards to copy words with magnetic letters, read the words, and then write the

Heinemann Grade 1
English Phonics Program Summary

words on the page.

Heinemann Grade 1
English Phonics Program Summary

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 multisyllabic words.

1	Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	PM
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.	PM
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM
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).	PM

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. 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.

Materials provide some sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials provide some instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials incorporate some activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide some 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).

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 "Phonics, Spelling, and Word Study" ("PWS") materials provide a partial systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. The "Letter-Sound Relationships" lessons introduce long and short vowels. The materials introduce the CVC pattern in "Spelling Patterns," Lesson 2, and the VCe pattern in Spelling Patterns, Lesson 9. However, there is no evidence of direct instruction in open syllables, vowel digraphs, vowel diphthongs, or *r*-controlled syllables, though words with some of these syllable types are included in lesson activities.

Heinemann Grade 1
English Phonics Program Summary

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 provide some scripted instructions for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable words. In Spelling Patterns, Lesson 2, the teacher tells students they are going to look for and use a spelling pattern that is found in many words. The teacher writes the word *cap* on the board and asks the students what they notice about the word. The teacher then adds the word *red* to the board and continues to note the students' observations. After some discussion, the teacher asks, "When you see this pattern in a word—a consonant, then a vowel, and then another consonant—what kind of sound does the vowel stand for?" Other words included in this lesson are *bit, not, hug*. The children then use magnetic letters and letter tiles to make words with the CVC patterns.
- In Spelling Patterns, Lesson 9, the teacher tells the students they are going to learn more about the spelling patterns in words. The teacher places cards for *gate, make,* and *name* at the top of three columns in a pocket chart and has the students read the words with the teacher. The teacher asks the students what they notice in the words. The students help the teacher sort the words *cake, rake, fake, wake,* and *blame*. Then the teacher asks what the students notice about the words. The teacher states the principle: "You sorted words that have a vowel, then a consonant, and then a silent *e*. You noticed that the vowel sound in these words is the name of the first vowel, such as /a/ in *gate, make,* or *name.*"

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

- The PWS materials incorporate some activities and resources for students to practice decoding and encoding grade-level syllable types. For example, in Letter-Sound Relationships, Lesson 16, students sort eight words containing *long* and *short a* sounds, by long and short sounds. They write the words on a two-way sort, with *long a* sounds on one side and *short a* sounds on the other. The words are *flag, sail, tan, cape, map, same, cast,* and *take*. Students do not differentiate between the VCe and VV spellings of *long a*. In Letter-Sound Relationships, Lesson 17, students play a board game to practice reading and identifying *long o, short o, long u,* and *short u* sounds. In this game, each space has a word containing a *long o, short o, long u,* or *short u* vowel sound. Children take turns throwing the die, moving their marker, reading the word, and telling whether the word has a long or short vowel sound. In Letter-Sound Relationships, Lesson 18, students play a lotto game to practice reading and identifying *long e, short e, long i,* and *short i* sounds. These lessons include words with both VCe and vowel digraphs, but the students are only taught the VCe syllable pattern before completing these activities. There is no evidence of a cumulative review in the activities.

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 PWS materials provide some activities and resources for students to practice decoding one-syllable words in isolation. For example, in Spelling Patterns, Lesson 2, students learn about the

CVC pattern. They read the words *cap, red, bit, nod,* and *hug* and make observations about the words.

- The PWS materials provide some activities and resources for students to practice encoding one-syllable words in isolation. For example, in Spelling Patterns, Lesson 4, students learn about the -*ap* and -*ay* patterns. In the "Apply" section, students use magnetic letters to make words with the -*ap* and -*ay* spelling patterns and then write the words on the two-column sort.
- The PWS materials suggest activities and resources for students to practice decoding one-syllable words in connected text; however, the connected text does not build on previous instruction and is not decodable text. For example, in Letter-Sound Relationships, Lesson 14, students learn about the VCe pattern. In the "Connect Across Texts" section, the materials suggest students read the poem "When You and I Grow Up" from *Words that Sing* and highlight the words with the CVCe pattern using highlighter tape; however, the only CVe word in the poem is *lose,* and it does not follow the pattern taught in the lesson.

Heinemann Grade 1
English Phonics Program Summary

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.	DNM
2	Materials provide direct (explicit) instruction for supporting recognition of common morphemes.	PM
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).	DNM
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 systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.

Materials do not provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials provide some direct instruction for supporting recognition of common morphemes. Materials provide some direct instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials do not 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.

- Materials do not provide a TEKS correlation document, and the lessons do not follow a systematic scope and sequence, nor do they provide an adequate review of previous morphemes. For example, in the "Phonics, Spelling, and Word Study" ("PWS") guide, an outline of the plan of instruction for the year contains areas of learning, including lessons that introduce the first-grade-level morphemes *-ed, -es, -ing,* and *-s*, as outlined by the TEKS. The materials include four lessons that address morphemes: "Word Structure" 3 (plurals, adding *-s*); Word Structure 4 (recognize and use plurals by adding *-es*); Word Structure 5 (present participle, using

Heinemann Grade 1
English Phonics Program Summary

-ing); and Word Structure 6 (past tense, *-ed*). In the "Suggested Sequence for Phonics Instruction," these lessons come at the end of the year—Lessons 93–96 out of 100 total lessons.

