

Heinemann Grade K

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

Section 3. Content-Specific Skills

- The materials provide some systematic and direct (explicit) instruction, practice, and review related to alphabet knowledge.
- The materials do not provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.
- The materials provide some 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 provide some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.
- 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.

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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 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.

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Indicator 2.1

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

1	Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.	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. In beginning lessons, students are matching words with the first letter of their name. There is no specific sequence in which letter sounds are included. 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 kindergarten, the materials suggest a series of phonemic awareness lessons, such as on hearing and generating rhyming words, before introducing the CVC pattern. Although the majority of the TEKS are covered

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within the materials, the scope and sequence does not have complete alignment with the TEKS. There is no evidence of lessons that allow kindergarteners to manipulate syllables within multisyllabic 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 kindergarten 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 of PWS, there is a section titled “Essential Literacy Concepts Every Kindergartener Should Know.” It lists skills for phonological awareness, letters and sounds, reading words, and early reading concepts; however, it does not reference skills that kindergarteners will learn in future years of the materials.
- In the “Literacy Continuum,” there is a section titled “Phonics, Spelling, and Word Study.” This section names “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 kindergarten and each grade level. 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

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

- The PWS 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 Master Lesson Guide begins with letter recognition for two days, then moves on to three phonological awareness lessons. The entire year follows this type of schedule.

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Indicator 2.2

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

1	Lessons include detailed guidance for each component of the gradual release of responsibility model.	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 3, “Hear and Connect Rhyming Words,” in the Teach section of the lesson, the teacher uses a pocket chart and the picture cards to line up two rhyming words that the students will name (e.g., *bee* and *tree*). The teacher guides the students to discuss “how the words have parts at the end that sound the same.” The end of the Teach section of the lesson has the teacher lining up pictures of a car, fish, fan, and snake in a column on the pocket chart. Students are then chosen to come and find another picture card that rhymes. The class is asked to judge whether or not the student has chosen a rhyming word. In the Apply portion, teachers have sheets of picture cards for children to cut, say, match, and glue on a two-way sort. The Share section of the lesson involves the students sharing the pairs of pictures they matched during the Apply section by naming the picture aloud.
- While the PWS materials include the components of the gradual release of responsibility mode, materials do not include consistent direct (explicit) instruction for teachers to employ during the

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“I do” portion of the lesson. For example, in Phonological Awareness, Lesson 5, the goal is “Hear and generate rhyming words.” In the Teach section, the script states: “Tell the children that they are going to listen to some rhymes and make some rhymes of their own. Say, ‘We’re going to play a game with rhymes. I’ll start a story, then you can help me by thinking of rhymes. There once was a group of magic bunnies who decided to pack their spaceship with lots of good things to take with them to a new planet. They packed some hats, mats, and cats. What do you notice about the things they packed? [Children may respond that the three words rhyme.] The bunnies think of one thing, and everything else they pack has a name that rhymes with the first word. Let’s try another one. This time I’ll start, then I’ll throw this beanbag to someone and that person will think of the next thing, the next rhyming word.’” The game continues in the same pattern. The directions go on to state, “Children will learn to play his game quickly and enjoy the rhymes. Keep it easy at first so the game moves along quickly.” In the Apply section, students play a “Lotto” (bingo-type) game using pictures; students try to find the picture that rhymes with the word the teacher says. In the Share section, students share a pair of rhyming words from the game played. However, the lesson script never explicitly teaches or reviews what a rhyming word is, nor does it provide corrective feedback for when a student is not able to produce a rhyming word.

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 is prefaced with a “Plan” section with the headings “Consider Your Children” and “Working with English Language Learners.” These sections help guide the teacher. For example, materials provide suggestions such as “Emphasize working quickly and checking spelling.” “It will be helpful to know the connections they are making on their own, perhaps to their native languages or aspects of their cultures.” Each lesson has a “You Will Need” sidebar, which lists “Online Resources” and “Other Materials” the teacher will need for the lesson. There is also a sidebar titled “Instructional Procedure,” which names different procedures the materials utilize repeatedly and lists where teachers can find detailed instructions on the procedure. Materials also include an “Actions Tags” section, which lists different verbs that students will perform, like *make*, *write*, *read*, *show*, *say*, *listen*, *put your finger up*.
- The PWS lessons offer annotated teacher tips on how to teach the lesson. 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 “Letter Knowledge,” Lesson 19, “Form Letters with Writing Tools,” there is an annotation that this lesson is a Generative Lesson—a lesson “that has a simple structure that you can use to present similar content or concepts.” The annotation concludes by instructing teachers to “use this lesson structure to teach children how to form a variety of letters.” Another annotation in this lesson is Understand the Principle, which provides background knowledge and suggestions for the teacher (e.g., “Young children need to learn to form letters with efficient and consistent motions. Using consistent motions while saying aloud the steps to make individual letters improves children’s memory of letters and words and develops children’s writing fluency.”) The Explain the Principle annotation provides the teacher with a student-friendly way to explain or rehearse the principle. In this lesson, the explanation is “make the shape of a letter, say the steps to make a letter, and check to see if a letter looks right.”

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Indicator 2.3

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

1	Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.	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, under the subtitle "Where Does Phonics Instruction Fit in the Design for Literacy Learning?" materials guide 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 4, an "Explain the Principle" box instructs the teacher: "Match the sound and the letter at the beginning of a word. The letter *q* is almost always followed by the letter *u* and stands for the sounds /kw/. Knowing the connection between a letter and the sound or sounds it stands for can help you

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find the letter, and look at the letter at the beginning of a word and say the sounds it stands for.”

- In “Phonological Awareness,” Lesson 7, the focus is “Hear, Say, and Clap Syllables.” The “Understand the Principle” box states: “Hearing and saying syllables in words helps children learn how to break them down into parts that can be represented with letters and letter clusters. It helps children relate the oral language they know to written language. Hearing and saying the syllables in words helps children understand word-by-word matching when reading continuous text. Even though a word may have more than one part, you point to it only once when you say it and read it.” 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 ten instructional strategies used throughout the lessons. The strategies include “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.
- Letter-Sound Relationships, Lesson 4, applies the See and Say routine to practice beginning letters and sounds. The teacher points to the letter *Bb* and says, “What sound does the letter *b* stand for? Yes /b/, *bear*.” The teacher continues with the remaining consonants. The children spend the next few days making a class consonants book to show the consonants and their sounds. Each page has a consonant in the upper-right corner of each page. On each page, the class adds photos or drawings of objects or people whose names begin with the consonant. In kindergarten, teachers use a very abbreviated version of the See and Say routine.

