

Heinemann Grade 1

English Phonics Program Summary

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

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	Not reviewed	Not reviewed	Not reviewed	Not reviewed
Grade 1	Not reviewed	Not reviewed	Not reviewed	Not reviewed
Grade 2	Not reviewed	Not reviewed	Not reviewed	Not reviewed
Grade 3	Not reviewed	Not reviewed	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 distributed review of phonics skills with cumulative practice opportunities with decodable text.

Section 3. Content-Specific Skills

- The materials do not provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.
- The materials do not provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the TEKS.
- The materials provide some systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.
- The materials do not provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.
- The materials provide some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.
- The materials include some systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.

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- The materials connect phonics instruction to meaning by providing some systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.
- The materials provide some opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

Section 4. Progress Monitoring

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

Section 5. Supports for All Learners

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

Section 6. Additional Information: Resources

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

Section 7. Additional Support

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

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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 (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).

Evidence includes but is not limited to:

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

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

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covered within the materials, the scope and sequence does not have full alignment with the TEKS. There is no evidence of lessons that allow grade 1 students to alphabetize words as the TEKS outline.

- Although the PWS materials contain two documents to suggest a sequence, both are suggested and state that lessons may be abbreviated, omitted, or repeated. The Nine Areas of Learning states: “The map shows a continuum of easier to harder principles... If children are very knowledgeable and experienced, you may decide that some lessons can be abbreviated or omitted. If children are very inexperienced in a given area, lessons may need to be repeated using different examples.” The Suggested Sequence states: “Children may have learned a great deal in shared reading and early guided reading lessons so that early literacy behaviors are well established. You might not need to use all of the lessons in this area. Remember that you can repeat the lesson using other examples if you think your whole class needs more work on the principle. Some lessons may need to be repeated or extended over several days because there is a great deal of content to be covered—for example, consonants and related sounds. You can make adjustments in the sequence. If you are working on a series of lessons on one topic (for example, phonogram patterns), you may want to stick with it a few more days to get it firmly in place. It’s important to remember that you can skip over lessons if children already understand and can apply the principle. Don’t teach a lesson just because it is there.”
- In “Reading Minilessons” there is a “Suggested Sequence” of the program’s “umbrellas.” The sequence includes lessons that align to the following four categories: “Management Minilessons, Literary Analysis Minilessons, Strategies and Skills Minilessons, and Writing About Reading Minilessons.” Month 1 teaches lessons like “Engaging in Classroom Literacy Work” and “Thinking and Talking About Books.” Month 4 includes “Solving Words” and “Understanding the Simple Plot: Problem and Solution.” Month 9 includes “Studying Folktales” and “Thinking About Where Stories Take Place.” The materials have a strategic sequence that covers the entirety of the school year; however, there is no year-long phonics or phonological awareness scope and sequence that aligns with the TEKS.
- In “Writing Minilessons,” there is a “Suggested Sequence of Lessons” resource, available in the Appendix, that lays out lessons over months of the school year. The lesson order differs from the lessons’ presentation in the materials. They are organized under the program’s umbrellas (management, telling stories, making books, drawing, exploring early writing, and writing process) and then spread out in various ways to align with different text sets and themes. The materials have a strategic sequence that covers the entirety of the school year; however, there is no year-long phonics or phonological awareness scope and sequence, and the sequence does not align with the phonics or phonological awareness TEKS.
- The “Fountas and Pinnell Classroom” collection of “Interactive Read-Aloud” texts is organized into 25 text sets that contain four to six books that are selected because “children will love them and they represent a variety of authors and high-quality picture books.” The sequence of the books is based on “typical instructional emphases and the likely needs of a classroom community throughout the school year; e.g., text sets that focus on the alphabet and working together at school are recommended during the first month of school.” Materials do not include a TEKS-aligned scope and sequence. Materials include a statement that clarifies: “In every way except decoding the words, they (the students) are processing the text—interpreting it, responding to it, and remembering it. So while children are not ‘reading’ the text during interactive read-aloud, the careful thinking and talking that they are doing about the text makes

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this instructional context a vital, essential, and enjoyable part of the school day.”

- The Fountas and Pinnell Classroom collection of “Shared Reading” texts for grade 1 includes 65 original “Big Books” in a variety of genres, with lessons that accompany each text, and *Words That Sing, Grade 1: 100 Poetry Charts for Shared Reading*. The introduction states, “Big Books below are in a recommended sequence based on book series, genre, and/or connecting topics; however, you may introduce them in any order that meets the needs of the children in your classroom.” There is no mention of the TEKS.
- The Fountas and Pinnell Classroom collection of “Guided Reading” for grade 1 includes 200 original texts that span Levels A through M. Most kindergarten children will begin guided reading with Level A books. Children progress through levels based on the teacher’s assessments and daily observations of students. Children do not have to read each text. There is a limited sequence, but it is not TEKS-aligned nor based on phonics instruction or decoding.

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

- 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 First Grader Should Know.” It lists skills for phonological awareness, letters and sounds, reading and writing words, and early reading concepts; however, it does not reference skills that grade 1 students will learn in future years of the materials, nor what was taught in the prior year.
- In the “Literacy Continuum,” there is a section titled “Phonics, Spelling, and Word Study.” This section names the “behaviors and understandings to notice, teach, and support” within early literacy concepts, phonological awareness, letter knowledge, letter-sound relationships, spelling patterns, high-frequency words, word-meaning/vocabulary, word structure, and word-solving actions, for grade 1 and each grade level, pre-kindergarten to grade 8. However, the Literacy Continuum does not reference the phonics lessons, nor do the phonics lessons reference the Literacy Continuum.
- The Fountas and Pinnell collections of Guided Reading, Shared Reading, Interactive Read-Alouds, and Independent Reading do not provide a vertical alignment document showing the progression of skill development from kindergarten through first grade. There is no mention of phonological awareness in the resources, so there are no skills to build upon.
- The Fountas and Pinnell Reading Minilessons book does not provide a vertical alignment document. There is no clear indication of phonics skills being built on; rather, there are word-solving strategies, such as looking at the picture and uncovering the sounds, which indicates there are no phonics skills being taught.
- The grade 1 Guided Reading materials provide goals and suggested instruction for each leveled reader, building upon phonemic awareness and phonics skills instruction. For example, a goal for a Level D reader, *Maddy’s Loose Tooth* by Aria Nicoletta Mazza, includes “Change the beginning phoneme of a word to make a different one-syllable word.” The suggested instruction for “Phonics/Letter and Word Work” for this text includes using magnetic letters and letter sounds to “become more flexible with changing the beginning phoneme of a word.” The materials instruct teachers to give each student a whiteboard and specific magnetic letters. Students build the word *me* and change it to *be* and *he*. The process continues using the words

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dot/got/hot and *cub/rub/tub*. Each Guided Reading lesson has a built-in Phonics/Word Work lesson; however, there is no evidence that the materials clearly outline the skills progression for phonemic awareness and phonics skill development from kindergarten through grade 3, nor is there evidence that the lessons build upon the previous lessons or from grade level to grade level.

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

- The PWS lesson objectives do not follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year when compared to the TEKS “Vertical Decoding and Encoding” scope and sequence chart. As the materials only provide a suggested sequence, concepts could be taught in a variety of orders, with the possibility of some concepts not being taught.
- Materials include a Master Lesson Guide, which recommends that each of the components should not be taught daily. The sequence of lessons is a suggestion for the teacher to follow. The materials note that the lessons are sequenced by typical appropriateness within each of the nine areas, so there is variety in the kinds of lessons that fall early in the year, in the middle, and late in the year. Materials suggest the teacher keep a record of what has been taught. The materials indicate that the teacher should utilize simple assessments to determine where the students are in their learning and what their strengths and weaknesses are. The materials state that if the teacher determines the principle is firmly established, the lesson should be skipped. The teacher is informed that there may not be a need to use all of the lessons in an area; meanwhile, if students are struggling with the principle, the teacher can hold a brief reteaching meeting to repeat the lesson. The lesson guide begins with three days of letter knowledge, then moves on to two days of literacy concepts, and then returns to letter knowledge. It is not until Lesson 19 that phonemic awareness is introduced. The entire year follows this type of schedule.
- There are no lesson objectives within Reading Minilessons that are aligned to grade-level phonics skills. Lessons do follow a strategic progression across the umbrellas—Management Minilessons, Literary Analysis Minilessons, Strategies and Skills Minilessons, and Writing About Reading Minilessons—and are distributed to follow along with grade-level learning progressively. However, this progression does not relate to phonics instruction.
- In the Fountas and Pinnell Reading Minilessons book for grade 1, Umbrella 1, the minilessons are based on word-solving strategies, not phonics or decoding strategies, so there are no texts included that follow a scope and sequence. For example, in “RM2: Use your finger to take apart new words,” the teacher reads the book *Lots of Snow*. The teacher reads and stops at the word *shouted*. The teacher says, “Listen as I read the word /sh/ /out/ /ed/ /shouted/.” The teacher explains that you can use your finger to take apart words: “You say the first part and then the next part and then think about what makes sense. Then reread the sentence with the word in it and make sure that it makes sense.” The next example the teacher uses is *another*. Since these words are being taught with a strategy that does not rely on decoding skills, the text provided is not grade-level decodable.
- The “Grade 1 Guided Reading Collection Guide” states that “you engage the students in two or three minutes of active work with words.” There is no evidence that lesson objectives follow a

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systematic progression from simple to more complex concepts. For example, the “Word Work Goal and Instruction” for a Level D reader, *Bear and the Puddle* by Jacqueline Adams, is to “make and break apart CVC words.” The Word Work Goal and Instruction for another Level D reader, *Ella’s Walk* by Dianne Allen, is to “read one-, two-, and three-syllable words.”

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Indicator 2.2

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

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sound at the end of the word *fish*? Fish sounds like /sh/ at the end of the word. How many sounds do you hear in *sh*? One sound. How many letters stand for the sound /sh/? Two letters.' Write *-sh* above the word *fish* on the chart paper. Point out that /sh/ is a different sound from /s/ and from /h/." The lesson continues with the same introduction for *th*. In the Apply section, students receive word cards with words that end in *th* or *sh*. Students read the words and write the words on the appropriate side of a two-way sort. In the Share section of the lesson, students read their lists of words to a partner.

- Although "Shared Reading" lessons do not include detailed guidance for each component of the gradual release of responsibility model, the lesson framework and order of activities within the lessons in many of the components of the materials are intended to build student independence. For example, the "Shared Reading Collection Guide" provides the instructional design for Shared Reading: "The lessons for shared reading provide an extensive menu of ideas and language to spark learning and discussion." The lesson sequence works towards student independence by suggesting the teacher first introduce the text to "engage the children's thinking and interest in the text" before beginning to read. During the "First Reading" part of the lesson, teachers read to the students, relay provided suggestions to students, and collect their predictions. During the "Second Reading" of the text, teachers are instructed to read with the students and are given suggested stopping points and prompts for discussion. The next part of the lesson is "Discuss the Text." Teachers are given discussion suggestions "for extending children's thinking within, beyond, and about the text." Teachers are then instructed to "reread the whole text several times over a few days to increase participation and attention to text features." The goal is "for the children to be able to read the text independently." Suggestions are given to teachers on how to increase independence, such as reading the entire book together as a chant, with or without hand motions, or dividing the class into two groups to read the left-hand pages and right-hand pages.
- Although the Reading Minilessons do not provide phonics instruction, the lessons do provide some of the gradual release method for learning. All of the lessons in the Reading Minilessons book have the same format. Each lesson begins with the Minilesson, where the teacher explains the principle and teaches the lesson. In this portion, the teacher is modeling the expectations. The next section of the lesson is Have a Try, where the students try the principle either alone or with a partner. In the Summarize and Apply portion, the student can work individually on the principle. For example, in LA.U7.RML2, the lesson goal is "Understand that sometimes authors write to give the reader information." In the Minilesson portion, the teacher reads aloud parts of different books to students and asks them about the information they learned. The teacher presents another text and instructs, "Turn and talk to a partner about why you think the authors wrote this book." The teacher then records their thoughts on an anchor chart. In Summarize and Apply, the teacher reinforces the lesson goal and then instructs: "When you read today, think about why the author wrote the book. Ask yourself, 'Is the author giving me information?' Use a sticky note to mark a page that gives you new information." The lesson does follow a kind of gradual release of responsibility model, where the teacher first models locating information, the class then does it, and then students are tasked with finding an example themselves within their reading; however, this lesson does not address grade-level phonics skills.
- Although the Writing Minilessons do not provide phonics instruction, the lessons do provide some form of a gradual release method for learning. All of the lessons in the Writing Minilessons book have the same format. Each lesson begins with the Minilesson, where the teacher explains

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the principle and teaches the lesson. In this portion, the teacher is modeling the expectations. The next section of the lesson is Have a Try, where the students try the principle either alone or with a partner. In the Summarize and Apply portion, the student can work individually on the principle. For example, in Lesson CFT.U9.WML5, the lesson goal is “Use senses to describe something in a poem.” The Minilesson is the “I do” portion of the lesson, where the teacher is instructed, “Use examples of poetry and several objects to help children recognize that poets use their senses to describe things in their poems.” The teacher-facing materials instruct the teacher to “guide the conversation so that children identify the sensory language that shows how the leaves looked.” The teacher then presents the anchor chart “Use your senses to describe something.” In the Have a Try portion of the lesson, the teacher and students fill out the chart using a familiar object. At the end of the lesson, students are told: “When you write a poem, think about what you want to write about. Then use your senses to carefully describe things. You might want to fill in a Senses chart before you start writing. Bring your poem to share when we meet later.” The materials focus on writing instruction with no mention of encoding strategies and thus do not develop students’ grade-level phonics skills.

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

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

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- Although Shared Reading lessons do not teach grade-level phonics, the materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials. For example, in Shared Reading lessons, there is an “About This Book” section that explains the genre focus, how the book works, and the important characteristics to notice about the particular book for each lesson. For each stage of the lesson—“Introduce the Text, First Reading, Second Reading, Discuss the Text, Revisit the Text”—materials list suggestions and guidance for prompting student activity or discussion. There are also annotations that contain “suggestions for modifying or scaffolding instruction to support English learners in processing the text and benefiting from teaching.” For example, in a Shared Reading lesson using the text *Boomer’s Checkup* by Aaron Mack, the About This Book section explains: “This narrative nonfiction text tells a real-life story of a boy taking his dog to the vet for a checkup. It reads like a story, but the photographs and text features suggest that it is nonfiction.” The annotation goes on to explain: “Each pair of pages describes one step in Boomer’s exam, which Calvin compares to his own visit to the doctor. The vet’s chart marks the stages in the example and allows readers to make predictions about what will happen next.” Finally, the materials list five important characteristics to notice about the text, such as “a story within a story” and “dialogue shown in two ways, in text, and in speech bubbles.” This lesson has a side annotation to support English learners, which suggests to “use examples to help children with unfamiliar vocabulary such as *checkup*, *vet*, *weighed*, *wag*, *gums*, *stethoscope*, and *thorn*.”
- Reading and Writing Minilessons offer some useful annotations and suggestions on how to present the content, but these features do not provide direct and systematic instruction in developing grade-level phonics skills. In each minilesson, there is a “You Will Need” section, which lists any materials teachers will need for the lesson, like “three or four familiar expository texts, such as...,” along with physical and everyday classroom materials. There is a sidebar titled “Academic Language/Vocabulary” and a “Continuum Connection” section that connects the minilesson to the “Literacy Continuum.” The minilessons focus on reading comprehension strategies and text features, not on learning how to read, and they do not develop grade-level phonics skills across lessons.

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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.	PM
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 some detailed, specific instructional strategies with some routines for teaching each phonics skill. Materials include some specific guidance for providing students with immediate, corrective feedback. Materials provide some guidance for connecting previously taught phonics skills to new learning. Materials include some guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

Evidence includes but is not limited to:

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

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

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when a word ends in a consonant plus the letter *e*, the *e* usually does not stand for any sound, but it often signals that the vowel preceding the consonant stands for a long vowel sound.”

- In “Phonological Awareness,” Lesson 7, the focus is “Hear, Say, and Clap Syllables.” The Understand the Principle box states: “Rapid, automatic letter recognition is helpful to children as they learn letter-sound relationships and begin to use print to check their reading and solve words. Knowing the letter names and connecting them to shapes helps children understand the language of the classroom.” However, the lesson does not provide information about misconceptions.
- The “Reading Minilessons” include some information about common phonics pattern guiding principles related to specific phonics skills in a sidebar called “Continuum Connection.” In SAS.U2.RML4, the principle states, “When you come to a word you don’t know, you can work it out.” On the side, the Continuum Connection section states: “Use contextual information to understand the meaning of new words. Use known word parts [some are words] to solve unknown larger words; e.g., *in/into*, *can/canvas*, *us/crust*.” It does not reference a page number or section in the “Literacy Continuum.” The materials do not include information about common phonics pattern misconceptions.
- The “Writing Minilessons” include some information about common phonics pattern guiding principles related to specific phonics skills in the Continuum Connection sidebar. In CNV.U2.WML2, the principle states, “Break words into syllables to write them.” The Continuum Connection states: “Say words slowly to break them into syllables to spell them. Hear, say, clap and identify syllables in one- or two-syllable words: e.g., *big*, *frog*, *lit/tle*, *mon/key*. Understand and talk about the concept of a syllable.” It does not reference a page number or section in the Literacy Continuum. The materials do not include information about common phonics misconceptions.
- The “Guided Reading” materials do not include information for teachers about common misconceptions related to specific phonics skills and do not share guiding principles related to specific skills. Each text provides a lesson guide for the skills; within the guide, there is a “Phonics/Letter and Word Work” portion. In the text *My Big Sister*, students make and break apart high-frequency words. The materials provide support for English learners in the sidebar. This particular lesson supports English learners by allowing partners to work with oral sentence frames, such as “My big sister likes to...with her friends.” However, the lesson does not include common misconceptions or guiding principles.