<div style="background:#1F3864;color:white;font-weight:bold;padding:4px;">Materials provide direct (explicit) instruction for supporting recognition of common morphemes.</div>

- In PWS, the materials provide explicit instruction for supporting recognition of common morphemes. For example, in Word Structure, Lesson 3, in "Explain the Principle," the teacher tells the students, "add *-s* to some words to make them plural." The instructions continue to explain that *plural* means *more than one* and that sometimes the *-s* at the end of the word has the /s/ sound, and sometimes it has the /z/ sound. The lesson continues with the teacher and students building plurals together, such as *cat/cats, tree/trees, can/cans, boy/boys,* and *girl/girls*. Students then complete a two-way sort to match nouns with their plurals and record them on a chart. Students also recognize the morphemes in poetry charts as suggested during "Shared Reading."
- In PWS, the materials provide explicit instruction for supporting recognition of common morphemes. For example, in Word Structure, Lesson 4, students learn to recognize and use plurals that end with *-es.* The teacher states: "You know that you add the letter *s* to make many words plural. Today you are going to look at some words that are different." The teacher writes the word *beach* on chart paper and has the students read the word together. The teacher repeats with the word *beaches*. The teacher states: "What do you notice about these two words? *Beach* means one beach. When you say *beaches*, you mean more than one beach. *Beaches* is plural. What did I do to the word beach to make it plural? I added *es* to the end of *beach* to make *beaches*." The teacher repeats the lesson with the word *dish*. The teacher states: "Can you hear the sounds that the *es* stands for at the end of these words? Let's read them again." The teacher points out that in some plural words, the *s* sounds like /z/. The teacher states, "You can hear the parts of these words too. Clap *beach*. How many parts does it have? Now say and clap *beaches*." The teacher then points out that one uses *-es* after *ch, sh, s, x,* and *z* to make words plural. The class practices with other words by adding the *-es* to make them plural and then practices sorting words.
- In PWS, the materials provide explicit instruction for supporting recognition of common morphemes. For example, in Word Structure, Lesson 6, students add *-ed* to show past tense. The teacher uses a pocket chart with the headings "Today I" and "Yesterday I." The teacher places the word *walk* under the "Today I" column and asks students how they should say that for "Yesterday I." The teacher places *walked* under the "Yesterday I" column and asks, "What do you notice about the word *walked*? You can add *-ed* to lots of verbs to show that something already happened." The teacher then repeats this process with *help/helped, stop/stopped, want/wanted, count/counted,* and *rake/raked.*

<div style="background:#1F3864;color:white;font-weight:bold;padding:4px;">Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.</div>

- The PWS materials provide limited explicit instruction for using the meanings of morphemes for encoding and decoding. For example, in Word Structure, Lesson 3, the teacher tells the students that they are going to learn a way to make a word plural. The lesson states, "You may want to review that plural means 'more than one.'" After orally reviewing the singular and plural form of *cat/cats, tree/trees, can/cans, boy/boys, girl/girls*, the teacher writes the word *cat* and asks,

"What would I do to the word *cat* to make it plural? I'd add an *s* to the end to make it *cats*." This process is repeated with *boy/boys* and *girl/girls*. The Explain the Principle box states: "Add *-s* to some words to make them plural. Listen for the sound that the letter *s* stands for at the end of the word. In some words, it stands for the sound /s/ as in the beginning of *sit*. In some words, it stands for the sound /z/ as in the beginning of *zip*."

- The PWS materials provide limited explicit instruction for using the meanings of morphemes for encoding and decoding. For example, in Word Structure, Lesson 5, the teacher tells students they are going to learn more about the endings in words. The teacher writes *I can read* and *I am* on the board. After having the students read the phrases, the teacher asks them to complete the second phrase with a word that would make sense (*reading*). The teacher then writes *I am reading* and asks what the students notice about the word *reading.* The teacher explains, "I added the ending *-ing* to the word *read*." The lesson states, "Help children understand that the ending *-ing* shows something is happening now." The Explain the Principle box states: "Adding *-ing* to some words shows something is happening now." The teacher repeats the process with the sentences *I can jump* and *She is.* Students fill in *-ing* on worksheets to change the word *cook* to *cooking* three times. Students then read the sentences to themselves and to a partner. Students do not practice encoding full words, nor do they independently decode *-ing* words beyond *cooking*.

Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.

