Heinemann Grade 2
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 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.
- 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.

Heinemann Grade 2
English Phonics Program Summary

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.

Heinemann Grade 2
English Phonics Program Summary

Indicator 2.1

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

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

Does Not Meet | Score 0/4

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

Materials do not include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials do not demonstrate vertical alignment that shows the progression of skill development from year to year. Lessons do not follow a developmentally appropriate, systematic progression from simple to more complex concepts (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. Early literacy concepts, phonological awareness, and letter knowledge are not addressed in the grade 2 materials. The remaining 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 provide scripted materials for the teacher to use. The lessons appear in the following order: "Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High-Frequency Words, Word Meaning Vocabulary, Word Structure, and Word-Solving Actions." In grade 2, the materials suggest a series of review

lessons, such as comparing long and short vowel sounds, before introducing VCC patterns. Although the majority of the TEKS are 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 2 students to spell multisyllabic words with multiple sound-spelling patterns 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 for 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 the introduction to the "Reading Minilessons," "A Suggested Sequence" states, "The sequence of umbrellas in Minilessons Across the Year follows the suggested sequence of texts in Fountas & Pinnell Classroom Interactive Read-Aloud Collection." The materials also state teachers can use their own discretion with the sequence. In Month 2, students engage in lessons like "Understanding Plot" and "Understanding Characters' Feelings, Motivations, and Intentions." Month 6 teaches "Studying Trickster Tales" and "Noticing Text Resources." Month 9 has the lessons "Thinking About the Author's Message" and "Analyzing the Writer's Craft." 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.
- The "Fountas and Pinnell Classroom" collection of "Shared Reading" texts for grade 2 includes 30 original "Big Books" in a variety of genres, with lessons that accompany each text, as well as *Words That Sing, Grade 2: 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 2 includes 200 original texts that span Levels E through P. Students progress through levels based on teacher assessments and daily observations of students. Students 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 Second Grader Should Know." It does not list skills by reading concepts. Instead, it provides a list of nine literacy skills "Second Graders Have Learned." It also lists 17 literacy skills "Second Graders Are Learning." However, it does not reference skills that grade 2 students will learn in future years of the materials.

- In the "Literacy Continuum," there is a section titled "Phonics, Spelling, and Word Study." This section names "behaviors and understandings to notice, teach and support" within letter-sound relationships, spelling patterns, high-frequency words, word-meaning/vocabulary, word structure, and word-solving actions for grade 2 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 second 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 2 Guided Reading materials provide goals and suggested instruction for each leveled reader that builds upon phonemic awareness and phonics skills instruction. For example, a goal for a Level I reader, *A Frog Surprise* by Gavin Malone, includes "read, make, and break apart one-syllable words with a variety of phonogram patterns." The suggested instruction for "Phonics/Letter and Word Work" for this text includes using magnetic letters and letter sounds to "become more flexible with making and breaking words." The materials instruct teachers to give each student a whiteboard and specific magnetic letters. Students build the word *spot* and "break the word and read the parts*." Students are instructed, "Now, put the parts together and read the word again." The process repeats using the words *plot* and *shot*. 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 lesson 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

Heinemann Grade 2
English Phonics Program Summary

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 some students are struggling with the principle, the teacher can hold a brief reteaching meeting to repeat the lesson. The lesson guide begins with nine days of letter-sound recognition, then moves on to eight days of spelling patterns. 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 then distributed to follow along with grade-level learning progressively. However, this progression does not relate to phonics instruction.

- Within the "Grade 2 Guided Reading Collection Guide," the materials state that "you engage the students in two or three minutes of active work with words." There is no evidence that lesson objectives follow a systematic progression from simple to more complex concepts. For example, the "Word Work Goal and Instruction" for a Level M reader, *Truly Delicious* by Logan Kline, is to "add *-es* to a singular noun to make it a plural noun." The Word Work Goal and Instruction for a Level E reader, *The King's Bed* by Anna Keyes, is to "learn to break words into onsets and rimes."

Heinemann Grade 2
English Phonics Program Summary

Indicator 2.2

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

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

Partial Meets | Score 2/4

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

Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials. Lessons include some guidance for some components of the gradual release of responsibility model, listed as "Teach, Apply, Share, Connect" in "Phonics, Spelling, and Word Study" ("PWS") and "Minilesson, Have a Try, and Summarize and Apply" in the "Reading and Writing Minilessons."

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, "Letter-Sound Relationships," Lesson 9, "Recognize and Use *y* as a Vowel Sound," in the Teach section, the teacher displays the word cards that end in *y* and asks students what they notice. The teacher is then instructed to "build on the children's observations to explain the principle." The teacher says: "The letter *y* sometimes stands for a vowel sound. As you've noticed, *y* sometimes stands for the *long e* sound /ē/. At other times, *y* stands for the *long i* sound /ī/." Then, students say the vowel sounds and sort cards into two columns based on the vowel sound of *y*. Once the words are sorted, students read the words in each group to a partner and then write examples from each group on a two-way sort form. In the Apply portion, teachers remind students to read the words they have sorted to a partner and encourage them to talk about other words they know in which the letter *y* stands for the *long e* or *long i* sound.

Heinemann Grade 2
English Phonics Program Summary

The Connect portion of the lesson gives teachers four options. The options include two different read-aloud books/poems, a "Shared Reading" activity with a poem from the *Words That Sing* resource, an "Interactive Writing" lesson, and an "Independent Writing" lesson.

- While PWS materials include the components of the gradual release of responsibility model, they do not include consistent direct (explicit) instruction for teachers to employ during the "I do" portion of the lesson. For example, "Word Structure," Lesson 26, is called "Recognize and Use Open Syllables." The script states: "Write the following words on the left side of a chart: *baby, motor, tiny, open,* and *secret*. Invite children to say each word aloud and clap it. [Say] What do you notice about all of the words? Children may notice that all of the words have two syllables, and they may notice that the first syllable in each word has a long vowel sound. Invite children to think about how they would break apart each word into syllables. You may wish to have children say the words again, clapping the syllables." The teacher models how to write *baby* divided into syllables, *ba-by*, and repeats for the other words. The script states: "What do you notice about how you broke all of these words? As needed, help children recognize that the first syllable in each word ends with a vowel letter. Using children's earlier observations and their pronunciations of the words, help them generalize the principle: When a syllable ends with a single vowel, the vowel sound is usually long." In the Apply section, students take a word card, read it, cut it into two syllables, and write the divided word on a list sheet in their word study notebook. In the Share section, students choose a word and tell where they divided it into syllables. However, in the lesson, the script never uses the term "open syllable," nor explicitly teaches students how to divide words with open syllables.

- 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 are instructed to read to the students and are given suggestions to relay 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." Materials provide teachers with suggestions 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.U6.RML2, the lesson goal is "Understand there are different types of fiction texts and each has different characteristics." In the Minilesson section of the lesson, the teacher helps students "think about the minilesson principle, present and discuss different types of fiction stories." The teacher names and helps children identify the features of three different kinds of fiction books: realistic fiction, fantasy, and folktales. In the Summarize and Apply section of the lesson, the teacher instructs: "If you read a fiction book today, think about what kind of fiction it is. Be ready to tell about it when we come back together." In the Share portion of the lesson, the teacher asks, "Who read a fiction book today? What kind of fiction is it, and why do you think that?" While the lesson does scaffold from more to less support from the teacher, it doesn't provide direct instruction in 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 assist teachers in 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, 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 "Word Structure," Lesson 9, there is an annotation that this lesson is a Generative Lesson—a lesson "that has a simple structure that you can use to present similar content or concepts." The annotation concludes by instructing teachers to "use this lesson structure to present the possessive form of other nouns." Another annotation in this lesson is Understand the Principle, which states: "An apostrophe and *s* are added to the singular name of a person, place, or thing to show ownership. When the children first begin working with possessives, they often omit the apostrophe and simply add an *s*. Emphasize writing the singular noun first, then adding the apostrophe, and finally adding the *s*." Explain the Principle explains the principle in student-friendly language and provides some broad "rules" for the principle. In this lesson, the annotation suggests telling students: "Possess means 'have or own.' A person, place, or thing can possess something. Add an apostrophe and *s* to a singular noun to show possession." An additional annotation specifies the instructional procedure used for the lesson—the "See and Say" routine—and guides the teacher to page 32 of the guide, which contains a detailed description of it.
- 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 *Smokey Bear: A True Story* by Hannah Cales, the About This Book section explains that this "narrative nonfiction text uses a story structure to tell about real-life events." The annotation goes on to explain that "the book tells the true story of the bear cub that became the real-life Smokey Bear," and that it has a "traditional story structure and vivid illustration provide comprehension support." Finally, the materials list five important characteristics to notice about the text, such as "photographs that document real-life events" and "sidebars, map, labels, insets, and a graph." To support English learners, a side annotation suggests: "Draw attention to the photo on page 16 and compare it to the illustrations in the book. Discuss how this relates to the story being true."

- 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.

Heinemann Grade 2
English Phonics Program Summary

Indicator 2.3

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

1	Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.	PM
2	Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill.	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 "Word Structure," Lesson 5, an "Explain the Principle" box instructs the teacher: "Some words appear often in compound words. Identifying one or more frequently used words within a compound word will help children decode or take apart the compound word."
- In "Letter-Sound Relationships," Lesson 11, the focus is "Recognize and Use Two Consonant

Letters That Represent One Sound in the Middle of a Word." The "Understand the Principle" box states: "Consonant letters occur together in words frequently. Some combinations, known as consonant digraphs, stand for a single sound that is different from either sound represented by the individual letters. Quick, automatic recognition of these letter patterns and the associated sound at the ends of words makes decoding more efficient." 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.RML2, the principle states, "Break a word between two consonants, but keep consonant digraphs together." On the side, the Continuum Connection states, "Recognize multisyllable words or take them apart by syllables to solve them." 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 "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 guided reading text *The Blue Lobster,* students write words with a VCe pattern. The materials provide support for English learners in the sidebar. This particular lesson supports English learners by ensuring students' ability to identify letters and correctly pronounce the sounds represented by words with *long a* and *long i*. 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 ten instructional strategies used throughout the lessons. The strategies include "See and Say, Find and Match, Hear, Say, and Write: Sound and Letter Boxes, Words to Know, Notice Parts, Say and Write, and Map Words." Each strategy is named and described, and materials provide details to the teacher on how to implement the instructional routine. For example, the See and Say routine is described as an instructional strategy that "helps children examine and identify familiar patterns in words, such as CVC and CVCe patterns, and learn to make new words by putting a letter or letter cluster before the familiar pattern." The sequence that is detailed is as follows: "1) Show words that have a common visual feature [*man, fan, van, pan*]. 2) Children search for visual patterns. [They all end the same.] 3) Help children articulate the principle. You can look at a part or pattern to read a word. You can make new words by putting a letter or letter cluster before the pattern. 4) Children work with words to apply the principle. [Children write words with the pattern.] 5) Summarize the learning by restating the principle." Every lesson follows one of these instructional routines, and the lessons provide the sample words/patterns that are the focus.

