

# Heinemann Grade 3

## 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 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.

### Section 4. Progress Monitoring

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

### Section 5. Supports for All Learners

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

### Section 6. Additional Information: Resources

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

### Section 7. Additional Support

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

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## Indicator 2.1

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

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

## Does Not Meet | Score 0/4

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

Materials do not include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials do not demonstrate vertical alignment that shows the progression of skill development from year to year. Lessons do not follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).

Evidence includes but is not limited to:

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

- Materials do not include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. For example, the “Phonics, Spelling, and Word Study” (“PWS”) materials include a chart titled “The Nine Areas of Learning Across the Year” that outlines the plan of instruction for the year by listing the lessons and skills in the program. The chart lists the areas of learning covered, including early literacy concepts, phonological awareness, letter knowledge, letter-sound relationships, spelling patterns, high-frequency words, word meaning, word structure, and word-solving actions. Early literacy concepts, phonological awareness, and letter knowledge are not addressed in the grade 3 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” provides 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 are presented 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 3, the materials suggest a

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series of onset and rime lessons and a review of CVC, VCC, and VVC before identifying syllables and decoding words with three or more syllables. Although the majority of the TEKS are covered within the materials, the scope and sequence does not have full alignment with the TEKS.

- Although the PWS materials contain two documents to suggest a sequence, both are suggested and state that lessons may be abbreviated, omitted, or repeated. The Nine Areas of Learning states: “The map shows a continuum of easier to harder principles... If children are very knowledgeable and experienced, you may decide that some lessons can be abbreviated or omitted. If children are very inexperienced in a given area, lessons may need to be repeated using different examples.” The Suggested Sequence states: “Children may have learned a great deal in shared reading and early guided reading lessons so that early literacy behaviors are well established. You might not need to use all of the lessons in this area. Remember that you can repeat the lesson using other examples if you think your whole class needs more work on the principle. Some lessons may need to be repeated or extended over several days because there is a great deal of content to be covered—for example, consonants and related sounds. You can make adjustments in the sequence. If you are working on a series of lessons on one topic (for example, phonogram patterns), you may want to stick with it a few more days to get it firmly in place. It’s important to remember that you can skip over lessons if children already understand and can apply the principle. Don’t teach a lesson just because it is there.”
- Within the “Grade 3 Interactive Read-Aloud Collection Guide,” the materials list the suggested texts in clusters of two months throughout the school year. The sequence covers 10 months; suggestions are given for Months 1 and 2, Months 3 and 4, Months 5 and 6, Months 7 and 8, and Months 9 and 10. For Months 1 and 2, 25 texts are named and divided by genre. Each text set (there are five titles per set) has an essential question and a separate theme. The lessons are not aligned to the TEKS and do not include a systematic, year-long plan for phonics instruction.

**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 Third Grader Should Know.” It does not list skills by reading concepts. Instead, it provides a list of 15 literacy skills “Third Graders Have Learned.” It also lists 17 literacy skills “Third Graders Are Learning.”
- In the “Literacy Continuum,” there is a section titled “Phonics, Spelling, and Word Study,” which 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 3 and each 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 or phonics in the resources, so there are no skills to build upon.
- The grade 3 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

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for a Level O reader, *Shells, Spikes, and Scales* by Devra Speregen, includes to “recognize and break apart words with vowel sounds with *r*.” The suggested instruction for “Word Work” for this text instructs students to write words on a whiteboard to “become more flexible with words that have a sound with *r*.” The materials instruct teachers to have students write the words *dare*, *hair*, and *pear* on the whiteboard and read the words aloud. Students are then asked to notice and verbalize that while “the words have the same vowel sound with *r*, the spelling for the sound is different.” The process repeats using the words *scare*, *fair*, and *wear*. Each Guided Reading lesson has a built-in Word Work lesson; however, there is no evidence that the materials clearly outline 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, and it is possible that some concepts will not be taught.
- Materials include a Master Lesson Guide, which recommends that each of the components should not be taught daily. The sequence of lessons is a suggestion for the teacher to follow. The materials note that the lessons are sequenced by typical appropriateness within each of the nine areas, so there is variety in the kinds of lessons that fall early in the year, in the middle, and late in the year. Materials suggest the teacher keep a record of what has been taught. The materials indicate that the teacher should utilize simple assessments to determine where the students are in their learning and what their strengths and weaknesses are. The materials state that if the teacher determines the principle is firmly established, the lesson should be skipped. The teacher is informed that there may not be a need to use all of the lessons in an area; meanwhile, if some students are struggling with the principle, the teacher can hold a brief reteaching meeting to repeat the lesson. The lesson guide begins with two days of letter-sound recognition, then moves on to 14 lessons of word-solving actions. The materials introduce spelling patterns in Lesson 29. The entire year follows this type of schedule.
- Within the “Grade 3 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 P reader, *Life in the Redwood Forest* by Joanna Salins, is to “recognize and use the prefix *un-*.” The Word Work Goal and Instruction for a Level L reader, *A Day Just for Kids* by Ellen Catala, is to “recognize and break apart words that contain phonograms with a double vowel pattern.”