- In PWS, lessons include activities and resources for students to develop and practice the focus morphological skill. For example, in Word Structure, Lesson 3, students use a two-way sort to match singular and plural nouns that are provided on word cards. Students then write the matching pairs on the two-way sort, such as *boy/boys, kite/kites, game/games,* and *bird/birds*. In the "Connect Across Texts" section, the lesson states, "As you revisit books, point out plural nouns that are made by adding *-s* at the end of these words." Two interactive read-aloud trade books are suggested, but they are not included in this review. In the Shared Reading section, the lesson recommends reading "My Little Toys" from *Words That Sing* or "I Love the Mountains" or "Six Little Ducks" from *Sing a Song of Poetry*. The lesson states to "have children find, say, and highlight plural nouns that are made by adding *-s*." However, there is no evidence of reinforcement of skills through cumulative review.
- In Word Structure, Lesson 5, students use a two-way sort to match verbs provided on word cards with their past-tense forms. Students then write five matching pairs on the two-way sort, such as *bake/baked, play/played, jump/jumped, add/added,* and *clean/cleaned*. In Connect Across Texts, the lesson states, "Point out verbs that end in *-ed* as you revisit books." Two interactive read-aloud trade books are suggested, but they are not included in this review. In the Shared Reading section, the lesson recommends reading "The Elephant Who Jumped a Fence" from *Words That Sing* or "On Top of Spaghetti" from *Sing a Song of Poetry*. The lesson states to "have children use highlighter tape or a highlighter to identify verbs with *-ed* endings." However, there is no evidence of reinforcement of skills through cumulative review.

Heinemann Grade 1
English Phonics Program Summary

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

- Some PWS lessons include activities that encourage decoding and encoding in isolation. For example, in Word Structure, Lesson 4, students decode lists of words in isolation that contain the suffix -es, including *beach/beaches, bus/busses, box/boxes,* and *quiz/quizzes*. The lesson continues with students matching singular nouns with their plural -es form. However, the materials do not provide an opportunity for encoding in isolation.
- All PWS Word Structure lessons include suggestions for decoding in connected text using the supplemental books *Words That Sing* and *Sing a Song of Poetry*. In Word Structure, Lesson 6, students decode lists of words in isolation that contain the suffix -ed. The Connect Across Texts section states, "Point out verbs that end in -ed as you revisit books." Two interactive read-aloud trade books are suggested, but they are not included in this review. In the Shared Reading section, the lesson recommends reading "The Elephant Who Jumped a Fence" from *Words That Sing* or "On Top of Spaghetti" from *Sing a Song of Poetry*. In "Independent Writing," the lesson states, "As you confer with writers, point out instances in which they have added -ed to verbs." However, the materials do not provide explicit instruction for encoding in connected text.

Heinemann Grade 1
English Phonics Program Summary

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 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.	PM
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.	DNM

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable texts with accuracy and automaticity.

Materials include some embedded modeling and practice with word lists. Materials do not include embedded modeling and practice with decodable phrases/sentences and decodable texts in the lesson. Materials provide practice activities for word reading fluency in a variety of settings, including independently, in partners, in small groups, whole group. Materials do not provide decodable connected texts that are 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 texts in the lesson.

- Materials include limited embedded modeling and practice with word lists, decodable phrases/sentences, and decodable texts in the lesson. For example, in "Phonics, Spelling, and Word Study" ("PWS"), "Word-Solving Actions," Lesson 8, students recognize and use onsets and rimes to read words. The teacher states, "Listen to this word, *sat*." The teacher then makes the word *sat* with the magnetic letters, leaves a space between the onset *s* and the rime *at,* and asks the students what they are. The teacher says, "What is the first part of this word? The letter *s* which stands for /s/ is the first part. What is the last part of this word? The letters *at* stand for /a/ /t/ is the last part. The last part starts with a vowel and has another letter after it." The teacher demonstrates the same concept with the words *make* and *my*. The teacher makes note to the students that the first part of the words is the same, while the last part is different. The lesson continues with two more words, *tree* and *shell.* The lesson suggests reading "The Little Plant" from *Words That Sing*; however, the text of this poem is not aligned to the phonics scope and sequence and includes words such as *buried* and *wonderful*.
- In PWS, "Letter-Sound Relationships," Lesson 9, word cards are used to show consonant blend words. The teacher displays the word *skip* and states, "What do you notice about the beginning of this word? The letters *s* and *k* make a consonant blend at the beginning of this word." The teacher reads the word with the students and then states, "What do you notice about the sounds? You can hear each sound in a consonant blend." The teacher then displays the words

stick, spot, smile, swim, and *snack*. The lesson then states, "Guide children to identify each consonant blend, say the sound each consonant stands for, and read each word." However, the lesson does not provide embedded modeling or practice with decodable phrases or connected text.

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

- The PWS materials provide limited word reading fluency practice in partners. For example in Letter-Sound Relationships, Lesson 6, students work independently to sort a stack of cards by their vowel sounds. Students then practice reading the columns of words to a partner. The materials do not provide lists of words for students to practice fluency in the phonics skill.
- The PWS materials provide practice in word reading fluency for most lessons in a whole group with choral reading response. For example, in Word Structure, Lesson 3, the teacher writes singular words and the corresponding plurals on chart paper, and then the students read the new words aloud. Students then name additional words and their plurals, and the whole class reads the new list of words aloud. Students then complete a word sort, matching singular nouns with their plurals. Students independently identify the pattern and independently read the list of words they created.

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

- Although the materials refer the teacher to poems in *Sing a Song of Poetry* and *Words That Sing* in "Connect Learning Across Texts," the poems and texts found in these anthologies are not decodable texts. They are not aligned with the suggested scope and sequence of the lessons. For example, PWS, Letter-Sound Relationships, Lesson 7, focuses on initial consonant blends. For connected text, it refers teachers to "Slowly, Slowly" in *Words That Sing*. The first two lines of the text are "Slowly, slowly, very slowly creeps the garden snail. Slowly, slowly, very slowly up the garden rail." The poem does not appear to be decodable if students are only being introduced to consonant blends. Additionally, the only words in the entire poem with initial blends are *slowly, creeps,* and *snail*. The materials do not provide decodable texts that align with the suggested sequence of lessons.