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

- Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill. In the front matter of the materials, the section titled “Routines and Instructional Procedures for Effective Teaching” provides teachers with specific guidance on the instructional strategies used throughout the lessons. The strategies are “See and Say, Find and Match, Hear, Say, and Write: Sound and Letter Boxes, Words to Know, Notice Parts, Say and Write, and Map Words.” Each strategy is named and described, and materials provide details to the teacher on how to implement the instructional routine. For example, the See and Say routine is described as an instructional strategy that “helps children examine and identify familiar patterns in words, such as CVC and CVCe patterns, and learn to make new

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words by putting a letter or letter cluster before the familiar pattern.” The sequence that is detailed is as follows: “1) Show words that have a common visual feature [*man, fan, van, pan*]. 2) Children search for visual patterns [They all end the same.] 3) Help children articulate the principle. You can look at a part or pattern to read a word. You can make new words by putting a letter or letter cluster before the pattern. 4) Children work with words to apply the principle [Children write words with the pattern]. 5) Summarize the learning by restating the principle.” Every lesson follows one of these instructional routines, and the lessons provide the sample words/patterns that are the focus.

- “Word Structure,” Lesson 8, applies the See and Say routine when learning more about contractions. The teacher writes the words *has not* on chart paper (leaving room at the top for the principle) and has the children read the words. Then the teacher writes the word *hasn’t* and has the children read the word. The teacher asks the students what they notice about the second word. This process is repeated with the contractions *isn’t* and *didn’t* before the teacher generalizes the principle: “Some contractions are made with *not*. To write a contraction with *not*, leave out the letter *o* and put an apostrophe in place of that missing letter.”
- The Reading Minilessons provide some guidance for teachers that includes detailed and specific instructional strategies. However, there is no evidence of consistent routines for teaching phonics skills. For example, in SAS.U2.RML4, the principle is “When you come to a word you don’t know, you can work it out.” The teacher works with students to generate a list of strategies to solve unknown words. The sample anchor chart includes the following strategies: “Look for a part you know. Look for a part that can help. Use your finger to break apart the word. Look at the illustration and think about what the word might be. Think about the information in the sentence.” The lesson does not follow a consistent routine that appears in other lessons.
- The Writing Minilessons provide some guidance for teachers that includes detailed and specific instructional strategies. However, there is no evidence of consistent routines for teaching phonics skills. For example, in CNV.U2.WML1, the principle is “Say words slowly and listen to all the sounds in a word.” The teacher holds up a picture that represents *swim*. The teacher says: “Look at the picture. What is one word we can write to explain this picture? Say the word *swim* slowly with me and listen for all the sounds.” The teacher guides the students to say each sound slowly. The teacher then asks the students to identify the letters that go along with each sound, then proceeds to write them. This is not a consistent routine that appears in other lessons.
- The Guided Reading materials provide some guidance for teachers that includes detailed and specific instructional strategies. However, there is no evidence of consistent routines for teaching each phonics skill. For example, in the Guided Reading section, there is a Phonics/Letter and Word Work section that includes a step-by-step guide on how to work with phonics skills. In a Level B lesson with the text *Blowing Bubbles* by Ruby Zhu, the Phonics/Letter and Word Work lesson is to “help the readers become more flexible with identifying syllables.” Students are to clap the syllables in one- and two-syllable words. Detailed and specific instructions are given on how to complete the activity: “Show the following pictures and have students say the name of each one: *bear, dolphin, duck, fish, lion, monkey, shark*.” However, there are no consistent routines or instructional strategies that are detailed other than the activity presented.

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

- Although some lessons include guidance for providing students with immediate, corrective feedback in some of the lessons, the guidance is not specific. For example, in Letter-Sound Relationships, Lesson 6, the “Independent Writing” section guides teachers: “As you confer with the children, draw their attention to any of the words that they spelled without vowels. Help them recall the principle from this lesson [every word has at least one vowel sound], and guide them to add vowels to the words they wrote.”
- Many lessons in PWS include suggested answers for teacher questioning. For example, in Letter-Sound Relationships, Lesson 15, the teacher displays the words *ride* and *like* in one column and the words *cube* and *tube* in the other, then says, “What do you notice about all of these words?” The script goes on to say, “Children may point out that all of the words have an *e* at the end and that the *e* doesn’t make a sound.” However, the materials do not provide specific guidance on how to provide students with immediate, corrective feedback when students do not provide the correct answer.
- The Reading Minilesson materials include some guidance for providing students with immediate feedback, but not with corrective feedback. In SAS.U1.RML2, the principle is “Look for a part of the word that can help.” The optional “Extend the Lesson” section suggests extending the learning through guided reading or independent reading: “From ‘Prompting Guide, Part 1’ (Fountas and Pinnell 2012), use prompts such as this: ‘You can say the first part. You can look for a part that might help. Say the first part. Now say more. Is that like another word you know? You looked for a part you know.’” However, the materials do not provide corrective feedback for when students do not find the word.
- The Writing Minilesson materials do not include guidance for providing students with immediate, corrective feedback. In CNV.U2.WML3, the principle is “Every word has at least one vowel.” The “Confer” section suggests using prompts during independent writing: “You can say the word slowly and listen for the sounds you hear [model]. You need a vowel next in that word. Write the letter for the first [next, last] sound you know.” However, the materials do not provide guidance for immediate, corrective feedback.
- Guided Reading materials do not include specific guidance for providing students with immediate, corrective feedback in each lesson. However, within the Guided Reading lessons, the materials suggest non-specific feedback in the “Assessment” section. For example, in the Guided Reading section using the text *My Pet Pig* by Annie Martin, the Assessment section suggests using the “Recording Form” to record the students’ reading and to code it. “After coding the reading, select an immediate teaching point that will be helpful to the particular reader.”

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

- PWS materials provide some guidance for connecting previously taught phonics skills to new learning. Because the program’s scope and sequence is suggested and may be altered by teachers to fit their needs, not all new lessons connect to previously taught phonics skills. However, some lessons provide information about prior knowledge necessary for students to be successful in that lesson. For example, materials note that Letter-Sound Relationships, Lesson 3, should be taught after children can name most of the letters in the alphabet and demonstrate

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that they can hear sounds in words, match pictures of words by sound, and can understand the concept of matching letters and sounds.

- “Letter Knowledge,” Lesson 15, focuses on recognizing consonants and vowels. The “Plan” section notes that this lesson is best used after children know most of the letters and can recognize them quickly in words. They should also know the terms *first*, *middle*, and *last* as applied to letters in words and know simple high-frequency words as well as some words that have regular spellings.
- The Guided Reading materials do not provide detailed guidance for connecting previously taught phonics skills to new learning. However, there are Phonics/Letter and Word Work activities for each Guided Reading lesson. It is unclear if these lessons cover previously taught phonics skills, as there is no specific sequence for the guided reading texts. For example, a Guided Reading Level F lesson uses the text *Jump!* In the Phonics and Word Work section, the goal is to help readers learn to break apart words that have double consonants in the middle. The teacher makes the words *dinner*, *happy*, *hello*, and *hurry* with magnetic letters. The teacher questions students to determine that the words all have double consonants in the middle and two syllables. The teacher models how to segment the words into syllables, and the students practice segmenting the same words using magnetic letters. There is no mention of or connection to prior lessons.
- The Reading and Writing Minilessons do not provide detailed guidance for connecting previously taught phonics skills to new learning. The lessons do not include specific references in scripts to previous learning, and they do not provide sufficient opportunity to review previously taught phonics skills before teaching new skills. The materials provide some scripted guidance for the teacher, but it is only on how to present the reading or writing lesson and not phonics instruction. For example, in LA.U11.RML4, the lesson tells the teacher to show *Surprising Sharks* and ask what the topic is. The script states: “Think about why someone would want to write about sharks. How do you think the author, Nicola Davies, feels about sharks? What makes you think that? Let’s read about Nicola Davies and see if you’re right.” The teacher reads the information about the author on the last page and asks, “What did you learn about why Nicola Davies wrote this book?” The teacher records the responses. The teacher shows another text and asks students how they think the author feels about the topic.

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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- In the “Preparing for Fountas and Pinnell Classroom” document, the materials include guidance on how much time to spend on each instructional context, such as Group Meeting (5 minutes), Interactive Read-Aloud (15 minutes), Shared Reading (10 minutes), Phonics, Spelling, and Word Study (10 minutes), Reading Minilesson (10 minutes), Small Group Instruction and “Independent Literacy Work” (60 minutes), Group Share (10 minutes), and “Writers Workshop” (60 minutes), but they do not include specific time suggestions for each component of the gradual release model.

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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.	PM
2	Practice opportunities include only phonics skills that have been explicitly taught.	DNM
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 include some practice activities throughout the span of the curriculum. Materials do not include cumulative review. Practice opportunities do not include only phonics skills that have been explicitly taught. Decodable texts do not incorporate cumulative practice of taught phonics skills.

Evidence includes but is not limited to:

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

- “Phonics, Spelling, and Word Study” (“PWS”) materials do not include intentional cumulative review and practice throughout the span of the curriculum. For example, in “Letter-Sound Relationships,” Lesson 11, students work to identify and sort *r*-blend words. The “Connect Learning Across Contexts” section suggests students use highlighter tape to identify words with *r*-blends in “Shared Reading.” The “Interactive Writing” portion suggests, “When children want to write a word that has a consonant blend, remind them that they can hear both sounds in a consonant blend.” The “Independent Writing” section instructs teachers to “encourage children to listen for and represent each sound of consonant blends in their writing.” These practice activities are within the same lesson as the core phonics lesson and do not span throughout the curriculum.
- PWS materials do not include decodable readers for review and practice. The lessons instead offer practice through connected text with poems. For example, in Letter-Sound Relationships, Lesson 14, the focus is “Recognize and Use Long Vowel Sounds in Words with Silent *w* (CVCe).” In the Connect Learning Across Contexts section, the suggested texts are “When You and I Grow Up” from *Words That Sing* and “Dig a Little Hole” and “What’s Your Name” from *Sing a Song of Poetry*. None of the poems are a decodable text. For example, “When You and I Grow Up” does not contain any CVCe words, but it does contain complex words such as *Polly*, *might*, and *ourselves*.
- “Reading and Writing Minilessons” include practice activities throughout the span of the curriculum; however, the lessons do not include cumulative review. In CNV.U2.WML2, “Break words into syllables to write them,” the lesson goal is to write syllables and listen to the sounds to write them. The lesson provides picture cards representing easily identifiable syllable breaks.

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Some of the pictures provided are of a *basket*, *kitten*, and *wagon*. The students look at the picture cards, say the word on the card, and break it apart into syllables. The lesson does not review prior lessons or material.

- “Shared Reading” materials include practice activities throughout the span of the curriculum; however, the activities are not cumulative review. For example, each Shared Reading lesson incorporates a series of activities such as introducing the text, rereading the text, discussing the text, revisiting the text with a list of suggested activities for during and after reading, shared writing, independent reading, connections to other books, and assessment. The “System Guide” provides a recommended sequence, based on book series, genre, and/or connecting topics; however, it states, “You may introduce them in any order that meets the needs of your classroom.”
- “Guided Reading” materials include practice activities throughout the span of the curriculum; however, the lessons do not include cumulative review. Previously taught phonics skills are not intentionally practiced and maintained over the course of the year, and routines for introducing new phonics skills and reviewing previously taught skills are not consistently practiced throughout the materials. The materials include lessons relating to phonics that are embedded in the guided reading portions.

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

- Lessons give students the opportunity to practice phonics skills that have been taught, though not necessarily those explicitly taught. For example, in “Spelling Patterns,” Lesson 10, students are practicing spelling and sorting words with *-ell* and *-ill*. In the “Apply” section of the lesson, students are given a two-way sort chart with the headings *-ell* and *-ill*, to practice making words with this pattern. However, the lesson does not include practice with decodable texts.
- Some lessons include practice opportunities using words in which sound-spelling patterns have not been explicitly taught. For example, Letter-Sound Relationships, Lesson 8, expects students to independently read the words *slide*, *slice*, *spider*, and *skirt*. The spelling patterns, including *VCe* with *long i* and *r-controlled* vowels, are taught later in the program according to the suggested phonics sequence. In another example, in Letter-Sound Relationships, Lesson 9, students read word cards with initial consonant blends. Two of the words are *snack* and *stick*. It is unclear when the materials explicitly teach digraph *-ck*. Letter-Sound Relationships, Lesson 10, includes a word card with the word *splash*. Students read the word card in a sort and a “Lotto” game. However, materials introduce digraphs such as *-sh* later in the program according to the suggested phonics sequence.
- Practice opportunities do not only include phonics skills that have been explicitly taught. Because the activities within the Guided Reading lesson depend on the reading level of the student, each group of students will get a different “Phonics/Letter and Word Work” activity during the Guided Reading portion. In the Guided Reading text *My Dad the Baker*, students work on the skill of clapping and sorting one- and two-syllable words. The teacher provides words such as *bowl*, *hat*, and *basket*. The teacher demonstrates and joins the students in the activity. The activity is not built on any previous lesson. Lessons focus on the skill being taught at the moment and do not incorporate previous lessons.

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- The Shared Reading portion of the literacy block contains suggested phonics activities such as having students identify compound words, highlight them, and read the parts. It is unclear whether these activities follow phonics lessons that were explicitly taught.
- Reading and Writing Minilessons do not primarily teach phonics skills. Therefore, the practice opportunities within the lessons do not focus on phonics skills that have been taught. For example, in LA.U1.RML6, “Read the book again to enjoy it and learn more,” students practice by talking with a partner about how rereading can help them enjoy a book or learn more.

Decodable texts incorporate cumulative practice of taught phonics skills.

- In PWS, phonics skills are mostly taught in isolation and do not include decodable texts to incorporate cumulative practice of taught phonics skills. However, the lessons do provide a section called Connect Learning Across Contexts. This section refers teachers to poems to reinforce skills, although this is not cumulative practice. For example, in Spelling Patterns, Lesson 4, students learn about the *-ap* and *-ay* patterns. In the Connect Learning Across Contexts section, the suggested texts are “Little Raindrops” from *Words That Sing* and “Three Elephants” and “Little Pup, Little Pup” from *Sing a Song of Poetry*. None of the poems are decodable texts. For example, “Little Raindrops” includes the words *pitter*, *patter*, *windowpane*, and *walk*.
- There is no evidence of specific decodable texts that incorporate cumulative practice of taught phonics skills. Each Guided Reading text has an “Analysis of Book Characteristics” that includes notes about the text’s genre, content, theme, literary features, sentence complexity, vocabulary, words, illustrations, and print features. For example, the Level A text *My Bookcase* by Max Rossiter is described as “realistic fiction written in first person” with “one line of text on each page of print with a simple, repeating sentence pattern.” Words in *My Bookcase* include “Here are my books. Here are my games. Here is my doll. Here is my ball. Here is my picture.” Leveled text does not have a specific phonetic pattern that is clearly identifiable and repeated. The phonics lesson in each Guided Reading lesson is different for each book and level and depends on the student’s reading level.

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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 activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode simple words both in isolation and in connected text.

Evidence includes but is not limited to:

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

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

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- Materials do not systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. For example, in “Reading Minilessons,” there is a “Suggested Sequence” of the program’s “umbrellas.” The sequence includes lessons that align to the following four categories: “Management Minilessons, Literary Analysis Minilessons, Strategies and Skills Minilessons, Writing About Reading Minilessons.” In Month 1, some of the lessons are “Engaging in Classroom Literacy Work” and “Thinking and Talking About Books.” Month 4 includes “Solving Words” and “Understanding the Simple Plot: Problem and Solution.” Month 9 includes “Studying Folktales” and “Thinking About Where Stories Take Place.” While the program has a strategic sequence in its lesson delivery, there is no systematic instruction related to the alphabetic principle in the Reading Minilessons.
- In “Shared Reading,” the materials include one alphabet book, *Monster ABCs*; however, the text introduces the letters in alphabetical order and not in a systematic sequence that quickly allows for basic encoding or decoding.

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

- Materials do not provide scripted direct (explicit) instruction for connecting phonemes to letters within words. For example, the PWS materials include a generative lesson design in the eight “Letter-Sound Relationships” lessons, which “has a simple structure that you can use to present similar content or concepts,” which teachers can use “to teach children beginning consonant sounds with a variety of letters.” The generative lesson design limits scripted direct instruction on each letter-sound correspondence.
- The PWS lessons lack the gradual release of responsibility structure when providing phoneme-to-letter connections. For example, in Letter-Sound Relationships, Lesson 8, the teacher reviews the concept of consonant blends with students. The teacher displays a poem and guides students to identify the consonant blends in the poem. The provided teacher script begins with the teacher asking: “What do you notice about some words in this poem? Do you notice any consonant blends in this poem?” The teacher underlines the blends and says, “Now let’s say each consonant blend.” The teacher highlights *tr* in *traffic* and states, “What do you notice about the sounds in *tr*? You can hear each sound in the consonant sound *tr*.” The teacher repeats the process with the blends *st*, *gr*, and *sl* in the poem. The teacher then states: “A group of two or three letters is often a consonant blend. You can hear each sound in a consonant blend.” The next part of the lesson sequence has students apply their learning. Students highlight blends in a poem. The poem is not decodable for grade 1 students. It includes unintroduced spelling patterns with vowel teams, *r*-controlled vowels, *soft g*, and digraphs. Furthermore, the lesson does not instruct students to connect the phonemes to the letters in the blends they highlighted.
- Materials do not provide scripted direct (explicit) instruction for connecting phonemes to letters within words. For example, in Reading Minilessons, SAS.U1.RML1, “Look at the picture and think what would make sense,” students “use illustrations (meaning) to solve words while reading text.” The teacher uses a sticky note to cover the word *rock* in the sentence “I saw a big rock.” The teacher script states: “What could this word be? Why do you think so? The girl is looking at a rock in the illustration, so the word could be *rock*. *Rock* would make sense.” The teacher does not connect the phonemes in *rock* to decode the word.