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 “Phonological Awareness,” Lesson 20, students play a word game blending onsets and rimes of one-syllable words. Students play “Go Fish” with a partner or in groups of three or four. Players alternate turns asking for words in the segmented form of onset and rime (e.g., *c-at*). If the second player

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has the card the first player needs, they answer with the word blended together (e.g., *cat*). The “Teach” section directs teachers: “Give children feedback on their responses. You may need to say the parts more than once.” The materials do not provide guidance on what feedback to give students.

- Many PWS lessons include suggested answers for teacher questioning. For example, in Phonological Awareness, Lesson 16, the teacher says, “Say the word *ran*. What is the first sound?” The script goes on to provide the suggested answer: “The first sound in the word *ran* is /r/.” However, the materials do not give 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, in Letter-Sound Relationships, Lesson 3, the “Plan” section states: “This lesson is best used after children have demonstrated that they can hear and isolate sounds in words, understand the concept of matching sounds and letters, and can name most of the letters of the alphabet.” The teacher begins the lesson by explaining to children that they are going to learn more about sounds and letters at the beginning of words. In “Spelling Patterns,” Lesson 1, it is noted that this lesson lays the foundation for the next two phonogram lessons. It also states that children must know the terms *first*, *middle*, and *last* as they apply to the component parts of words and also know the short vowel sounds of words.
- In Phonological Awareness, Lesson 22, the Plan section states: “This activity is best used after the children have had a great deal of experience saying and hearing sounds in words, matching the initial sounds of words, and associating sounds and letters. Be sure that the children know what *first* and *last* mean in relation to a word.” It also states that children do not have to be completely successful in this activity to be able to begin to read and write stories.

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.

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Indicator 2.4

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

1	Materials include intentional cumulative review and practice activities throughout the span of the curriculum.	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 Knowledge,” Lesson 19, students learn to write the letter *c* and the letter *a*. The “Connect Learning Across Contexts” section suggests students use highlighter tape to find the letters *a* and *c* in the text. The “Interactive Writing” section guides the teachers, “After a piece of writing is finished, ask children to locate a really good *c*.” These practice activities are within the same lesson as the core phonics lesson and do not span across 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 1, the focus is “Recognize and Use Beginning Consonant Sounds and the Letter That Represent Them.” In the minilesson, the teacher matches the letter *b* to a picture of a ball to represent the initial sound. This repeats with unspecified letters. In the Connect Learning Across Contexts section, the suggested texts are “Three Blind Mice” from *Words That Sing* and “Snail, Snail” from *Sing a Song of Poetry*. Neither poem is decodable based on kindergarten phonics skills.

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

- Practice opportunities within 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 7, students practice sorting words with a common pattern, such as *-op*, *-ot*, *-et*, *-at*. In the “Apply” portion of the lesson, teachers are instructed: “Give partners a set of word

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cards that contain words children have learned [the words can be the same ones you used in the lesson]. Have partners read all of the words.” The students then practice reading and sorting the words with a partner. The lesson does not include practice with decodable texts.

- In some lessons, students practice with words in which the sound-spelling patterns have not been taught. For example, in Spelling Patterns, Lesson 1, students learn the CVC pattern. The suggested texts for connecting learning are “Five Fat Pumpkins” and “I Can Do It Myself” from *Sing a Song of Poetry*. These poems are not decodable for kindergarten students. For example, “Five Fat Pumpkins” includes the words *air, care, light, first, second, third, fourth, and fifth*.

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. The lessons provide a section called Connect Learning Across Contexts. This section refers teachers to poems to reinforce skills, although they are not cumulative practice. For example, in Spelling Patterns, Lesson 1, students learn about CVC patterns. In the Connect Learning Across Contexts section, the suggested texts are “A Frog Sat on a Log” from *Words That Sing* and “I Can Do It Myself” and “Five Fat Pumpkins” from *Sing a Song of Poetry*. Neither poem is decodable based on kindergarten phonics skills. For example, “A Frog Sat on a Log” includes the words *a-weeping, daughter, eyes, tears, and right*.

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Indicator 3.A.1

Materials provide systematic and direct (explicit) instruction, practice, and review related to **alphabet knowledge**.

1	Materials provide a research-based, systematic sequence for introducing letter names and their corresponding sounds.	DNM
2	Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (uppercase and lowercase) and their corresponding sounds.	PM
3	Materials provide direct (explicit) instruction on forming the 26 letters (uppercase and lowercase).	PM
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.	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 alphabet knowledge.

Materials do not provide a research-based, systematic sequence for introducing letter names and their corresponding sounds; they begin with introducing the letters in the students' names. Materials provide scripted direct (explicit) instruction for teaching the identification of some of the 26 letters (uppercase and lowercase) and their corresponding sounds, and they often introduce letters without sounds. Materials provide a model lesson with direct (explicit) instruction on forming two of the 26 lowercase letters, but they do not provide lessons for the formation of uppercase letters. Materials incorporate some activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation; there is very limited practice in the context of meaningful print.

Evidence includes but is not limited to:

Materials provide a research based, systematic sequence for introducing letter names and their corresponding sounds.

- Materials do not provide a research-based, systematic sequence for introducing letter names and their corresponding sounds. For example, although “Phonics, Spelling, and Word Study” (“PWS”) provides some instruction on letter knowledge, there is little strategic sequence. The materials begin by introducing the letters in the students' names. The first set of lessons focuses on identifying the letters in student names and contains activities that focus on these letters. The teacher uses the letters of the names in activities that help with the recognition of the letters and sounds.
- Materials introduce letters in a series of 24 “Letter Knowledge” lessons and eight “Letter-Sound Relationships” lessons. The first lessons focus on “Recognizing and Pointing to the Distinctive Features of Letter Forms.” In Lesson 4, materials suggest the following letter sequence: *b, m, r, s, t, g, n, p, c, h, f, d, l, k, j, w, y, z, v, x, q*. Materials state: “Work with two or three letters at a time that are dissimilar in shape and in letter sound.” In Lesson 6, students are introduced to the

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entire alphabet with the use of the “Alphabet Linking Chart.” Although students are introduced to the 26 letter names and sounds, there is no evidence of a systematic or research-based sequence.

Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (uppercase and lowercase) and their corresponding sounds.