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### Indicator 2.2

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

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

### Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- The “Phonics, Spelling, and Word Study” (“PWS”) lessons include guidance for components of the gradual release of responsibility model. The introduction section, “Where Does Phonics Instruction Fit in the Design for Literacy Learning?” identifies the instructional framework the materials use for explicit instruction. The lessons follow a “Teach, Apply, Share, Connect” cycle. The Teach portion involves “a whole class lesson based on a principle related to phonics.” The Apply portion of the lesson is included to “apply the principle through hands-on practice.” It is suggested that this part of the lesson be completed “in a small group at literacy centers, or the whole class can engage in the activity with a partner or as individuals.” The Share component of the framework is where “children meet briefly in a whole-class meeting, to talk about the discoveries they made. This brief sharing time gives you (teacher) a chance to assess the effectiveness of your lesson, return to the principle, and summarize the learning.”
- In PWS, “Letter-Sound Relationships,” Lesson 9, “Recognize and Use Middle Consonant Sounds Sometimes Represented by Double Consonant Letters,” is identified as a “Generative” lesson, which “has a simple structure that you can use to present similar content or concepts.” In the Teach portion of the lesson, the teacher is directed to write, across the top of a piece of chart paper, four or five words that have double consonants in the middle of the word, such as *slipper*, *mitten*, *lesson*, *ladder*, and *follow*. The teacher then reads each word in a sentence and asks the students, “What do you notice about all of these words?” The teacher is instructed to “guide students to think about the principle by drawing their attention to the sounds associated with the double consonants.” After additional questioning and student responses, the teacher says, “The two consonant letters stand for just one consonant sound.” For the Apply portion of the lesson, the students play “Word Grid” in pairs or groups. Students choose a card with a double consonant pair on it and cross off a word on their grid that has the same double

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consonant pair. The student who crosses off all the words first wins the game. The Connect portion of the lesson gives teachers four options. The options include a “Shared Reading” activity, a “Guided Reading” activity, a “Shared Writing” lesson, and an “Independent Writing” lesson. Each of these options is practiced with the teacher as a guide.

- 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, in Letter-Sound Relationships, Lesson 10, “Recognize and Use Consonant Letters That Represent Two or More Different Sounds at the End of a Word,” the script states: “Write the following words on a whiteboard: *picnic*, *voice*, *clinic*, and *peace*. Read the words with the students and use the word in a sentence if the students may not know the meaning. What do you notice about all of these words? They all have a *c* at the end, but the letter stands for two different sounds. In the word *picnic*, the letter *c* stands for the sound /k/. In the word *voice*, the letter stands for the sound /s/. Say the words *clinic* and *peace*. Which word ends like *picnic*? Which word ends like *voice*? Erase the two words from the board and write *clinic* beneath *picnic* and *peach* beneath *voice*. Repeat the process using the words *bag* and *wage* to discuss the sounds of *g*; the words *which* and *stomach* to discuss the sounds of *ch*; and the words *booth* and *smooth* to discuss the sounds of /th/.” In the Apply section, students sort, make with magnetic letters, and write on a list sheet words that have different sounds at the end. In the Share section, students talk about any patterns they noticed as they completed the word sorts. However, the lesson script never identifies how to know which sound to use in each pairing or how to know how to sort the words.
- 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.

**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. Materials include various subheadings and annotations to assist teachers in presenting

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the materials. Each lesson has the following subheadings: “You Will Need,” “Explain the Principle,” “Instructional Procedure,” and “Action Tags.” These subheadings clarify the lesson objective, highlight any instructional procedures that are engaged repeatedly in the materials, and help students prepare adequate and appropriate materials.