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- In Reading Minilessons, SAS.U1.RML2, the teacher teaches students to “get their mouth ready for the first sound.” When reading the sentence “The elephant has a big head,” the teacher covers all the letters of the word *head* except for *h*. The script states, “The elephant has a big...’ I am going to read this sentence again and get my mouth ready for the first sound of the covered word. ‘The elephant has a big /h/.’ Look at the illustration. What does it have that starts with /h/?” The lesson does not connect to any phonemes beyond the initial.
- In Writing Minilessons, EWR.U4.WML1, the students use the name chart and ABC chart to help write words. The script states: “Let’s say our sentence together. The little Billy Goat Gruff crossed the bridge.’ Say each word as you write *The little*. Then pause. Accentuate /b/ when you say *Billy*. ‘What is the next word in our sentence? Say *Billy*. *Billy* starts with /b/. What do you see on the ABC chart that begins with the same sound? What letter do you see with *bear*?’” The teacher then writes the entire word *Billy* after only identifying *B* on the ABC chart. This process is repeated with *Goat* and *Gruff*. The model sentence the teacher writes is spelled correctly, not using phonetic knowledge.

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

- Materials do not incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in connected text. The “Where Does Phonics Instruction Fit into Literacy Learning?” section states: “The lessons in the book provide explicit phonics lessons *out of text*; but each lesson provides many suggestions for extending the learning beyond through explicit instruction *in text*. For example, they include general suggestions to use in interactive read-aloud, shared reading, guided reading, modeled reading, shared writing, interactive writing, and independent reading and writing.”
- Materials do not incorporate activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode words in isolation or in connected text. For example, each Reading Minilesson includes a section titled “Extend the Lesson (Optional).” For example, in SAS.U1.RML3, the section states, “After assessing the children’s understanding, you might decide to extend the learning through guided reading or independent reading.” It also provides four variations of the same prompt: “Do you know a word that makes sense, sounds right, and looks right?”

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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.	No
2	Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.	No
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	No

Not Scored

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

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

Evidence includes but is not limited to:

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

- The “Phonics, Spelling, and Word Study” (“PWS”) materials do not provide a systematic sequence for introducing oral syllable awareness. Although the materials contain 11 “Phonological Awareness” lessons, there are no lessons that teach oral syllable awareness. The lessons encompass rhyming words, identifying and manipulating phonemes, and onset-rime. Materials do include two lessons in “Word Structure” in which students identify numbers of syllables; however, these lessons are connected to print and not oral syllable awareness. Therefore, the materials do not provide a systematic sequence for introducing oral syllable awareness activities.
- The “Guided Reading” materials provide some syllable awareness activities with simple skills (detecting and segmenting syllables). However, there is no evidence of a systematic sequence or oral activities for blending syllables. Activities also do not appear to gradually transition to more complex skills such as adding, deleting, and substituting syllables. For example, in a Level F Guided Reading lesson using the text *Little Monster’s Tree House* by Rosie Bensen, the “Word Work” portion of the lesson is designed to “help the reader become more flexible with breaking

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apart words that have double consonants in the middle.” The activity begins with the teacher making the words *ladder* and *kitten* on the whiteboard with magnetic letters. The teacher instructs the students to read the words and notice that both words have two of the same consonants in the middle. The teacher says, “Let’s clap *ladder*. How many parts or syllables does *ladder* have? Where can you break this word apart?” The teacher then breaks *ladder* apart, separating the two syllables (*lad/der*). The teacher explains the rule: “When a word has two of the same consonants in the middle, divide the word between consonants.” Students individually make the words *ladder* and *kitten* with magnetic letters, read the words, and divide the words into syllables. They continue to practice with words such as *better*, *hammer*, and *little*. This lesson is connected to print and does not practice oral syllable awareness.

- The “Reading Minilessons” focus primarily on reading comprehension skills and strategies; as a result, the materials do not provide a systematic sequence for introducing oral syllable awareness activities. For example, in lesson SAS.U2.RML1, the goal is “Use a finger to take apart two- or three-syllable words.” The rationale is “When children learn how to break words into syllables, they become better at solving words.” In the Minilesson portion of the lesson, the teacher highlights the word *shouted* and asks students what they can do to help the teacher read the word. The teacher then is instructed: “Move a card strip slowly across *shouted* to reveal each word part until you can read the whole word.” While doing this, the teacher says, “Listen as I take apart this word /sh/, /out/, /ed/, *shouted*.” The “word parts” are not the syllables, which would have been *shout/ed*. This is the only lesson that makes direct reference to syllables; it does so using print and does so incorrectly. The materials do not provide a systematic sequence for introducing oral syllable awareness activities.
- The “Writing Minilessons” book has six types of lessons: “Management (MGT), Telling Stories (STR), Making Books (MBK), Drawing (DRW), Exploring Early Writing (EWR), Writing Process (WPS).” These lessons are spread across the academic year and are listed in the Appendix in a “Suggested Sequence of Lessons.” The lessons focus on students working with print and then applying the lesson goal to their own writing. There is a sequence of lessons that focuses on building students’ skills gradually, but there is no systematic sequence for introducing oral syllable awareness activities.

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

- The PWS materials do not include scripted direct instruction for teaching oral syllable awareness skills. However, there are two scripted lessons for syllables connected to print. For example, in Word Structure, Lesson 1, the “Explain the Principle Box” directs the teacher to tell the students to “listen for the syllables in words, some words have one syllable, some words have more than one syllable.” The teacher continues by directing the students to “look at the syllables in a word to read it, and say and clap the syllables to notice them in a word.” The lesson provides a script for the direct teaching of syllables. For example, the teacher is directed: “Draw the children’s attention to syllables by having them say some one- and two-syllable words as they clap the syllables. Clap the syllables of each example word as you explain: Listen to the word *hat*. Now, listen to the word *mother*. What do you notice? When you say these words, you can hear the parts, or syllables. *Hat* has one syllable, and *mother* has two syllables.” The lesson continues with the students clapping the syllables in printed words such as *fish*, *play*, *shower*, *absent*, *basket*, *thick*, and *picnic*.

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- The Reading Minilessons book does not include scripted instruction for teaching oral syllable awareness skills. Some lessons make reference to students using parts of words in order to read words. A lesson that exemplifies this is Lesson SAS.U2.RML2; its goal is “Search for and use familiar parts of words to help read an unknown word.” The teacher brings students’ attention to the word *things* within a text. The teacher says, “*Things* starts like the word *the* and the end of the word has /ings/. So the word is *things*. Let’s read the sentence together and see if it sounds right and makes sense.” In the “Summarize and Apply” portion of the lesson, the teacher advises students that when they read, if they come to a word that they don’t know, they should focus on a part of a word that they know and then guess the other part and see if their guess “makes sense” within the text. The materials have no scripted direct instruction for teaching oral syllable awareness.
- The Writing Minilessons book does not include scripted instruction for teaching oral syllable awareness skills. For example, in Lesson IW.7, the directions state, “Continue writing the sentence and pause before a word with an easy-to-hear beginning, ending, or syllable sound that the child will help write.” The teacher says to the student: “Say *Uganda* slowly with me. Let’s clap that. How many parts or syllables does it have? What letter goes with the sound at the beginning?” The teacher has the student write *U* and “say each syllable slowly” as the teacher finishes writing *Uganda*.” The teacher brings attention to syllables in these lessons, but they are not central parts of the lessons, included in teacher guidance, or taught explicitly to students.
- The Guided Reading materials include some practice with oral syllable awareness skills; however, the scripted direct (explicit) instruction for teaching oral syllable awareness skills is limited. For example, in a Level D Guided Reading lesson using the text *Ella’s Walk* by Diane Allen, the “Phonics/Letter and Word Work” section is designed to “help readers become more flexible with listening to word parts.” The section instructs teachers to say: “Some words have one part. Some words have two parts. Some words have three or more parts.” Teachers then place the picture of the flag in the pocket chart and instruct the students: “Say and clap *flag*. The word *flag* has one part. Do the same with the pictures of a turkey and a skeleton.” Finally, materials tell the teacher: “Show the following pictures in random order: computer, jacket, king, nail, pillow, zero. Have students say and clap each picture name to identify the parts they hear in the words.” Not all Guided Reading lessons contain syllable awareness activities, and the activities are spread among reading levels. Depending on the reading level the student is assigned, they may or may not receive instruction in oral syllable awareness in Guided Reading.

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

- The PWS materials do not include a variety of activities for teaching oral syllable awareness skills. However, there are two activities for syllables connected to print. In Word Structure, Lessons 1 and 2, students conduct a two-way sort of words into one or two syllables. In Lesson 1, students draw a word card and write the word on the sort. In Lesson 2, students paste the word card on the sort.
- The Reading Minilessons do not incorporate a variety of activities and resources for students to develop, practice, and reinforce oral syllabication skills. The activities and resources for students in the materials focus entirely on printed text and not on oral syllabication. For example, in Lesson SAS.U2.RML2, students “search for and use familiar parts of a word to help read an

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unknown word.” Materials instruct students to apply their learning: “When you read, if you come to a word you are not sure of, look for a word part and think about what would make sense.” Here, students are using “parts,” but they’re doing so using print, as in most of the lessons. Students engage with trade texts or other print in every lesson with no focus or opportunity for students to develop, practice, and reinforce oral syllable awareness skills.

- The Writing Minilessons do not incorporate a variety of activities and resources for students to develop, practice, and reinforce oral syllabication skills. The lessons focus on students working with print and then applying the lesson goal to their own writing. For example, in Lesson CNV.U2.WML1, students are told, “When you write a word, make sure you say it slowly to listen for all the sounds before you write it.” The lesson does not apply oral syllable awareness.
- The Guided Reading materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. However, there is little evidence these activities and resources support the development of oral syllable awareness skills, as outlined in the TEKS, or as a cumulative review. For example, within a Guided Reading lesson using the Level D text *Rolling Along* by Susan Kentshill, teachers are instructed to use picture card resources, the text, a pocket chart, and a recording form to prepare the lesson for students to develop an understanding of the text. During the lesson, students are asked to respond to questions, recite orally, trace words with their fingers, read text, echo read, and work in partners with phrased reading. The “Phonics and Word Work” portion of the lesson is designed to “help the readers become more flexible with listening for and identifying the syllables in words.” The teacher is instructed to place several picture cards in the pocket chart, including *car*, *wagon*, and *bicycle*. As the teacher points to the picture, the students name the picture and clap the syllables. This is repeated with additional pictures, and students place the cards with similar syllables together on the chart. Students then name all the pictures again and clap the syllables. Although this Guiding Reading lesson contains practice with oral syllable awareness, there is no indication of regular practice or a variety of activities for students to develop this skill. The primary method of practice is saying a word and clapping the syllables.

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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.	PM
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	PM
3	Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.	DNM
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some systematic and 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 some 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 incorporate some activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

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

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

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- The “Reading Minilessons” do not provide a systematic sequence for introducing phonemic awareness. The Reading Minilessons book contains lessons that fall under four categories: “Interactive Minilessons, Literary Analysis Minilessons, Strategies and Skills Minilessons, Writing About Reading Minilessons.” Lessons categorized under these four categories are spread across the school year, and the program provides a suggested sequence for them in the introductory chapters of the materials. The introductory chapters also state, “The collection of 175 lessons for first grade are embedded within an integrated set of instructional approaches that build an awareness of classroom routines, literary characteristics, strategies and skills, and ways of writing about written texts.” The scope and sequence and purpose of the lessons fall under the “umbrellas” of print awareness and reading comprehension. Students work primarily with trade texts to attain comprehension skills and strategies, but materials do not contain lessons for phonemic awareness. Therefore, the Reading Minilessons materials do not provide a systematic sequence for introducing phonemic awareness activities.
- The “Writing Minilessons” do not provide a systematic sequence for introducing phonemic awareness. The Writing Minilessons book contains eight types of lessons: “Interactive Writing, Management, Telling Stories, Making Books, Drawing, Craft, Conventions, Writing Process.” These lessons are spread across the academic year and are listed in the Appendix in a “Suggested Sequence of Lessons.” The lessons focus on students working with print and then applying the lesson goal to their own writing, but they do not contain phonemic awareness activities. There is a sequence of lessons that focuses on building students’ skills gradually, but there is no systematic sequence for introducing phonemic awareness.
- The “Guided Reading” materials provide some phonemic awareness activities that include identifying, blending, and segmenting phonemes. However, the materials do not include a systematic sequence. For example, in the Level A Guided Reading lesson using the text *Family Fun* by Phoebe Stratton, the “Phonics/Letter and Word Work” portion involves students identifying beginning sounds by saying the names of picture cards. The teacher places a picture of a boy, a girl, and a map side by side at the top of a pocket chart. Students take turns saying the name of the picture and its beginning sound. Students then say *bed, bike, box, game, gate, goat, mild, map, and mug* and sort them under the previous words with the same beginning sound. Students read the words again and check to see if they hear the same beginning sound for each. An example of the more complex task of adding, deleting, and substituting phonemes is in a Level D Guided Reading lesson, with the text *Maddy’s Loose Tooth* by Aria Nicoletta Mazza. The Phonics/Letter and Word Work section of this lesson is designed to “help readers become more flexible with changing the beginning phoneme of a word.” In this lesson, the teacher uses magnetic letters to make the word *bit* on the whiteboard. The students read the word and identify the beginning sound as /b/. The teacher then asks, “What word would you have if we change this beginning sound to /h/?” The teacher replaces the letter *b* with the letter *h* to make the word *hit*. This routine continues, replacing /h/ with /s/. The entire lesson is repeated with the words *dot/got/not* and *cub/rub/tub*. However, since there is no sequence of books for Guided Reading, and since books depend on students’ level, not all students may receive these lessons. Therefore, the Guided Reading materials do not provide a systematic sequence for phonemic awareness.

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

- The PWS materials include some scripted direct (explicit) instruction for teaching phonemic awareness. For example, in Phonological Awareness, Lesson 9, “Hear and Divide Onsets and Rimes,” the materials include a teacher script in the “Teach” portion. The script states, “Tell the children that today they are going to listen for the parts of words and play a game.” Teacher guidance continues: “Review the concept of onset and rime with children. ‘When you say a word, you can hear two parts. You can hear one or more sounds at the very beginning: that’s the first part. Then you can hear the rest of the word: that’s the last part.’ Display a picture of a fan. ‘I can hear the two parts of the word *fan*: *f-an*. The first part is the sound /f/. The last part is *-an, F-an.*’”
- In PWS, Phonological Awareness, Lesson 7, the teacher places pictures representing the words *cat*, *van*, and *pan* in a pocket chart and invites the children to say them together. The teacher states: “How are the words alike? They sound the same in the middle, /a/.” The script then says, “Repeat the example, emphasizing the /a/ sound a bit.” Then the teacher places a picture of a cat in the pocket chart. The script says, “Say the word slowly, /k/, /a/, /t/. What sound do you hear in the middle? The sound /a/ is the middle sound in the word *cat*.” While the materials include lessons for identifying and changing phonemes, there are no lessons or scripts to support adding and deleting phonemes.
- The Reading Minilessons do not include scripted direct instruction for teaching phonemic awareness. In SAS.U2.RL4, the Reading Minilesson principle is “When you come to a word you don’t know, you can work it out.” In the lesson, the teacher does not model the skill but makes a list of what students can do when they come to a word they don’t know: “Look for a part you know, look for a part that can help, use your finger to break apart the word, look at the illustration and think about what the word might mean, and think about the information in the sentence.” Although the lesson does contain a script, the lesson is connected to print and does not segment sounds to individual phonemes. Therefore, the lesson is not teaching phonemic awareness.
- The Writing Minilessons do not include scripted direct instruction for teaching oral phonemic awareness. In CNV.U2.WML1, “Say words slowly and listen to all the sounds in a word,” the teacher holds up a picture card that represents *swim*. The teacher says, “Look at the picture. What is this?” The teacher guides the students to say each sound slowly. The teacher asks the students to identify the letters that go along with each sound, then proceeds to write them. Although this lesson segments words into individual phonemes, the sounds are connected to print; therefore, the lesson is not teaching phonemic awareness.
- The Guided Reading materials include some scripted direct (explicit) instruction for some phonemic awareness skills, such as identifying initial and final sounds. For example, in a Level C Guided Reading lesson using the text *A Card for Grandma* by Katie Sharp, the Phonics/Letter and Word Work portion is designed to “help the readers become more flexible with beginning consonant sounds.” The lesson is bulleted with directions and a script for the teacher to follow. The instructions for the teacher begin with: “Place the picture *four*, *nose*, and *rope* across the top of a pocket chart. Point to the first picture and ask students to say *four*. What sound do you hear at the beginning of the word *four*? Repeat with the pictures for *nose* and *rope*.” The teachers then pass out additional picture cards. After the students have been handed the cards for *fan*, *finger*, *nail*, *nest*, *ring*, and *rocket*, they take turns naming each picture and placing it

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under the picture with the same beginning sound. Materials instruct the teacher: “Remove the nine pictures from the chart. Place new pictures that begin with *f*, *n*, and *r*. Have the students sort the pictures again according to the beginning sounds.”