- "Word Structure," Lesson 7, uses the "See and Say" routine to teach contractions with *are*. The teacher uses magnetic letters to make *you're, we're,* and *they're*, then asks students what they notice about the words. The teacher points out that the apostrophe takes the place of the

missing letter. The teacher writes *you are* under *you're* and has students compare how they are different. This process is repeated with *we're* and *they're*. The students then use word cards to make and read words and form contractions.

- 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.RML5, the principle is "Break a word before the consonant and *le.*" The teacher displays the first syllable of the word *gentle* and then the second syllable. The teacher asks students what they just did and prompts for the answer that the teacher broke the word apart before the consonant and *le*. The class then checks to make sure the word *gentle* makes sense in the text. The lesson does not follow 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 lesson, 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 F lesson using *Bear's Itch* by Barbara Dwier, the Phonics/Letter and Word Work lesson goal is to "help the readers become more flexible with inflectional endings." Students make a two-column chart with a verb and then the verb with the inflectional ending *-ing*. Detailed and specific instructions are given on how to complete the two-column chart by adding the suffix *-ing*. However, there are no consistent routines or instructional strategies that are detailed other than the activity presented.

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 Word Structure, Lesson 14, students learn the various sounds of *-ed*. Students sort words that have the /d/ and /t/ sounds for *-ed*. After the teacher reads the words, the materials instruct, "As needed, help children recognize that these words end in two sounds—the sound of the short vowel and the the sound /d/."
- Many PWS lessons include suggested answers for teacher questioning. For example, in Letter-Sound Relationships, Lesson 15, the teacher displays the words *jump, blimp,* and *camp*, says the words with the children, then says, "You have been learning about consonant clusters. What do you notice about all of these words?" The script goes on to say, "Allow time for children to explain that in each word the consonant cluster appears at the end of the word; and that the sound in each letter in the consonant cluster can be heard." 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.
- Reading Minilesson materials include some guidance for providing students with immediate feedback, but not with corrective feedback. In SAS.U2.RML7, 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. 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.
- 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 lesson using the text *Skunk's New Scooter* by Lisa Lerner, the Assessment section suggests using the "Recording Form" to record the students' reading and 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, in Letter-Sound Relationships, Lesson 18, in the "Plan" section, under "Consider Your Children," the teacher's guide states: "Use this lesson after the children have worked with vowels and also understand that a letter combination sometimes stands for a single sound in a word. Children will have already worked with consonant clusters and with phonograms, so these vowel patterns will represent another type of word part to notice."
- Word Structure, Lesson 3, focuses on identifying syllables in words with three or more syllables. The Plan section states: "Use this lesson after children are able to hear sounds and syllables in words and have control over words with two syllables. CVC and CVCe words should also be well under control. The children should be familiar with compound words, words with double consonants, and common affixes such as *-ing* and *-ed*. They should know how to divide words with open and closed syllables."
- The Guided Reading materials do not provide detailed guidance for connecting previously taught phonics skills to new learning. However, each Guided Reading lesson has Phonics/Letter and Word Work activities. It is unclear if these lessons cover previously taught phonics skills, as there is not a specific sequence for the guided reading texts. For example, in the Level E book *The Stuck Kite*, in the Phonics/Letter and Word Work section, students write letters to represent the sounds they hear in words. There are Elkonin boxes drawn on the board to represent the three sounds in the words. Some of the words included are *hole, pipe*, and *wave*. There is no mention of or connection to prior lessons.
- The Reading 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 for how to present the reading or writing lesson and not phonics instruction. For example, in LA.U15.RML4, the teacher holds up the text *Penguins!* The script states: "What is this whole book about? What is the topic? As I read a few pages, think about why the topic of penguins is important." After the teacher reads a few pages, the script states: "Why is the topic of penguins important? What makes you think that? In a good nonfiction book, the author helps readers understand the importance of the topic."

Heinemann Grade 2
English Phonics Program Summary

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, the "Phonics Lessons in the Daily Schedule" section 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. The extent to which you use the suggestions for extending phonics lessons is a teaching decision; and most involve integrating phonics with other classroom work that you are already doing anyway." However, the materials do not provide guidance on how to pace 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 30 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 5 minutes, "Small Group Instruction" for 60 minutes, and "Group Share" for 5 minutes.
- 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.

Heinemann Grade 2
English Phonics Program Summary

Indicator 2.4

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

1	Materials include intentional cumulative review and practice activities throughout the span of the curriculum.	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 decodable readers or intentional cumulative review and practice throughout the span of the curriculum. For example, in "Spelling Patterns," Lesson 4, students sort words by their spelling patterns: *-ame, -ake,* and *-ate*. In "Connect Learning Across Contexts," in "Shared Reading," materials suggest having students use highlighter tape to identify words with the same patterns. In the "Shared or Interactive Writing" portion, the teacher is instructed: "As the group participates in composing a text that includes words with *-ame, -ate,* or *-ake*, help them make a connection to words they know containing the same pattern." These practice activities are within the same lesson as the core phonics lesson and do not span across the curriculum.
- PWS materials do not include decodable readers for review and practice. The lessons instead offer practice through connected text with poems. For example, in "Letter-Sound Relationships," Lesson 16, the focus is "Recognize and Use Phonogram Patterns with Vowels and *r* in Single-Syllable Words." In the Connect Learning Across Contexts section, the suggested texts are "The City Mouse and the Garden Mouse" from *Words That Sing* and "There Was a Young Farmer of Leeds" and "The Swing" from *Sing a Song of Poetry*. None of the poems are a decodable text. For example, "The City Mouse and the Garden Mouse" does not contain any single-syllable words with the vowel-and-*r* pattern, but it does contain three multisyllabic words with the vowel-and-*r* pattern: *garden, bower,* and *flower*.
- "Reading Minilessons" materials include practice activities throughout the span of the curriculum; however, the lessons do not include cumulative review. In SAS.U2.RML5, "Break a word before the consonant and *le*," the lesson goal is to learn to take apart words before the consonant and *le*. The teacher demonstrates dividing the words *gentle, gurgle,* and *bottle*, using

the text *Bigger or Smaller?* 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 13, students practice reading and sorting words with the *-ain, -ail,* and *-an* ending. In the "Apply" section, students are given a three-way sort sheet to practice sorting words with the same endings. 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 10, introduces digraphs at the end of words. Example words include *teach, couch, each,* and *teeth*. However, vowel teams are not introduced until Letter-Sound Relationships, Lessons 18 and 19.
- 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 *Dirty Bella,* students work on the skill of recognizing and using contractions with the word *not*. The teacher explains how a contraction is created and asks questions based on the words. Students work with the teacher and practice alone with contractions. 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.
- 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 in the materials if these activities follow phonics lessons that were explicitly taught.
- Reading 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.U13.RML3, "Think about why the writer wrote a book about the person," the students practice by talking with a partner about how authors choose who to write about.

Heinemann Grade 2
English Phonics Program Summary

Decodable texts incorporate cumulative practice of taught phonics skills.

- In PWS lessons, 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 they are not cumulative practice. For example, in Spelling Patterns, Lesson 14, students learn to recognize and use phonograms with vowel combinations (VVC). In the Connect Learning Across Contexts section, the suggested texts are "The Goat" from *Words That Sing* and "Five Cream Buns" and "If All the Little Raindrops" from *Sing a Song of Poetry*. None of the poems are decodable texts. For example, in "Five Cream Buns," the only VVC word is *cream.*

- 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, a Level F text, *Above the Ground*, *Below the Ground* by Iris Kelley, is described: "Expository nonfiction that describes things found above and below the ground. Cutaway art shows what happens under the ground. Labels in illustrations identify plants and animals. The text includes some repeating language patterns." Words in the text include "This bug can fly over the tall grass. It can fly above the ground. And this bug can dig under a big rock. It can dig below the ground." 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.

Heinemann Grade 2
English Phonics Program Summary

Indicator 3.B.2

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

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

Materials do not provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials do not include 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 do not incorporate 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 do not provide any phonemic awareness activities for identifying, blending, and segmenting phonemes (the smallest unit of sound) or adding, deleting, and substituting phonemes. Grade 2 lessons begin with more complex manipulation practices such as recognizing and using the ending consonant sounds, medial consonant sounds, consonant clusters, and long and short vowel sounds. Grade 2 materials provide 22 lessons under the "Letter-Sound Relationships" section, which allow students to practice introductory phonetic skills in isolation. There are also lessons for letter-

sound relationships, spelling patterns, high-frequency words, word meaning/vocabulary, word structure, and word-solving strategies. However, all phonics lessons are connected to print and are thus not phonemic awareness instruction.

- 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, "This collection of 190 lessons for second 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. The materials have a strategic sequence for addressing these skills, but they do not provide a systematic sequence for introducing oral phonemic awareness activities. Therefore, the materials do not provide a systematic sequence for introducing phonemic awareness activities.
- 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 a Level E Guided Reading lesson using the text *Ouch!* by Linda Jake, the "Phonics/Letter and Word Work" section is designed to "help the readers practice changing ending phonemes in words to make new words." After the students say the word *can,* identify the ending sound of the word, and create the word with magnetic letters, the teacher says, "Now listen for the ending sound in the word *cab*. What do you hear?" The teacher asks the students what change should be made to make the word *cab*. The teacher then changes the letter *n* to *b* and has the students read the new word. This routine is repeated for the words *can/cab/cat* and *fin/fit/fig*. Because work in this lesson contains written text (magnetic letters), it is not a pure phonemic awareness activity. 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.