- Materials do not provide scripted direct (explicit) instruction for teaching the identification of all 26 letters and their corresponding sounds. For example, in PWS, Letter-Sound Relationships, Lesson 7, the teacher explains that students are going to learn more about sounds and letters at the beginning of words. The teacher hands each student a large piece of paper and passes out grab bags representing each letter of the alphabet (e.g., the *b* bag would have a ball, baby, and bag inside). In this example, the student then draws a large letter *b* on their paper (there are no handwriting instructions included in this lesson, as each student writes the letter that matches the first letter of the items in their bag), then glues decorations to outline the *b*. There are no explicit instructions for identifying the letter name or sound. The student would only practice the letter in the grab bag they received.
- In PWS, Letter Knowledge, Lesson 8, “Recognize Letters and State Their Names,” students engage with an activity called “Alphabet Soup.” Students pull a letter out of a bowl with a spoon and identify whether or not the letter is in their name; if it is, students are asked to then name a food that begins with that letter. The materials provide the following example: “Jamal is going to say the name of a food that begins with this letter, which is in his name. Jamal, say this, ‘I have a lowercase *a* and it goes in my name, *Jamal*, *A* is for *apple*.” While the student does recognize and identify the letter name and then identifies a word that utilizes the letter, *apple*, the teacher never models the students identifying a sound the letter itself makes. The example the materials cite is from the Alphabet Linking Chart. The lesson materials support teachers in providing instruction in identifying and recognizing letter names, but with a focus on letter recognition and where sounds are not taught simultaneously.
- In PWS, Letter Knowledge, Lesson 11 introduces “Letter Minibooks.” Teachers are instructed to inform students that “they will each be getting their own box and set of books.” This particular lesson is the *Mm* book. Teachers are provided a script to introduce this letter: “The letter *m*. This book has two *M*’s on the front. This is the uppercase *M*, and this is the lowercase *m*. Point to the uppercase and lowercase letters.” Teachers then “show the second page of the book and point to the letter.” They say: “On this page, it says *m* at the top, and here is a picture of a mouse. Here is the word *mouse*, which has an *m* at the beginning.” Students trace over the letter *m* with their finger and draw or paste a picture of something else that begins with *m* on the back page. The lesson provides direct instruction on the identification of the letter, but it does not provide direct instruction on its corresponding sound. The teacher also directs students to read their minibook not by using the sound for *m* but by saying the name of the letter itself. There are no other lessons explicitly creating the other letter minibooks. In the “Plan” section, it suggests to introduce two to three letter books per week; however, there is only a scripted lesson for the letter *M*.

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Materials provide direct (explicit) instruction on forming the 26 letters (uppercase and lowercase).

- Materials do not provide direct (explicit) instruction on forming all of the 26 lowercase letters. For example, in PWS, Letter Knowledge, Lesson 18, “Form Letter with Writing Tools,” the lesson instructs teachers to supply all students with a handwriting book. Teachers tell the students that they will be forming lowercase letters. The teacher then forms a large lowercase *b* and says, “pull down, up, and around.” The students then practice making a *b* in the air, while the teacher reminds them of the steps. Each student in the class then traces over the large lowercase *b* with a marker or crayon, describing the motions as they trace. The directions then guide the teachers: “Show the children what you want them to do in their handwriting books. Explain that they will see a letter at the beginning of the line and they will make the letter carefully several times to fill the row. Remind them to say the steps they use to make the letter as they write it.” The materials supply a “Verbal Path for the Formation of Letters” in the PWS “Ready Resources” for teachers to use as a guide for the steps to form each letter. The Plan section states, “The procedures described in this lesson may be used many times for different lowercase and uppercase letters.” There are no explicit letter formation lessons for any letters other than lowercase *m*.
- In PWS, Letter Knowledge, Lesson 21 introduces capital letters. The teacher reads the suggested trade book *Chicka Chicka Boom Boom* or another alphabet book that contains capital and lowercase letters. The teacher chooses a letter and tells the children, “This is a capital *I* and this is a lowercase *i*. What do you notice about the capital *I* and the lowercase *i*?” While the lesson finishes with students matching capital and lowercase letters, there is no explicit instruction on how to write capital letters.
- In PWS, Letter Knowledge, Lesson 14, students practice the formation of the letters *h* and *b*. The materials suggest making rainbow letters on large pieces of paper with the students. The teacher writes a letter in pencil and places dots and arrows on it with a black marker. Each student traces the letter using different colored crayons while saying the verbal formation for the letter. The lesson suggests repeating this with other sets of letters, but it does not provide a specific script for the formation of all letters.
- In PWS, Letter Knowledge, Lesson 13, the teacher writes student names on pocket chart cards on one side and places dotted outlines of the letters in the name on the other side. The teacher uses the letter formation charts for reference. The teacher shows a name card and points out the uppercase letter at the beginning of the name and the lowercase letters in the remainder of the name. The teacher states: “You are going to look at your name on your name card. Then you will make your name with magnetic letters. Will the first letter of your name be on the left or right? The first letter will be on the left. Then you will add each letter, moving from the left to the right. It is important to get the letters in the correct order.” The teacher then explains she will trace the letters of the name. The teacher uses a finger first to trace the letter; then, with a dry-erase marker, the teacher traces each letter using the arrows in the letter formation charts as a guide. The teacher is instructed to use the language in the Verbal Path for Formation of Letters to describe the motions. Students make their names with magnetic letters; after they have traced the letters of their name, they write the letters of their name. The teacher instructs the students to say the steps as they write them. The letters practiced depend on the letters in the student’s name.

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Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.

- Materials incorporate some activities and resources for students to develop, practice, and reinforce alphabet knowledge in isolation; however, the lessons are not systematically sequenced, and thus practice activities may or may not address all letters of the alphabet. Activities that allow students to develop and practice alphabetic knowledge in isolation include “Find and Match, Say and Sort, See and Say, Say and Write, and Notice Parts.” For example, in PWS, Letter Knowledge, Lesson 4 indicates that students will “learn more about the shapes and names of letters.” The students search through magnetic letters and find the letter *b* and the letter *r* and sort them in columns. Teachers are given the instructions for this lesson: “I’m going to make a letter. Make a *b* on the whiteboard, being sure that the line is thick and black. This is a *b*. Say *b*. Whisper *b*. To make a *b*, pull down, half up, and around. Repeat the motions. This is a *b*. Who can find a *b* on the alphabet chart? Who can find a *b* on the name chart?” Students then separate the letters into groups as the teacher moves through the letters *m* and *r*.
- Although most practice with alphabetic knowledge is done in isolation, there are some activities within the context of meaningful text. For example, in PWS, Letter Knowledge, Lesson 10, the song “Bingo” is used for the goal of “finding and naming all of the letters in order.” The teacher is directed to write the song on chart paper and sing it with the class while pointing to each of the words/letters in the song. Students then clap as the letters are omitted in the song and rearrange the letters back into the word *Bingo*. The teacher replaces *Bingo* with a student’s name and repeats the lesson sequence. Another example is in Letter-Sound Relationships, Lesson 5. The lesson uses the poem “Jelly on the Plate” to match letter sounds to the letters at the beginning of words. After students read the poem several times, the teacher says: “I see a word in this poem that starts with the letter *p*. Can you find it? Children may come up with *plate*, *pudding*, *pan*, and *pot*. As the students identify the words that begin with the letter *p*, the teacher writes the words on a chart and reads the words orally with the students. Students add additional words that begin with the letter *p* to the chart. There are no practice activities within meaningful print for all letters and sounds.
- Materials provide an Alphabet Linking Chart. The chart has the full lowercase alphabet written across the top and is divided into squares underneath the written alphabet. Each square contains an uppercase and lowercase letter, a picture of something that begins with the letter, and the word describing the picture. For example, in the square for the letter *F*, there is *Ff*, a picture of a fish, and the word *fish*. For the letter *G*, the square contains *Gg*, a picture of a goat and a giraffe, and the words *goat* and *giraffe*. Teachers are directed to teach the students different ways to read the chart. For example, teachers direct students to read the chart in order from A to Z, read every other letter, and read the chart from A to Z by words.