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

- Although PWS materials include lessons on both phonemic awareness and the alphabetic principle, the materials do not include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. For example, “Spelling Patterns,” Lesson 2, “Recognize and Use the CVC Pattern,” instructs teachers to tell children that they are going to learn to look for and use a spelling pattern that is found in many words. The teacher writes the word *cap* on chart paper and has the students read it with the teacher. The teacher asks, “What do you notice about this word?” The script suggests that students may say, “The word has three letters; the word begins and ends with consonants, the word has a vowel in the middle, the vowel stands for the /a/ sound.” The teacher then writes *red* on the chart paper and says, “Look at both words. What do you notice?” The script says, “Children may initially observe that the letters are different, but allow children time to notice that the patterns are consistent between the words.” The lesson does not connect phonemic awareness skills to decoding or encoding skills.
- In Phonological Awareness, Lesson 6, the teacher tells students they will play a game where they change the end of a word. The teacher says, “Say *map*” and has the students change the /ap/ to /ash/. They repeat the process with words such as *lip*, *lid*, *bid*, *bid*. The lesson is completed orally, and does not include letter representations. The lesson does not include direct, explicit, detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.
- The Writing Minilessons book includes some direct detailed guidance for connecting phonemic awareness skills to the alphabetic principle. In CNV.U2.WML3, the teacher reminds students that every word has at least one vowel. The teacher writes the letters *a*, *e*, *i*, *o*, *u* on the board and says, “Say the letters with me as I point to each one. Does anyone know what these letters are called? These are vowels. All of the other letters in the alphabet are called consonants.” The teacher writes four simple words on the chart. The teacher says, “Read each word with me as I point to it. What are you noticing about the letters in these words?” The teacher guides students to notice that each word has a vowel. The teacher says, “Every word has at least one vowel. This will help you write words. You know that you have to write at least one vowel when you write words.” The teacher and the students write the word *fog* together. They say each sound slowly. The teacher asks what letter they hear first, then next, then last. The teacher then writes each letter on chart paper. They continue the process with words such as *egg* and *cup*.
- Although the Guided Reading materials include lessons that connect phonemic awareness skills to the alphabetic principle, transitioning students from oral language activities to basic decoding and encoding, the materials do not include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle. For example, in the Level B Guided Reading lesson using the text *The Street Fair* by Cynthia Benjamin, the Phonics/Letter and Word

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Work portion involves students making CVC words. The students say the word *hat* slowly and use sound boxes to place the letter that represents each oral sound. The teacher asks, “What sound do you hear at the beginning of the word *hat*? The letter *h* stands for the sound /h/. Write the letter *h* in the first box. Say the whole word again slowly. What sound do you hear next?” After the students identify the sounds and letters that represent the sounds /a/ and /t/, they write the letters in the corresponding sound box. The last instruction is to have the students “say the word slowly and run a finger under it, left to right.” The routine is repeated with the words *red*, *bus*, *dog*, *pen*, and *sit*. This lesson connects the phonemic awareness skills to the alphabetic principle; however, the materials indicate that this lesson is designed to “help the readers become familiar with writing words with the CVC pattern,” as opposed to providing explicit, detailed guidance for connecting phonemic awareness skills to the alphabetic principle.

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

- The PWS materials incorporate activities and resources for students to develop and practice skills. Activities and resources include word cards, letter cards, picture cards, magnetic letters, clapping syllables, oral response, and sorting. In Phonological Awareness, Lesson 6, in the “Apply” section, children take turns choosing a picture (e.g., *flag*), saying the word the picture represents, then changing the last sound, possibly including nonsense words. For example, in Phonological Awareness, Lesson 9, teachers review the concept of onset and rime and tell students: “When you say a word, you can hear two parts. You can hear one or more sounds at the very beginning; that’s the first part. Then you can hear the rest of the word; that’s the last part.” The teacher then shows the students a picture of a fan and says, “I can hear the two parts of the word *fan*: *f-an*. The first part is the sound /f/. The last part is *-an*. *F-an*.” The lesson continues with the students playing a “Follow the Path” board game to review onset and rime. However, the activities do not demonstrate a cumulative review of phonemic awareness skills.
- The Reading and Writing Minilessons do not incorporate a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. Lessons include pocket charts with picture cards that are used for word identification and practice activities. Many of the activities use magnetic letters and whiteboards for further practice of word formation and minimal syllable work. Activities are limited and do not connect to phonemic awareness. Because the lessons lack phonemic awareness activities, there are also no opportunities for cumulative review.
- The Guided Reading materials incorporate some activities and resources for students to develop, practice, and reinforce skills. However, there is little evidence of a variety of activities and little evidence of cumulative review for phonemic awareness. The majority of the activities in the materials for phonemic awareness center around picture cards, oral response, and matching picture cards with common beginning or ending phonemes. For example, a Level B Guided Reading lesson using the text *The Tide Pool* by Sarah Samuels instructs teachers to “place the pictures *cup*, *hat*, and *sun* at the top of the pocket chart.” After students say the word for each picture slowly, the teacher asks them to find the picture with a name that ends with /p/. Teachers then repeat the instructions for /t/ and /n/. Students sort the cards *boat*, *cat*, *fan*, *hen*, *sheep*, and *top* based on the ending sounds of the pictures’ names.

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

Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

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

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

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under these four categories are spread over the course of the school year, and the program provides a suggested sequence for them in the introductory chapters of the materials. These lessons are described in the introductory materials: “The collection of 175 lessons for first grade are embedded within an integrated set of instructional approaches that build an awareness of classroom routines, literary characteristics, strategies and skills, and ways of writing about written texts.” The scope and sequence and purpose of the lessons fall under the “umbrellas” of print awareness and reading comprehension. While some lessons state to “look for a part you know,” most lessons reference the strategy “Does it look right? Sound right? Make sense?” Therefore, the materials do not introduce grade-level sound-spelling patterns as outlined in the TEKS, nor do they provide a systematic sequence.

- The “Writing Minilessons” do not provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The Writing Minilessons book contains eight types of lessons: “Interactive Writing, Management, Telling Stories, Making Books, Drawing, Craft, Conventions, Writing Process.” These lessons are spread across an academic year and are listed in the Appendix in a “Suggested Sequence of Lessons.” The lessons focus on students working with print and then applying the lesson goal to their own writing. While some lessons reference “saying words slowly” and “listening for sounds in words,” the materials are not sequenced strategically and provide only four lessons to introduce grade-level sound-spelling patterns as outlined in the TEKS.
- The “Guided Reading” materials provide some activities for introducing grade-level sound-spelling patterns. However, there is no evidence of a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. For example, in a Level B Guided Reading lesson using the text *My Big Pet* by Jesse James, the “Word Work” portion of the lesson is designed to “write words with the CVC pattern.” However, as there is no sequence of books for guided reading, and since books depend on students’ level, not all students may receive these lessons. Therefore, the guided reading materials do not provide a systematic sequence for grade-level sound-spelling patterns.

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

- Lessons do not include scripted direct instruction for grade-level sound-spelling patterns that use specific and precise terms, phrasing and statements, and important points that should be made during core instruction. In addition, lessons lack the gradual release of responsibility model. For example, Letter-Sound Relationships, Lesson 14, presented in the middle of the year, includes a two-way activity sort. The teacher uses a pocket chart, VCe sound cards, and VCe word cards to create two columns, one with the a_e pattern and one with the o_e pattern. The lesson instructs the teacher to orally read the words while pointing to them before the students repeat the words orally. The teacher then guides students to notice and explicitly identify the VCe pattern using the following script:
 - What do you notice about the first vowel in each word?
 - You may need to prompt children to think about the sound.
 - Say each word softly to yourself, what kind of vowel sound do you hear?
 - The vowels “say their name,” don’t they?
 - They are long vowel sounds.
 - Guide children to generalize that when a word has a vowel-consonant-silent e pattern,

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the first vowel often stands for the long sound.

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

- The materials do not provide scripted instruction for grade-level sound-spelling patterns; instead, students learn sound-spelling relationships through repeated exposure to their relationships to each other, not through explicit teaching. In Letter-Sound Relationships, Lesson 5, the lesson principle is “two words can start with the same letter and sound.” The materials elaborate: “The ability to hear the first sound in a word and to connect the sound to a letter helps children in both reading (decoding) and spelling (encoding) new words. By comparing words, children can more easily notice the sounds they contain and the consistency of most letter-sound relationships.” The teacher says, “Let’s work together to think of a word that begins with the same sound and the same letter as your name and tells something you can do.” The teacher provides examples like “Diego drives” and “Lisa laughs.”
- The materials do not provide scripted, direct instruction with specific and precise terms, phrasing, and statements in grade 1 PWS lessons. In Letter-Sound Relationships, Lesson 11, students are introduced to short vowels for the first time in the sequence of lessons for the year. The teacher presents a series of words with the same vowel sound. The teacher says, “What does the letter *a* stand for in each of these words? The letter *a* stands for /a/ in these words. Sometimes you hear /a/ at the beginning of a word, and sometimes you hear /a/ in the middle of a word.” The materials advise the teacher to teach the rest of the short vowels while bringing attention to the fact that they can be in the middle and end of words. While the teacher does state the lesson objective, the script does not include clear modeling and demonstration of the skill prior to guided practice.
- Letter-Sound Relationships, Lesson 13, is “Hear and Identify Long Vowel Sounds in Word and the Letters That Represent Them.” The teacher-facing guidance states: “Guide children to generalize that the letter *a*, sometimes by itself and sometimes in combination with other letters, can stand for the sound /a/. Restate the principle in a way that makes sense to your children. Sometimes the letter *a* by itself says its name, as in *acorn*, *ape*, and *lake*. Sometimes, it’s part of a team of letters, as in *rain*.” This does not demonstrate explicit, scripted instruction.
- The materials distinguish between letter-sound relationships and what the materials define as “spelling patterns,” which are lessons focused on phonograms. The preface for the spelling patterns section states: “Knowing spelling patterns helps children notice and use larger parts of words, thus making word solving faster and more efficient.” In “Spelling Patterns,” Lesson 8, the teacher brings attention to the spelling patterns in words ending in *-an*, *-at*, and *-ay*. The materials do not instruct the teacher to model decoding these spelling patterns, nor do they distinguish them from one another. The teacher is told, “Hold up, one at a time, a couple more words, such as *man* and *bat*, and ask children to sort them into the correct columns.” Students then do their own word sort. Spelling Patterns, Lesson 9, follows the same model, but this time with word endings *-ate*, *-ake*, *-ame*. Students sort these words; decoding is not modeled or taught to them. The VCe pattern here is taught as a pattern to be recognized and presumably sounded out as such.
- The Reading Minilessons do not include scripted direct instruction for grade-level sound-spelling

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patterns. In SAS.U2.RML2, the goal is “Look for a part of the word that can help.” The script states to read the text *Scrunch, the Caterpillar* and pause at the word *things*. The teacher asks, “Does anyone see a part in this word that would help you to read it?” A child comes up and shows the parts that helped him or her. The teacher says: “*Things* starts like the word *the* and the end of the word has /ings/. So the word is *things*. Let’s read the sentence together and see if it sounds right and makes sense.” Although the lesson contains a script, it does not teach grade-level sound-spelling patterns. The lesson does point out the *th* spelling but not the sound-spelling pattern of /th/.

- The Writing Minilessons include some scripted direct instruction for grade-level sound-spelling patterns. In WML.U3.WML2, the goal is to “say words slowly and listen for all the sounds.” The script states to display a picture card that represents the word *swim* and say: “Look at the picture. What is one word we can write to explain the picture? Say the word *swim* slowly with me and listen for all the sounds. What sound do you hear first in *swim*? The first sound is /s/. What is the letter that goes with that sound?” The teacher points to *s* on the ABC chart and uses a verbal path to tell how to write an *s*. The teacher completes the word *swim* by having students identify the sounds and letters for the remaining letters. This is one of two lessons that teach grade-level sound-spelling patterns.
- The Guided Reading materials provide some scripted direct instruction on applying knowledge of grade-level sound-spelling patterns. For example, in a Level F Guided Reading lesson with the text *A Picture for Mouse* by Marileta Robinson, the “Phonics/Letter and Work Word” goal is to “write words with a consonant cluster.” The teacher says the word *spot* slowly while running a finger under the four sound boxes. The teacher asks, “What sound do you hear at the beginning? What letter stands for that sound?” The students write the letter *s* in the first box. This continues for the rest of the word and is repeated for the words *grin*, *drop*, and *flag*. However, as there is no sequence of books for Guided Reading, and since books depend on students’ level, not all students may receive this lesson.

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

- Materials provide resources to support practice and reinforcement of skills, designed to be used recursively rather than included in systematic, scripted lessons. It is left to teacher discretion to use these for cumulative review. The materials discuss three vital print resources for the grade 1 classroom that are referred to within the phonics lessons: “Name Chart,” “Alphabet Linking Chart,” and a “Word Wall.” The Alphabet Linking Chart is found within the PWS “Ready Resources,” along with pocket chart picture cards, graphic organizers, and letter and word cards. All of these resources are discussed in detail in the PWS lessons booklet and throughout the 100 phonics lessons, under “Routines and Instructional Procedures for Effective Teaching.” In the routine “See and Say,” students use word cards to understand that words are formed with letters. In another routine, “Hear, Say, and Write: Sound and Letter Boxes,” students use the sound box graphic organizers to understand that some letters represent vowel sounds. These materials are designed to be used recursively with additional sound-spelling patterns.
- The resource *Sing a Song of Poetry: A Teaching Resource for Phonemic Awareness, Phonics, and Fluency* provides opportunities for students to practice their knowledge of sound-spelling patterns through listening to and reading poems. The front section of the resource links the

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poems to the lessons with which they correspond.

- Some activities provide the opportunity to practice sound-spelling patterns. For example, in Letter-Sound Relationships, Lesson 9, students play “Go Fish” using a deck of cards with words beginning with consonant blends. Students take turns asking another player for a card with a word beginning with a consonant blend that matches one the student is holding (e.g., “Do you have a word that begins like *spell*?”)
- The Reading and Writing Minilessons do not incorporate a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns. Whole group lessons include pocket charts with picture cards that are used for word identification and practice activities. Some whole group activities use magnetic letters and whiteboards for further practice of word formation and minimal sound-spelling work. Because grade-level sound-spelling pattern instruction is not taught consistently throughout the year, there are also no opportunities for cumulative review.
- The Guided Reading materials incorporate activities and resources for students to develop, practice, and reinforce some grade-level sound-spelling patterns. However, there is little evidence of intentional cumulative review. The majority of the grade-level sound-spelling pattern activities involve magnetic letters and a discussion routine between the teacher and students. For example, in a Level D Guided Reading lesson using the text *A Job for a Sloth* by Wendy Svec, the Phonics/Letter and Word Work goal is to “make words with the CVC pattern.” The teacher uses the top row of three connected sound boxes to make CVC words. The teacher says *bed* slowly and asks, “What sound do you hear at the beginning of the word *bed*? What letter stands for the sound /b/?” The teacher places a magnetic letter *b* in the first box. The teacher repeats this questioning for the middle and final sounds in the word *bed*, then runs a finger under the word and reads it. Students repeat this process with the words *bed*, *box*, *hen*, *wet*, and *yes*.

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

- The “Where Does Phonics Instruction Fit into Literacy Learning?” section of the PWS guide explains: “The lessons in the book provide explicit phonics lessons *out of text*; but each lesson provides many suggestions for extending the learning beyond the explicit instruction *in text*. For example, they include general suggestions to use in interactive read-aloud, shared reading, guided reading, modeled reading, shared writing, interactive writing, and independent reading and writing.” In the Letter-Sound Relationships, Lesson 14, about the VCe pattern, the “Connect Learning Across Contexts” section offers two interactive read-aloud book titles featuring the *long a* and *long o* patterns. Materials do not include the suggested read-aloud books.
- Letter-Sound Relationships, Lesson 14, about the VCe pattern, directs students to read and highlight the VCe patterns they encounter in a poetry selection from the resource *Words That Sing*; however, the lesson does not instruct the students to decode the word with the spelling pattern, only to highlight the pattern. The lesson suggests the teacher encourage students to use the words they have spelled, read, and heard with the *long a* and *long o* VCe pattern in their writing during “Interactive” and “Independent Writing.” The lesson lacks any specific details related to how students should read and write using the focus skill in context.

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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. For example, in “Letter Knowledge,” Lesson 9, students learn that letters are always in the same order in words. Letter cards, word cards, and picture cards are used to develop this concept, as students put letters together to match the words and picture cards.
- In some lessons, the teacher is guided to point out sound-spelling patterns in connected text. For example, in Letter Knowledge, Lesson 9, during the “Interactive Read-Aloud,” when reading “Going Places” by Peter Reynolds and “The Night Worker” by Katie Banks, guidance says to “point out some short words to children and ask them to think about the first letter and the rest of the letters in each word.” During “Shared Reading,” this concept is connected through poems within *Sing a Song of Poetry* or “Scram” by Julie Reich. Teachers point out letter placements in several short words within the text. While this provides an opportunity for the teacher to use connected text to point out sound-spelling patterns, it does not provide an opportunity for the students to independently practice decoding words that include sound-spelling patterns in connected text.
- The Reading Minilessons do not provide a variety of activities and resources for students to practice grade-level sound-spelling patterns. In SAS.U2.RML4, the goal is “When you come to a word you don’t know, you can work it out.” In this lesson, students help create an anchor chart of reading strategies for unknown words, including “Look for a part you know. Look for a part that can help. Use your finger to break apart the word. Look at the illustration and think about what the word might mean. Think about the information in the sentence.” This lesson does not contain decoding in isolation or in connected text, nor any encoding. The materials provide very few opportunities to decode words in isolation and no encoding practice. There is no connected text other than the suggested trade texts listed in the “You Will Need” section of the lesson, which are not decodable texts.
- The Writing Minilessons do not provide a variety of activities and resources for students to practice encoding grade-level sound-spelling patterns. In EWR.U3.WML4, the goal is to “use what you know about words to write new words.” The teacher models how to use and spell *hand, land, band, sand, and stand*. Although the lesson is using onset and rime to spell words, the lesson does not include decoding in isolation or in connected text.
- The Guided Reading materials provide some activities and resources for students to practice grade-level sound-spelling patterns. Although most lessons are within Guided Reading lessons and text, not all texts are decodable or build on previous instruction (e.g., within sentences or decodable texts). For example, in a Level D Guided Reading lesson using the text *My Pet Hamster* by Aria Nicoletta, the text is not fully decodable, as it includes words such as *broccoli* and *spinach*. The Phonics/Letter and Word Word goal is “hear and divide CVC words into onsets and rimes.” This lesson is an oral activity that uses picture cards. Therefore, students do not read grade-level sound-spelling patterns in isolation. Students read some grade-level sound-spelling patterns in connected text, such as “He runs and runs and runs!” The lesson includes an optional “Writing About Reading” section with the prompt “How to Take Care of a Hamster,” which allows students to practice encoding; some words have grade-level sound-spelling patterns.

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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, but 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.

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

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compiled. The materials introduce high-frequency words but do not appear to offer a year-long consistent set of instruction. The materials provide a sequence of lessons that introduce a few high-frequency words; however, teacher guidance states that words can be changed, if necessary.