- Each PWS lesson offers annotated teacher tips: “Understand the Principle,” 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 13, “Recognize and Use Common Abbreviations,” an annotation states 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 other abbreviations.” Understand the Principle states: “Abbreviations are shortened forms of particular words. They are used often in reading and writing. Students will encounter abbreviations in many texts. Understanding the concept of abbreviations and how they are formed will help students understand their meaning and promote correct and conventional use of abbreviations.” Explain the Principle puts the principle into student-friendly language and provides some broad “rules” for the principle: “Some words have a shortened form that uses some of the letters. They are abbreviations. Abbreviations are usually pronounced the same as the longer form of the word. Many abbreviations begin with an uppercase letter, and most are followed by a period.” An additional annotation in this lesson instructs the teacher on the instructional procedure used for the lesson. An additional annotation specifies the instructional procedure used for the lesson—the “Notice Parts” 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 grade 3 Shared Reading lesson using the text *Callaloo Soup* by Lakita Wilson, the About This Book section explains that, “set in Trinidad in the summer of 1933, this historical fiction book tells the story of three girls who become friends in the aftermath of the Trinidad hurricane of 1933.” The annotation goes on to explain that “the writer tells the story from the points of view of three girls who each describe the story events in dated journal entries.” Finally, the materials list four important characteristics to notice about the text, such as that it is a “story about fictional characters set in a real time and place, following an actual historical event” and includes “an author’s note that provides historical context about the story setting.” To support English learners, this lesson has a side annotation that suggests to “support the discussion with sentence frames (e.g., I see... That makes me think that the story took place... Some details I notice are..., which make me think the time is....)”



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### Indicator 2.3

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

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

### Partial Meets | Score 2/4

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

Materials include some guidance for teachers about guiding principles related to specific phonics skills. Materials do not include common phonics pattern misconceptions. Guidance for teachers provides some detailed, specific instructional strategies with some routines for teaching each phonic skill. Materials include some specific guidance for providing students with immediate, corrective feedback. Materials provide some guidance for connecting previously taught phonics skills to new learning. Materials include some guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

Evidence includes but is not limited to:

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

- Although the materials do not include guidance for teachers about common phonics pattern misconceptions, they include some guidance for teachers about guiding principles related to teaching specific phonics skills. For example, in the “Phonics, Spelling, and Word Study” (“PWS”) lesson catalog, “Where Does Phonics Instruction Fit in the Design for Literacy Learning?” guides teachers: “Your explicit phonics lessons are ideally embedded in a design for responsive literacy teaching that offers a coherent, organized combination of experiences, each of which contributes uniquely to children’s literacy development.” The materials then guide teachers to use the “blocks on the right” to obtain additional information on short and direct lessons. For example, in “Word Structure,” Lesson 6, an “Explain the Principle” box instructs the teacher: “A syllable is a word part or a unit of pronunciation. Students need to understand the concept of a syllable as a unit of pronunciation with one vowel sound. Students can notice and use the

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syllable patterns to help them read and write words. When students pronounce an open syllable, the vowel sound is long and their mouths are open in the end.”

- In “Spelling Patterns,” Lesson 8, the focus is “Recognize and Use Phonogram Patterns with a Long Vowel Sound in Single-Syllable Words.” The “Understand the Principle” box states: “Some words have a long vowel pattern. You can hear the long vowel sound [e.g., *make, green, pie, coat, cute*].” Also: “Many long vowel patterns are highly predictable. They have consistent letter-sound relationships that are valuable for students to notice and remember. Once students know to look for specific patterns, they can apply this information to read text and spell words with increased efficiency and accuracy. Making and comparing words according to a variety of features, including long vowel patterns, will heighten students’ awareness of word parts and patterns and increase their flexibility in working with words.” However, the lesson does not provide information about 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 *Bug Band*, students take apart two-syllable words. The materials provide support for English learners in the sidebar. This particular lesson supports English learners by making sure they understand the meaning of each word; the teacher pronounces each word aloud and has the student repeat it. 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 is detailed 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.
- The See and Say routine is used in “Letter-Sound Relationships,” Lesson 11. The focus skill is words with silent consonants. The teacher writes the words *lamb, crumb, and thumb* on chart paper in a column, then reads the words with the students. The teacher asks students what they notice about the words. Then, the teacher writes *silent B* at the top of the column. The teacher

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repeats the same process with *silent L* and *silent T*. The students then play “Follow the Path” to practice reading words and identifying the silent letter.