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Indicator 3.A.2

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

1	Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding.	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 24 lessons on letter names without reference to the sounds represented by letters. Kindergarten lessons begin by introducing the letters in the students’ names. Lessons focus on the visual discrimination of letters in students’ names. Since student names may include any possibility of letters, lessons do not provide a systematic approach to letter introduction. Additionally, the introduction of “Letter-Sound Relationships,” Lesson 1, states: “It is not necessary to teach every letter as a separate lesson.”

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 for the eight Letter-Sound Relationships lessons, which “has a simple structure that you can use to present

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similar content or concepts. You can use this lesson structure to teach children beginning consonant sounds with a variety of letters.” The generative lesson design limits scripted direct instruction on each letter-sound correspondence.

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. For example, in the “Where Does Phonics Instruction Fit into Literacy Learning?” section of the PWS, materials state: “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. “Spelling Patterns,” Lesson 2, allows students to “Connect Learning Across Contexts” by recommending two interactive read-alouds, directing the teacher to draw “children’s attention to spelling patterns that they have learned.” The lesson does not identify the previously learned spelling patterns. In addition, materials do not include the suggested read-aloud books. The “Shared Reading” section of the lesson recommends the teacher use the texts “The Clever Hen” and “Little Blue Ben” from *Sing a Song of Poetry*. Students use highlight tape to mark words with a CVC pattern in the poems. Shared Reading recommends the teacher “call attention to words with the *-an* spelling”; however, the Shared Reading section of Connect Learning Across Contexts does not provide a recommendation for students to apply the letter-sound correspondences to decode words with the CVC pattern.

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Indicator 3.B.1

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

1	Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transitions to more complex skills such as adding, deleting, and substituting syllables.	PM
2	Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.	PM
3	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 oral syllable awareness skills, as outlined in the TEKS.

Materials provide some sequence for introducing oral syllable awareness activities that begins with simple skills (detecting and segmenting syllables) and transitions to blending syllables. However, the materials do not teach more complex skills such as adding, deleting, and substituting syllables. Materials include some scripted direct (explicit) instruction for teaching oral syllable awareness skills. Materials incorporate some activities and resources for students to develop, practice, and reinforce skills, but lack 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.

- Materials provide a partial systematic sequence for phonological awareness. Within the “Phonological Awareness” section of the “Kindergarten Phonics and Word Study Program,” there are 26 total lessons; however, only four lessons introduce oral syllable awareness activities. There are three lessons titled “Hear, Say, and Clap Syllables” and one “Blend Syllables” lesson. Activities in these lessons include students listening to words such as *bird* and *monkey*. The teacher asks, “How many parts do you hear in this word?” Students then clap the parts of the word they hear. For example, in Lesson 6, students clap the syllables in one- and two-syllable words such as *bird* and *monkey*. In Lesson 7, students find the two-syllable words in the sentence “I love pizza.” In Lesson 8, students count and clap out the number of syllables in one-, two-, and three-syllable words, such as *cat*, *turtle*, and *butterfly*. In Lesson 9, students blend words by saying each word part slowly, then combining the two parts into one word, such as *mon/ster*, *monster*. There are no lessons for adding, deleting, or substituting syllables.

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

- The “Phonics, Spelling, and Word Study” (“PWS”) lessons include scripted direct instruction for teaching oral syllable awareness skills. However, materials include four lessons for oral syllable awareness that do not use the academic vocabulary word *syllable*. Instead, the materials most often call syllables “parts in a word.” In “Phonological Awareness,” Lesson 9, the teacher explains to the students that today they will be thinking about parts or syllables in words. The teacher says, “You are really good at learning and clapping the parts in a word. Let’s try some.” Examples of words include *go, tree, sandwich, water*. Materials state: “Today, we are going to play a game with the parts in words. I’m going to say a word slowly. I’ll wait a little between the first part and the second part. After I say the first part, you try to think what the word is, but don’t say it out loud. Here is the first word: *mon/ster*. Are you thinking of the word? It has two parts. Do you hear each part? *Mon/ster*.” More examples to try are *hap/py, pa/per, pen/cil, and pret/zle*. Next, the teacher has students try making each word part distinctly, on their own, using the words previously demonstrated by the teacher.

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

- The PWS lessons incorporate four activities and resources for students to develop, practice, and reinforce skills. In Phonological Awareness, Lessons 6 and 8, students complete a two-way sort of picture cards. Students sort the cards by the number of syllables. In Phonological Awareness, Lesson 7, students complete the sentence stem “I love...” with their favorite food. Students then clap the syllables of the food they used to fill in the blank and share with the group. In Phonological Awareness, Lesson 9, students play a lotto game covering the numeral that represents the number of syllables represented by the picture card. These are the only four activities to develop, practice, and reinforce syllable awareness. Lessons are labeled “Generative,” and teachers are instructed that these lesson structures can be used over and over with different syllable awareness skills. Although there are a variety of activities using picture cards, oral language, and sorts, there is little evidence that lessons reinforce or review previously taught skills to constitute cumulative review.

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Indicator 3.B.2

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

1	Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes.	M
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	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 systematic and some direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include some scripted direct (explicit) 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 also 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 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. Within the “Phonological Awareness” section of the PWS program, there are 26 total lessons, of which 15 focus on phonemic awareness. In Phonological Awareness, Lessons 10–12, students learn to

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“Hear and Say the Same Beginning Phoneme in Words.” In Lesson 13, students learn to “Hear and Say the Ending Phoneme in Words.” In Lessons 14 and 15, students learn to “Hear and Say the Same Ending Phoneme in Words.” In Lesson 16, students learn to change the beginning phoneme to make a new word. In Lessons 17 and 18, students learn to identify the middle phoneme. In Lessons 21–23, students learn to say multiple phonemes in a word. Lesson 24 teaches students to blend phonemes. In Lessons 25 and 26, students learn to delete phonemes.