Heinemann Grade 1
English Phonics Program Summary

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 diagnostic tools that are developmentally appropriate. Materials provide clear, consistent directions for accurate administration of diagnostic tools. Materials include data management tools for tracking 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 "Phonics, Spelling, and Word Study" ("PWS") online resources provide multiple assessment components. The "Assessment Overview" states: "You can use these tasks in multiple ways: You can use them as diagnostic tools to determine what children know and need to know; you can use them as monitoring tools to help you keep track of your teaching and children's learning; and you can also use them as documentation of the teaching and learning you and the children have accomplished." There are nine categories of assessments: "Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High-Frequency Words, Word Meaning/Vocabulary, Word Structure, Word-Solving Actions." Within each assessment category, there are multiple subtests. For example, the Spelling Patterns assessment has a progression of four skills from simple to more complex: "1. Matching Phonogram Patterns in Words, 2. Reading Names with Phonogram Patterns, 3. Reading Words with Phonogram Patterns, 4. Reading and Writing Names [Phonograms]."
- The Assessment Overview instructs that "teachers need to have a classroom assessment plan that includes the systematic collection of data on what children know about letters, sounds, and words. The assessment plan leads directly to instruction." Within the PWS lessons, the materials provide two assessment strands: "Ongoing Observation" and "Systematic Assessment Tasks." Systematic Assessment Tasks are "formal structured experiences in which the tasks are standardized." Assessment tasks are available within the online resources; there are a variety of assessments for each of the nine components of the PWS materials.

Heinemann Grade 1
English Phonics Program Summary

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

- Materials provide clear, consistent directions for accurate administration of diagnostic tools. For example, for Phonological Awareness, there are seven assessments (Assessment A–G). For each assessment, the materials provide clear directions for accurate administration. The assessment directions are consistent and provide a description of the assessment, an explanation of why to use it, and a step-by-step list detailing how to use it. There is also a section to guide the teachers on what to notice or observe while assessing students. Within the "How to Use It" section of Phonological Awareness Assessment A, "Hearing and Saying Rhyming Words," step-by-step directions state: "Give children the picture cards to match, asking them to say the words aloud to check that they rhyme. Work individually with children or use the Rhyming Words Matching Sheet, asking children to draw lines between pictures." The final instruction is to "record results on the Individual Record (Assessment G)."
- Within the How to Use It section of Word Meaning/Vocabulary Assessment B, "Recognizing and Reading Concept Words in Sentences," step-by-step directions state: "Administer this assessment to individuals or a small group; in a group, have children take turns. Use the provided concept word sentences and ask children to read them. Ask the children the provided text questions to assess their comprehension. Over time, accumulate results and enter them on the Class Record (Assessment D)."

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

- Materials include data management tools for tracking individual and whole class student progress. Recording forms for the various tasks can be found at the end of the assessment category. For example, Word Structure Assessment H contains an "Individual Record (Compound Words)"; Assessment I contains an "Individual Record (Contractions)"; and Assessment J contains a "Class Record (Syllables)." Although the naming system lists these forms as separate assessments, they do not contain an assessment, only the recording forms. Not all assessments contain class and/or individual recording forms.

Heinemann Grade 1
English Phonics Program Summary

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.	DNM

Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. The materials include some integrated progress monitoring tools, without specific guidance on frequency of use.

Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills. Materials do not include specific guidance on determining 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.

- Materials include progress monitoring tools that accurately measure students' acquisition of grade-level skills. Within the "Phonics, Spelling, and Word Study" ("PWS") lessons, the materials provide two assessment strands: "Ongoing Observation" and "Systematic Assessment Tasks." Systematic Assessment Tasks are "formally structured experiences in which the tasks are standardized." Assessment tasks are available within the online resources; there are a variety of assessments for each of the nine components of the PWS materials. For Ongoing Observation, each lesson includes suggested observational assessment tasks to measure each student's understanding of that lesson.
- The PWS online resources provide multiple assessment components. The "Assessment Overview" states: "You can use these tasks in multiple ways: You can use them as diagnostic tools to determine what children know and need to know; you can use them as monitoring tools to help you keep track of your teaching and children's learning; and you can also use them as documentation of the teaching and learning you and the children have accomplished." There are nine categories of assessments: "Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High-Frequency Words, Word Meaning/Vocabulary, Word Structure, Word-Solving Actions." Within each assessment category, there are multiple subtests. For example, the Spelling Patterns assessment has a progression of four skills from simple to more complex: "1. Matching Phonogram Patterns in Words, 2. Reading Names with Phonogram Patterns, 3. Reading Words with Phonogram Patterns, 4. Reading and Writing Names [Phonograms]."
- Materials provide frequent, strategic opportunities to monitor and respond to student progress toward appropriate grade-level and content skill development. Each Phonics and Word Study lesson contains a "Plan, Teach, Apply, Share, Assess" structural routine. Within the Assess

portion, several bullets guide the teacher in assessing student progress toward the skill of the lesson. For instance, in Letter-Sound Relationships, Lesson 7, the Assess section says to show students a consonant blend, to ask them to say each sound that is represented, and to notice whether or not children represent each letter in a consonant blend in their writing. It also advises to have children connect pictures and letter clusters and states, "You may wish to use Letter-Sound Relationships Assessment C or K." The materials do not state what level constitutes mastery on the assessments.