- 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 K lesson using *The Zip Line* by John Bridger, the Phonics/Letter and Word Work lesson is to “help the readers become more flexible with compound words.” Students write compound words and divide the compound words into parts. Detailed and specific instructions are given on how to complete the activity: “Write the following compound words on the whiteboard: *bedroom, classroom*. Have students read the words. What do you notice about the words?” 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, the guidance is not specific. For example, in Word Structure, Lesson 5, students practice dividing words into syllables. After students have read and clapped the syllables for the words *enter* and *pencil*, the teacher asks, “What do you notice about the first part in both of these words?” The teacher is then directed to “Help students notice that the first syllable ends with a consonant.” Students say where they believe the words should be divided. The teacher draws a slash to divide each word to show *en/ter* and *pen/cil*.
- Many lessons in PWS include suggested answers for teacher questioning. For example, in Spelling Patterns, Lesson 10, the teacher displays the words *good, hood, wood, look, book, could, should, bull,* and *pull* and reads the words with the students. Then the teacher says, “What do you notice about all of these words?” The script provides sample answers: “Some of the words rhyme. Some of the words have the same ending letters. All of the words have the /u/ sound.” The teacher then asks, “What is the same in all of these words? [They all have vowel sound /u/.] What is different? [The vowel sound is spelled differently in each column. Several patterns of letters can represent the /u/ sound.]” However, the materials do not provide specific guidance on how to provide students with immediate, corrective feedback when students do not provide the correct answer.
- Guided Reading materials do not include specific guidance for providing students with immediate, corrective feedback in each lesson. However, within the Guided Reading lessons, the materials suggest non-specific feedback in the “Assessment” section. For example, in the Guided Reading section using the text *Taste It, Don’t Waste It* by Leslie Budnick, 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 the prior knowledge necessary for students

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to be successful in that lesson. For example, in Word Structure, Lesson 4, in the “Plan” section, under “Consider Your Children,” the teacher’s guide states, “In order to benefit most from this lesson, students will need to have good control in simple word patterns, such as CVC and CVCe.”

- Spelling Patterns, Lesson 1, focuses on recognizing and using less common phonograms with a VC pattern. The Plan section states, “This lesson will be appropriate for students who have a good control of the CVC pattern but have little experience noticing words with less common VC patterns, such as *-em*, *-ib*, and *-ud*.”
- The Guided Reading materials do not provide detailed guidance for connecting previously taught phonics skills to new learning. However, in the Guided Reading lessons, there are Phonics/Letter and Word Work activities for each lesson. It is unclear if these lessons cover previously taught phonics skills, as there is no specific sequence for the guided reading texts. For example, in the Guided Reading Level I book *Searching for the Pygmy Hippo*, in the Phonics/Letter and Word Work section, the lesson focus is to help readers practice using words that have double consonant letters in the middle. In the lesson, the teacher writes the words *hippo* and *hidden* on the whiteboard and asks students what they notice about the words. The teacher tells the students to listen as each word is said, then asks, “Where can I break apart each word?” The teacher then demonstrates drawing a line between each consonant to draw attention to the fact that that is where the words are broken apart. There is no mention of or connection to prior lessons.

**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.

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## 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 “Word Structure,” Lesson 5, students work to divide words into syllables. In “Connect Learning Across Contexts,” for “Guided Reading,” materials suggest, “When students encounter longer words with multiple syllables, remind them to look at the parts and break the words into syllables to solve them more easily.” For “Shared Reading,” the materials suggest, “as students attempt to write new words, encourage them to think about how to listen for and write each syllable.” In the same section, for “Independent Writing,” the materials instruct teachers to “prompt students to look carefully at each syllable in the multisyllable words they write and be sure that each syllable has a vowel sound.” 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 14, the focus is “Recognize and Use Vowel Sounds with *r*.” In Connect Learning Across Contexts, the only suggested text is the Shared Reading text *Exploring Underground* by Louis Petrone.
- “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;

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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 Letter-Sound Relationships, Lesson 2, students practice reading and writing words with ending consonant clusters such as *-ft*, *-lf*, *-mp*, *-nd*, *-nk*, *-nt*, and *-st*. In the “Apply” section of the lesson, students read word cards with ending consonants and then make a word that has the same last consonant sound. 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 7, introduces digraphs at the beginning of words. An example word is *choice*. However, the final soft sound of *c* is not introduced until Letter-Sound Relationships, Lesson 10.
- 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 *No Cookies for You*, students work on the skill of taking apart words with the ending *-ed*. The teacher provides words such as *ask*, *dip*, *lug*, *planned*, and *work*. The teacher asks questions about the words pertaining to the skill. 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 if these activities follow phonics lessons that were explicitly taught.

### 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 Letter-Sound Relationships, Lesson 12, students learn to recognize and use consonant letters that represent no sound. In the Connect Learning Across Contexts section, the only suggested text is the Shared Reading text *Saving Cranes* by Brenda Iasevoli.
- 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 K text, *Taste It, Don’t*

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*Waste It!* by Leslie Budnick, is described as “a humorous story that is written in third-person narrative in chronological order.” Words in *Don’t Waste It!* include “Violet did not want to eat her dinner. She folded her arms across her chest. ‘You like peas and you like pasta,’ her mom said. ‘And we know you love cheese,’ her dad said. ‘But I don’t like everything all mixed together!’ Violet cried.” Leveled text does not have a specific phonetic pattern that is clearly identifiable and repeated. The phonics lesson in each Guided Reading lesson is different for each book and level and depends on the student’s reading level.