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

- The PWS lessons include some scripted direct (explicit) instruction for teaching phonemic awareness. For example, in Phonological Awareness, Lesson 9, students begin blending syllables. The teacher says: “Today, we are going to play a game with the parts in words. I’m going to say a word slowly. I’ll wait a little in between the first part and the second part. After I say the first part, you try to think what the word is... Here is the first word: *mon/ster*. Are you thinking of the word? It has two parts. Do you hear each part? *Mon/ster*.” After a few demonstrations, the teacher says, “Now I’m going to say a word and I want you to say each part of the word like I do.” The instruction is not direct and explicit.
- In Phonological Awareness, Lesson 13, Hear and Say the Ending Phoneme in a Word, the script instructs teachers to “explain to the children that today they will be learning how to listen for the last sound in a word that they say.” Teachers then put the picture cards for *dog*, *book*, and *sun* in a pocket chart. “Invite children to say the word *dog* together with you, then say the word slowly, but don’t distort it, emphasizing the first letter. ‘You can hear the first sound of *dog*, can’t you? The first sound of the word *dog* is /d/.’” The teacher script continues: “We’ve learned to say just the first sound of *dog* [demonstrate]. You try it. Now I am going to say just the last sound of *dog*. /g/. That’s the last sound you hear at the end of the word. You say it like this: *dog*, /g/.” This routine is repeated with the words *sun*, *hat*, *flag*, and *bear*.
- In Phonological Awareness, Lesson 22, students hear and say three phonemes in a word. The teacher says, “When you say a word, you can hear the first sound, can’t you? Hold up a picture of a pig and ask children to identify it. You can hear each sound in this word by saying it slowly: /p/ /i/ /g/. Put a finger in the air as you say the /p/ sound.” The teacher continues with the subsequent sounds. The teacher reviews the concept with other three-phoneme words and images. This is one of two lessons where students explicitly work to break words up into phonemes verbally. The phonemic awareness activities and the language used in this lesson are not a repeated part of the students’ daily routine.

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 the 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, in “Spelling Patterns,” Lesson 1, “Recognize and Use the CVC pattern,” the lesson instructs teachers to ask, “How many letters are in the word *pat*? What are the three letters? Where is the vowel in this word? Where are the consonants in this word? If needed, help children notice that the consonant *p* is at the

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beginning, the vowel *a* is in the middle, and the consonant *t* is at the end.” The teacher then explains the CVC pattern and that the middle vowel will be the short sound. The lesson did not begin with orally segmenting the word first. Instead, it asked how many letters, not sounds, the word has.

- In Phonological Awareness, Lesson 17, the teacher tells children they are going to listen to the sounds in the middle of words. The teacher asks students what sound they hear at the beginning of *hat*. The teacher asks the children what sound they hear in the middle of the word. Once they identify the /a/ sound, the teacher puts a picture of a hat in the short column of the word sort. The teacher repeats the process with words such as *sun* and *bed*. The assessment portion of the lesson does not notice whether students attempt to write the short vowels during their writing time; however, there is no direct, explicit, detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.

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

- 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. For example, in Phonological Awareness, Lesson 14, in the “Apply” section, students work with a partner to complete a two-way sort (sorting by ending sound /n/ or /t/ with picture cards). In Phonological Awareness, Lesson 24, students work in a small group on the activity “Lotto” in groups of three or four. Students blend the phonemes and cover the corresponding picture on the lotto card. In Phonological Awareness, Lesson 25, students look at a pig and cat picture card. Students listen to the teacher say the word *pig* without the /p/ sound and then respond to the teacher, saying *cat* without the /k/ sound. Students repeat the oral response routine with the words *bat* and *duck*. Students then repeat the routine using students’ names in the class, such as *Mike-ike* and *Jim-im*. The activities do not demonstrate a cumulative review of phonemic awareness skills.

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Indicator 3.C.1

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

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

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 do not incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials do not provide a variety of 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.

- Materials do not include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include two lessons on CVCC and CCVC spelling patterns that align to the TEA definition of sound-spelling patterns. The two lessons refer to digraphs in the "Extend Learning" section of the lessons; however, directions provide a vague reference to digraphs and are not explicit. For example, in "Word-Solving Actions," Lesson 1, directions suggest, "When children have good control of initial sounds, you may also connect names to other words using ending sounds or using consonant digraphs." However, the lesson does not provide any instruction on digraphs. Additionally, in the Extend Learning section of Word-Solving Actions, Lesson 3, directions suggest, "As you work with children to make new words by changing first sounds, include examples of words that have initial blends or digraphs." The lesson does not provide any other reference to digraphs or examples for teacher modeling.

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- The scope and sequence included in the materials extends beyond the scope of the TEKS for kindergarten by introducing students to a vowel-team syllable. “Spelling Patterns,” Lesson 4, teaches a long vowel sound represented by the *-ay* spelling pattern.

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

- In Spelling Patterns, Lesson 1, the focus is CVC words. The teacher displays and reviews the vowels with the students. The teacher builds the word *pat*, borrowing the *a* from the group of vowels: “How many letters are in the word *pat*? What are the three letters? Where is the vowel in the word? Where are the consonants in this word? Many words have this spelling pattern—a consonant, then a vowel, and then another consonant. When you see this pattern in a word, the vowel stands for its short sound, /a/ like the *a* in *apple*.” The teacher repeats this process with the words *pot* and *pet*.
- Materials do not include scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials limit lessons of CVCC and CCVC spelling patterns to two lessons. The two lessons in the materials reference digraphs; however, the lessons lack specific and precise terms, phrasing, and statements for teachers to use.
- In Word-Solving Actions, Lesson 1, directions suggest, “When children have good control of initial sounds, you may also connect names to other words using ending sounds or using consonant digraphs.” The lesson does not provide any other reference to digraphs.
- In the Extend Learning section of Word-Solving Actions, Lesson 3, directions suggest to teachers, “As you work with children to make new words by changing first sounds, include examples of words that have initial blends or digraphs.” The lesson does not provide any other reference to digraphs. There is no explicit instruction for consonant blends or digraphs.

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

- Materials do not include a variety of activities and resources for students to develop, practice, and reinforce skills. Materials include two lessons on CVCC and CCVC spelling patterns that align to TEA’s definition of sound-spelling patterns. The two lessons refer to digraphs in the Extend Learning section; however, directions provide a vague reference to digraphs. The two lessons referencing digraphs lack activities and resources to develop, practice, and reinforce students’ knowledge of sound-spelling patterns. The two lessons do not include opportunities for students to decode and encode words in isolation or provide opportunities for application in the form of decodable texts.
- In “Letter-Sound Relationships,” Lesson 3, the objective is “Recognize and Use Beginning Sounds and the Letters that Represent Them.” In the “Apply” section of the lesson, students do a three-way sort, sorting pictures by their initial sound. While this demonstrates an opportunity to practice letter-sound correspondence, there are no opportunities for students to develop, practice, and reinforce grade-level sound-spelling patterns such as consonant blends or digraphs.

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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).