- The “Reading Minilessons” do not teach or practice high-frequency words and therefore do not provide a systematic sequence for introducing regular and irregular high-frequency words. In the Reading Minilessons book, high-frequency words are only mentioned in the front matter when introducing “The Physical Space” and interactive writing, shared reading, and independent reading.
- Within the “Writing Minilessons,” the materials provide recommended grade-level lists of high-frequency words. The lists begin with 25 words (for K–1) and increase in increments. There are lists for 25, 50 (recommended for grade 1), 100 (recommended for grades 1–2), 200, and 500 words (both recommended for grades 2–6). Other than the recommended grade levels for each list, there is no evidence that the materials provide a systematic sequence for introducing regular and irregular high-frequency words. Although both irregular and regular high-frequency words appear on the lists, there is no distinction made between them throughout the materials.
- In “Guided Reading,” high-frequency words appear in texts and are part of some word work instruction. However, there is no systematic sequence nor distinction made between regular and irregular words. For example, the Level E text *Taking a Bath* includes the high-frequency words *uses*, *take*, and *its* on almost every page. However, there is no explanation as to how or why the high-frequency words are presented in the curriculum and when or if they are formally taught; a sequence is not provided.

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

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

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good look at the words and think about how you will remember how each one looks.” Materials include suggested answers such as “*They* has *the* in it, I know *they*.” The lesson does not apply letter-sound correspondence to decode or encode the words; it relies on spelling and memorization.

- The Reading and Writing Minilessons do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. In EWR.U3.WML4, Minilesson 4, the focus is “Write the Words You Know Quickly.” The teacher displays a piece of writing the class wrote together and states: “You know some of the words we wrote because they are on our word wall and you see them in the books we read. You might even have them on your personal word list.” The teacher helps a volunteer highlight the words the student knows well and invites the class to write the high-frequency words in the air or on the carpet. The teacher states, “When you do your own writing and write a word that you have seen and used a lot, remember to write it quickly.” There is no decoding or encoding practice or letter-sound connection.
- The “Shared Reading” lessons do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Within some of the Shared Reading lessons, there are lessons on high-frequency words. For example, in the text *In My Bag* by Amy Frank, the “Phonics and Word Study” goal is to “locate and read high-frequency words in continuous text (*saw, put, little, big*).” “Revisit the Text” instructs: “Have children find and mark some high-frequency words with highlighter tape. Write high-frequency words from the book on word magnets. Model how to build a sentence.” Students are then invited to the easel to create sentences using high-frequency words. Although there are explicit directions for teachers to follow as quoted above, the materials do not provide systematic practice of decoding and encoding high-frequency words. There is no evidence that the materials distinguish between regular and irregular high-frequency words, although both are used in the lessons.
- Guided Reading lessons do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. In Guided Reading Level F, *A Walk in the Rain*, Phonics and Word Work, the goal is to help students become more flexible with high-frequency words. The text includes the words *come, from, and said* as well as recently learned words. The students write the words *come, from, and said* on whiteboards. However, the lesson does not provide a script for decoding or encoding the words or for distinguishing between regular and irregular words. Additionally, not all students in the class will participate in this lesson, since students are placed into groups based on levels.

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

- PWS materials incorporate some activities and resources for students to develop, practice, and reinforce skills. For example, in High-Frequency Words, Lesson 3, the materials instruct teachers to use a shared reading of the poem “The Itsy, Bitsy Spider” to allow students to practice reading and finding high-frequency words. Students then highlight, circle, or underline the high-frequency words they find. Next, students are provided a copy of the rhyme to practice reading with partners and locating the high-frequency words; however, there is no evidence of a cumulative review of high-frequency words.
- Materials include interactive read-alouds, in which students identify some high-frequency

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words. For example, in PWS, High-Frequency Words, Lesson 4 includes an interactive read-aloud that has students listen for high-frequency words. The lesson uses the poems “Polly, Put the Kettle On” and “Pumpkin Orange,” with enlarged print. Students locate high-frequency words throughout the poems. Students recognize high-frequency words and mark them with highlighter tape through the additional interactive read-alouds “Hello Ocean” and “Animals Black and White.” Although students practice identifying selected high-frequency words, the lesson does not provide a cumulative review.

- “Online Resources” include “High-Frequency Words, Lesson 1, Recognize and Use High-Frequency Words with One, Two, and Three Letters.” This is a printable document that includes pocket-chart-sized flashcards, the “Ready-Make-Write” sort, smaller flashcards, and individual letters to build the sight words. For example, this set includes all of the materials to make the words *had*, *or*, *did*, and *was*. There are a total of eight of these sets in the grade 1 program; however, the sets are not cumulative.
- In some lessons, the materials include a game to reinforce high-frequency words. For example, in PWS, High-Frequency Words, Lesson 5, the teacher tells the students that they are going to play a game with many words they already know. The teacher displays the “Follow the Path” game board. The students take turns rolling dice and moving their game pieces to various words on the board. The students read the words that they land on to practice the high-frequency words in isolation; however, there is no evidence of a cumulative review of high-frequency words.
- The Shared Reading materials incorporate some resources and activities for students to practice reading and locating high-frequency words. For example, in a Shared Reading lesson using the text *Captain Brock, Firefighter* by Andrea Delbanco, one of the goals is to “recognize high-frequency words.” Additionally, in the same lesson, “Possible Teaching Opportunities (During/After Reading)” provide suggestions for the teacher: “Listen for children reading high-frequency words fluently. Say a high-frequency word and have a child find it and mark it with highlighter tape.” It is unclear if these activities are reinforcement of previously taught words through cumulative review. Not all Shared Reading or Guided Reading lessons incorporate word work with high-frequency words.
- In some Guided Reading lessons, there are limited activities and resources to practice high-frequency words. In Guided Reading Level E, *Sunny Day, Rainy Day*, Phonics and Word Work, the goal is to help students become more flexible with high-frequency words. The text includes the words *from*, *them*, *they*, and *when*; students read high-frequency words from previous lessons as well as recently learned words. The students are given a set of magnetic letters. The teacher tells the students to make the words *from*, *them*, *they*, and *when*. However, not all students in the class will participate in this lesson, since students are placed into groups based on levels.

Materials provide a variety of activities 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).

- Materials provide some activities and resources for students to recognize, read, and write high-frequency words in isolation. Online Resources allow students to practice reading high-frequency words in isolation. The resources include “25 High-Frequency Words (Teach Cards),” “50 High-Frequency Words (Teach Cards),” and “100 High-Frequency Words (Teach Cards),” which are printable documents. Materials also include printable flashcards with the

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corresponding number of high-frequency words; however, they are presented in alphabetical order, so there is no systematic sequence indicated.

- 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 3, “Locate and Read High-Frequency Words in Continuous Text,” the teacher models using “Itsy Bitsy Spider.” Students are then asked to locate “words they know.” Students highlight the word *it*. Students repeat this independently with a printed version of the poem. This is the only lesson where students explicitly highlight and read high-frequency words in connected text. While the materials provide suggestions for recognizing and reading words in the “Extend the Lesson” portion of the lesson, the texts suggested are shared readings of poems, not decodable texts. The suggested resources *Words That Sing* and *Sing a Song of Poetry* are not decodable texts and do not have a resource that lists the high-frequency words that can be found in each poem.
- In PWS, High-Frequency Words, Lessons 1, 6, and 8, students complete a “Make-Read-Write” worksheet in which they write some high-frequency words. In this activity, students use high-frequency word cards to copy words with magnetic letters, read the words, and then write the words on the page.
- Materials identify a “Word Wall” as being one of the vital resources for the grade 1 classroom. Within the description for an effective Word Wall, it is suggested to place the high-frequency words on the Word Wall as they are taught, including the words *I, a, an, and, at, but, come, can, for, get, go, have, in, is, it, look, make, me, my, no, not, or, play, said, see, she, be, the, then, they, this, to, up, we, went, with, you*.
- The Writing Minilessons provide lists of 25, 50, and 100 high-frequency words, which can be read in isolation. However, the materials do not appear to provide activities to utilize the list. For example, in MGT.U4.ML3, Writing Minilesson 3, in “Extensions for Introducing Writing Folder Resources,” it states: “Place a high-frequency words list in each writing folder. While children should not stop writing every time they think a word might be on the list, they can be taught to refer to it (sparingly) while writing. Or they can learn to check spelling afterward.” However, the materials do not provide activities to practice with the lists.
- Materials provide some activities and resources for students to recognize, read, and write high-frequency words in connected text (e.g., within sentences or decodable texts). All of the Shared Reading and Guided Reading texts contain regular and irregular high-frequency words that students recognize and read during the reading of the text. The Guided Reading texts include a “Recording Form” for teachers to record accurate reading. All of the text on the Recording Form includes regular and irregular high-frequency words; however, this tool is meant to be used as an assessment tool rather than as an activity or resource for students to recognize, read, and write high-frequency words in the text.

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Indicator 3.C.3

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

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

Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- The “Phonics, Spelling, and Word Study” (“PWS”) materials provide a partial systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. The “Letter-Sound Relationships” lessons introduce long and short vowels. The materials introduce the CVC pattern in “Spelling Patterns,” Lesson 2, and the VCe pattern in Spelling Patterns, Lesson 9. However, there is no evidence of direct instruction in open syllables, vowel digraphs, vowel diphthongs, or *r*-controlled syllables, though words with some of these syllable types are included in lesson activities.
- The “Reading Minilessons” do not provide a systematic sequence for introducing syllable types

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or syllabication. The Reading Minilessons book contains lessons that fall under four categories: “Interactive Minilessons, Literary Analysis Minilessons, Strategies and Skills Minilessons, and Writing About Reading Minilessons.” Lessons categorized under these four categories are spread over the course of the school year, and the program provides a suggested sequence for them in the introductory chapters of the materials. The introductory chapters also state, “The collection of 175 lessons for first grade are embedded within an integrated set of instructional approaches that build an awareness of classroom routines, literary characteristics, strategies and skills, and ways of writing about written texts.” The scope and sequence and purpose of the lessons fall under the “umbrellas” of print awareness and reading comprehension. While some lessons utilize and reference syllables for students to “solve words,” the materials are sequenced to strategically address comprehension skills; thus, there is no systematic sequence for introducing grade-level syllable types and syllable division principles as outlined in the TEKS.

- The “Writing Minilessons” do not provide a systematic sequence for introducing syllable types or syllabication. The Writing Minilessons book contains eight types of lessons: “Interactive Writing, Management, Telling Stories, Making Books, Drawing, Craft, Conventions, Writing Process.” These lessons are spread across the academic year and are listed in the Appendix in a “Suggested Sequence of Lessons.” The lessons focus on students working with print and then applying the lesson goal to their own writing, but they do not contain syllable type or division lessons. There is a sequence of lessons that focuses on building students’ skills gradually, but there is no systematic sequence for introducing grade-level syllable types and syllable division principles as outlined in the TEKS. There is one lesson that mentions syllables, CNV.U2.WML2, in which the students break the words into syllables to write them.
- The “Guided Reading” materials provide some activities for introducing grade-level syllable division principles. However, there is no evidence of a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. For example, in a Level F Guided Reading lesson using the text *Little Monster’s Tree House* by Rosie Bensen, the “Word Work” portion is designed to “help the reader become more flexible with breaking apart words that have double consonants in the middle.” However, as there is no sequence of books for Guided Reading, and since books depend on students’ level, not all students may receive this lesson. Therefore, the Guided Reading materials do not provide a systematic sequence for introducing syllable types or syllable division principles.

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

- The materials provide some scripted instructions for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable words. In *Spelling Patterns*, Lesson 2, the teacher tells students they are going to look for and use a spelling pattern that is found in many words. The teacher writes the word *cap* on the board and asks the students what they notice about the word. The teacher then adds the word *red* to the board and continues to note the students’ observations. After some discussion, the teacher asks, “When you see this pattern in a word—a consonant, then a vowel, and then another consonant—what kind of sound does the vowel stand for?” Other words included in this lesson are *bit*, *not*, *hug*. The children then use magnetic letters and letter tiles to make words with the CVC patterns.

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- In Spelling Patterns, Lesson 9, the teacher tells the students they are going to learn more about the spelling patterns in words. The teacher places cards for *gate*, *make*, and *name* at the top of three columns in a pocket chart and has the students read the words with the teacher. The teacher asks the students what they notice in the words. The students help the teacher sort the words *cake*, *rake*, *fake*, *wake*, and *blame*. Then the teacher asks what the students notice about the words. The teacher states the principle: “You sorted words that have a vowel, then a consonant, and then a silent *e*. You noticed that the vowel sound in these words is the name of the first vowel, such as /a/ in *gate*, *make*, or *name*.”
- The Reading Minilessons do not include scripted direct instruction for syllable types or syllable division principles. SAS.U2.RML1 is one of the few lessons that teaches students to break apart unknown words, but no lessons apply syllables or syllable division principles. The “Minilesson” portion of the lesson has the teacher bring attention to the word *shouted*. The teacher says: “Listen as I take apart this word: /sh/, /out/, /ed/, *shouted*. What did you notice I did when I got the word *shouted*? You can use your finger to take new words apart. You can say the first part and then the next part(s). Then think about what makes sense. They are looking for their boots and Ben shouted to Rosa and Daisy. That makes sense.” The lesson’s teacher-facing goal is to “use a finger to help take apart two or three syllable words.” Although the lesson contains a script, materials do not have the teacher model syllabication, as the lesson does not separate the word accurately into syllables and does not explicitly reference syllables or syllable division principles.
- The Writing Minilessons do not include scripted direct instruction for syllable types or syllable division principles. In CNV.U2.WML2, “Break Words Into Syllables to Write Then,” the lesson does provide a script. It states to display a picture card of a basket and say: “Look at this picture. This is a basket. When you say a word, you can clap the parts you hear. Each part is called a syllable.” The teacher demonstrates how to clap *basket* and says: “Clap *basket* with me. How many parts or syllables do you hear? *Basket* has two syllables, so you clapped twice. To write the word *basket*, say the first syllable slowly and write the letters for the sounds you hear. Say *bas* with me slowly. What sound do you hear first? Next? Last?” The teacher records the letters for the first syllable and then repeats the process with the second syllable. This same process is repeated with other picture cards that have “easy-to-hear” syllables, such as *kitten* and *wagon*. Although a script is provided, the lesson does not teach grade-level syllable types or syllabication principles. The lesson does not identify the syllables as closed, nor does it provide a phonics-based syllabication strategy (such as VCCV, as taught in the Guided Reading lesson).
- The Guided Reading materials provide some scripted direct (explicit) instruction on applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. For example, in a Level I Guided Reading lesson with the text *Buck and Squeak* by Bruno Robert, the “Phonics/Letter and Work Word” section is designed to “help the reader become more flexible with syllabication words.” The lesson is bulleted with directions to the teacher. “Make the words *pretty* and *yellow* with magnetic letters on the whiteboard.” The teacher is then instructed to read each word, asking, “What do you notice about these words?” and telling the students, “These words have two of the same consonants in the middle.” The next set of instructions guides the teacher: “Have students say and clap the word *pretty*. How many parts, or syllables, does the word have? Break the word apart by separating the magnetic letters (*pret/ty*). Repeat this procedure, using the word *yellow* (*yel/low*).” The teacher then asks the students what they notice about where these words were broken and says, “When a word

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has two of the same consonants in the middle, break the word between the consonants.” Student partners then repeat the lesson, repeating with the words *hello*, *little*, and *sorry*.

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

- The PWS materials incorporate some activities and resources for students to practice decoding and encoding grade-level syllable types. For example, in Letter-Sound Relationships, Lesson 16, students sort eight words containing *long a* and *short a* sounds, by long and short sounds. They write the words on a two-way sort, with *long a* sounds on one side and *short a* sounds on the other. The words are *flag*, *sail*, *tan*, *cape*, *map*, *same*, *cast*, and *take*. Students do not differentiate between the VCe and VV spellings of *long a*. In Letter-Sound Relationships, Lesson 17, students play a board game to practice reading and identifying *long o*, *short o*, *long u*, and *short u* sounds. In this game, each space has a word containing a *long o*, *short o*, *long u*, or *short u* vowel sound. Children take turns throwing the die, moving their marker, reading the word, and telling whether the word has a long or short vowel sound. In Letter-Sound Relationships, Lesson 18, students play a lotto game to practice reading and identifying *long e*, *short e*, *long i*, and *short i* sounds. These lessons include words with both VCe and vowel digraphs, but the students are only taught the VCe syllable pattern before completing these activities. There is no evidence of a cumulative review in the activities.
- The Reading and Writing Minilessons do not incorporate a variety of activities and resources for students to develop, practice, and reinforce syllable types or division principles. Whole group lessons include pocket charts with picture cards that are used for word identification and practice activities. Many of the activities use magnetic letters and whiteboards for further practice of word formation and minimal syllable work. Activities are limited and do not connect to syllable types or syllable division principles. Because the lessons lack activities with syllable types and division principles, there are also no opportunities for cumulative review.
- The Guided Reading materials incorporate some activities and resources for students to develop, practice, and reinforce some syllabication skills. However, there is little evidence of a variety of activities and intentional cumulative review. The majority of the syllabication activities involve magnetic letters and a discussion routine between the teacher and students. For example, in a Level I Guided Reading lesson using the text *Tricking Carlton* by Susan DerKazarian, the Phonics/Letter and Word Work portion is designed to “help the reader become more flexible with two-syllable words.” The lesson begins with the teacher telling the students: “Today, you are going to practice taking apart words with two parts, or syllables. You can look at the syllables in a word to read the word.” The teacher then uses magnetic letters to make the word *garden* on the whiteboard and instructs the students to make the same word with their magnetic letters. Students then break the word into two parts, and the teacher asks, “What parts do you see? What is the word?” The teacher makes the word *children* on the whiteboard and repeats the instructional routine. The lesson repeats using the words *party*, *picnic*, and *window*. The lesson does not apply syllabication principles.