- Phonics and Word Study lessons provide suggestions for additional assessments to monitor student progress. For example, in Phonological Awareness, Lesson 8, students orally segment words into onsets and rimes. In the Assess section, the materials guide the teacher to "observe whether children can hear and say the first and last part of words. A quick check with pictures of two or three words will tell you if they can identify onsets and rimes." The final assessment guidance for this lesson is "you may wish to use Phonological Awareness Assessment E or G."

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

- Materials do not include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Within the Assess portion of each PWS lesson, the materials provide suggestions for progress monitoring, both in observational and formal formats. For example, in Word Structure, Lesson 1, the suggested observational assessments are: "Have a small group of children take turns clapping syllables of new words. Observe and note their behavior. Notice whether the children break words into syllables to solve them while reading or writing." The suggested formal assessment is: "You may wish to use Word Structure Assessment A or E." Although each lesson has its own corresponding Assess section that can be used to progress monitor skills, the materials do not contain specific guidance on determining frequency based on students' strengths and needs.

Heinemann Grade 1
English Phonics Program Summary

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

Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. Materials include some 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 provide teachers with some guidance on how to plan and differentiate instruction based on student data. Materials do not include a variety of resources that align to data, allowing 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.

- Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs. Within the "Assessment Overview," the materials explain how teachers can use the "Assessment Guide": "The Assessment Guide includes more formal, performance-based assessment tasks across the nine areas of learning. You can use these tasks in multiple ways: You can use them as diagnostic tools to determine what children know and need to know; you can use them as monitoring tools to help you keep track of your teaching and children's learning; and you can also use them as documentation of the teaching and learning you and the children have accomplished. You and your colleagues may even decide to place some of the summary sheets in children's permanent cumulative folders as a way to create a school-wide record of the phonics and word study program. Within both formal and informal assessment contexts, we are always asking two questions: 1) What do children know and control relative to letters, sounds, and words? and 2) What do they need to know?"
- For example, "Letter Knowledge Assessment A" evaluates students' understanding of letter forms and letter names by stating the names of letters aloud. The teacher uses cards of uppercase and lowercase letters in random order and asks students to name the letters. The teacher records the letters they know as well as their substitutions or confusion on the "Individual Record (Assessment D)." The "What to Notice" section guides teachers to look for: "Number of uppercase letters known. Number of lowercase letters known. Letters almost known. Letters confused or substituted. Speed in recognizing letters."

Heinemann Grade 1
English Phonics Program Summary

- The Assessment Overview also provides suggestions on how teachers can react to the data collected: "This information will help us as teachers in the following ways: We can relate their knowledge on a continuum of typical progress. We can choose specific lessons that will serve the group as a whole or small groups effectively to move them forward in knowledge. We can adjust interaction to meet individual needs because we know where children are in their development of phonics and word knowledge. We can ascertain when children have acquired knowledge of many examples in any given area (for example, recognizing alphabet letters), and we can plan activities that will solidify knowledge and deepen children's understanding of a basic and useful principle." Many of the lessons are labeled "Generative," which is meant to be adaptable to any skills related to the one in the lesson. Teachers are encouraged to reuse the lessons depending on what their individual students need based on the data collected.

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

- Although the diagnostic tools do not provide teachers with guidance on how to plan and differentiate instruction based on student data, the materials provide a "Literacy Continuum" for some guidance on instruction based on student data. This continuum "can be used as a bridge between assessment data and the specific teaching that students need." Another use for the continuum includes students who may need intervention or differentiation. The "Guide to Intervention" within the Literacy Continuum states: "Many students will need extra support in order to achieve the school's goals for learning. Assessment and observation will help you identify the specific areas in which students need help. Use the continuum to find the specific understandings that can guide intervention." For example, in "Spelling Patterns" Assessment A, students are evaluated on their ability to "Match Phonogram Patterns in Words." The directions state: "Place picture cards in the pocket chart. Have the children match the words containing the same phonogram patterns. As an alternative, use the identifying phonograms sheet in which they must match words that have the same phonogram patterns." The What to Notice section guides teachers to observe: "Number of patterns identified accurately, number of spelling patterns written accurately, ability to hear and connect sound and spelling patterns." However, the assessments do not guide the teachers on where to look in the Literacy Continuum.

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

- Materials do not include resources separate from the Phonics and Word Study lessons that align to data that would allow teachers to plan different activities in response to student data. Resources include an alphabet linking chart, alphabet strips, picture cards, magnetic letter guides, phonograms lists, a high-frequency words list, and more. The materials do provide word lists and text for reading, but they do not provide additional support outside of the lesson.

Heinemann Grade 1
English Phonics Program Summary

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.	PM
2	Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.	DNM
3	Materials provide enrichment activities for all levels of learners.	PM

Partial Meets | Score 1/2

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

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

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.