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

- The PWS lessons include scripted direct (explicit) instruction for phonics instruction but not for phonemic awareness instruction. For example, in Letter-Sound Relationships, Lesson 23, the principle states, "When a letter *r* follows a vowel or vowel combination, blend the vowel sound with *r*." The teacher displays the word *air*, reads the word with the children, and says, "What vowel sound do you hear in this word? The word *air* has the *long a* sound, /ā/. What is the last letter in *air*? The last letter is *r*." The teacher reads the word again, inviting children to listen for the vowel sound and the sound of *r*. "What do you notice about the vowel sound of *r*? The vowel sound is blended with the sound of *r*." The teacher has students read a variety of word cards with vowel-*r* combinations and place them into pocket charts. In one column, there are words such as *air*, where the vowel can be heard; in the other column, there are words such as *hard*, where the *r* sound controls the vowel sound. After placing the remaining cards (e.g., *share,*

bare, wear, bark, far) into the correct columns, the students read through them two more times, and the teacher leads a discussion to get the students to notice that the vowel sound changes when it is blended with the sound of *r.* However, in grade 2 materials, there is no phonemic awareness instruction that is not connected to print.

- The Reading Minilessons book does not include scripted instruction for teaching phonemic awareness. The "Solving Words" Umbrella, under "Section 3: Strategies and Skills," has nine lessons that relate to students working with word parts, syllables, and phonemes. The goal of Lesson SAS.U2.RML1 is "Use a finger to help take apart two-or three-syllable words." The goal of Lesson SAS.U2.RML2 is "Learn to take apart words between consonants, keeping consonant digraphs together." The goal of Lesson SAS.U2.RML3 is "Learn to take apart words after the vowel and say a long vowel sound to see if the word makes sense." These lessons all focus on using syllables to help students decode unknown words they encounter. These lessons do not have a structure for students to work with these syllables and then with phonemes within the syllables. For example, in Lesson SAS.U2.RML4, students are presented with the word *hundreds,* and the teacher breaks it apart into syllables; there is no mechanism for students to determine where the syllable break is, nor does the teacher model segmenting the word into phonemes for students. The teacher-facing directions state, "Prompt the children to say you broke the word apart after the first syllable, which ends in a consonant, and tried a short vowel and then read the whole sentence again to make sure it made sense and looked right."

- The Guided Reading materials include scripted direct (explicit) instruction for manipulating phonemes. However, because the lessons at this level all incorporate written words, they are not purely phonemic awareness lessons. For example, a Level E Guided Reading lesson using the text *Dinosaur at School* by Anna Keyes includes a phoneme manipulation lesson in the Phonics/Letter and Word Work section. This lesson is designed to "help the readers become more flexible with changing the middle phoneme to make a new word." The teacher is instructed: "Say the word *big*. What middle sound do you hear in *big*? Use the magnetic letter to make the word *big*. Read the word." After the students read the word *big*, the teacher says: "Now, listen for the middle sound in the word *big*. I am going to change the letter *i* to the letter *a*. Change the letter and have students read the new word, *bag*." Finally, the teacher gives each student a whiteboard and a series of magnetic letters. The routine is then repeated "to have students quickly construct and read words," using *fan/fun, bed/bad,* and *tip/top*.

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.

- The PWS lessons do not include phonemic awareness activities and thus do not connect these to basic decoding and encoding. There are some lessons in the Letter-Sound Relationships section that use the sounds of letters to decode and encode, but the lessons are always connected to print and are thus not phonemic awareness lessons. For example, in Letter-Sound Relationships, Lesson 5, the teacher writes *sing, sting,* and *string* at the top of the chart paper and asks students what they notice. The teacher directs the students' attention to the initial consonant letters and sounds: "How many consonant letters are at the beginning of each word? The word *sing* has one consonant, *s*. The word *sting* has two consonants, *s* and *t*. The word *string* has three consonants, *s, t,* and *r*. What do you notice about the sound or sounds you hear at the

beginning of each word?" This lesson includes print and does not include detailed guidance for connecting phonemic awareness skills to the alphabetic principle.

- The Reading Minilessons book does not provide explicit detailed guidance for connecting phonemic awareness skills to the alphabetic principle to assist students in decoding and encoding. In SAS.U2.RML9, the Reading Minilesson principle is "When you come to a word you don't know, you can work it out." The teacher guides students to create an anchor chart listing the strategies "Use your finger to help you look at a part; Cover the prefix; Look for a part you know; Think about the information in the sentence or book to learn its meaning." These strategies do not connect to or rely on phonetic awareness and the alphabetic principle to decode.
- Although the Guided Reading materials include lessons that connect phonemic awareness skills to the alphabetic principle to transition 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 a Level E Guided Reading lesson using the text *An Airplane for Pig* by Maryann Dobeck, the Phonics/Letter and Word Work section is designed to "help the readers become more flexible with changing beginning sounds to make new words." The teacher uses magnetic letters to make the word *pig*. Students read the word. The teacher then asks, "The word *pig* begins with the sound /p/. What word would you have if you replace this beginning sound with the sound /d/?" The teacher then replaces the letter *p* with the letter *d* to spell *dig.* The lesson is repeated to form the word *wig*. Students are then given a whiteboard and a group of magnetic letters. The lesson is repeated with the words *not/pot/lot*. This lesson connects the phonemic awareness skills to the alphabetic principle; however, there is no evidence of 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 lessons incorporate activities and resources for students to develop, practice, and reinforce skills in phonics but not phonemic awareness. For example, Letter-Sound Relationships, Lesson 8, includes a concentration game to practice short and long vowels. Letter-Sound Relationships, Lesson 12, includes a "Follow the Path" board game to help reinforce middle double consonants. However, because there are no phonemic awareness lessons in grade 2, there are no activities or resources for students to practice phonemic awareness.
- The Reading 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 intent of cumulative review for phonemic awareness. The majority of the activities in the materials for phonemic manipulation center around changing phonemes while

Heinemann Grade 2
English Phonics Program Summary

creating new words with magnetic letters. Because these activities involve written words, they are not purely addressing phonemic awareness. For example, in a Level F Guided Reading lesson using the text *The Snack Surprise* by Linda Marlow, the Phonics/Letter and Word Work section is designed to "help the readers become more flexible with changing a middle letter to make a new word." The teacher uses magnetic letters to make the word *big*. Students read the word. The teacher changes the *i* to an *a* to make the word *bag*. Students read the new word and respond to the teacher's question, "What did I do to change *big* to *bag*?" Students are then given whiteboards and magnetic letters, and the routine is repeated with the words *mud/mad* and *pat/pet/put*.

Heinemann Grade 2
English Phonics Program Summary

Indicator 3.C.1

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

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

Partial Meets | Score 2/4

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

Materials do not provide a sufficient systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide some scripted instruction for grade-level sound-spelling patterns. Materials incorporate some activities and resources for students to develop, practice, and reinforce skills. 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.

- In grade 2, the "Phonics, Spelling, and Word Study" ("PWS") "Spelling Patterns" lessons progress from CVC patterns, to VC patterns, to VCe patterns, including two- and three-consonant blends, vowel teams, long vowel sounds in words that end in silent *e*, *y* as a vowel sound, two consonant letters that usually represent one sound (digraphs), double consonant letters, and vowel sounds with *r*. These are taught through letter-sound correspondence, then taught as spelling patterns progressing from VC, VCe, VCC (double consonants, digraphs, and blends), and VVC (vowel teams). This instruction primarily focuses on learning phonograms. The Table of Contents outlines this progression in "Letter-Sound Relationships" and Spelling 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

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 state, "This collection of 190 lessons for second 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 reference "Look for a part you know," most lessons reference the strategy of "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 "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 I Guided Reading lesson using the text *Two Peas in a Pod* by Kay McKenna, the goal of the "Word Work" portion is "Make and break words that contain phonograms with a double vowel 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.

- In Spelling Patterns, Lesson 15, the goal is to understand that some words have a double consonant. The teacher displays the words *hammer, blizzard, traffic, princess, uphill,* and *recess*. The script has the teacher ask, "What do you notice about these words?" It states that students will likely notice that all of the words have a double consonant. The teacher asks, "What are some ways we can sort these words?" The teacher gives students time to notice that the words can be sorted into two groups by the location of the double consonant: in the middle or at the end. The teacher places *hammer* and *princess* at the top of the pocket chart and has students sort the remaining words. The teacher then summarizes the principle: "As you've noticed, some multisyllabic words have a double consonant. Sometimes a double consonant stands for a consonant sound in the middle of a multisyllable word, and sometimes a double consonant stands for a consonant sound at the end of a multisyllable word."
- The lesson sequence does not follow the gradual release of responsibility model ("I do, we do, you do") or provide explicit instruction. Lessons rely on students to study words to discover similarities or sound-spelling patterns. In Spelling Patterns, Lesson 1, "Recognize and Use the CVC Pattern," the teacher tells students that they are going to learn to look for and use a spelling pattern that is found in many words. The teacher says: "The letters *a, e, i, o,* and *u* are all vowels. All of the other letters are consonants." The teacher uses magnetic letters to build the word *pat*. The teacher asks: "How many letters are in the word *pat*? What are the letters? Where is the vowel in the word? Many words have this pattern, a consonant, then a vowel, then a consonant. When you see this pattern in a word, the vowel stands for its short sound, like /a/ in *apple*." The teacher exchanges the /a/ for an /o/ and has the children read the new word. The teacher then builds more CVC words, using all of the vowel sounds, and has the children read them.
- Materials include general lesson objectives. For example, in Letter-Sound Relationships, Lesson

Heinemann Grade 2
English Phonics Program Summary

21, "Recognize and Use Letter Combinations that Represent Two Different Vowel Sounds," the teacher's guide says: "The vowel pair *ea* represents a *long e* sound in many words, such as *seat*, *lead*, and *feast*. In a few words, the vowel pair *ea* represents the *long a* sound, as in *break*. Similarly, the letter combination *ey* stands for the *long e* sound in a number of common words, such as *key, chimney,* and *donkey*. In a very few instances, *ey* represents the *long a* sound, as in *they*."

- Lessons include some specific and precise terms, phrasing, and statements to support recognition of sound-spelling patterns after students discover the pattern. For example, in Letter-Sound Relationships, Lesson 23, the principle is "when a letter *r* follows a vowel or vowel combination, blend the vowel sound with *r*." The teacher has students read a variety of word cards with vowel-*r* combinations and place them into pocket charts. In one column, there are words such as *air*, where the vowel can be heard; in the other column, there are words such as *hard*, where the *r* sound controls the vowel sound. After placing the remaining cards (e.g., *share, bare, wear, bark, far*) into the correct columns, the students read through them two more times, and the teacher leads a discussion to get the students to notice that the vowel sound changes when it is blended with the sound of *r*.