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## 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.	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 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 the late part of the year, grade 3 students recognize and use more difficult phonogram patterns in single-syllable words: VVCC, VVCe, VCCe, VCCC, VVCCe, VVCCC. Throughout the year, students “understand and talk about the fact that some words have a double consonant that represents two different sounds: e.g., *success*.” In the middle and late part of the year, grade 3 students recognize and use frequently appearing syllable patterns in multisyllabic words: e.g., *alarm*; use short vowel phonogram patterns that appear in multisyllabic words: e.g., *-ab*; and use long vowel phonogram patterns that appear in multisyllabic words: e.g., *-ace*. In the late part of the year, grade 3 students recognize and use unique vowel phonogram patterns that appear in multisyllabic words (e.g., *-oint*) and use other vowel phonogram patterns that appear in multisyllabic words (e.g., *-alk*).
- Grade 3 lessons are organized into “Early in the Year, Middle of the Year, and Late in the Year.” The lessons are organized from easier to harder and are meant to build upon one another. The



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materials provide a suggested year-long sequence in the “Master Lesson Guide: Suggested Sequence for Phonics Lessons.” For example, a lesson at the beginning of the suggested sequence is “WSA1: Recognize and Use Onsets and Rimes to Read Words.” A series of vowel pairs lessons is also suggested as a part of the Early in the Year sequence. Later in the year, lessons include more complex concepts, such as phonogram patterns with the /u/ and /ō/. For example:

- SP3 focuses on “Recognize and Use Phonograms with Vowel-Consonant-Silent e Pattern” (VCe).
- SP4 focuses on “Recognize and Use Phonograms that End with a Double Consonant” (VCC).
- SP5 focuses on “Recognize and Use Phonograms with Ending Consonant Clusters” (VCC).
- SP6 focuses on “Recognize and Use Phonograms with a Double Vowel” (VVC).
- Then, SP8–SP14 address long vowel sounds in single-syllable words, including *long u*; /o/ as in *saw*; /ou/ in single-syllable words; /oi/ in single-syllable words; and vowels + *r* in single-syllable words.
- 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 *Wild Nature* by Gavin Malone, the goal for the “Word Work” portion of the lesson is “Recognize, make, and break apart words with double consonant letters 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 grade-level sound-spelling patterns.

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

- 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. For example, in “Spelling Patterns,” Lesson 7, the teacher posts the words *sneak*, *peak*, and *weak* with magnetic letters. The teacher script includes: “What do you notice about all of the words?” “What do you notice about the vowel sound?” “All the words have the *long e* vowel sound.” “The vowel sound is the name of the first vowel, /ē/, the *long e* sound.” The teacher asks students to change the beginning letter or letters to make more words with the *-eak* pattern. The teacher repeats the process with *-oak*, *-oat*, *ail*, and *-ied*. The next step in the lesson sequence is for the teacher to build the words *oil*, *foil*, and *soil*. The teacher script continues with: “What do you notice about the words?” “What do you notice about the vowel sound?” “The vowel combination stands for a different vowel sound than the long or short sound of either vowel sounds.” The process repeats with “words with *-out*, such as *spout*, *scout*, and *trout*.” The lesson recommends the teacher “build on students’ observations to summarize the principle”: “As you noticed, some words have two vowels together. They’re called a vowel combination. Sometimes the combination sounds like the name of the first vowel. Sometimes it stands for a different sound.” The materials do not indicate how they spiral back and connect the new pattern to previous sound-spelling patterns.
- In Spelling Patterns, Lesson 11, the teacher places a list of word cards in a pocket chart, including *wall*, *paw*, *taught*, *cost*, and *long*. The teacher asks, “What do you notice about these

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words?” Then, based on student responses, the teacher says, “What vowel sound do you hear in these words? Each word has the /o/ sound.” Students are then asked to generate additional words with the /o/ sound in the pattern. The lesson does not include direct, scripted instruction or gradual release, including modeling and guided practice prior to independent practice.

- The 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 *Animal Crossing* by Nico Atwater, the “Phonics/Letter and Work Word” goal is “Recognize and make words that end with a consonant digraph.” The lesson states, “Sometimes consonants join together to make a new sound that is different from the sounds made by the letters themselves.” The teacher uses magnetic letters to make the word *bath* and says, “The word *bath* ends in *-th*. The letters *-th* stand for the sound /th/. Say *bath* with me. The students use magnetic letters to make the words *bath*, *math*, and *with*.” However, these are single-syllable words, and they therefore do not align with grade-level spelling-pattern expectations.