- 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).
- In “Spelling Patterns,” Lesson 3, students practice spelling with the phonogram *-at*. Students use magnetic letters, tiles, or letter cards to make words with the pattern, using the initial consonants *a, b, c, f, h, m, p, r, s,* and *t*. This practice centers on phonograms to spell rather than grade-level sound-spelling patterns such as digraphs.
- In Spelling Patterns, Lesson 5, the objective is “Recognize and Use Phonograms with a VCe Pattern: *-ake*.” In the Apply section of the lesson, students use magnetic letters, tiles, or letter cards to make words with the pattern, using the letters *a, b, c, e, f, h, k, l, m, q, r, s, t, u,* and *w*. Children are encouraged to write their words after they build them. This is practice focused on the VCe spelling pattern, a sound-spelling pattern that extends beyond the scope of the kindergarten TEKS.

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Indicator 3.C.2

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

1	Materials provide a systematic sequence for introducing regular and irregular high-frequency words.	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 seven explicit high-frequency word lessons, including three 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 one lesson 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,” Lesson 1, is suggested to be taught early in the year and includes words such as *to, in, the, go, he, can, and like*. High-Frequency Words, Lessons 2 and 3, are suggested to be taught in the middle of the year and include words such as *and, will, we, I, a, go, you, up, come, look*, and some color words. The remaining lessons are suggested to be taught later in the year.
- PWS materials provide a 100-most-frequent-words list within the “Online Resources.” Teachers are encouraged to work towards teaching students all 100 words. Both regular and irregular words are included in the suggested list; however, materials do not include guidance to support

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teachers in providing explicit instruction for the 100 most frequently used words. Additionally, 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 consistent year-long 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 1 is titled “Recognize and Use High-Frequency Words with One, Two, or Three Letters.” Students are introduced to the words *the*, *and*, *is*, and *can*, which include regular and irregular words. In the lesson, the students watch the teacher demonstrate how to spell the words. When spelling the word *the*, the script states: “Now I’ll make the word *the* with magnetic letters. I’m looking for a *t*. Place the *t* on the board, and then demonstrate looking for and placing the *h* and *e*. ‘I want to be sure that every letter is in the right order.’ Demonstrate how to check by pointing to each letter in both words, in order: *t-t, h-h, e-e, the*.” The students apply this instruction by completing a worksheet where they read the word, make the word with magnetic letters, and then write the word on handwriting lines. The lesson does not apply letter-sound correspondence to decode or encode the words; it relies on spelling and memorization.
- 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 4, “Read, Make, and Write,” the teacher says to students, “There are some words you will read and write many times.” The teacher places the words *like*, *when*, *not*, *look*, and *how* in the left column of a magnetic board. The teacher tells students, “You are going to read, make, and write some words today.” The teacher then says, “The first word is *like*.” The students repeat the word. The teacher asks what letters are in the word. The teacher makes the word *like* with magnetic letters, then demonstrates checking by naming each letter on the board, “*I-i-k-e like*.” The teacher writes the word *like*, then reads all three versions of *like*, for a total of three times. The lesson does not apply letter-sound correspondence to decode or encode the words, instead relying 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 PWS, High-Frequency Words, Lesson 5, teachers are instructed to use a “Read, Make, Write Sheet,” word cards, and magnetic letters to allow students to identify and build high-frequency words. Students read the word cards, build the words with magnetic letters, and then write the high-frequency word in the box. As students build the words with magnetic letters, the teacher models the order of the letters in the word. However, there is no evidence of a cumulative review of high-frequency words.
- PWS materials include interactive read-alouds that incorporate some high-frequency words. PWS, High-Frequency Words, Lesson 1, includes an interactive read-aloud that has students listen for high-frequency words. The students listen to a few sentences from *Fish Eyes* and *The*

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Bus for Us and identify high-frequency words. The lesson provides a shared reading that instructs students to listen for one-, two-, and three-letter high-frequency words and highlight them. Finally, students participate in interactive writing and write high-frequency words quickly, while another student locates the word on the word wall. Although students practice identifying selected high-frequency words, the lesson does not provide 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 *I, a, it, to, and me*. There are a total of seven of these resource sets in the kindergarten program. However, the sets are not cumulative.

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. For example, Online Resources include the resource “50 High-Frequency Words (Teach Cards),” which provides printable flashcards. They are presented in alphabetical order, so there is no systematic sequence indicated. The Online Resources offer printable cards that list high-frequency words with one, two, and three letters.
- PWS materials provide some activities and resources for students to recognize, read, and write high-frequency words in connected text. For example, in PWS, High-Frequency Words, Lesson 7, “Locate and Read High-Frequency Words in Continuous Text,” the teacher models using the poem “Pat-a-cake,” from *Words That Sing*. Students locate “words they know”; highlight the word *it*; and repeat with a printed version of the poem, locating words they know independently. This is the only lesson where students explicitly highlight and read high-frequency words in connected text.
- While the PWS 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 which high-frequency words can be found in each poem.
- PWS materials identify a “Word Wall” as one of the vital resources for the kindergarten classroom. The description for an effective Word Wall suggests placing the high-frequency words on the Word Wall as they are taught. This includes 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, 2, 4, 5, and 6, 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 words on the page.

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Indicator 3.D.1

Materials provide frequent opportunities for students to practice and develop **word reading fluency**, by using knowledge of grade-level phonics skills to read **decodable 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, and 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”), “Spelling Patterns,” Lesson 1, the teacher uses magnetic letters to model and practice CVC words. The teacher builds the word *pat* with magnetic letters and says: “How many letters are in this word? Where are the consonants in this word? Many words have this spelling pattern—a consonant, then a vowel, then another consonant. When you see this pattern in a word, the vowel stands for its short sound, like *a* in *apple*.” The teacher then replaces the vowel to form *pot* and *pet*. The materials direct the teacher to “build more CVC words, replacing a consonant or a vowel one at a time.” The materials do not provide a word list beyond the first three words to model. The lesson suggests reading “There Was an Old Woman” from *Words That Sing* to identify words with the *-an* spelling pattern; however, the text of this poem is not decodable, and materials include one word with the *-an* pattern—*woman*—which is also not decodable.
- In PWS, Spelling Patterns, Lesson 6, materials include limited modeling and practice of the VCe pattern, using the *-ine* word family. The lesson prompts the teacher: “Show a few words ending in *-ine* that children know, such as *line* and *nine*.” The teacher asks, “What do you notice in all of these words? Each of these words has the letters *-ine* in it. What kind of letter is *i*? The letter *a* [sic] is a vowel. What kind of letter is *n*? The letter *n* is a consonant. When you see a vowel and

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consonant followed by the letter *e* at the end of a word, the vowel sound is usually its name and the *e* is silent.” The teacher then invites the students to generate more *-ine* words and adds them to the list. The students then reread the list of words. The materials do not provide a word list beyond the first two words to model. The lesson suggests reading “Go to Bed Early” from *Words That Sing*; however, the poem is not considered decodable and does not contain words with the *-ine* pattern.