- Reading Minilessons include some scripted direct instruction for grade-level sound-spelling patterns. In SAS.U2.RML5, "Break a word before the consonant and *le*," the script teaches the grade-level sound-spelling pattern of final stable syllables. The script states to read *Bigger or Smaller?* and pause at the word *gentle*. The teacher uncovers the first part of the word, *gen,* and reads it, then uncovers the second syllable, *tle,* and reads it. The teacher then asks, "What did I do when I got to the word *gentle*? Where did I break the word?" The teacher prompts the children to say that they broke the word apart before the consonant and *le*, then read the sentence again to make sure it made sense and looked right. The teacher says, "When you get to a word you don't know, you can break it before the consonant and *le* to help you read it. You can use your finger to help you break a word into parts."

- Guided Reading materials provide some scripted direct instruction on applying knowledge of grade-level sound-spelling patterns. For example, in a Level K Guided Reading lesson with the text *Flying Carpet Ride* by Casie Heransson, the Phonics/Letter and Work Word goal is "Make and break words that contain phonograms with a double vowel pattern." The lesson states to use magnetic letters to make the word *swoop* and ask, "What do you notice about how the word ends?" The teacher breaks the word into onset and rime and has the students notice the double vowel pattern *-oop*. The students read the word in parts and then the whole word. The students then get whiteboards to write words that end in *-oop*. While this lesson does include the *oo* pattern, it is taught as a rime, and the sound of /oo/ is not explicitly introduced.

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

- Materials include some activities to practice previously taught sound-spelling patterns, but they do not ensure cumulative practice of all grade-level sound-spelling patterns. For example, in Spelling Patterns, Lesson 3, "Recognize and use a more common VC pattern," "Connect Learning Across Contexts" suggests that students read "My Head" from *Words That Sing*. Students highlight words that have the *-at* chunk when reading.

- Materials include games to reinforce skills. For example, in Letter-Sound Relationships, Lesson

23, following the lesson on "Recognize and Use Vowel Sounds with the Letter *r*," students play "Follow the Path" in pairs or groups of three using a game board, a game die, and game pieces to mark their place on the board. In the game, students toss a die, move their game piece, read aloud the word in the new space, say the vowel sound, and use that word in a sentence. Some of the words on the game board are *air, wear, card, star*.

- *Sing a Song of Poetry: A Teaching Resource for Phonemic Awareness, Phonics and Fluency* provides opportunities for students to practice their knowledge of sound-spelling patterns through listening to and reading poems. The front section of the resource links the poems to the lessons with which they correspond.

- 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 the majority of lessons lack grade-level sound-spelling pattern instruction, 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 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 K Guided Reading lesson using the text *Twin Talk* by Evan and Nicolas Liu, the Phonics/Letter and Word Work goal is "Recognize words that end with a consonant digraph." The teacher says *beach* slowly and has students say it with him or her as they run a finger under the sound boxes. The teacher states, "Think about what the word *beach* looks like." As the students write one letter in each box, the teacher asks: "What letter do you expect to see at the beginning? What two letters come next? What two letters do you expect to see at the end? This is how to write the word *beach*. Read the word." The process is repeated with *lunch, ranch,* and *teach*.

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."

- Some activities provide the opportunity to encode words that include sound-spelling patterns in isolation. For example, in Spelling Patterns, Lesson 2, in the "Apply" section, the students use magnetic letter tiles to make words with the spelling pattern *-an*; they use other letters (e.g., *h, c, f*) as the onset to the *-an* pattern. Students make the words *van, man, can,* and *ran* and record the words they made on a provided recording sheet. This provides practice of simple CVC words but does not encourage practice of more complex sound-spelling patterns.

Heinemann Grade 2
English Phonics Program Summary

- Some activities provide an opportunity to decode words that include sound-spelling patterns in connected texts. In *Words That Sing*, the teacher and students read "Pairs of Pears" and highlight words with *r*-controlled vowels, which provides practice after a lesson on *r*-controlled vowels. The poem contains the words *pair* and *pear* one time each, and those are the only words with vowel-*r* combinations in the poem. The poem is four lines long in total.
- 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 parts 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 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 L Guided Reading lesson, the text, *Meli Goes to Surgery* by Robert Newell, appears to be mostly decodable using grade 2 standards. The Phonics/Letter and Word Work goal is "Recognize words that end with consonant clusters." After reading the connected text during guided reading, students read the words *bend, round, stand, fast, frost,* and *twist* in isolation, focusing on the consonant clusters at the end. While the guided reading plan includes an optional "Writing About Reading" section, there is no connected focus to encode grade-level sound-spelling patterns.

Heinemann Grade 2
English Phonics Program Summary

Indicator 3.C.2

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

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

Partial Meets | Score 2/4

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

Materials do not provide a systematic sequence for introducing regular and irregular high-frequency words. Materials do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Materials incorporate some activities and resources for students to develop, practice, and reinforce high-frequency words, 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.

- "Phonics, Spelling, and Word Study" ("PWS") materials do not provide a systematic sequence for introducing regular and irregular high-frequency words. For example, materials provide nine high-frequency words lessons, including four lessons to recognize and use high-frequency words with three or more letters; four lessons to read and write approximately 100 high-frequency words; and one lesson to read and write approximately 200 high-frequency words. "High-Frequency Words," Lessons 1 and 2, are suggested to be taught early in the year; High-Frequency Words, Lessons 3–9, are suggested to be taught in the middle of the year. The "Online Resources" provide a 100-, 200-, and 500-most-frequent-words list and encourage teachers to work towards teaching students all 200 words, both regular and irregular. Each lesson has a different set of high-frequency words. In a lesson from the "early" part of the lesson sequence, students practice words like *school, about, again,* and *something*. A lesson from the "middle" has students practicing identifying and reading words like *wrong, take,* and *begin*. Another lesson from the "middle" has students practicing with *sky, drip,* and *dresses.*
- The materials provide a 100-, 200-, and 500-most-frequent-word lists within the Online

Heinemann Grade 2
English Phonics Program Summary

Resources and encourage teachers to work towards teaching students all 200 words. Both regular and irregular words are included in the suggested list; however, there is no evidence that this is an explicitly taught concept. The materials do not state the research from which these words were compiled. The materials introduce high-frequency words but do not appear to offer a consistent year-long set of instruction. The materials provide a sequence of lessons that introduce a few high-frequency words; however, teacher guidance states that words can be changed if necessary.

- 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 independent work time, shared reading, and independent reading.
- Within the "Writing Minilessons," the materials provide recommended grade-level lists of high-frequency words. For example, a high-frequency word list (200 words) is available and recommended for grades 2–6. 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 (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, no distinction is made between them throughout the materials.

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

- PWS materials do not provide scripted direct (explicit) instruction for decoding regular and irregular high-frequency words. For example, in High-Frequency Words, Lesson 1, "Recognize and Use High-Frequency Words with Three or More Letters," the teacher states, "You need to learn words that you see many times because they help you read and write." The teacher holds up the word *anything* and says: "The first word is *anything*. What do you notice about the word? It combines two words *any* and *thing*. Let's use anything in a sentence. 'I don't want anything to eat.' Now you say the sentence." The teacher places the word *anything* in the pocket chart. The teacher repeats this process with *game, give, goes, home, know, live, many, play, put, school, something, stay, teach, use,* and *over*. The teacher then reminds the students that there are some words that they see many times and that they need to learn because it will help them read and write. The lesson does not apply letter-sound correspondence to decode the words; it relies on memorization.
- PWS materials do not provide scripted direct (explicit) instruction for encoding regular and irregular high-frequency words. For example, in High-Frequency Words, Lesson 7, the teacher says: "Today you are going to think about how words look. The first word is *moon*. Say the word *moon*." The teacher draws four letter boxes on the chart paper and demonstrates how to run a finger under the letter boxes while saying the word *moon*. The teacher then says: "Think about how the word *moon* looks. Now think about how to spell *moon*. What is the first letter? The first letter is *m.*" The teacher writes an *m* in the first box. "What are the next two letters? The next two letters are *o.*" The teacher writes the letter in both the second and the third boxes and says, "What is the last letter in the word *moon*? The last letter is *n.*" The teacher writes the letter *n* in

the last box and says, "I thought about the letters in the word *moon* and I used letter boxes to spell the words." The lesson does not apply letter-sound correspondence to encode the word; it relies on memorization.

- The Reading and Writing Minilessons do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. In CNV.U2.WML5, Minilesson 5, the focus is "Write the Words You Know Quickly." The teacher displays a class book and says: "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. You really know them well." The teacher helps a volunteer highlight the words the student knows well and find the same words on the word wall. The teacher then invites the students to write the words in the air or on the carpet. The teacher states: "You can write these words quickly because you know them very well. You don't need to spend a lot of time thinking about how to write them. Let's practice writing these words in the air." 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. For two grade 2 Shared Reading texts, the "About This Book" section includes the description "Many high-frequency words." However, there is no instruction related to the high-frequency words in the texts.

- The Guided Reading lessons do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Within some of the Guided Reading lessons in the grade 2 range, the materials use high-frequency words as a descriptor of the leveled text. For example, the "Analysis of Book Characteristics" for *The Queen's Nap*, a Level F reader by Susan A. Layne, indicates the text "has a variety of high-frequency words (*then, after, down*)." Although students have an opportunity to practice with these high-frequency words by reading the text, there is no evidence of explicit instruction on decoding or encoding high-frequency words or 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 2, after introducing pairs of visually similar high-frequency words, including *under/until, why/which,* and *world/work,* the students play a concentration memory game to find matching pairs of words that were in the lesson. In High-Frequency Words, Lesson 4, students play a "Lotto" game using words from that lesson. In High-Frequency Words, Lesson 5, students play "Go Fish" using printable cards of high-frequency words from that lesson; however, there is no evidence of a cumulative review of high-frequency words.

- Online Resources include "High-Frequency Words, Lesson 5, Read and Write Approximately 100 High-Frequency Words." This is a printable document that includes the "Make-Say-Check-Mix" document and printable flashcards with high-frequency words. For example, this set includes the words *close, how, each, happy,* and *should*. There are a total of four of these sets in the grade 2 program. However, there is no evidence of cumulative review of high-frequency words.