- Materials include some guidance for instruction for students who have not yet mastered grade-level skills. The materials do not provide targeted instruction that includes differentiated instructional approaches; materials suggest small group work to reteach a lesson to students who did not grasp the lesson fully. For example, the grade 1 "Phonics, Word Study, and Spelling" ("PWS") guide states: "If children need more experience you can repeat the lesson format using these suggestions (in the Extend Learning portion of each lesson) for variations." For example, in "Spelling Patterns," Lesson 4, "Recognize and Use Phonograms That End with a Double Consonant (VCC)," the "Extend Learning" section suggests: "Give students additional list sheets, and ask them to 'write around the room.' They will record on the list sheet any words with double consonants (either at the end or in the middle of the word) that they find on the walls, charts, or books in the classroom."
- In "Phonological Awareness," Lesson 2, the goal is to hear and say rhyming words. The materials state that this lesson follows the prior lesson closely but increases the complexity of the sort. The materials state the teacher may not need this lesson with the whole class. If the teacher identifies a small group of students who have trouble identifying rhyming words, they can work on shared reading of poetry with them in a small group. Students use highlighter tape to identify rhyming words. If the students find it difficult to hear rhymes, teachers have them work with the picture to match until they can say the rhymes and feel the similarity.
- In Spelling Patterns, Lesson 4, Extend Learning states: "Repeat the lesson with two or three additional patterns, e.g., *-ot, -opt, -ock*. Have children use three-way sorts, depending on their

experience." This does not target a specific group of students, though it does add extra support and practice to the original lesson.

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

- The materials do not include guidance for enrichment activities for students who have mastered grade-level foundational phonics skills, nor do the lessons include recommendations for upward scaffolds to support extension and application of learning. The lessons do not provide additional activities and resources to support student choice and to extend and explore new learning in collaborative groups or independently. Although there is no specified upward scaffolding for students who have mastered the skills, there are opportunities to extend the skill through extended lessons with "Interactive Writing" and "Independent Writing." In Lesson 8 of Spelling Patterns, the principle is to make a new word by putting a letter or letter cluster before the pattern. After the lesson, the Interactive Writing lesson states that, after the shared reading portion is complete, students can identify words with familiar phonograms by underlining them or placing highlighter tape on them. In the Independent Writing portion, the materials state to encourage students to use their knowledge of phonograms as a resource in writing words. There are no defined instructions for students who have mastered the lesson and need extended lessons.
- The "Routines and Instructional Procedures for Effective Teaching: A Few Further Suggestions" section guides teachers: "Provide Apply activities with potential multilevel learning that permits advanced students to apply the principle to more sophisticated examples and to make more discoveries and allow children who are less experienced to develop the understanding with simple samples." Although several instructional routines are explained explicitly, no explicit instructions in this section further explain how to scaffold instructional approaches. The materials provide explicit instructions on how to repeat the lesson with additional/different words or examples. For example, in the grade 1 "Suggested Sequence for Phonics Lessons," there is a column titled "Teaching Suggestions for Extending Learning." In Letter-Sound Relationships, Lesson 16, for instance, students are contrasting short and long vowel sounds in words. The suggestions for extended learning are: "Be sure to pronounce all the words students will be sorting and encourage them to say the word as they decide where to place it. Notice the ease with which children hear the long or short sound of *a*. Encourage them to check letter by letter after they have written the word. If children have difficulty, you may want to call a small group of them to a table and assist them with the task. Encourage children to add other words as examples or to add names of children in the class to their sorts. You will be doing two more lessons contrasting sound and long vowels."

Materials provide enrichment activities for all levels of learners.

- Materials provide some enrichment activities for all levels of learners in foundational phonics skills, particularly through poetry. In the *Words That Sing* resource, under the "Poetry Chart Links to Phonics Lessons," guidance states that "this list links many phonics lessons to a specific poem that extends and refines the instructional aim of the lesson." For example, for Letter-Sound Relationships, Lesson 8, the materials link the poem "Tweedledum and Tweedledee." The "Instructional Suggestions" part of the chart guides teachers: "Have half the class read the first

stanza and the other half read the second stanza. Also ask children if they recognize the characters Tweedledum and Tweedledee. If not, read an excerpt about Tweedledum and Tweedledee from this classic nonsense story." Also included in this resource is a list of "Fifty Ways to Use Poetry Chart Poems," such as "Poem Innovations, Poem Performances, and Poetry Picnic."

- In the "Connect Across Texts" section, there are suggestions for enrichment via Interactive Writing and Independent Writing. In "Letter Knowledge," Lesson 14, the Interactive Writing suggestion is: "Have children use the Alphabet Linking Chart as a reference for writing lowercase letters in words." The Independent Writing suggestion is: "If children are trying to think of the correct lowercase letter form while they write, ask them to think about whether it looks the same or different as the uppercase form."
- Other types of enrichment—including suggestions for small group discussions, online activities for practicing and reinforcing phonics learning, teacher tips to extend learning, or PD videos to support teacher professional learning—are not available. Enrichment does not support all levels of learners.