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

- The PWS materials provide some activities and resources for students to practice decoding one-syllable words in isolation. For example, in Spelling Patterns, Lesson 2, students learn about the CVC pattern. They read the words *cap*, *red*, *bit*, *nod*, and *hug* and make observations about the words.
- The PWS materials provide some activities and resources for students to practice encoding one-syllable words in isolation. For example, in Spelling Patterns, Lesson 4, students learn about the *-ap* and *-ay* patterns. In the “Apply” section, students use magnetic letters to make words with the *-ap* and *-ay* spelling patterns and then write the words on the two-column sort.
- The PWS materials suggest activities and resources for students to practice decoding one-syllable words in connected text; however, the connected text does not build on previous instruction and is not decodable text. For example, in Letter-Sound Relationships, Lesson 14, students learn about the VCe pattern. In the “Connect Across Texts” section, the materials suggest students read the poem “When You and I Grow Up” from *Words that Sing* and highlight the words with the VCe pattern using highlighter tape; however, the only VCe word in the poem is *lose*, and it does not follow the pattern taught in the lesson.
- The Reading Minilessons do not provide a variety of activities and resources for students to practice decoding and encoding words in isolation using syllable types and syllable division principles. In SAS.U2.RML2, the goal is to “search for and use familiar parts of a word to help read an unknown word.” In this lesson, students use word parts to decode *things* and *inside* in isolation, but they do not apply syllable division principles. The teacher says: “*Things* starts with the word *the*, and the end of the word has /ings/. So the word is *things*. Let’s read the sentence together and see if it sounds right and makes sense.” The teacher reads the whole word to see if it makes sense as opposed to relying on decoding each word part accurately. Children work together with the teacher to use known parts of the word *inside* to decode with a partner. The anchor chart shows how to break the word into *in* and *side*. This example does break the word into syllables, but this is not consistent with other examples or guidance given in the materials. The materials provide very few opportunities to decode multisyllabic words in isolation and no encoding practice. There is no connected text other than suggested trade texts listed in the “You Will Need” section of the lesson, which are not decodable texts.
- The Writing Minilessons do not provide a variety of activities and resources for students to practice decoding and encoding words in isolation or in connected text using syllable types and syllable division principles. In CNV.U2.WML2, “Break Words Into Syllables to Write Then,” students break words into syllables to encode, but they do not identify the syllable type nor apply syllable division principles. Students read the words they spelled in isolation, but the lessons do not provide connected text.
- The Guided Reading materials provide some activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles in isolation (e.g., word lists). Although most lessons are within Guided Reading lessons and text, not all texts are decodable or build on previous instruction (e.g., within sentences or decodable texts). Most activities regarding syllabication involve

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working with words in isolation during instruction. Students encounter multisyllabic words within the Guided Reading text even though they are not a part of the explicit instruction. For example, in a Level I Guided Reading lesson using the text *Sidney the Sea Dragon* by Henry Hobbs, the Phonics/Letter and Word Work section is designed to “help the reader become more flexible with taking apart two-syllable words.” The teacher uses magnetic letters to create the word *begin* on the whiteboard and tells students: “Today, you are going to practice making and taking apart words. You can look at the parts to read the word.” Students then create the word *begin* with their magnetic letters. The teacher says, “Now, break the word into parts, read the parts, and then read the word.” The routine continues using the words *because*, *before*, and *behind*.

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Indicator 3.C.4

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

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

Partial Meets | Score 2/4

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

Materials do not provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials provide some direct instruction for the recognition of common morphemes. Materials provide some direct instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials do not incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide some activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

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

- In the “Phonics, Spelling, and Word Study” (“PWS”) Guide, an outline of the plan of instruction for the year contains areas of learning, including lessons that introduce the first-grade-level

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morphemes *-ed*, *-es*, *-ing*, and *-s*, as outlined by the TEKS. The materials include four lessons that address morphemes: “Word Structure” 3 (plurals, adding *-s*); Word Structure 4 (recognize and use plurals by adding *-es*); Word Structure 5 (present participle, using *-ing*); and Word Structure 6 (past tense, *-ed*). In the “Suggested Sequence for Phonics Instruction,” these lessons come at the end of the year—Lessons 93–96 out of 100 total lessons. Materials do not provide a TEKS correlation document, and the lessons do not follow a systematic scope and sequence, nor do they provide an adequate review of previous morphemes.

- In “Reading Minilessons,” the materials do not provide a systematic sequence for introducing grade-level morphemes. Morphemes are addressed in Minilesson 4, SAS.U2.RML4, in which the goal is to generate a list of ways to solve words. The students discuss and record ways to solve words they do not know when reading. Under Umbrella 2, materials ask teachers, “In what other ways, beyond the scope of this umbrella, are they talking about solving words?” The materials ask if students use inflectional endings to take words apart.
- In “Writing Minilessons,” the materials do not provide a systematic sequence for introducing grade-level morphemes. The “Interactive Writing” activity IW.16 provides a “Continuum Connection” for students to recognize and use plurals that add *-s*, such as *books*, *cars*, *dogs*, *farms*, *mothers*, and *zoos*. The materials suggest that the teacher should recognize if students are applying certain previously taught principles. The materials do not present less complex to more complex objectives. Lessons are not taught in a logical order aligned with the TEKS and do not appear to build upon prior learning consistently.
- In “Guided Reading,” the materials do not provide a systematic sequence for introducing grade-level morphemes. In the introduction to Guided Reading, the materials state, “Readers are always meeting greater demands at every level because the texts are increasingly challenging.” Additionally, the materials guide: “At the lower levels, readers are attending to endings such as *-s*, *-ed*, and *-ing*, but as words become increasingly complex at successive levels, they will encounter endings such as *-ment*, *-ent*, *-ant*, *-ible*, and *-able*.” Descriptions of words at each reading level address inflectional endings. For example, a Level A reader is described as “read with few verbs with inflectional endings (e.g., *-s*, *-ing*) fully supported by pictures and language structure.” Although the teacher materials outline the use of morphemes in a sequence, there is no evidence of a systematic sequence for introducing grade-level morphemes as outlined in the TEKS.

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

- In PWS, the materials provide explicit instruction for supporting recognition of common morphemes. For example, in Word Structure, Lesson 6, students add *-ed* to show past tense. The teacher uses a pocket chart with the headings “Today I” and “Yesterday I.” The teacher places the word *walk* under the “Today I” column and asks students how they should say that for “Yesterday I.” The teacher places *walked* under the “Yesterday I” column and asks, “What do you notice about the word *walked*? You can add *-ed* to lots of verbs to show that something already happened.” The teacher then repeats this process with *help/helped*, *stop/stopped*, *want/wanted*, *count/counted*, and *rake/raked*.
- In Reading Minilessons, there is limited direct, explicit instruction regarding the recognition of common morphemes. For example, in SAS.U2.RM1, the lesson is titled “Use Your Finger to Take Apart New Words.” The teacher reads the book *Lots of Snow*. The teacher reads and stops at the

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word *shouted*. The teacher says, “Listen as I read the word /sh/ /out/ /ed/, *shouted*.” The teacher explains that you can use your finger to take apart words: “You say the first part and then the next part and then think about what makes sense. Then reread the sentence with the word in it and make sure that it makes sense.” The teacher does not mention *-ed* as a suffix, nor is there any mention of *-ed* having different sounds or applicable phonics rules. There is no ongoing practice with suffixes after this example. The next word in the minilesson is *another*, which does not contain an affix.

- In Writing Minilessons, the materials provide limited explicit instruction on recognizing common morphemes. In Lesson IW.16, the goal is for students to recognize and use plurals that add *-s*. In the lesson, the students create a shopping list. The teacher begins with the word *pretzels*. The teacher states that they can break apart the word into parts to help write it. The teacher and students clap and say *pret/zels*. The teacher asks, “What two sounds do you hear at the beginning of *pret*? *Pret* begins with the sounds /p/ /r/.” The teacher further explains the word *pretzel* means one pretzel, and that is not enough. The teacher asks the students how they can show they need more than one pretzel; the students add an *-s* to the end. They further review with the words *chocolate chips*, *raisins*, and *marshmallows*. The students create a shopping list chart that shows the plural forms of the words. Materials do not intertwine decoding and encoding of common morphemes to build automaticity and accuracy.
- In “Shared Reading,” there is limited explicit instruction regarding recognition of common morphemes. For example, in the introduction to *Words We Sing*, the materials suggest using the poems for Shared Reading and state that “quickly, children develop visual anchors—a known word, a letter, and the corresponding sound, an *-ing* ending, and so forth.” The materials suggest that teachers point out the morphemes as students read them within Shared Reading and Guided Reading. Other than the suggestions in the introductions, there is no evidence that the materials provide direct, explicit instruction for supporting recognition of common morphemes.

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

- The PWS materials provide limited explicit instruction for using the meanings of morphemes for encoding and decoding. For example, in Word Structure, Lesson 3, the teacher tells the students that they are going to learn a way to make a word plural. The lesson states, “You may want to review that plural means ‘more than one.’” After orally reviewing the singular and plural form of *cat/cats*, *tree/trees*, *can/cans*, *boy/boys*, *girl/girls*, the teacher writes the word *cat* and asks, “What would I do to the word *cat* to make it plural? I’d add an *s* to the end to make it *cats*.” This process is repeated with *boy/boys* and *girl/girls*. The Explain the Principle box states: “Add *-s* to some words to make them plural. Listen for the sound that the letter *s* stands for at the end of the word. In some words, it stands for the sound /s/ as in the beginning of *sit*. In some words, it stands for the sound /z/ as in the beginning of *zip*.”
- The PWS materials provide limited explicit instruction for using the meanings of morphemes for encoding and decoding. For example, in Word Structure, Lesson 5, the teacher tells students they are going to learn more about the endings in words. The teacher writes *I can read* and *I am* on the board. After having the students read the phrases, the teacher asks them to complete the second phrase with a word that would make sense (*reading*). The teacher then writes *I am*

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reading and asks what the students notice about the word *reading*. The teacher explains, “I added the ending *-ing* to the word *read*.” The lesson states, “Help children understand that the ending *-ing* shows something is happening now.” The Explain the Principle box states: “Adding *-ing* to some words shows something is happening now.” The teacher repeats the process with the sentences *I can jump* and *She is*. Students fill in *-ing* on worksheets to change the word *cook* to *cooking* three times. Students then read the sentences to themselves and to a partner. Students do not practice encoding full words, nor do they independently decode *-ing* words beyond *cooking*.

- In Reading Minilessons, there is no instruction on using the meanings of morphemes to support decoding, encoding, or comprehension. In SAS.U2.RM1, “Use Your Finger to Take Apart New Words,” the teacher reads the book *Lots of Snow*. The teacher reads and stops at the word *shouted*. The teacher says, “Listen as I read the word /sh/ /out/ /ed/, *shouted*.” The teacher moves a card strip across the word *shouted* to reveal each word part until the whole word can be seen. The teacher then says: “Listen as I take apart this word /sh/ /out/ /ed/, *shouted*. What did you notice when I got to the word *shouted*? You can use your finger to take apart words. You can say the first part and then the next parts. Then think about what makes sense. They are looking for their boots and Ben shouted to Rosa and Daisy. That makes sense.”

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

- In PWS, lessons include activities and resources for students to develop and practice the focus morphological skill. For example, in Word Structure, Lesson 3, students use a two-way sort to match singular and plural nouns that are provided on word cards. Students then write the matching pairs on the two-way sort, such as *boy/boys*, *kite/kites*, *game/games*, and *bird/birds*. In the “Connect Across Texts” section, the lesson states, “As you revisit books, point out plural nouns that are made by adding *-s* at the end of these words.” Two interactive read-aloud trade books are suggested. In the Shared Reading section, the lesson recommends reading “My Little Toys” from *Words That Sing* or “I Love the Mountains” or “Six Little Ducks” from *Sing a Song of Poetry*. The lesson states to “have children find, say, and highlight plural nouns that are made by adding *-s*.” However, there is no evidence of reinforcement of skills through cumulative review.
- The Reading Minilessons are not tied to a scope and sequence or to specific morphological skills and therefore do not include practice incorporating a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). The Reading Minilessons have an optional section called “Extend the Lesson.” In “Strategies and Skills,” Umbrella 2, Extend the Lesson states, “After assessing children’s understanding, you might decide to extend through guided reading or independent reading by using teaching, prompting, and reinforcing language such as, ‘Do you know a word that would make sense, look right, and sound right?’”

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

- Some PWS lessons include activities that encourage decoding and encoding in isolation. For

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example, in Word Structure, Lesson 4, students decode lists of words in isolation that contain the suffix *-es*, including *beach/beaches*, *bus/busses*, *box/boxes*, and *quiz/quizzes*. The lesson continues with students matching singular nouns with their plural *-es* form. However, the materials do not provide an opportunity for encoding in isolation.

- All PWS Word Structure lessons include suggestions for decoding in connected text, using the supplemental books *Words That Sing* and *Sing a Song of Poetry*. In Word Structure, Lesson 6, students decode lists of words in isolation that contain the suffix *-ed*. The Connect Across Texts section states, “Point out verbs that end in *-ed* as you revisit books.” Two interactive read-aloud trade books are suggested. In the Shared Reading section, the lesson recommends reading “The Elephant Who Jumped a Fence” from *Words That Sing* or “On Top of Spaghetti” from *Sing a Song of Poetry*. In “Independent Writing,” the lesson states, “As you confer with writers, point out instances in which they have added *-ed* to verbs.” However, the materials do not provide explicit instruction for encoding in connected text.
- The Reading Minilessons do not provide activities that encourage students to decode and encode words with morphemes. In the Reading Minilessons book, Strategies and Skills, Umbrella 3, there is a section called “Before Teaching Umbrella 2 Mini Lessons.” It states, “Read and discuss big books with opportunities for word solving multisyllabic words.” The introduction goes on to state: “Look for parts of unknown words to help break them apart while reading. Demonstrate how to break apart multisyllabic words with a finger. Discuss how to figure out what words mean by using context or looking at the illustrations.” The books are not selected based on phonics skills, so there is no text available that provides students the opportunity to decode morphemes in isolation or in decodable connected text.

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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.	DNM
2	Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.)	PM
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 do not include embedded modeling and practice with decodable phrases/sentences and decodable texts in the lesson. Materials provide some 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 a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.

Evidence includes but is not limited to:

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

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

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sounds? You can hear each sound in a consonant blend.” The teacher then displays the words *stick*, *spot*, *smile*, *swim*, and *snack*. The lesson then states, “Guide children to identify each consonant blend, say the sound each consonant stands for, and read each word.” However, the lesson does not provide embedded modeling or practice with decodable phrases or connected text.

- Materials include guidance for “Shared Reading” that embeds modeling and practice to give students “the opportunity to engage in the reading process with texts that most students would not be able to read independently.” The materials do provide modeling and practice with text; however, there is no evidence of modeling or practice with word lists, decodable phrases/sentences, and decodable connected texts in the lessons. For example, in Shared Reading, students listen to *Not Ladybugs!* by Andrea Delbanco. The teacher is instructed: “Reread the whole text several times over a few days to increase participation and attention to text features. The goal is for the children to be able to read the text independently. The following are suggestions: Divide the class in half. Have one half read the first line on each page (e.g., ‘Some bugs are brown.’) and the other half read ‘Not Ladybugs!’ Then read the explanation together. Switch groups to practice reading the exclamation mark with enthusiasm but not shouting, and practice and perform a reader’s theater of the main text, assigning small groups specific pages to read. Have the entire class join in for each ‘Not Ladybugs!’ sentence.” Although the materials provide modeling and demonstration of fluent reading, there is no evidence that this practice is aligned to decodable texts.
- In “Reading Minilessons,” SAS.U3.RML8, “Make Your Reading Sound Smooth,” the teacher models reading the text *Chicken Licken* with appropriate rate, expression, pausing, and stress on words. The teacher then asks the students what they noticed about the reading and points out their fluent reading skills. The teacher reads the next few pages of the same text with the students by reading the page first, then having the students imitate the fluency. However, this skill is not practiced with word lists, decodable phrases/sentences, or decodable texts.

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

- The PWS materials provide limited word reading fluency practice in partners. For example in Letter-Sound Relationships, Lesson 6, students work independently to sort a stack of cards by their vowel sounds. Students then practice reading the columns of words to a partner. The materials do not provide lists of words for students to practice fluency in the phonics skill.
- The PWS materials provide practice in word reading fluency for most lessons in a whole group with choral reading response. For example, in Word Structure, Lesson 3, the teacher writes singular words and the corresponding plurals on chart paper, and then the students read the new words aloud. Students then name additional words and their plurals, and the whole class reads the new list of words aloud. Students then complete a word sort, matching singular nouns with their plurals. Students independently identify the pattern and independently read the list of words they created.
- Materials provide practice for fluency in different settings. Within the “Literacy Continuum,” “Figure I-2: Framework for Guided Reading” describes that as students read the text independently, the teacher should “teach for, prompt for, or reinforce the effective use of systems of strategic actions (including searching for and using information, monitoring and self-

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correcting, solving words, and fluency).” Another way the materials address fluency is through “Shared and Performance Reading.” The Literacy Continuum states that for early readers, teachers and students “read the text together,” and teachers “invite the students to join in with [the teacher] on the second time.” Although there are a variety of settings for reading texts as a whole, there is little evidence that students are given the opportunity to practice word reading fluency with words in isolation and in decodable connected texts with accuracy and automaticity.