Heinemann Grade 2
English Phonics Program Summary

- Although the Reading and Writing Minilessons do not incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review), there are high-frequency word charts and word walls, as well as 100-, 200-, and 500-word high-frequency word lists. Materials do not include activities and resources to support students' development of high-frequency word knowledge, including activities and resources for practicing high-frequency words and activities and resources that cumulatively reinforce decoding and encoding of high-frequency words.
- The Guided Reading materials incorporate few resources and activities for students to practice reading and locating high-frequency words. For example, in a Guided Reading lesson using the text *The Big Ride* by Anne Sibley O'Brien, the Analysis of Book Characteristics indicates that the text contains "a variety of high-frequency words (*look, at, that*)." In this same lesson, in the "Writing About Reading (Optional)" section, the materials direct the teacher: "Prompt for quick writing of easy high-frequency words (e.g., *is, he, has, the, go*). Have students say words slowly to write letters for the sounds in the words. Have students reread their sentences. If time allows, they can illustrate one of the sentences." It is unclear if these activities are reinforcement of previously taught words through cumulative review. Not all Guided Reading lessons incorporate word work with high-frequency words.

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 limited activities and resources for students to recognize, read, and write high-frequency words in isolation. For example, Online Resources include "100 High-Frequency Words (Teach Cards)," "200 High-Frequency Words (Teach Cards)," and "500 High-Frequency Words (Teach Cards)," which are printable documents. Materials also include printable flashcards with the corresponding number of high-frequency words. The resource is presented in alphabetical order, so a systematic sequence is not indicated. The materials do not suggest the use of a word wall for high-frequency words at this grade level.
- PWS materials provide some activities and resources for students to recognize, read, and write 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 which high-frequency words can be found in each poem. This section also includes "Shared" or "Interactive Writing" and "Independent Writing," which incorporate the recognition and use of high-frequency words.
- The Guided Reading and Shared Reading materials provide limited activities and resources for students to recognize and read high-frequency words in connected text. 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 text. Additionally, the materials do not provide activities for students to recognize, read, or write words in isolation.

Heinemann Grade 2
English Phonics Program Summary

Indicator 3.C.3

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

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

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials include 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. "Spelling Patterns," Lessons 2–6, teach CVC in one-syllable words; Lesson 3 introduces VCe in one-syllable words; Lessons 11–15 teach vowel teams in one-syllable words; Lesson 16 teaches *r*-controlled vowels in one-syllable words; Lesson 17 introduces multisyllabic words with the VCCV pattern. "Word Structure," Lesson 1, also teaches the VCCV pattern in multisyllabic words. Word Structure, Lessons 2 and 3, teach students to syllabicate words by clapping the syllables and then spelling the words. Word Structure, Lesson 26, teaches students to recognize

and use open syllables in multisyllabic words. Word Structure, Lesson 27, teaches students to recognize and use closed syllables in multisyllabic words. There are no lessons for multisyllabic words containing vowel teams, *r*-controlled vowels, or VCe syllables. There is no evidence of final stable syllable instruction.

- The "Reading Minilessons" do not provide a systematic sequence for introducing syllable types 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 state, "This collection of 190 lessons for second 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 materials contain only four lessons for grade-level syllabication: SAS.U2.RML2 "Break a word between two consonants, but keep consonant digraphs together," SAS.U2.RML3 "Break a word after a syllable that ends with a vowel and say a long vowel sound," SAS.U2.RML4 "Break a word after the syllable that ends with a consonant and say a short vowel sound," and SAS.U2.RML5 "Break a word before the consonant and *le,* but do not name the syllable type." 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, and thus there is no systematic sequence for introducing grade-level syllable types and syllable division principles as outlined in the TEKS.
- 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 H Guided Reading lesson using the text *No Ants, Please* by Eva Laszio, the "Word Work" portion of the lesson 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 these lessons. 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 PWS materials provide limited scripted direct explicit instruction for identifying open and closed syllable types and applying knowledge of syllable division principles to decode and encode multisyllabic words. For example, Word Structure, Lessons 26 and 27, and "Word-Solving Actions," Lesson 8, provide explicit instruction on syllabication. Word Structure, Lesson 27, focusing on closed syllables, instructs teachers to "Explain the Principle" by telling students, "When a syllable ends with a vowel and a consonant, the vowel sound is usually short." Teachers are then instructed to build the words *puppy, basket, rabbit,* and *cabin* with magnetic letters on the whiteboard and "invite the children to say each word aloud and clap it." Teachers ask the students what they notice about the words and guide students to notice that the first syllable is a short vowel sound. Materials state, "Explain that you are going to move some of the

letters in the words in a way that shows each syllable." Students then say and clap the syllables of *puppy*, and the teacher divides the word *puppy* on the whiteboard: *pup-py*. This routine is continued with the other words, and then students begin practicing on their own.

- In "Letter-Sound Relationships," Lesson 23, the materials state, "When a letter *r* follows a vowel or vowel combination, blend the vowel sound with *r*." The teacher has students read a variety of word cards with vowel-*r* combinations and place them into pocket charts. In one column, there are words such as *air*, where the vowel can be heard; in the other column, there are words such as *hard*, where the *r* sound controls the vowel sound. After placing the remaining cards (e.g., *share, bare, wear, bark, far*) into the correct columns, the students read through them two more times, and the teacher leads a discussion to get the students to notice that the vowel sound changes when it is blended with the sound of *r*. There is no note that some of the words contain the CVCe pattern, which has been previously learned.

- The Reading Minilessons include four lessons with scripted instruction for syllable division principles, but the lessons do not identify syllable types. SAS.U2.RML3, "Break a word after the syllable that ends with a vowel and say a long vowel sound," is one of four minilessons that teach segmenting words into syllables. The script states to cover the word *cozy* in the text *Big Bites*: "When you get to the word *cozy*, slowly remove the first sticky note, exposing and saying the first syllable *co*. Then expose and say the second syllable *zy*. Read the rest of the sentence then and then reread the whole sentence." The teacher asks, "What did I do when I got to the word *cozy*? Where did I break the word?" The teacher prompts the children to say that they broke the word apart after the first syllable and then reread the whole sentence to make sure it made sense and looked right. This is recorded on chart paper. The teacher says, "*Cozy* makes sense and looks right. The first syllable ends with a vowel and has a long sound." This process is repeated with the word *tiny*. The teacher says: "When you get to a word you don't know, try to break the word after the vowel, which means the syllable would have a long vowel sound, and if that doesn't make sense, break after the consonant. The vowel will be short."

- The Guided Reading materials provide some scripted direct (explicit) instruction in applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. For example, in the Level I Guided Reading lesson using the text *Porcupine and the Big Balloon* by Sarah Brockett, the "Phonics/Letter and Word Work" portion contains bulleted and scripted directions for instruction. The teacher is instructed: "Write the words *yellow* and *supper* on the whiteboard. Read each word and ask the students, 'What do you notice about these words?'" After voicing that both words have double consonants in the middle, the teacher directs the students: "Let's clap the word *yellow*. Where can you break the word apart?" This routine is repeated with the word *supper*. Teachers are then instructed to break the words apart between syllables with a slash and tell the students, "When a word has two consonants in the middle, break the word between the consonants." The lesson is repeated using the words *balloon, follow, middle,* and *better.*

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 practice decoding and encoding grade-level syllable types. For example, in Word Structure, Lesson 26, students read word cards with multisyllabic words with open syllables. Students cut the words into syllables

with scissors, then write the words on the activity sheet. In Word Structure, Lesson 27, students read word cards with multisyllabic words with closed syllables. Students make the words with magnetic letters, divide the words into syllables, and write the words on the activity sheet. In Spelling Patterns, Lesson 13, students complete a three-way sort of words to practice reading and writing VV (*long a*) words. In Spelling Patterns, Lesson 16, students play a "Follow the Path" board game to practice reading *r*-controlled vowel words. However, there is no evidence of a cumulative review.

- The Reading Minilessons do not incorporate a variety of activities and resources for students to develop, practice, and reinforce syllable types or division principles. Whole group syllabication lessons include directives to cover parts of words or text with sticky notes. The lessons reference prompts that teachers can use with students during independent reading time, such as "You can look at the first syllable. Does this help? (point to part) You said the first part." However, there are no activities or resources for students to develop, practice, and reinforce skills.

- 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 intentional cumulative review. The majority of the syllabication activities involve writing the words on a whiteboard and separating them with a slash. Almost all follow a discussion routine between the teacher and students. For example, in a Level J Guided Reading lesson using the text *One at a Time* by Shannon Passe, the Phonics/Letter and Word Work portion is designed to "help readers become more flexible with taking apart two-syllable words." In this lesson, the teacher writes the words *hurry, ladder, silver,* and *station* on the whiteboard. Students read the words and then clap the words. The teacher then "with student input, draws a slash between the syllables in each word." The teacher helps students notice that each syllable in a word has a vowel sound. The routine continues with the words *empty, hundred, ticket, tractor, until,* and *whisper.*

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 multisyllabic words in isolation; however, there is little evidence of using knowledge of syllable types and syllable division principles or practice decoding and encoding in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). For example, in Word Structure, Lesson 26, the teacher writes the words *baby, motor, tiny, open,* and *secret* on chart paper and "invites the children to say each word aloud and clap it." Students are prompted to notice that all the words have two syllables. The students say the words and clap the syllables again, and the teacher separates the words into syllables on the whiteboard. The generalized principle of this lesson is "when a syllable ends with a single vowel, the vowel sound is usually long."

- The PWS materials provide activities and resources for students to practice encoding multisyllabic words in isolation; however, the materials do not use knowledge of syllable types and syllable division principles to encode the words. For example, in Word-Solving Actions, Lesson 16, students attempt to spell unknown words. The teacher uses boxes for each letter,

not each sound, and spells the words in the boxes. Suggested words are *snow* and *tomorrow*. The materials do not suggest breaking the words into syllables or identifying the syllable types before writing the words in the boxes.

- The PWS materials suggest activities and resources for students to practice decoding multisyllabic 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 22, students learn about vowel sounds with *r*. In the "Connect Across Texts" section, the materials suggest students read the poem "Pairs of Pears" and highlight words with *r*-controlled vowels to practice after the lesson. The poem has the word *pair* and *pear* one time each, and those are the only words with vowel-*r* combinations in the poem. The poem is four lines long in total.
- The Reading Minilessons do not provide a variety of activities and resources for students to practice decoding words in isolation using syllable types and syllable division principles. In SAS.U2.RML5, the goal is "Break a word before the consonant and *le*." In this lesson, students use word parts to decode *gentle, gurgle,* and *bottle* in the connected text *Bigger or Smaller.* The lesson does not provide opportunities to decode multisyllabic words in isolation nor 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 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 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. Lessons at this level typically involve words written on the board, syllables clapped, words read, and then syllables separated by a slash.