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

- Materials include activities such as card games to reinforce recognition of sound-spelling patterns, but they do not provide an opportunity to develop students’ knowledge of sound-spelling patterns. For example, in grade 3, students begin every lesson with “Notice Parts,” noticing a group of words with a common feature or spelling pattern. For example, Spelling Patterns, Lesson 13, focuses on the two spellings of /oi/. The teacher displays word cards with the *-oi* and *-oy* spelling patterns, then asks students, “What do you notice about all of these words?” The lesson lacks any reference to the spelling pattern *-oi* representing /oi/ when it is in the initial and middle position of words or *-oy* representing /oi/ in the final position of words. Students then play “Concentration.” Students take turns turning over a card with either an *-oi* or *-oy* spelling pattern, reading the word, then turning over a second card, and repeating the procedure. If the two cards have the same spelling pattern, the player keeps the card. The teacher reminds students of the principle: “Several patterns of letters can stand for the /oi/ sound.” This game provides practice decoding words with the *-oi* or *-oy* spelling pattern, but it does not include practice with the sound-spelling principle, such as when to apply which spelling pattern when spelling /oi/.
- Materials provide resources to support practice and reinforcement of skills, designed to be used recursively rather than included in systematic, scripted lessons. It is left to teacher discretion to use these for cumulative review. The materials discuss three vital print resources for the grade 3 classroom that are referred to within the phonics lessons: “Name and Picture Chart,” “Consonant Clusters and Digraphs Charts,” and a “Word References” list/chart students keep in their writing folder. The Consonants and Digraphs charts are found within the PWS “Ready Resources,” along with pocket chart picture cards, graphic organizers, and letter and word cards. All of these resources are discussed in detail in the PWS lessons booklet and throughout the 100 phonics lessons as “Routines and Instructional Procedures for Effective Teaching.” For example, in one routine, “See and Say,” students read a word and identify the silent letter in the word. In another routine, “Hear, Say, and Write: Sound and Letter Boxes,” students use sound box graphic organizers to understand and recognize the sequence of sounds and letters in blends and whole words.

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- *Sing a Song of Poetry: A Teaching Resource for Phonemic Awareness, Phonics, and Fluency* provides other opportunities for activities to develop, practice, and reinforce students' knowledge of sound-spelling patterns.
- 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 patterns activities involve magnetic letters and a discussion routine between the teacher and students. For example, in a Level J Guided Reading lesson using the text *Diary of a Stink Bug* by Jordan D. Brown, the Phonics/Letter and Word Work goal is "Make one-syllable words with y as a vowel." The teacher says *fly* slowly and says: "Think about what *fly* looks like on a page. What letter do you expect to see at the beginning? What letter comes next?" The teacher continues to question and records the words in letter boxes. The teacher says, "This is how you write the word," and points out that the letter y is the vowel in this word. The students read the word. Next, students spell the words *sky*, *fry*, *sry*, *pry*, and *shy* using the same questioning procedure.

**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).**

- Lessons lack instruction on how to decode and encode; instead, lesson instruction focuses on visual patterns in words. In addition, materials provide general suggestions for reading words in context. 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."
- For example, after Spelling Patterns, Lesson 5, on final consonant clusters and digraphs, in "Shared Reading," the teacher can display a poem that includes words with final consonant clusters and digraphs. The teacher covers the spelling pattern on the first reading, asks students to predict the pattern, then shows the words. While this provides an opportunity for the teacher to use connected text to point out sound-spelling patterns, it does not provide an opportunity for the students to independently practice decoding words that include sound-spelling patterns in connected text.
- Isolated opportunities are included for students to practice sound-spelling patterns in isolation. For example, after Spelling Patterns, Lesson 5, on final consonant clusters and digraphs, in "Guided Reading," the teacher is guided: "Write a variety of words containing the VCC pattern. Ask students to read the words quickly to develop quick recognition of the patterns." A word list is not included for the teacher to ensure practice of previously taught grade-level sound-spelling patterns.
- Materials provide some activities to decode and encode words that include taught sound-spelling patterns in isolation and in decodable connected text that builds on previous instruction. For example, Letter-Sound Relationships, Lesson 1, provides students the opportunity to identify, read, and create words that begin with two- and three-letter consonant blends. Students are then able to match beginning consonant clusters with word endings to

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make a variety of words. After students have shared their words, they are then asked to look for these words while they are reading text in guided reading, independent reading, shared writing, and independent writing. In the “Extend Learning” section of this lesson, it is suggested that the lesson be repeated with specific “families” of consonant clusters, such as *r*-clusters (*br, cr, dr, fr, pr, tr*), *l*-clusters (*bl, cl, fl, pl, sl*), two-letter *s*-clusters (*sc, sk, sm, sn, sp, sr, sw*), and three-letter *s*-clusters (*scr, spl, spr, squ, str*). While this suggestion can be used to practice identifying words in connected texts, specific texts are not included or recommended for each sound-spelling pattern to ensure students have adequate practice.