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

- Materials provide limited word reading fluency practice in partners. For example, in PWS, Spelling Patterns, Lesson 3, students work independently with magnetic letters to generate a list of *-at* words and write the words on a list. Students then practice reading the list independently and to a partner. The materials do not provide lists of words for students to practice fluency in the spelling pattern.
- Materials provide practice in word reading fluency in whole group lessons involving choral reading response. For example, in PWS, Spelling Patterns, Lesson 5, during a VCe lesson, the teacher writes *make, cake, and bake* on chart paper, and the students read them aloud. Students then name additional words with this pattern, and the whole class reads the new list aloud.

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 the “Connect Learning Across Texts” section, 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, in PWS, Spelling Patterns, Lesson 2, materials focus on the *-at* pattern. For the connected text, materials refer teachers to “My Head” in *Words That Sing*. The first two lines of the text are “This is the circle that is my head. This is the mouth with which words are said.” The poem is not decodable, according to kindergarten TEKS. The materials do not provide decodable texts that align with the suggested sequence of lessons.

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Indicator 4.1

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

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

Meets | Score 2/2

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

Materials include a variety of 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 Phonological Awareness assessment has a progression of ten skills from simple to more complex: “1. Hearing Rhymes, 2. Hearing Syllables, 3. Identifying Sounds in Words, 4. Segmenting a Word into Sounds, 5. Identifying Beginning Consonant Sounds, 6. Identifying Ending Consonant Sounds, 7. Blending Sounds to Make Words, 8. Blending Word Parts, 9. Removing Sounds From Words, 10. Segmenting Word Parts.”
- 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. One is “Ongoing Observation,” and the other is “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

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are a variety of assessments for each of the nine components of the PWS materials. For example, for Phonological Awareness, there are 11 assessments (Assessments A–K).

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

- Materials provide clear, consistent directions for accurate administration of diagnostic tools. 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 Rhymes,” the materials list step-by-step directions, such as “Have children match picture cards representing pairs of words that rhyme, saying the words to check them. Start by demonstrating with one or two easy examples to help children understand the task. Sample words are *hat, cat, bear, chair, snake, cake, moon, spoon, house, mouse.*” The directions go on to instruct the teachers to create a pencil-and-paper test if individual testing can not be accommodated. The final instruction is “Record each child’s responses on his Individual Record (Assessment K). There is enough space for a longer test, but you do not need many items to get an idea of whether the child understands the concept.”
- Within the “How to Use It” section of Letter Knowledge Assessment A, the materials list step-by-step directions: “Administer this assessment individually. Start with uppercase letters and then assess lowercase letters. Give the child the uppercase letter identification sheet. Cover all but the top row. Point to each letter in the top row and ask the child ‘What’s this?’ Once the child understands, have the child continue reading across as you move down the rows. If the child pauses more than three to five seconds, tell the child to go on to the right. Repeat the process with the lowercase letter identification sheet.” The final instruction is “Record responses on the child’s Individual 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, Letter Knowledge Assessment D contains an “Individual Record of Alphabet Recognition; Letter Knowledge Assessment E contains a Class Record of Alphabet Writing”; and Assessment F contains a “Class Record of Uppercase and Lowercase Letters.” 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.

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Indicator 4.2

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

1	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills.	M
2	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	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.
- 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 Phonological Awareness assessment has a progression of ten skills from simple to more complex: "1. Hearing Rhymes, 2. Hearing Syllables, 3. Identifying Sounds in Words, 4. Segmenting a Word into Sounds, 5. Identifying Beginning Consonant Sounds, 6. Identifying Ending Consonant Sounds, 7. Blending Sounds to Make Words, 8. Blending Word Parts, 9. Removing Sounds From Words, 10. Segmenting Word Parts."
- 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

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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 2, “Letter and Picture Match,” the Assess section says to give students a sheet with pictures and letters and have them draw lines to match the letter to the corresponding picture. The instructions advise the teacher to observe the students to determine how well they are matching the sounds and letters at the beginning of words. The instructions then advise to “have any child who appears to be confused match the picture cards and letter cards individually as you observe which ones cause her confusion.” The materials do not state what level constitutes mastery on the assessment.

- Phonics and Word Study lessons provide suggestions for additional assessments to monitor student progress. For example, “Phonological Awareness,” Lesson 12, involves students filling in sentences with words that begin with a particular sound. Students try to “get on the bus” by naming something they would take on a trip that begins with the sound the teacher gives them (e.g., such as “I’m going to California, and I’m taking a...”; if the sound was /k/, the student could say *coat, camper, cookie*). In the Assess section, the materials guide the teacher to “observe whether children can generate appropriate examples for the trip game.” Another Assess bullet instructs the teacher, “during interactive writing, check whether the children can come up with examples of words that have the same beginning sound as the one they want to write.” The final assessment guidance for this lesson is “you may wish to use Phonological Awareness Assessment E or K.”

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 Phonological Awareness, Lesson 21, the suggested observational assessments are: “Notice children’s ability to say a word slowly. Observe whether children are able to produce each sound in a word clearly and distinctly. Note sounds that are hard for certain children to hear or say.” The suggested formal assessment is “You may wish to use Phonological Awareness Assessment C, D, or K.” 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.

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Indicator 4.3

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

1	Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.	M
2	Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.	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 provide a guide on 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-Sound Relationships Assessment A" evaluates students' ability to match consonant letters and sounds to the beginning of words. The teacher can choose to assess using the provided picture and letter cards or the matching sheet. The data can be recorded on the "Class Record" (Assessment C). The "What to Notice" section guides teachers to look for "Ability to identify names of objects represented by pictures, ability to say, hear, and identify the initial consonant sound in words, ability to link the consonant sound to the letter that represents it, children's articulation patterns, letter-sound confusions."

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- 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 group 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 D, students are evaluated on their ability to read words with the CVC pattern in unfamiliar text. The directions state: “Write a simple text and have children read it for shared reading, inserting the names of children in the class. For example: Pat and Ted like dogs. Kit and Cam like cats.” It directs teachers to note children’s attempts at reading the four words with the CVC patterns. The What to Notice section guides teachers to observe “Speed in recognizing spelling patterns, number of spelling patterns read accurately, pattern confusions and substitutions, number of spelling patterns and words almost known, and patterns (names) not known or not attempted.” 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, phonogram lists, a high-frequency words list, and more. The materials do provide word lists and reading text, but they do not provide additional support outside of the lesson.