Heinemann Grade 1
English Phonics Program Summary

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 | 2/2

The materials meet the criteria for this indicator. The 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 to engage students in mastery of the content. Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one)

Evidence includes but is not limited to:

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

- Materials include a variety of developmentally appropriate instructional routines and approaches to engage students in mastery of the content for each lesson. The materials contain a section titled "Routines and Instructional Procedures for Effective Teaching" that describes in detail the routines that are found in each lesson in the "Phonics, Spelling, and Word Study" ("PWS") program. There are ten routines included for effective phonics instruction, including "See and Say, Find and Match, Say and Sort, Hear and Say, Notice Parts, Say and Write." Materials describe each routine and then provide step-by-step directions of the routine. For example, the materials describe the "Make Words" routine: "This procedure can help children build words (including contraction) through the use of discrete tactile materials such as magnetic letters, letter tiles, or letter cards. Make Words appears in lessons in Spelling Patterns, Word Structure, and Word-Solving Actions and may follow this sequence: 1) Show and say a word that contains a common phonogram. [*not*] 2) Children identify the beginning phoneme in the word. [/n/] 3) Help children articulate the principle. You can change the first sound in a word to make a new word. 4) Children work with words and letters to apply the principle. [Children change the first sound in a word to make a new word.] 5) Summarize learning by restating the principle." The materials then state the routine in the specific lesson and repeat it, applying the specific lesson components.
- The materials engage students in mastery of the content through a variety of instructional approaches, including shared reading, kinesthetic activities, and tactile elements as well as through developmentally appropriate instructional approaches such as teacher modeling. In "Spelling Patterns," children sort words using a three-way sort sheet and a set of word cards that primarily include -*at* and -*an* words. The children sort the words and read the cards; then,

their partner reads the cards. They shuffle the cards and begin the process again. During the interactive read-aloud, the children read the poem "The Gingerbread Man," which has -*at* and -*an* words. In the "Interactive Writing" portion of the lesson, children help their teacher write words with -*at* and -*an* patterns.

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

- Materials support a whole group instructional setting within the "Teach" section of each core lesson. The majority of lessons are taught as a whole group initially and then assessed one-on-one or within a small group. For example, in Spelling Patterns, Lesson 1, "Recognize and Talk About Letter Patterns," teachers are guided to hold up word cards with a common part or pattern and to ask students to read the words and discover the pattern. The teacher then repeats the process with words with an additional pattern, reinforcing the principles of the pattern as the lesson unfolds. The "Assess" section of this same lesson guides teachers to notice "whether children are representing word parts and patterns in their writing" and "whether children are noticing words with similar parts and patterns in shared or guided reading." Teachers may also wish to "use Spelling Patterns Assessment A, B, C, D, E, F, G, or H," which are individual assessments.
- PWS materials support partner and small group work. In the "Apply" section of each lesson, students apply the skill learned in the minilesson to an activity with a partner or small group. In "Phonological Awareness," Lesson 9, students play a "Follow the Path" game in small groups. To play, the students roll a die and move their game pieces along a printed game board. When they land on a space, they say the word represented by the picture on the board and then segment the word into onset and rime. In "Letter-Sound Relationships," Lesson 21, students work with a partner to play a "Concentration" game. The partners use pre-printed pairs of words that contain *soft c, g*, and *ch*. All the cards are turned upside down, and partners take turns flipping over two at a time to make matching pairs.

Heinemann Grade 1
English Phonics Program Summary

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.	PM

Partial Meets | Score 1/2

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

Materials include linguistic accommodations (communicated, sequenced, and scaffolded), but they are not commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). Materials encourage some use of students' first language as a means to linguistic, affective, cognitive, and academic development in English, but it is not strategic.

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).**

- Although the "Phonics, Spelling, and Word Study" ("PWS") materials include linguistic accommodation suggestions, the suggestions are not commensurate with various levels of English language proficiency as defined by the ELPS. The PWS guide specifically addresses working with Emergent Bilinguals in the section titled "What Are Some Ways of Working Effectively with English Language Learners?" This section provides over 30 suggestions for supporting Emergent Bilinguals in building oral language, reading, writing, and phonics and word study skills. An example from the PWS section is "Use many hands-on activities so that children have the chance to manipulate magnetic letters and tiles, move pictures around and word with word cards and name cards." Another suggestion is "Provide a 'rehearsal' by working with your English language learners in a small group before you provide the lesson to the entire group."
- Linguistic accommodation suggestions are also found in each lesson under the "Plan" section, titled "Working with English Language Learners." For example, in "Letter Knowledge," Lesson 3, "Recognize and Name Letters in Words," the Working with English Language Learners section suggests: "English language learners may need additional support in learning letter names. You may want to work with a small set of letters (e.g., find all the *b*'s in a collection of four different letters). Begin with letters that are very different from each other, and have the children say the name of the letter each time they find it." These linguistic accommodations are not commensurate with various levels of English language proficiency as defined by the ELPS.