- 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 K Guided Reading lesson, the text, *Night of the Twinkling Lights* by Maxine Rose Schur, appears to be mostly decodable using grade 3 standards. The Phonics/Letter and Word Work goal is “Recognize and break apart words that contain phonograms with a double vowel pattern.” After reading the connected text in the guided reading, students read the words *boot, creek, loose, and steep* in isolation, focusing on the double-vowel phonograms. While the guided reading plan includes an optional “Writing About Reading” section, there is no connected focus on encoding grade-level sound-spelling patterns.

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## 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.

- Materials do not provide a systematic sequence for introducing regular and irregular high-frequency words. For example, materials provide six high-frequency word lessons, including two lessons to recognize and use high-frequency words with three or more letters; two lessons to recognize and use longer high-frequency words, some with more than one syllable; one lesson to acquire a large core of high-frequency words; and one lesson to read and write approximately 500 high-frequency words. These lessons are organized in order from easiest to more complex and are integrated within the suggested scope and sequence for the phonics program. “High-Frequency Words,” Lessons 1–3, are suggested to be taught early in the year; High-Frequency Words, Lessons 4 and 5, are suggested to be taught in the middle of the year; and High-Frequency Words, Lesson 6, is suggested to be taught late in the year.
- PWS materials provide a 500-most-frequent-words list within the “Online Resources” and encourage teachers to work towards teaching students all 500 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.

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## English Phonics Program Summary

The materials introduce high-frequency words but do not appear to offer a consistent year-long set of instruction.

- Although high-frequency words appear in “Shared Reading” and “Guided Reading” texts, there is no explicit instruction for encoding or decoding the words. Therefore, there is no systematic sequence for introducing regular and irregular high-frequency words.

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

- Materials do not provide scripted direct (explicit) instruction for decoding regular and irregular high-frequency words. For example, in “Phonics, Spelling, and Word Study” (“PWS”), High-Frequency Words, Lesson 1, materials state: “This is the word *because*. What do you notice about the spelling of the word *because*?” Example responses include: “The word *because* has two syllables. The word *because* begins with *be* like the words *before* and *become*. The word *because* has the word *cause* in it. The word *because* has a silent *e*.” These are example responses from students. The teacher does not explicitly teach how to decode the regular and irregular parts of the word. The lesson does not apply letter-sound correspondence to decode the words; it relies on memorization.
- Materials do not provide scripted direct (explicit) instruction for encoding regular and irregular high-frequency words. For example, in PWS, High-Frequency Words, Lesson 1 states: “Quickly write the word *although*. ‘What do you notice about the word *although*? Are there any parts of this word that you find challenging that you want to remember?’ Underline the more difficult parts the class identifies. Erase the word and write it again. Continue this process with several words, such as *heard*, *found*, *between*, *themselves*. Have students write the words in their Word Study Notebooks, one at a time. ‘Write the word *although*. Take your time to write *although* from left to right without stopping.’” The lesson does not apply letter-sound correspondence to encode the word; it relies on memorization.
- Within the Guided and Shared Reading texts, the materials provide an opportunity for students to practice reading both regular and irregular high-frequency words within text. However, there is no evidence of direct, explicit instruction or mention of high-frequency words in grade 3 materials.

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

- Materials incorporate some activities and resources for students to develop, practice, and reinforce skills. For example, in PWS, High-Frequency Words, Lesson 1, the students complete a “Make-Say-Check-Mix” activity. The teacher uses magnetic letters and creates a high-frequency word, “emphasizing meaningful parts that help students learn the word.” Students then use a Make-Say-Check-Mix sheet to write a word, say it, and make and mix it three times with magnetic letters, each time placing a completion check on their sheet. In High-Frequency Words, Lesson 2, 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. However, there is no evidence of a cumulative review of high-frequency words.
- In the Online Resources, “High-Frequency Words, Lesson 1, Recognize and Use High-Frequency

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## English Phonics Program Summary

Words with Three or More Letters” is a printable document that includes the Make-Say-Check-Mix document and printable flashcards with high-frequency words. This set includes the words *because*, *before*, and *thought*. There are a total of four of these resources in the grade 3 materials. The final two are classified by the number of syllables rather than the number of letters.