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

- Although the PWS materials refer the teacher to poems in *Sing a Song of Poetry* and *Words That Sing* in “Connect Learning Across Texts,” the poems and texts found in these anthologies are not decodable texts. They are not aligned with the suggested scope and sequence of the lessons. For example, PWS, Letter-Sound Relationships, Lesson 7, focuses on initial consonant blends. For connected text, it refers teachers to “Slowly, Slowly” in *Words That Sing*. The first two lines of the text are “Slowly, slowly, very slowly creeps the garden snail. Slowly, slowly, very slowly up the garden rail.” The poem does not appear to be decodable if students are only being introduced to consonant blends. Additionally, the only words in the entire poem with initial blends are *slowly*, *creeps*, and *snail*. The materials do not provide decodable texts that align with the suggested sequence of lessons.
- Materials include text sets to use in “Guided Reading” that are “leveled on a gradient of difficulty.” The Literacy Continuum states: “As they (students) read texts, individuals are always applying phonics and word study principles, and across the gradient, they do so on more and more complex words. Word solving includes not only decoding but deriving the meaning of words.” Also within the Literacy Continuum, each level is described in terms of genre, text structure, content, themes and ideas, language and literary features, sentence complexity, vocabulary, and words. For example, “Characteristics of Texts at Level C” include “mostly one-, two-, and three-syllable words fully supported by the pictures, some simple plurals using -s or -es, repeated use of a few easy high-frequency words: e.g., *and, to, up, said, the, here, look, is, it, me, he*, a few verbs with inflectional endings: e.g., -s -es, -ing, many words with easy, predictable letter-sound relationships (decodable), and words with easy spelling patterns (VC, CVC, CVCe).” Although the materials suggest a sequence of texts ordered by difficulty, there is no evidence that the provided variety of grade-level decodable texts is connected or aligned to the phonics scope and sequence.
- The “Fountas and Pinnell Classroom” collection of interactive read-aloud texts has a disclaimer that states: “In every way except decoding the words, they (the students) are processing the text—interpreting it, responding to it, and remembering it. So while children are not ‘reading’ the text during interactive read-aloud, the careful thinking and talking that they are doing about the text makes this instructional context a vital, essential, and enjoyable part of the school day.” Therefore, the interactive read-aloud texts are not decodable.

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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.	PM
2	Materials provide clear, consistent directions for accurate administration of diagnostic tools.	PM
3	Materials include data management tools for tracking individual and whole class student progress.	PM

Partial Meets | Score 1/2

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

Materials include some diagnostic tools that are developmentally appropriate. Materials provide some consistent directions for accurate administration of diagnostic tools. Materials include some data management tools for tracking individual and whole class student progress.

Evidence includes but is not limited to:

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

- The “Phonics, Spelling, and Word Study” (“PWS”) online resources provide multiple assessment components. The “Assessment Overview” states: “You can use these tasks in multiple ways: You can use them as diagnostic tools to determine what children know and need to know; you can use them as monitoring tools to help you keep track of your teaching and children’s learning; and you can also use them as documentation of the teaching and learning you and the children have accomplished.” There are nine categories of assessments: “Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High-Frequency Words, Word Meaning/Vocabulary, Word Structure, Word-Solving Actions.” Within each assessment category, there are multiple subtests. For example, the Spelling Patterns assessment has a progression of four skills from simple to more complex: “1. Matching Phonogram Patterns in Words, 2. Reading Names with Phonogram Patterns, 3. Reading Words with Phonogram Patterns, 4. Reading and Writing Names [Phonograms].”
- The Assessment Overview instructs that “teachers need to have a classroom assessment plan that includes the systematic collection of data on what children know about letters, sounds, and words. The assessment plan leads directly to instruction.” Within the PWS lessons, the materials provide two assessment strands: “Ongoing Observation” and “Systematic Assessment Tasks.” Systematic Assessment Tasks are “formal structured experiences in which the tasks are standardized.” Assessment tasks are available within the online resources; there are a variety of assessments for each of the nine components of the PWS materials.
- The “Reading Minilessons” do not include diagnostic assessments for measuring phonological awareness and phonics skills. However, the materials state that through systematic observations

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and accurate record keeping, the teacher will have a continuous flow of reliable information about student progress. The Reading Minilessons provide a section at the end of the lesson that is called “Assess” and allows the teacher to informally assess the students’ knowledge of the lesson. The materials state that the purpose of the Assess section is to determine if the teacher needs to repeat the lesson, move on, or revisit the lesson. The materials include a final “Umbrella” page following the minilesson that provides suggestions for assessing the learning that has taken place through the minilessons throughout the entire umbrella. For example, in Umbrella 2, “Solving Words,” questions include “Do children use a variety of ways to solve words? Are they able to use a finger to take apart words? Do children use known parts to solve words? Do children use sentence context to determine the meaning of words?”

- The “Writing Minilessons” do not include diagnostic assessments for measuring phonological awareness and phonics skills. However, the “System Guide” suggests using the questions at the end of each umbrella to gauge children’s understanding of the principles in the umbrella. For example, after Umbrella 5, “Making All-About Books,” questions include “Are children able to explain what an all-about book is? Are they making all-about books on their own? Is every page of the book related to the topic? Do they experiment with different ways of getting readers interested in a topic?” The System Guide states, “Another opportunity for assessing learning is when you confer with individual children during independent writing.” The online resources include conferring records and other assessment forms.
- The “Guided Reading” materials do not include diagnostic assessments for measuring phonological awareness and phonics skills. However, the System Guide suggests teachers administer a reading record (also called a running record) for each child at least once or twice a month. The online resources include a “Recording Form” for each guided reading book.
- The “Independent Reading Collection” does not include diagnostic assessments for measuring phonological awareness and phonics skills. However, the System Guide suggests teachers “can gain important information by observing children as they read and discuss books.” Teachers are guided to write their “observations and teaching points in a notebook or on a note card dedicated to [each] child.” The materials guide that these notes will document growth over time and assist the teacher “in noticing patterns among multiple readers that can inform [the teacher’s] choice of appropriate Reading Minilessons for whole class instruction.” Several of the observations suggested include “Does the child: Talk about the pictures in a meaningful way, noticing details?” “Retell the story, covering essential parts?” “Demonstrate ability to talk about and draw pictures related to the book?” A record-keeping form is also available to help “organize and keep track of observations [the teacher makes] during independent reading.” The form is available in the online resources.

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

- Materials provide clear, consistent directions for accurate administration of diagnostic tools. For example, for Phonological Awareness, there are seven assessments (Assessment A–G). For each assessment, the materials provide clear directions for accurate administration. The assessment directions are consistent and provide a description of the assessment, an explanation of why to use it, and a step-by-step list detailing how to use it. There is also a section to guide the teachers on what to notice or observe while assessing students. Within the “How to Use It” section of Phonological Awareness Assessment A, “Hearing and Saying Rhyming Words,” step-by-step

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directions state: “Give children the picture cards to match, asking them to say the words aloud to check that they rhyme. Work individually with children or use the Rhyming Words Matching Sheet, asking children to draw lines between pictures.” The final instruction is to “record results on the Individual Record (Assessment G).”

- Within the How to Use It section of Word Meaning/Vocabulary Assessment B, “Recognizing and Reading Concept Words in Sentences,” step-by-step directions state: “Administer this assessment to individuals or a small group; in a group, have children take turns. Use the provided concept word sentences and ask children to read them. Ask the children the provided text questions to assess their comprehension. Over time, accumulate results and enter them on the Class Record (Assessment D).”
- Although the Reading Minilessons do not include diagnostic assessments for measuring phonological awareness and phonics skills, they include clear, consistent directions for administration of observational assessments. For example, in Umbrella 2, Solving Words, the directions state: “After you have taught the mini-lessons, observe the children as they talk and read about their reading across instructional contexts.” Further down in the instructions, questions to observe include “Do the children use a variety of flexible ways to take apart words? What evidence do you have of new understandings related to solving words? Are they able to use known parts to solve words?”
- Although the Writing Minilessons do not include diagnostic assessments for measuring phonological awareness and phonics skills, they include clear, consistent directions for administration of observational assessments. For example, in Umbrella 2, “Learning How to Write Words,” the directions state, “After you have taught the mini-lessons, observe the children as they talk and read about their writing.” Suggested observations include “Are children saying words slowly and listening for the first sound? Do they break apart words and listen for sounds to help write words? Do they understand that every word has at least one vowel?” The materials then suggest using these observations “to determine the next umbrella to teach.”
- Although the Guided Reading materials do not include diagnostic assessments for measuring phonological awareness and phonics skills, the assessments provide directions for accurate administration. Each Guided Reading lesson contains an “Assessment” portion at the end of the lesson. For example, *Bear and the Puddle* by Jacqueline Adams instructs the teacher to “refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence demonstrating that these goals were achieved.” The instructions for assessment then state, “Refer to Level D in the Fountas and Pinnell Literacy Continuum and note the behaviors and understandings the readers in the group control or need to control.” The teacher is to take notes on what the students “learned how to do and what they need to learn how to do next.” The directions state to use the Recording Form to “take a reading record and assess an individual’s processing on yesterday’s new book.” After coding the reading, the teacher selects “an immediate teaching point that will be helpful to the particular reader.”

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

- Materials include data management tools for tracking individual and whole class student progress. Recording forms for the various tasks can be found at the end of the assessment category. For example, Word Structure Assessment H contains an “Individual Record (Compound Words)”; Assessment I contains an “Individual Record (Contractions)”; and

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Assessment J contains a “Class Record (Syllables).” Although the naming system lists these forms as separate assessments, they do not contain an assessment, only the recording forms. Not all assessments contain class and/or individual recording forms.

- Although the materials do not include diagnostic assessments for measuring phonological awareness and phonics skills, the materials do include some data management tools for tracking individual and whole class progress. In the System Guide, the materials provide an assessment section. Within this section, there is a “Record Keeping Forms” paragraph that explains, “To help you organize and keep track of observations that you make during interactive read-aloud, guided reading, and independent reading, downloadable Record Keeping Forms are available in the Online Resources (Figure 7-7).” The “Interactive Read-Aloud Record Keeping Form,” shown in Figure 7.7, is a weekly form that allows space for the teacher to write the “Book Title” and “Observations” for Monday–Friday. The “Guided Reading Record Keeping Form” is a weekly form that has three columns: “Student Names, Book Title/Level, Observations.” The “Independent Reading Record Keeping Form” allows the teacher to list students in the class, check the day of the week, and write comments about the reading conference.

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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.	PM
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 some 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 student's acquisition of grade-level skills.

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

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

- Phonics and Word Study lessons provide suggestions for additional assessments to monitor student progress. For example, in Phonological Awareness, Lesson 8, students orally segment words into onsets and rimes. In the Assess section, the materials guide the teacher to “observe whether children can hear and say the first and last part of words. A quick check with pictures of two or three words will tell you if they can identify onsets and rimes.” The final assessment guidance for this lesson is “you may wish to use Phonological Awareness Assessment E or G.”
- The “Reading Minilessons” include some progress monitoring tools that measure students’ acquisition of grade-level skills, based on observations. In the “Fountas and Pinnell Reading Minilessons Book for First Grade,” there is an assessment section at the end of each “umbrella,” which provides information for the teacher to determine which minilessons to reteach if needed and which umbrella to teach next. For example, in Umbrella 3, “Maintaining Fluency,” some of these questions are “Can children read the punctuation in their voices when they read aloud?” and “How do they talk about changes in reader’s voice depending on the type of punctuation?” However, Reading Minilessons do not include progress monitoring tools that systematically and accurately measure students’ acquisition of grade-level phonics and phonological awareness skills.
- The “Writing Minilessons” include some progress monitoring tools that measure students’ acquisition of grade-level skills, based on observations. In the “Fountas and Pinnell Writing Minilessons Book for First Grade,” there is an assessment section at the end of each umbrella, which provides information for the teacher to determine which minilessons to reteach if needed and which umbrella to teach next. For example, after Umbrella 4, “Using Classroom Resources to Write Words,” questions include “Are children using the name chart and the ABC chart to help them write new words? Do you notice children using the word wall as they write? Has each child added words to a personal word list?” These are the same questions that are asked after this umbrella in kindergarten. The “System Guide” states, “Another opportunity for assessing learning is when you confer with individual children during independent writing.” However, Writing Minilessons do not include progress monitoring tools that systematically and accurately measure students’ acquisition of grade-level phonics and phonological awareness skills.
- The “Guided Reading” materials do not include progress monitoring tools that systematically and accurately measure students’ acquisition of grade-level phonics and phonological awareness skills. The System Guide suggests teachers administer a reading record (also called a running record) for each child at least once or twice a month. The online resources include a “Recording Form” for each guided reading book.

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

- Materials do not include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Within the Assess portion of each PWS lesson, the materials provide suggestions for progress monitoring, both in observational and formal formats. For example, in Word Structure, Lesson 1, the suggested observational assessments are: "Have a small group of children take turns clapping syllables of new words. Observe and note their behavior. Notice whether the children break words into syllables to solve them while reading or writing." The suggested formal assessment is: "You may wish to use Word Structure Assessment A or E." Although each lesson has its own corresponding Assess section that can be used to progress monitor skills, the materials do not contain specific guidance on determining frequency based on students' strengths and needs.
- The Reading Minilessons do not include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. The Reading Minilessons suggest, "Use the Assessment section after each umbrella." The time spent in each umbrella ranges from half a week to two-and-a-half weeks. The assessments are not based on students' strengths and needs and do not monitor phonics or phonological awareness skills.
- The Writing Minilessons do not include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Writing Minilessons "Online Resources" contain a "Guide to Observing and Noting Writing Behaviors—Whole Class—Grade 1," which provides a checklist of behaviors and understandings to look for in student writing under the categories of "Genre, Craft, Conventions, Writing Process." Under the Conventions heading, there are seven observations to make, including "Form upper and lowercase letters efficiently and proportionately. Use spaces between words and place words on lines from left to right and top to bottom. Use punctuation appropriately. Use capital letters appropriately. Say words slowly to hear the sounds and write a letter that represents it (including vowels). Spell approximately 100 high-frequency words." The instructions state to use this form quarterly, if possible, to assess the entire class. The assessments are not based on students' strengths and needs and do not monitor phonics or phonological awareness skills.
- The Guided Reading materials do not include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. However, the System Guide suggests teachers administer a reading record (also called a running record) for each child at least once or twice a month. The materials do not differentiate between students who require this once a month and twice a month. The online resources include a Recording Form for each guided reading book. The assessments are not based on students' strengths and needs and do not monitor phonics or phonological awareness skills.

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

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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 groups effectively to move them forward in knowledge. We can adjust interaction to meet individual needs because we know where children are in their development of phonics and word knowledge. We can ascertain when children have acquired knowledge of many examples in any given area (for example, recognizing alphabet letters), and we can plan activities that will solidify knowledge and deepen children’s understanding of a basic and useful principle.” Many of the lessons are labeled “Generative,” which is meant to be adaptable to any skills related to the one in the lesson. Teachers are encouraged to reuse the lessons depending on what their individual students need based on the data collected.
- Because the “Reading and Writing Minilessons” materials do not contain diagnostic tools, there are no materials to support teachers’ analysis of diagnostic data to inform response to individual students’ strengths and needs. Although there are suggested observations for the end of the learning “umbrella,” materials do not specifically state how to respond to individual students’ strengths and needs. The introduction portion of the minilessons states, “This analysis can help you determine what minilessons to reteach if needed and what umbrella to teach next.”
- Because the “Guided Reading” materials do not contain diagnostic tools, there are no materials to support teachers’ analysis of diagnostic data to inform response to individual students’ strengths and needs. The Guided Reading materials contain a reading record for each text to record a student’s accuracy, fluency, and comprehension, but they do not operate as a diagnostic.

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

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

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based on observational student data. Materials state: “This continuum can be used as a bridge between assessment data and the specific teaching that students need.” 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.”

- The Literacy Continuum provides grade-level-specific phonics goals. For example, some grade 1 letter-sound relationships goals include “Recognize and use ending consonant sounds and the letters that represent them; Recognize and use medial consonant sounds and the letters that represent them; Recognize and say medial consonant clusters that blend two or three consonant sounds (onsets).”

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

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

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

Evidence includes but is not limited to:

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

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

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

- “Guided Reading” materials provide instruction and activities for students; however, there is no evidence that instruction is targeted to develop precursor skills, nor that it is based on targeted areas that students have not yet mastered. Each “Phonics/Letter and Word Work” lesson in the Guided Reading materials lists a goal for the lesson under the title and instructions for the teacher to guide the lesson. For example, in a Level G lesson using the text *Flip Stick Fun* by Denise Prowell, the Phonics/Letter and Word Work goal is to “help the readers become more flexible with solving words using letter-sound analysis.” The lesson guidance describes how students will “solve words using letter-sound analysis.” The lesson begins with the teacher telling students, “You can use what you know about the sounds that letters stand for to solve words.” The teacher is then guided to write the word *stick* on the whiteboard and cover all but the *s* and *t* in the word. The teacher then continues to slide the card to the right, exposing more of the word and sounding it out as it is uncovered. After all of *stick* is uncovered, materials state: “Read the word slowly so that the students hear each sound. Then, have the students say the word.” The lesson is repeated with the words *flip*, *press*, *speed*, and *spray*.
- The “Reading and Writing Minilessons” do not provide lessons for scaffolding and differentiation but do discuss needs for reteaching. The introductory chapters state the teacher may need to reteach some management minilessons across the year, especially as students encounter more complex situations and routines. The materials state that the assessment section after each lesson can help teachers determine which minilessons to reteach if needed and which “umbrella” to teach next. For example, in “Strategies and Skills,” Umbrella 2, “Solving Words,” the assessment section asks these questions: “What evidence do you have of new understandings related to solving words? Do children use a variety of flexible ways to take apart words? Do they use a finger to take words apart? Are they able to use known parts to solve words? Do they search the sentence and paragraph to derive the meaning of a word? Do they understand and use the terms *word part*, *syllable*, *vowel*, *sentence*, *information*, and *consonant*?” The materials do not provide specific differentiated instruction, but rather a statement that explains activities can be differentiated to meet the needs of the students.

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

- The materials do not include guidance for enrichment activities for students who have mastered grade-level foundational phonics skills, nor do the lessons include recommendations for upward scaffolds to support extension and application of learning. The lessons do not provide additional activities and resources to support student choice and to extend and explore new learning in collaborative groups or independently. Although there is no specified upward scaffolding for students who have mastered the skills, there are opportunities to extend the skill through extended lessons with “Interactive Writing” and “Independent Writing.” In Lesson 8 of Spelling Patterns, the principle is to make a new word by putting a letter or letter cluster before the pattern. After the lesson, the Interactive Writing lesson states that, after the shared reading portion is complete, students can identify words with familiar phonograms by underlining them or placing highlighter tape on them. In the Independent Writing portion, the materials state to encourage students to use their knowledge of phonograms as a resource in writing words. There

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are no defined instructions for students who have mastered the lesson and need extended lessons.