Heinemann Grade 1
English Phonics Program Summary

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

- Materials encourage the use of students' first language as a means to linguistic, affective, cognitive, and academic development in English; however, the suggestions are not strategic nor based on specific lessons or specific skills. The PWS guide specifically addresses working with Emergent Bilinguals in the What Are Some Ways of Working Effectively with English Language Learners? section. This section provides over 30 suggestions for supporting Emergent Bilinguals in building oral language, reading, writing, and phonics and word study skills. Within these suggestions, some use of the students' first language or culture is mentioned. For example, the "Oral Language" section suggests: "Bring in children's familiar world into the classroom through family photos, holiday souvenirs, and objects from home. Expand children's world by bringing in other objects that will give them new experiences." The "Reading" section suggests: "Be sure that children's own cultures are reflected in the material that you read aloud to them and that they read for themselves. They should see illustrations of people like themselves in books. They should see their own cultures reflected in food, celebrations, dress, holidays, everyday events, and so on." The "Writing" section suggests: "Learn something about the sound system of the children's first language. That knowledge will give you valuable insights into the way they 'invent' or 'approximate' their first spellings. For example, notice whether they are using letter-sound associations from the first language or whether they are actually thinking of a word in the first language and attempting to spell it."
- The PWS materials include one lesson that encourages strategic use of students' first language as a means to linguistic, cognitive, and academic development in English, in the Working with English Language Learners section; however, the suggestion is not strategic. In "Early Learning Concepts," Lesson 2, the section states: "Take time to demonstrate or reinforce the meaning of academic language used in the lesson, including *first, last, letter,* and *word*. If you know these words in the children's own language, you may want to use them to focus attention on the four concepts. You may also wish to have children work in a small group to help them highlight first and last letters." The other Working With English Learners sections do not encourage the use of students' first language.

Heinemann Grade 1
English Phonics Program Summary

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 students' progress.	No

Not Scored

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

Materials inform families about one aspect of the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials do not contain resources to help teachers communicate with families in an ongoing manner regarding students' 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 "Phonics, Spelling, and Word Study" ("PWS") materials do not provide ways to inform families about program objectives or suggest ways parents can help their student's progress and achievement. Although the materials suggest sending home a poetry newsletter that tells parents the poems children have learned and provides some poems they can sing or say at home, this appears to be the only information about how families can support student progress and achievement.
- For remote learning, the PWS materials include information about how families can support student progress and achievement. For example, the materials include a letter to families explaining the objectives of the program/unit/module and how they can support student progress at home. The family letter is provided in multiple languages.

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

- The PWS lessons conclude with a section titled "Connect With Home." Each lesson provides a way for the students and parents to connect the lesson at home for further learning. In Unit 4 of "Letter Knowledge," Connect With Home suggests the teacher give students photocopies of the blank "Lotto" game board along with two or three copies of the handwritten letter cards. Students can take them home, cut up the letters, and play "Letter Lotto" with family members, using the names of friends or family members on the cards. There is no mention of printed or

virtual instructions to be sent home to families explaining the activity or process.
- The PWS materials provide an informational flier: "25 Ways to Use Magnetic Letters at Home." The activities, such as sorting the colors of the letters and making words, are the same for K–3.

Materials contain resources to help teachers communicate with families in an ongoing manner regarding students' progress.

- In the "Online Resources," printable assessments include "Assessments in Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, High-Frequency Words." The instructions state, "Record results on each child's individual record assessment and the class record assessment." Materials do not provide detailed guidance to help teachers communicate students' progress to families.

Heinemann Grade 1
English Phonics Program Summary

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.	No
3	Digital materials enhance student learning and are not distracting or chaotic.	No

Not Scored

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

Digital materials are accessible and compatible with multiple operating systems and devices. Digital materials do not support or enhance virtual and in-person instruction. Digital materials do not 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 "Phonics, Spelling, and Word Study" ("PWS") digital materials are accessible and compatible with multiple operating systems and devices. For example, the materials are accessible and compatible with Chromebooks, iPads, Apple computers, and/or smartphones. Materials are accessible online through any device with internet access. The materials are downloadable and accessible without access to the internet. The operating systems and devices are not noted in the materials, and this information is not shown in the program.

Digital materials support and enhance virtual and in person instruction.

- The PWS digital materials included with the curriculum are the online teacher's guide and printable materials needed for corresponding lessons. The materials include an online teacher manual that is easily accessed for planning and/or guiding instruction. The PWS guide is available online for teachers to plan lessons. There is no evidence of a student platform for online learning, online assessment capability, or any other online components in addition to the teacher's guide and blackline masters for lessons.
- A "Remote Learning" section, found in the "Online Resources," contains multiple resources. "General Support" offers videos for "Fostering a Community of Learners, Synchronous Teaching, Asynchronous Teaching, and Hybrid Teaching." "Printable Resources" include a blank weekly lesson planner, letters to parents for synchronous learning in 17 languages, letters to parents for asynchronous learning in 17 languages, a hybrid teaching letter to parents in 17 languages, and no access letters to parents in 17 languages. "Tech Tools" include videos to train teachers on the use of document cameras, picture sorts, the "SeeSaw" website, the "Padlet" website, and board games. Lastly, the materials offer videos under "Remote Learning Synchronous Teaching," covering schedule planning, gathering materials, teaching the lesson, assessments, and communicating with families and caregivers. However, there is no evidence of a student

platform for online learning, pre-recorded lessons, online assessment capability, or any other online components.

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

- The digital materials include only teacher-facing resources, which teachers can then share in person or digitally if they need to. Therefore, the materials do not enhance student learning.