Heinemann Grade 2
English Phonics Program Summary

Indicator 3.C.4

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

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

Partial Meets| Score 2/4

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

Materials do not provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials provide some direct instruction for 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 second-grade-level

morphemes *un-, re-, dis-, -ed, -es, -ing, -er, -est,* and *-s*, as outlined by the TEKS. The lessons are "Word Structure," Lessons 9–25 and 28. In the "Suggested Sequence for Phonics Instruction," these lessons are woven within the other conceptual lessons, with Lesson 28 suggested as the last lesson of the year (the 100th lesson of 100 lessons). However, the 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 one lesson—Minilesson 6, SAS.U2.RML6. The materials state that before the lesson is taught, the teacher should ensure the students understand certain terms, including *prefix* and *suffix*. The lesson teaches students to take a word apart by using their finger to break up the word. The lesson includes the principle of covering the prefix or suffix to take apart the base word. The rationale of the lesson tells the teacher how to take multisyllabic words apart by removing the prefix or suffix to focus more on the word's meaning. The materials state to make sure the students understand the concept of an affix, including prefixes, suffixes, and inflectional endings. The lesson first focuses on the word *cracking*. Students work on removing the suffix *-ing* to expose the base word *crack*. The lesson continues with words such as *disability* and *colorful*. The materials do not present less complex to more complex objectives; lessons are not taught in a logical order aligned with the TEKS; and lessons 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 state, "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 a "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, materials provide some explicit instruction for supporting recognition of common morphemes. For example, in Word Structure, Lesson 10, students learn to recognize and use plurals that end with *-s* to make them sound right in a sentence. The teacher writes: "The cat sleeps." "The cats sleep." The teacher states: "What do you notice about these two sentences? How many cats are in the first sentence? More than one cat. How many cats are in the second sentence? Just one cat. What do you notice about the last word in both sentences? The first sentence with more than one cat says *sleep* without the letter *s* at the end of the word. The second sentence with just one cat says *sleeps* with the letter *s* at the end of the word." The teacher reads the sentences and explains how they sound right. The teacher continues with the sentences "We bake a cake." "We bakes a cake." "The dog plays." "The dogs play." Students practice on sentence sheets, reading the sentences, adding a verb with the *s* ending, then reading to a partner. The students share their sentences, while the teacher checks for correct

usage of the *s*.
- In Reading Minilessons, there is limited explicit instruction regarding recognition of common morphemes. For example, in SAS.U2.RML6, the materials direct the teacher to segment *cracking* into *crack* and *ing*. The materials then direct the teacher to segment *disability* and *colorful*, but they do not provide a script on how to segment the words. The words are modeled on a sample anchor chart. These are the only three affixes addressed. The materials do not mention the other grade 2 affixes listed in the TEKS, including *un-, re-, -ly, -er, -est,* and *-ion/tion/sion.*
- 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.**

- PWS materials provide limited explicit instruction for using the meanings of morphemes for encoding and decoding. For example, in Word Structure, Lesson 13, students learn that the ending *-ed* can have several different sounds. The teacher builds the words *filled, melted,* and *walked* with magnetic letters and asks students what they notice about the words. After students notice they all end in *-ed*, the teacher asks students, "What do you notice about how the ending sounds in each word?" The lesson states, "Help children recognize that the ending *-ed* sounds slightly different in each of these words." The teacher then helps the students notice that *-ed* in *filled* sounds like /d/; *-ed* in *melted* sounds like /ed/; and *-ed* in *walked* sounds like /t/. The students then complete a three-way sort of word cards. Words are sorted by the sound of *-ed*. However, materials do not provide a generalization about when *-ed* makes each sound, for the teacher or for the student.
- In Reading Minilessons, there is no instruction for using the meanings of morphemes to support decoding, encoding, or comprehension. In SAS.U2.RML6, the lesson states: "When you get to the word cracking, use a sticky note or card strip to cover the affix (*-ing*). Read the base word alone and then the whole word. Read the rest of the sentence then reread the whole sentence. 'What did you notice I did when I got to the word *cracking*? Where did I break the word?' Prompt the children to say that you broke the word apart after the base word (*crack*) and before the ending. Then read the whole sentence again to make sure *cracking* made sense, sounded right, and looked right." The lesson continues with *disability* and *colorful*. However, the meanings of the affixes are not addressed in the lesson. The materials do not provide sufficient support for students to connect meaning to affixes and build new words. Students are not provided adequate opportunities to engage in multiple reading and writing activities that focus on the application of base words and affixes.

Heinemann Grade 2
English Phonics Program Summary

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 12, students use a word card to change the spelling and meaning of the word using the *-ed* word ending cards. For words that need a double consonant, students insert a consonant letter card to spell the word correctly. Students complete this activity with ten words and then write those words on a list sheet. Words include *tip/tipped, play/played, fix/fixed, mop/mopped, pet/petted, jump/jumped, plan/planned, bump/bumped, drop/dropped,* and *clap/clapped*. The "Connect Across Texts" section states, "As you reread books, point out one or two past-tense verbs with the *-ed* ending." In the "Shared Reading" section, the lesson recommends reading "The Goat" from *Words That Sing* or "There was a Little Turtle" or "They Walked the Lane Together" from *Sing a Song of Poetry*. The lesson states to "locate verbs that have double consonants before the *-ed* and mark them with a highlighter or highlighter tape." However, there is no evidence of reinforcement of skills through cumulative review.
- The Reading Minilessons are not tied to a scope and sequence or specific morphological skills and therefore do not incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). 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 example, in Word Structure, Lesson 16, students decode lists of words in isolation that contain the suffix *-es*, including *bench/benches, wish/wishes, fox/foxes, glass/glasses,* and *quiz/quizzes*. The lesson continues with students drawing a card and writing both the singular and plural form of the word by adding the suffix *-es*. The Connect Across Texts section states, "As you reread a book, pause to have children identify one or two plural nouns that are made by adding *-es*." The Shared Reading section recommends reading "If Wishes Were Horses" or "Wash the Dishes" from *Words That Sing*. In "Independent Writing," the lesson states: "Draw attention to the principle for forming plurals with *-es* while conferring with children." However, the lesson does not provide explicit instruction for encoding in connected text.
- 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 22, students decode lists of words in isolation that contain the suffixes *-er* and *-est.* The Shared Reading section recommends reading "Taking Off" from *Words That Sing* or "A Fairy Went a-Marketing" or "The Bear" from *Sing a Song of Poetry*. In Independent Writing, the lesson states, "When helping writers use description, model how they can compare one object to another by using the *-er* or *-est* ending." However, the lesson does 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 suggests reading big books with unfamiliar multisyllabic words. The introduction goes on to state: "As you read aloud and enjoy these books together, help children demonstrate how to break apart multisyllabic words with a finger, discuss how to figure out what words mean by using context, and discuss how to figure out what words mean by 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.

Heinemann Grade 2
English Phonics Program Summary

Indicator 3.D.1

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

1	Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson.	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"), "Spelling Patterns," Lesson 13, students recognize and read words with vowel combinations. The teacher writes *rain, pail, mail,* and *pain* on the board. The teacher then asks: "What do you notice about all of the words? They all have two vowels together." The teacher then reads the words with the students again and asks: "What do you notice when you listen to the words? The vowel sound is the name of the first vowel." The students then sort *brain, sail, nail, train, rail,* and *chain* with the teacher. The teacher questions what they notice and states: "Two vowels together are called a vowel combination. Sometimes the vowel combination sounds like the name of the first vowel."
- In PWS, "Letter-Sound Relationships," Lesson 19, word cards are used to show vowel teams. The teacher displays *rain, paid, tray,* and *pay* and asks: "What do you notice about all of the words? Each word has the *long a* sound /a/." Teachers encourage students to notice and discuss the letters that stand for the *long a* sound. The lesson repeats this process with each of the long vowel sounds and states: "In some words, such as *rain* and *boat*, two vowel letters together stand for one sound. The two vowel letters stand for the sound of the name of the first vowel. In some of the words, such as *tray* and *snow*, a vowel letter together with a consonant letter stand

for one vowel sound. *Y* and *w* become part of the vowel team." 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 "Jackal and Lion: An African Folktale," retold by Udo Van Rooyen. 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." There is a "Possible Teaching Opportunity (During/After Reading)" in the "Revisit the Text" section: "Explain how readers can use familiar combinations of letters to help read unknown words. Using highlighter tape, highlight words *tumbled* and *rumbling* on page 10. Read the word *tumbled* out loud. Using the words *tumbled* and the combination *umbl*, model how to read the word *rumbling*. Then ask children if they can think of other words that share these sounds (*stumble*, *mumble*)." Although the materials provide modeling and demonstration of fluent reading, there is no evidence that this practice is related to decodable texts.
- In "Reading Minilessons," SAS.U3.RML3, the lesson title is "Put Your Words Together So It Sounds Like Talking." The teacher models the text "Side By Side" twice, the first time with inappropriate phrasing and the second time with appropriate phrasing. The teacher then asks the students what they noticed about the reading and points out that words should be grouped together to sound like talking. The teacher reminds students, "As you read today, you will practice putting your words together, so it sounds like you are talking." However, there is no evidence that this skill is 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.)

- In PWS, the materials provide limited word reading fluency practice in partners. For example, in Spelling Patterns, Lesson 17, students work independently to sort a stack of word cards by double consonant at the beginning or double consonant at the end. Students then write the sorted words into lists and practice reading the lists of words independently and to a partner. The materials do not provide lists of words for students to practice fluency in the phonics skill.
- In PWS, the materials provide word reading fluency practice in most lessons, in a whole group with choral reading response. For example, in "Word Structure," Lesson 28, the teacher uses magnetic letters to build words with prefixes, such as *unhappy, redo, untie,* and *disappear*. Students read them aloud as a class. Students then create additional words on sentence strips, cut the prefix and root word apart, reassemble the words, and read them with a partner.
- 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-correcting, solving words, and fluency)." Regarding "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…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 materials refer the teacher to poems in *Sing a Song of Poetry* and *Words That Sing* in the "Connect Learning Across Texts" section, the poems and texts found in these anthologies are not decodable texts. They are not aligned with the suggested scope and sequence of the lessons. For example, in PWS, Spelling Patterns, Lesson 14, students learn VVC patterns. For connected text, it refers teachers to "The Goat" in *Words That Sing*. The first stanza of the text is "There was a man—now please take note—There was a man who had a goat. He loved that goat—indeed he did—He loved that goat just like a kid." The only words in the poem with vowel combinations are *goat, please, indeed, three, railroad, train,* and *heaved*. Additionally, the poem includes a nondecodable word for second graders—*cough.* 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 [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 L" (suggested for the middle of the year in grade 2) include "many multi-syllable words, some technical or scientific, full range of plurals signaled by language structure, a variety of high-frequency words with inflectional endings, adjectives with the comparative endings *-er, -est,* nouns formed with verbs and the suffix *-er*: e.g., *teacher, baker,* many multisyllable words with complex letter-sound relationships, words with easy spelling patterns (VC, CVC, CVV, CVCe, CVVC, VCe, VCC), wide range of contractions and possessives, full range of compound words, base words with affixes (prefixes and suffixes), and common (simple) connectives." 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.