- The “Routines and Instructional Procedures for Effective Teaching: A Few Further Suggestions” section guides teachers: “Provide Apply activities with potential multilevel learning that permits advanced students to apply the principle to more sophisticated examples and to make more discoveries and allow children who are less experienced to develop the understanding with simple samples.” Although several instructional routines are explained explicitly, no explicit instructions in this section further explain how to scaffold instructional approaches. The materials provide explicit instructions on how to repeat the lesson with additional/different words or examples. For example, in the grade 1 “Suggested Sequence for Phonics Lessons,” there is a column titled “Teaching Suggestions for Extending Learning.” In Letter-Sound Relationships, Lesson 16, for instance, students are contrasting short and long vowel sounds in words. The suggestions for extended learning are: “Be sure to pronounce all the words students will be sorting and encourage them to say the word as they decide where to place it. Notice the ease with which children hear the long or short sound of *a*. Encourage them to check letter by letter after they have written the word. If children have difficulty, you may want to call a small group of them to a table and assist them with the task. Encourage children to add other words as examples or to add names of children in the class to their sorts. You will be doing two more lessons contrasting sound and long vowels.”
- The “Fountas and Pinnell Classroom” materials contain a resource titled “The Fountas & Pinnell Literacy Continuum, Grades Pk–8.” Materials state: “The continuum describes text characteristics and behavioral goals for pre-kindergarten through middle school, across the areas pertinent to the language arts. Taken together, the eight continua present a broad picture of the learning that takes place during the important years of school. The progress of learners across these continua, or even within each of them, is not an even, step-by-step process. Students learn as they have opportunities and give attention in different ways. A learner may make tremendous gains in one area while seeming to almost ‘stand still’ in another. It is our job to provide these learning opportunities and guide their attention so that learning in one area supports learning in others.” Materials provide activities to accelerate learning for students; however, the activities within the lessons are not targeted to students who have achieved grade-level mastery of specific foundational phonics skills.
- The “Shared Reading” lessons do not provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills. For example, in a Shared Reading lesson using the text *Old to New* by Jena Croxford, the materials provide five “Possible Teaching Opportunities [During/After Reading].” One of the activities is “Identify multisyllabic words and model clapping syllables.”
- The Guided Reading system provides small group reading instruction based on a predetermined reading level. The lessons could be used to accelerate learning of reading skills for students who have mastered grade-level phonics. However, the books in the Guided Reading system are not decodable, nor do they follow a phonics scope and sequence.
- The Reading Minilessons do not provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills. Lessons include an optional “Extend the Lesson” section. For example, in Reading Minilesson SAS.U1.RML1, “Use your finger to help you take apart new words,” the Extend the Lesson section states: “Continue to support this behavior in guided or independent reading. Use the

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language from the Prompting Guide such as this: ‘You can use your finger to break the word. Where can you break the word apart? Say the first part. Say more. Now say the ending.’”

Materials provide enrichment activities for all levels of learners.

- Materials provide some enrichment activities for all levels of learners in foundational phonics skills, particularly through poetry. In the *Words That Sing* resource, under the “Poetry Chart Links to Phonics Lessons,” guidance states that “this list links many phonics lessons to a specific poem that extends and refines the instructional aim of the lesson.” For example, for Letter-Sound Relationships, Lesson 8, the materials link the poem “Tweedledum and Tweedledee.” The “Instructional Suggestions” part of the chart guides teachers: “Have half the class read the first stanza and the other half read the second stanza. Also ask children if they recognize the characters Tweedledum and Tweedledee. If not, read an excerpt about Tweedledum and Tweedledee from this classic nonsense story.” Also included in this resource is a list of “Fifty Ways to Use Poetry Chart Poems,” such as “Poem Innovations, Poem Performances, and Poetry Picnic.”
- In the “Connect Across Texts” section, there are suggestions for enrichment via Interactive Writing and Independent Writing. In “Letter Knowledge,” Lesson 14, the Interactive Writing suggestion is: “Have children use the Alphabet Linking Chart as a reference for writing lowercase letters in words.” The Independent Writing suggestion is: “If children are trying to think of the correct lowercase letter form while they write, ask them to think about whether it looks the same or different as the uppercase form.”
- Other types of enrichment—including suggestions for small group discussions, online activities for practicing and reinforcing phonics learning, teacher tips to extend learning, or PD videos to support teacher professional learning—are not available. Enrichment does not support all levels of learners.
- Guided Reading materials provide enrichment activities for all levels of learners that may apply phonics skills, but these activities do not specifically address foundational phonics skills. For example, in each Guided Reading lesson, there is a Phonics/Letter and Word Work section with a lesson and activity for one phonics or word study skill/concept. Also, for each lesson, there is an optional “Writing About Reading” lesson where students may apply phonics skills. For example, in a Level C Guided Reading lesson using the text *Dagney’s Mess* by Norma Kopo, the Phonics/Letter and Word Work activity is an activity where the students use magnetic letters to change the beginning sounds of words to make new words. The Writing About Reading activity focuses on the actions of the main character. Students write about what they think the main character should say to his friends and share those sentences with a group.
- The Shared Reading lessons do not provide enrichment activities for all levels of learners. For example, in a Shared Reading lesson using the text *The Giraffe* by Cordelia S. Finn, the materials provide four “Possible Teaching Opportunities [During/After Reading].” One of the activities is: “Model how to solve a word by checking the initial sound and then checking the picture to figure out what word it might be. Locate several words for children to practice, such as *tongue*, *legs*, and *neck*.”
- The Reading Minilessons provide enrichment activities for all levels of learners in the optional Extend the Lesson section. For example, in Reading Minilesson SAS.U2.RML6, “Cover the prefix or suffix to take apart the base word,” the Extend the Lesson section states: “After assessing

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children's understanding, you might decide to extend the learning by continuing to support this behavior in guided or independent reading. From Prompting Guide, Part 1 (Fountas and Pinnell 2012), use prompts, such as the following: "You can cover the last part. Look at the prefix, the suffix. Look at the base word (or root word). Look at the ending of the word. You covered the last part."

- In Reading Minilesson SAS.U3.RML1, "Notice the punctuation and show it with your voice," the Extend the Lesson section states: "After assessing children's understanding, you might decide to extend the learning. Assist children to recognize that after a period, question mark, or exclamation point, a new sentence starts. Help them understand that a comma is in the middle of a sentence. Repeat this activity using a shared writing sample you complete together."

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

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

Evidence includes but is not limited to:

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

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

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

- The “Fountas and Pinnell Classroom” materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. The materials include lessons for “Interactive Read-Alouds, Shared Reading or Shared Writing, Guided Reading and Guided Writing, Book Clubs, and Independent Reading and Writing.” The lessons contain guidance for discussions, hands-on work with word cards and magnetic letters, and graphic organizers.
- “Reading Minilessons” include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Lessons provide pocket charts with picture cards that are used for word identification and practice activities. Many of the activities use magnetic letters and whiteboards for further practice of word formation and some syllable work. For example, SAS.U1.RML3, “Read the sentence and think about what would make sense, sound right, and look right,” includes an anchor chart. At the top, it says, “Think about what would make sense, sound right, and look right.” Below, it has a picture of a girl with thought bubbles depicting a question mark, an ear, and glasses.
- “Writing Minilessons” include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content, although the majority of the lessons do not teach phonics or phonological awareness. Some lessons provide pocket charts with word or picture cards. Most lessons include a sample anchor chart for students to refer back to. For example, CNV.U2.WML3, “Every word has at least one vowel,” includes an anchor chart. At the top, it says “Every word has at least one vowel.” Below, it says, “Vowels *a, e, i, o, u, y*” and lists the words *ball, sing, am, fog, egg, cup*.
- The Shared Reading lesson for *Garden Helpers* allows for a few different ways to engage the students in learning the text and the information. The teacher begins by introducing the text and asking students questions about the text. The teacher tells the students things to listen for as they read the text. During the first reading, the teacher reads the text to the students, and the materials provide tips on ways to read to the students. During the second reading, at times, the students are invited to read with the teacher. The materials provide questions for the teacher to ask throughout the readings. The class and teacher are able to discuss the reading, revisit the reading, and write about the reading. After this is complete, the materials provide information to connect to other texts as well as information for assessment.

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

- Materials support a whole group instructional setting within the “Teach” section of each core lesson. The majority of lessons are taught as a whole group initially and then assessed one-on-one or within a small group. For example, in Spelling Patterns, Lesson 1, “Recognize and Talk About Letter Patterns,” teachers are guided to hold up word cards with a common part or pattern and to ask students to read the words and discover the pattern. The teacher then repeats the process with words with an additional pattern, reinforcing the principles of the pattern as the lesson unfolds. The “Assess” section of this same lesson guides teachers to notice “whether children are representing word parts and patterns in their writing” and “whether

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children are noticing words with similar parts and patterns in shared or guided reading.”

Teachers may also wish to “use Spelling Patterns Assessment A, B, C, D, E, F, G, or H,” which are individual assessments.

- PWS materials support partner and small group work. In the “Apply” section of each lesson, students apply the skill learned in the minilesson to an activity with a partner or small group. In “Phonological Awareness,” Lesson 9, students play a “Follow the Path” game in small groups. To play, the students roll a die and move their game piece along a printed game board. When they land on a space, they say the word represented by the picture on the board and then segment the word into onset and rime. In “Letter-Sound Relationships,” Lesson 21, students work with a partner to play a “Concentration” game. The partners use pre-printed pairs of words that contain *soft c*, *g*, and *ch*. All the cards are turned upside down, and partners take turns flipping over two at a time to make matching pairs.
- Fountas and Pinnell Classroom materials support a variety of instructional settings (e.g., whole group, small group, one-on-one). The materials include lessons for whole group Reading and Writing Minilessons, Interactive Read-Alouds, whole group or small group Shared Reading, small group Guided Reading, Book Clubs, and one-on-one Independent Reading and Writing. In Independent Reading and Writing, teachers are provided with suggested conferring prompts. For example, in MBK.U4.WML1, the goal is to make a book to teach something. The conferring prompts include “What is something you could teach someone to do? What are you thinking about teaching in your how-to book? How will your how-to book begin?”

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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 from the PWS section is “Use many hands-on activities so that children have the chance to manipulate magnetic letters and tiles, move pictures around and word with word cards and name cards.” Another suggestion is “Provide a ‘rehearsal’ by working with your English language learners in a small group before you provide the lesson to the entire group.”
- Linguistic accommodation suggestions are also found in each lesson under the “Plan” section, titled “Working with English Language Learners.” For example, in “Letter Knowledge,” Lesson 3, “Recognize and Name Letters in Words,” the Working with English Language Learners section suggests: “English language learners may need additional support in learning letter names. You may want to work with a small set of letters (e.g., find all the *b*’s in a collection of four different letters). Begin with letters that are very different from each other, and have the children say the name of the letter each time they find it.”
- The “Shared Reading” materials include suggestions for linguistic accommodations; however, there is no evidence that the accommodations are commensurate with various levels of English language proficiency as defined by the ELPS. For example, in the Shared Reading lesson using

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the text *Squak* by Nicole Walker, the guidance for “Supporting English Learners” includes directions on how to “support children’s understanding of the concepts.” One suggestion is to “explain that some parrots can ‘talk’ or repeat words people say.”

- The “Guided Reading” materials include suggestions for linguistic accommodations; however, there is no evidence that the accommodations are commensurate with various levels of English language proficiency as defined by the ELPS. In Guided Reading Level F, *Find the Insect*, the Supporting English Learners note in the margins says to provide oral sentence frames for students. Though these are suggestions for Emergent Bilinguals, they offer no actual support that will help them in acquiring phonics skills.
- The “Reading Minilessons” materials include suggestions for linguistic accommodations; however, there is no evidence that the accommodations are commensurate with various levels of English language proficiency as defined by the ELPS. The individual lessons do not include suggestions for linguistic accommodations, but the introductory chapters include suggestions for each part of the minilesson. For example: “The Have a Try portion of the reading minilesson is particularly important for English Language learners. Besides providing repetition and allowing for the gradual release of responsibility, it gives English language learners a safe place to try out the new idea before sharing it with the whole group.”
- The “Writing Minilessons” materials include suggestions for linguistic accommodations; however, there is no evidence that the accommodations are commensurate with various levels of English language proficiency as defined by the ELPS. The individual lessons do not include suggestions for linguistic accommodations, but the introductory chapters include suggestions for each part of the minilesson. For example: “The active learning experience provides the opportunity to build a shared vocabulary about the hands-on activity. These active experiences are especially good for children who are learning English.”

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-

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sound associations from the first language or whether they are actually thinking of a word in the first language and attempting to spell it.”

- Materials do not offer language transfer skills, a side-by-side chart, a glossary, text boxes with cognates, definitions in a second language (e.g., Spanish), or other sources explaining concepts in languages other than English.
- The PWS materials include one lesson that encourages strategic use of students’ first language as a means to linguistic, cognitive, and academic development in English, in the Working with English Language Learners section; however, the suggestion is not strategic. In “Early Learning Concepts,” Lesson 2, the section states: “Take time to demonstrate or reinforce the meaning of academic language used in the lesson, including *first*, *last*, *letter*, and *word*. If you know these words in the children’s own language, you may want to use them to focus attention on the four concepts. You may also wish to have children work in a small group to help them highlight first and last letters.” The other Working With English Learners sections do not encourage the use of students’ first language.
- The Shared Reading materials do not encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English. However, the online resources provide opportunities for English learners to practice skills in Spanish in the Shared Reading. Titles include *La jirafa* by Cordelia S. Finn and *Zun, Zun, Zun* by Andrea Young. The materials provide the lesson texts in both Spanish and English, including audio. In the Shared Reading lesson using the text *Not Now* by Miriam Glassman, materials give guidance to “support children’s understanding of concepts.” Materials suggest teachers “check children’s understanding of the parts of the house, discuss unfamiliar terms such as *den*, *hall*, and *porch*, and check understanding of the phrase *not now*.”
- While there is no evidence that Guided Reading materials encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English, the Guided Reading materials have parent letters available in several languages, including English, French, Spanish, Haitian, and Hmong.
- Although the Reading Minilessons materials include suggestions for linguistic accommodations in the introductory chapters, the suggestions do not encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English. For example, the “Share” section states: “There are some particular accommodations you might want to consider to support English language learners during the Share: Ask English language learners to share in pairs before sharing with the whole group. Use individual conferences and guided reading to help children rehearse the language structure they might use to share their application of the minilesson principle.”
- Although the Writing Minilessons materials include suggestions for linguistic accommodations in the introductory chapters, the suggestions do not encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English. For example, the “Drafting and Revising” section states: “Talk is especially important for those students whose first language is not English. They need opportunities to rehearse their ideas by telling stories or talking about their ideas before they write.”

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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 or suggest ways parents can help their student’s progress and achievement. Although the materials suggest sending home a poetry newsletter that tells parents the poems children have learned and provides some poems they can sing or say at home, this appears to be the only information about how families can support student progress and achievement.
- For remote learning, the PWS materials include information about how families can support student progress and achievement. For example, the materials include a letter to families explaining the objectives of the program/unit/module and how they can support student progress at home. The family letter is provided in multiple languages.
- The “Fountas and Pinnell Classroom Online Resources” provide a letter that can be sent home to the parents by the teacher. The ready-to-print letter is available in multiple languages; there is also an editable format for teacher use. The letter introduces the teacher and what is expected to be covered during the year; explains how the class will be taught and what students will be reading; explains the need for parental involvement in students’ learning and expresses the need for parental encouragement; explains the importance of working with the student at home; and offers ways for the family or caregiver to support the student with at-home learning. The materials provide the same template letter for all grade levels.

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

- The PWS lessons conclude with a section titled “Connect With Home.” Each lesson provides a way for the students and parents to connect the lesson at home for further learning. In Unit 4 of “Letter Knowledge,” Connect With Home suggests the teacher give students photocopies of the blank “Lotto” game board along with two or three copies of the handwritten letter cards. Students can take them home, cut up the letters, and play “Letter Lotto” with family members, using the names of friends or family members on the cards. There is no mention of printed or virtual instructions to be sent home to families explaining the activity or process.
- The PWS materials provide an informational flier: “25 Ways to Use Magnetic Letters at Home.” The activities, such as sorting the colors of the letters and making words, are the same for K–3.
- The Fountas and Pinnell Classroom Online Resources offer a generic letter to be sent home to parents with suggestions on how families and caregivers can support the student’s literacy development. Part of the letter states: “As parents and caregivers, you are a critical part of your child’s literacy development. Here are some ways that you can support your child: Listen to your child read the books that are sent home from school. Read books aloud to your child. Talk about books together. Go to the library. Encourage your child to write for authentic purposes (such as a grocery list, a letter, or directions). Sing songs together. Recite nursery rhymes or poetry together. Talk with your child about a variety of topics. Encourage your child to play outside every day. Encourage play in which your child uses imagination. All these activities support your child’s developing literacy skills.” However, the materials do not connect learning to home within the lessons. The lessons do not provide any take-home activities to enhance student learning.
- In Fountas and Pinnell Classroom, under the “Remote Learning Resources,” the materials provide videos for teachers for “Interactive Read-Aloud for Remote Learning for Asynchronous and Synchronous Teaching.” Within these videos, there is a chapter on “Communicating with Families and Caregivers.” This resource also provides support and suggestions for communicating with families with no access to the internet. However, the videos do not provide specific strategies and activities for families to use at home to support students’ learning and development.

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

- There is no evidence that Fountas and Pinnell Classroom materials contain resources to help teachers communicate with families in an ongoing manner regarding students’ progress. The Guided Reading lessons have a printout to take a running record, included for each leveled book. For example, for the Level E reader *Ready to Ride*, materials provide a recording form so that teachers can use the “Meaning, Syntax, Visual” cueing system to mark errors. However, there is no mention of sending this to parents, nor is there an explanation for families of what levels are and what they mean.
- 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

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

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

- The “Fountas and Pinnell Classroom Online Resources” site is a repository of resources available within the materials. Resources include professional development videos, anchor charts, printable games and activities, printable assessments, record-keeping tools, reader’s theater scripts, and audio files for all shared reading titles. However, there is no student login capability. Therefore, audio files and other resources cannot be assigned to students. Additionally, no resources are interactive. They must all be printed or downloaded to be utilized.

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.