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Indicator 5.1

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

1	Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.	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 “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 “Phonological Awareness,” Lesson 6, “Hear, Say, and Clap Syllables,” the “Extend Learning” section suggests to “repeat the lesson with pictures representing other words (you can find additional cards in Ready Resources or you can customize cards using Gamemaker in Online Resources): for example, *book, dog, bus, turtle, balloon, carrot, toothbrush, football, hammer, pencil, pumpkin.*”
- In “Spelling Patterns,” Lesson 2, the goal is to recognize and use more common phonograms with VC pattern *-an*. The materials instruct the teacher to identify the students who have trouble seeing the pattern and to reteach the lesson in a small group. The teacher is to give each child a copy of the list of *-an* words and have them highlight the *-an* pattern in yellow. Students can then read the words and play a game in which teachers say a word, and students quickly find it.
- In “Letter-Sound Relationships,” Lesson 7, students are learning to identify initial sounds by receiving a grab bag with an item. Students name the item, say the sound, and say the letter. The Extend Learning section states: “Repeat the lesson with each child getting another grab bag

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so they work with different letters over time.” This does not target a specific group of students, though it does add extra support 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 on 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.” Lesson 6 of Letter-Sound Relationships works on the principle of matching the sound and the letter at the beginning of the word. After the lesson, the Interactive Writing lesson states to write labels for the pictures in the class consonants book and to encourage the students to write the first letter of words and any other letters they know. In the Independent Writing portion, the materials state to encourage students to say the word slowly as they write the first letter. 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 there are several instructional routines explained explicitly, no explicit instructions are given in this section to 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 “Kindergarten Suggested Sequence for Phonics Lessons,” there is a column titled “Teaching Suggestions for Extending Learning.” For Lesson 42, “PA 18: Hear and Say the Same Middle Phoneme in Words,” the suggestions for extended learning are: “Repeat the lesson using pictures representing the *short a* (*cat, van, mat, map, pan, jam*), *short i* (*fish, pig, pin, chick, dish, lid*), and *short o* (*pot, cot, spot, top, and log*). Use a familiar poem like ‘Pease Porridge Hot’ (see *Sing a Song of Poetry*). Invite children to say the poem and clap when they hear a *short o* sound. You may want to repeat the lesson one more time with a full sort of the five short vowel sounds.”

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 1, the materials link to the poem “Three Blind Mice.” The “Instructional Suggestions” part of the chart guides teachers: “Teach children how to sing to the tune of this classic nursery rhyme. Then show them your favorite book adaptation of the poem to help reinforce its images. Invite children to substitute *blind* for different adjectives: e.g., color

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or size descriptors. The sillier the adjective, the sillier the sight!” 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-Sound Relationships, Lesson 8, the Interactive Writing activity is “Invite children to say words slowly and contribute last sounds in words you write together.” For Independent Writing, materials suggest: “Model saying words slowly and listening for the ending sounds. Encourage the children to write ending sounds in words they are trying to write.”
- 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.

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Indicator 5.2

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

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

Meets | 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 for the routine. For example, the materials describe the “Make Words” routine: “This procedure can help children build words (including contractions) 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. The materials engage students in mastery of the content through developmentally appropriate instructional approaches, such as teacher modeling. In “Spelling Patterns,” Lesson 8, children are given a number of picture cards, a number of corresponding letter cards, a two-way sort with a key

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picture and letter as an example at the top, and a two-column sort. The lesson also includes an interactive read-aloud section, where students read texts that emphasize consonant sounds, such as “ABC I like Me.” It also includes shared reading, where students read “Five Fat Pumpkins” from *Words That Sing*. Students say a focus word, highlight the last letter, and highlight the word in a poem.

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, then assessed one on one. For example, in Spelling Patterns, Lesson 1, “Recognize and Use the CVC Pattern,” materials guide teachers to use a magnetic board and place the vowels on the board. After students identify that these letters are vowels and the rest are consonants, the teacher pulls the *a* from the group and forms the word *pat*. After deconstructing the parts of *pat* with the students, the teacher explains that when a three-letter word has a consonant, a vowel, and a consonant in this order, the vowel sound is short. The teacher then replaces the *a* with an *o* and repeats the routine with an *e*. With the whole group, the teacher continues to build other CVC words with all five vowels to reinforce the principle. The “Assess” section of this same lesson guides teachers to “ask individual children to make and read a CVC word with magnetic letters.”
- 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 24, students play a “Lotto” game in small groups of three or four. The teacher says a word by individual phonemes; students orally blend the words and, if they have a picture of the word on their board, they cover it with a coin. In “Letter Knowledge,” Lesson 16, students use magnetic letters with a partner to complete a two-way sort of letters with short straight lines and long straight lines.

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Indicator 5.3

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

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

Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. The 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 is “Use many hands-on activities so that children have the chance to manipulate magnetic letters and tiles, move pictures around and work 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 “Word Structure,” Lesson 5, “Identify Syllables in Words with Three or More Syllables,” the Working with English Language Learners section suggests: “Being able to break down words into syllables is very helpful to English language learners as they develop their ability to use the standard pronunciation of words. Multisyllabic words will not be so daunting when students know how to look for the parts. Have them work with cut-up words that they put together and take apart. Be sure students understand the meaning of the words you select.”

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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 encourage the use of students' first language as a means to linguistic, cognitive, and academic development in English in the Working with English Language Learners section that precludes some lessons in the "Plan" section; however, the suggestions are not strategic. For example, in "Early Learning Concepts," Lesson 6, the section states: "Be sure to be explicit in demonstrating the meaning of words *first*, *last*, and *letter*. If you know these words in the children's own languages, you may want to use them to focus attention on the three concepts." In Early Learning Concepts, Lesson 7, the section advises the teacher: "Be sure to be explicit in demonstrating the meaning of the words *first*, *last*, *letter*, and *word*. If you know these words in the children's own languages, you may want to use them to focus attention on the four concepts." In "Phonological Awareness," Lesson 8, the section continues to encourage the use of students' first language: "Articulate the words slowly and carefully, and provide many opportunities for children to repeat the words and clap them. Invite children to say their first and last names as well as some words in their own languages. For example, *cat* is *gato* in Spanish, and *gato* could be placed in the two-syllable column."

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Indicator 6.1

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

1	Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.	Yes
2	Materials provide specific strategies and activities for families to use at home to support students' learning and development	Yes
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding 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 and suggest ways parents can help support student 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 3 of “Phonological Awareness,” the lesson suggests to the teacher to give students sheets of picture cards (found in the online resources) to cut apart and match again at home. The lesson suggests inviting family members to play the following rhyming games: Say two words and have the student repeat them. Have the student clap only if the two words rhyme. Say three or more

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words. If all of the words rhyme, the student stands. If all of the words do not rhyme, the student sits. 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.

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Indicator 6.2

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

1	Digital materials are accessible and compatible with multiple operating systems and devices.	Yes
2	Digital materials support and enhance virtual and in-person instruction.	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” of PWS, 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 planning your schedule, gathering materials, teaching the lesson, assessments, and communicating with families and caregivers.

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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.