Heinemann Grade 2
English Phonics Program Summary

Indicator 4.1

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

1	Materials include a variety of diagnostic tools that are developmentally appropriate.	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 six categories of assessments: "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 Letter-Sound Relationships assessment has a progression of eight skills from simple to more complex: "1. Saying and Identifying Beginning and Ending Consonant Sounds in Words, 2. Matching Beginning Consonant Cluster Sounds with the Letters That Represent Them, 3. Matching Ending Consonant Cluster Sounds with the Letters That Represent Them, 4. Matching Ending Consonant Digraph Sounds with the Letters That Represent Them, 5. Matching Long Vowel Sounds with the Letters That Represent Them, 6. Matching Short Vowel Sounds with the Letters That Represent Them, 7. Comparing and Identifying Long and Short Vowel Sounds, 8. Recognizing and Using Vowel Combinations."
- 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 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 portion 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 during the minilessons throughout the entire umbrella. For example, in Umbrella 2, "Solving Words," questions include "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?"
- 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 that you make 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 Letter-Sound Relationships, there are 14 assessments (Assessment A–N). 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 Letter-Sound Relationships Assessment A, "Saying and Identifying Beginning and Ending Consonant Sounds in Words," the materials list step-by-step directions, such as "Select words from the word list included on Assessment 1." The directions continue to instruct the teachers to "Ask children to listen to each of the words you say and write the letters for the sounds they hear." The final instructions are: "Record information under Child's Attempt and Sounds to Teach on Assessment I. For each word, identify the phonemes that children accurately

represent. Accept substitutions such as *c* for *k*. All the words have regular patterns that can be recorded by hearing the sounds and matching them to letters. Some consonant clusters that represent one sound (*ch, sh, th, wh*) are also included. Record on both Individual Records (Assessment I and Assessment J) the number of different phonemes that the child can represent correctly."

- Within the How to Use It section of Letter-Sound Relationships Assessment A, "Recognizing and Using Syllables in Words," step-by-step directions state: "Administer this assessment to the whole class. Distribute the syllable recognition sheet. Have the children listen carefully to each word when you read it and count the number of parts or syllables they hear. Have them circle the correct number. On the Class Record (Assessment J), list the numbers of words in which each child identified the correct number of syllables (for example, x/5 one-syllable words, x/12 two-syllable words, x/6 three-syllable words, x/7 four-syllable words)."

- Although the Reading Minilessons do not include diagnostic assessments for measuring phonological awareness and phonics skills, the Reading Minilessons 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 for observation 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 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, the lesson for *Bringing Home the Beach* by Mia Lewis 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 H 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, Letter-Sound Relationships Assessment I contains an "Individual Record (Saying and Recording Sounds in Words)"; Assessment J contains an "Individual Record (Letter-Sound Knowledge)"; and Assessment K contains a "Class Record (Consonant Clusters)." 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.

Heinemann Grade 2
English Phonics Program Summary

Indicator 4.2

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

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

- Materials include progress monitoring tools that accurately measure students' acquisition of grade-level skills. Within the "Phonics, Spelling, and Word Study" ("PWS") lessons, the materials provide two assessment strands: "Ongoing Observation" and "Systematic Assessment Tasks." Systematic Assessment Tasks are "formally structured experiences in which the tasks are standardized." Assessment tasks are available within the online resources; there are a variety of assessments for each of the nine components of the PWS materials. For Ongoing Observation, each lesson includes suggested observational assessment tasks to measure each student's understanding of that lesson.
- The PWS online resources provide multiple assessment components. The "Assessment Overview" states: "You can use these tasks in multiple ways: You can use them as diagnostic tools to determine what children know and need to know; you can use them as monitoring tools to help you keep track of your teaching and children's learning; and you can also use them as documentation of the teaching and learning you and the children have accomplished." There are six categories of assessments: "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 Letter-Sound Relationships Assessment has a progression of eight skills from simple to more complex: "1. Saying and Identifying Beginning and Ending Consonant Sounds in Words, 2. Matching Beginning Consonant Cluster Sounds with the Letters That Represent Them, 3. Matching Ending Consonant Cluster Sounds with the Letters That Represent Them, 4. Matching Ending Consonant Digraph Sounds with the Letters That Represent Them, 5. Matching Long Vowel Sounds with the Letters That Represent Them, 6. Matching Short Vowel Sounds with the Letters That Represent Them, 7. Comparing and Identifying Long and Short Vowel Sounds, 8. Recognizing and Using Vowel

Combinations."

- Materials provide frequent, strategic opportunities to monitor and respond to student progress toward appropriate grade-level and content skill development. Each Phonics and Word Study lesson contains a "Plan, Teach, Apply, Share, Assess" structural routine. Within the Assess portion, several bullets guide the teacher in assessing student progress toward the skill of the lesson. For instance, in Letter-Sound Relationships, Lesson 13, the Assess section says to observe children reading words that end with consonant clusters and to notice the patterns they recognize quickly and the patterns they struggle with. Then the teacher will dictate six to ten words that end with consonant clusters and notice how they represent the sounds in their writing. The materials also state: "You may wish to use Letter-Sound Relationships Assessment A, C, I, J, or L." The materials do not state which level constitutes mastery on the assessments.
- Phonics and Word Study lessons provide suggestions for additional assessments to monitor student progress. For example, in Letter-Sound Relationships, Lesson 11, the students learn about consonant digraphs. In the Assess section, the materials guide the teacher to "notice whether students are representing medial consonant digraphs accurately in their writing." The final assessment guidance for this lesson is: "Observe children reading words with medial consonant digraphs. Take note of digraphs children are still learning to control." The lesson does not reference a formal assessment from the "Assessment Guide."
- 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 Second Grade," there is an assessment section at the end of each "umbrella," which provides information for the teacher to determine what minilessons to reteach if needed and what umbrella to teach next. 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." The suggested observations 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?" 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 "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.

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 High-Frequency Words, Lesson 9, the suggested observational assessments are: "Have children keep a list of high-frequency words in their writing folder. Have them check or highlight words they have learned to write. Observe the children's speed on

recognizing high-frequency words as they read." The suggested formal assessment is "You may wish to use High-Frequency Words Assessment A, B, or C." Although each lesson has its 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 long to 2.5 weeks. 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 requiring 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.

Heinemann Grade 2
English Phonics Program Summary

Indicator 4.3

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

1	Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.	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 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, "High-Frequency Words" Assessment A evaluates students' ability to read high-frequency words. The teacher individually assesses a student by having them read the selected list of words. The data can be recorded on the "Individual Record (Assessment C)." The "What to Notice" section guides teachers to look for "number of high-frequency words read accurately, speed of word recognition, partially correct attempts or parts of words known, degree of difficulty of known words."
- 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

Heinemann Grade 2
English Phonics Program Summary

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 Minilesson" 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 it does 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 concerns 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 "Word Structure" Assessment B, students are evaluated on their ability to hear word parts and understand that every syllable has a vowel. The directions state: "Dictate the list of words to children and ask them to write as much as they can of each word. Do not score this assessment for accurate spelling; instead, notice the ways children have tried to represent syllables. Notice whether each syllable includes a vowel. Place a check in the appropriate box on the Class Record (Assessment J), to indicate satisfactory representation of one-, two-, three-, or four-syllable words." The What to Notice section guides to observe the "number of words that the child can write representing the correct number of syllables, ability to include a vowel sound (and letter) in each syllable, knowledge of letter-sound relationships, knowledge of 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

Heinemann Grade 2
English Phonics Program Summary

student data, the materials provide a Literacy Continuum for some guidance on instruction 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 2 letter-sound relationships goals include the following: "Recognize and use two consonant letters that usually represent one sound at the end of a word; Recognize and use middle consonant sounds that are sometimes represented by double consonant letters; Recognize and use consonant letters that represent two or more different sounds in the middle of a word."

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.

Heinemann Grade 2
English Phonics Program Summary

Indicator 5.1

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

1	Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.	PM
2	Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.	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 2 "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, different examples, or more challenging activities." For example, in "Word Structure," Lesson 23, "Recognize and Use the Suffixes *-er* and *-est* to Show Comparison," the "Extend Learning" section suggests: "Have children sort the word cards by words that require a doubled final consonant before adding *-er* or *-est* and words that need the *y* changed to *i*. Have them choose a few words from each category and add the endings."
- In "Spelling Patterns," Lesson 8, the goal is to recognize and use phonograms with ending consonant clusters (VCC). The materials state that by now, students should be able to recognize spelling patterns; identify the VCC pattern that is found in their reading and vocabulary; and connect words with the pattern to new words, including those that begin with the vowel and those that begin with consonants or consonant clusters. The materials state to work with a small group of students who need assistance in sorting words.
- In Spelling Patterns, Lesson 4, the Extend Learning section states: "Repeat the lesson with other VCe phonograms such as *-oke* and *-ose*. Give the children three-way sorts and ask them to write around the room. They will record on the sort any *-ate, -ake*, and *-ame* words they find around

the room." 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 K lesson using the text *Growing Antlers* by Zeke Shepherd, the Phonics/Letter and Word Work lesson goal is to "help the readers become more flexible with taking apart words with endings." The lesson guidance describes students will "take apart words with inflectional endings (-*ed, -ing*)." Teachers are guided to write the words *fighting, filled, growing, helping, melted,* and *walked*. Students read the words with the suffixes covered. Students then take apart the words and identify the base and the ending.

- The "Reading Minilessons" do not provide lessons for scaffolding and differentiation, but they 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 section can help teachers determine what minilessons to reteach if needed and what "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." Lesson 10 of Spelling Patterns works on the principle of recognizing and using phonograms with ending consonant clusters (VCC). After the lesson, the Interactive Writing lesson states to have students think of another word with the VCC pattern and review the relationship between the words. In the Independent Writing portion, the materials state to teach students to use phonograms they know to check the spelling of words they have written. There are no defined instructions for those students that have mastered the lesson and need extended lessons.

- The "Routines and Instructional Procedures for Effective Teaching: A Few Further Suggestions" section guides teachers: "Provide Apply activities with potential multilevel learning that permits advanced students to apply the principle to more sophisticated

examples and to make more discoveries and allow children who are less experienced to develop the understanding with simple samples." Although there are several instructional routines explained explicitly, no explicit instructions are given in this section to further explain how to scaffold instructional approaches. The materials provide explicit instructions on how to repeat the lesson with additional/different words or examples. For example, in the grade 2 "Suggested Sequence for Phonics Lessons," there is a column titled "Teaching Suggestions for Extending Learning." For "Letter-Sound Relationships," Lesson 15, "Recognize and Use Consonant Clusters at the End of a Word," the suggestions for extended learning are to "say each word slowly and slide a finger under the letters to help them notice the letter-sound relationships." This suggestion is to ensure students are sensitive to the sounds related to the letters *mp, nk, nd,* and *nt*.

- 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 *Dancing in the Mud,* retold by Nancy K. Wallace, the materials provide six "Possible Teaching Opportunities [During/After Reading]." One of the activities is "Point out compound words: *henhouse, overstay*. Have children use word parts to tell meaning."
- 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.U2.RML2, "Break a word between two consonants, but keep consonant digraphs together," the Extend the Lesson section states: "Use prompts such as the following from the Prompting Guide: 'You can break the word. You can use your finger to break the word. 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

Heinemann Grade 2
English Phonics Program Summary

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 Spelling Patterns, Lesson 4, the materials link the poem "Take Me Out to the Ball Game." The "Instructional Suggestions" part of the chart guides teachers: "Children may know this classic ballgame song. Once all are familiar, invite the class to perform it; some children will have acting roles, some singing roles, and some will have both. Ask part of the class to sing lines one through four; part of the class to perform the role of the crowd that root[s], root[s], root[s] on lines five and six; one child to be the player who swings a pretend bat and strikes out on line seven; and one child to be the umpire who sings and acts out For it's one, two, three, strikes, 'You're Out!' [also on line seven]. Have all children sing the final line." This resource also includes a list of "Fifty Ways to Use Poetry Chart Poems," such as "Poem Innovations, Poem Performances, and Poetry Picnic."

- The "Connect Across Texts" section provides suggestions for enrichment via Interactive Writing and Independent Writing. In "Word Structure," Lesson 1, Interactive Writing suggests, "When the children write words with double consonants in the middle, have them clap and listen for the middle sounds and then write the first and last parts." Independent Writing suggests, "Remind the children to use the pattern of double consonants in the middle when they edit their writing for spelling."
- 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 N Guided Reading lesson using the text *Goats in Trees* by Corey Flannigan, the Phonics/Letter and Word Work activity is a sorting activity where the students sort words into long and short vowel sounds in a pocket chart. The Writing About Reading activity focuses on the relationships within the story. Students are asked to draw or fill out a graphic organizer to show the relationship between the goat herder, the goats, and the trees in the story.
- 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 Amazing Seahorse* by Andrea Young, the materials provide five "Possible Teaching Opportunities [During/After Reading]." One of the activities is "Emphasize phrasing as you reread. Point out that the writer has used line breaks to help the reader read with correct phrasing."

Heinemann Grade 2
English Phonics Program Summary

Indicator 5.2

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

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

Meets | 2/2

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

"Independent Writing," children use patterns they know to check the spelling of words. In "Shared Reading," students read "Higgledy Piggledy, See How they Run" in *Words That Sing*. They use highlighter tape to identify words with the short vowel pattern.

- 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.U2.RML7, "Look for a part of the word that can help," includes an anchor chart. At the top, it says, "Look for a part of the word that can help." Below, it has a picture of a boy reading a book with a speech bubble that says, "*win-ter*. The word is *winter*!"
- The Shared Reading lesson for *Amazing Nests* 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 5, "Recognize and Use Phonograms with a VCe Pattern," teachers are guided to write words on a whiteboard that have the *-ice, -ide,* and *-ine* endings and have students notice the spelling pattern. Students then sort the words by spelling pattern and write additional words with the same patterns. The whole group lesson ends with students chorally reading all the words written and the teacher repeating the principle of the patterns. The "Assess" section of this same lesson guides teachers to observe "whether children can identify words by the VCe spelling pattern" and give students "two columns of *-ine, -ice,* and *-ide* words and ask them to read the words and draw a line between words with the same patterns at the end." Teachers also may wish to "use Spelling Patterns Assessment A, B, C, D, E, or F," which are individual assessments.
- Phonics, Spelling, and Word Study 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 "Letter-Sound Relationships," Lesson 22, students work with a partner or small group of three or four to play a "Concentration" game. Students use pre-

printed pairs of words. All the cards are turned upside down, and students take turns flipping over two at a time to make matching pairs and say the vowel sound.

- 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, the teacher may have a one-on-one reading conference. The introductory material of Reading Minilessons states: "While the children are reading independently, you may be meeting with small groups for guide reading or book clubs, rotating to observe work in literacy centers, or conferring with individuals. If you have a reading conference, you can take the opportunity to reinforce the minilesson principle."

Heinemann Grade 2
English Phonics Program Summary

Indicator 5.3

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

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

Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. 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. For example, it suggests to "use many hands-on activities so that children have the chance to manipulate magnetic letters and tiles, move pictures around, and work with word cards and name cards." Another suggestion is to "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-Sound Relationships," Lesson 23, "Recognize and Use Vowel Sounds with *r*," the Working with English Language Learners section suggests: "Depending on their first language, English language learners may find it difficult to pronounce words with *r*-influenced vowels. Accept approximate pronunciations. Draw children's attention to the visual features of words. Then help them form categories of words for the different vowel sounds."
- 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

the text *Inside a Cow* by Catherine Friend, the guidance for "Supporting English Learners" includes directions on how to "support children's understanding of the concepts." One suggestion is "Ensure that children understand the concept of a cow's eating 'process.' Explain that the illustration shows the cow's 'insides' or parts of the stomach."

- 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 L, *Earl on His Own*, a Supporting English Learners note in the margins says to make sure that students understand the concept of syllables. It continues: "Model saying the word *syllable* and have the students repeat. Pantomime and use pictures to help students understand each word that you write. Model saying words. Have the students repeat."
- 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."

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, in the "Oral Language" section, suggestions include: "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." Another example can be found in the "Reading" section: "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." A third example is found in the "Writing" section: "Learn something about the sound system of the children's first language. That knowledge will give you valuable insights into the way they 'invent' or 'approximate' their first spellings. For example, notice whether they are using letter-sound associations from the first language or whether they are actually thinking of a word in the first language and attempting to spell it."
- 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.

Heinemann Grade 2
English Phonics Program Summary

- In the "Plan" section of three lessons, the Working with English Language Learners section encourages the use of students' first language as a means to linguistic, cognitive, and academic development in English; however, the suggestions are not strategic. In Letter-Sound Relationships, Lessons 10 and 11, the section states: "Be sure that children are familiar with the meanings of the words used during the lesson and in the application activity. Keep in mind that some sounds may be difficult for English language learners to pronounce because they vary so much from the sounds in their own languages. Accept approximations and provide many opportunities for them to say the words and to make their own connections to letters based on what they hear." "Word Structure," Lesson 2, states: "English language learners may be very familiar with the concept of syllables in words from their own languages. If so, clap a few of these words to identify syllables. If possible, use pictures to go over the English words you will be using, and be sure that the children understand the meaning of each one. Model approximate pronunciations. Working with syllables will help children become more precise in the way they say English words."
- 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 Shared Reading. Titles include *El pico perfecto* by Stephanie Patron Cahill and *Sopresas en la sabana* by Kelly Martinson. The materials provide the lesson texts in both Spanish and English, including audio. In the Shared Reading lesson using the text *Animals with Jobs* by Charlotte Rose, materials guide teachers to "check children's understanding of concepts," "check that children understand the concept of service animals, such as seeing-eye dogs, and explain that some animals are trained to do jobs which help people perform different activities."
- 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."

Heinemann Grade 2
English Phonics Program Summary

Indicator 6.1

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

1	Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.	Yes
2	Materials provide specific strategies and activities for families to use at home to support students' learning and development	Yes
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding students' progress.	No

Not Scored

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

Materials inform families about one aspect of the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials do not contain resources to help teachers communicate with families in an ongoing manner regarding students' progress.

Evidence includes but is not limited to:

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

- The "Phonics, Spelling, and Word Study" ("PWS") materials do not provide ways to inform families about program objectives and suggest ways parents can help support student progress and achievement. Although the materials suggest sending home a poetry newsletter that tells parents the poems children have learned and provides some poems they can sing or say at home, this appears to be the only information about how families can support student progress and achievement.
- For remote learning, the PWS materials include information about how families can support student progress and achievement. For example, the materials include a letter to families explaining the objectives of the program/unit/module and how they can support student progress at home. The family letter is provided in multiple languages.
- 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.

Heinemann Grade 2
English Phonics Program Summary

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 Lesson 15 of "Letter-Sound Relationships," Connect with Home suggests the teacher send home "Lotto" game boards and a set of game cards so students can play Lotto with family members. 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 students' 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, in the Level G reader *Not too Far*, 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 of what levels are and what they mean, for families.
- In the PWS Online Resources, printable assessments include "Spelling Patterns, Letter-Sound Relationships, Word Structure, and High-Frequency Words." The instructions state, "Record results on each child's individual record assessment and the class record assessment." There is no detailed guidance on how that information or if that information should be shared with

Heinemann Grade 2
English Phonics Program Summary

families to communicate students' progress.

Heinemann Grade 2
English Phonics Program Summary

Indicator 6.2

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

1	Digital materials are accessible and compatible with multiple operating systems and devices.	Yes
2	Digital materials support and enhance virtual and in-person instruction.	No
3	Digital materials enhance student learning and are not distracting or chaotic.	No

Not Scored

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

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

Evidence includes but is not limited to:

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

- The 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

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.