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

- Materials provide some activities and resources for students to recognize, read, and write high-frequency words in isolation. For example, materials include some Online Resources for working with high-frequency words. The Online Resources include printable cards that list high-frequency words with three or more letters; 500 high-frequency words; and longer high-frequency words, some with more than one syllable.
- Materials provide some activities and resources for students to recognize, read, and write high-frequency words in connected text. The “Connect Learning Across Texts” portion of the lesson suggests using a title from the “Fountas and Pinnell Classroom” to practice identifying high-frequency words in the text.
- In PWS, High-Frequency Words, Lessons 1, 5, and 6, students complete a Make-Say-Check-Mix worksheet in which they write some high-frequency words. In this activity, students take a high-frequency word card, say it, make the word with magnetic letters, check it, place a checkmark in the box, and mix the letters. Then they make, say, and check the word two more times. Finally, they write the words in the third column and check them against the word cards.
- The Shared Reading and Guided Reading materials do not provide activities and resources for students to recognize, read, and write high-frequency words in isolation. However, students practice high-frequency words in connected text simply because the texts contain the words. All of the Shared Reading and Guided Reading texts contain regular and irregular high-frequency words that students recognize and read when reading 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.

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## 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 sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. “Letter-Sound Relationships,” Lesson 6, introduces vowel teams; Lesson 9 introduces VCCV words; Lesson 14 introduces *r*-controlled vowels; Lesson 15 introduces closed syllables; and Lesson 16 introduces open syllables. All of the Letter-Sound Relationships lessons include multisyllabic words. “Spelling Patterns,” Lesson 2, teaches closed syllables; Lesson 3 teaches VCe; Lessons 6–8 and 10–13 teach vowel teams; Lesson 14 teaches *r*-controlled vowels; Lesson 15 teaches VCCV; Lesson 17 teaches final stable syllables in conjunction with the *-y* and *-ther* endings. Spelling



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Patterns lessons contain a mix of lessons with only one-syllable words and lessons with multisyllabic words. “Word Structure,” Lesson 4, teaches VCCV; Lesson 5 teaches students to syllabicate a word with clapping; Lesson 6 teaches open syllables; Lesson 7 teaches closed syllables; Lesson 8 teaches *r*-controlled syllables; Lesson 9 teaches vowel-team syllables; Lesson 10 teaches VCe syllables; and Lesson 11 teaches syllabication with VCCV. Word Structure lessons focus on multisyllabic words.

- 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 I Guided Reading lesson using the text *Wild Nature* by Gavin Malone, the “Word Work” portion of the lesson is designed to “help the reader become more flexible with words that contain double consonant letters 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 some scripted direct (explicit) instruction for identifying syllable types and applying knowledge of syllable division principles to decode and encode multisyllabic words. For example, in “Word-Solving Actions,” Lesson 5, the goal of the lesson is to “Break Words into Syllables to Decode Manageable Units.” The lesson starts with *kind*, *unkind*, and *unkindly* on chart paper. The teacher reads the words with the students and asks, “What do you notice about these words?” The students read them again and clap as they say them. The materials state, “As needed, review with students that every syllable has a vowel sound.” The script then directs the teacher to say: “You know that some words have one syllable and some words have more syllables. When you divide a word into syllables, it helps to take it apart and read it. When you read a long word, it helps to say the syllables, then look at them and connect them with other words or parts of words you know. Let’s try to say and take apart these longer words.”
- In Word Structure, Lesson 7, the concept is closed syllables. The teacher writes *robin*, *panic*, and *cabin* on the chart and asks students to read and clap the words. The teacher asks, “What do you notice about the first part in all the words?” The lesson notes that students may say that there are two syllables and the first part ends in a consonant. The teacher asks, “What do you notice about the vowel sounds in all of the words?” The lesson suggests the students will notice the vowel sounds are short. The teacher draws a slash to represent the syllable break in the word *robin* [*rob/in*] and asks, “Why did I draw a slash in the word *robin*? The slash stands for where we break the word.” The teacher invites students to the board to break apart the words *panic* and *cabin*. The teacher then summarizes, “When a syllable ends with at least one consonant, the vowel sound is usually short.”
- The Guided Reading materials provide some scripted direct (explicit) instruction on applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. For example, in the Level J Guided Reading lesson using the text *Garbo’s Grudge* by Pat McCann, the “Phonics/Letter and Word Work” section is designed to “help the

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readers become more flexible with breaking apart words.” The lesson has bulleted directions and a script for teachers. Teachers are instructed: “Write the word *never* on the whiteboard. Read it and have the students read it after you, clapping the syllables. Where would you break this word? Draw a slash between the syllables (*nev/er*). Some syllables end with a consonant, and the vowel sound is usually short.” Teachers are then directed: “Repeat the word *apron* (*a/pron*). Some syllables end with a vowel, and the vowel sound in these syllables is usually long.” The last instruction is “Write the words *bundle*, *decide*, *event*, *master*, *metal*, and *spider*, reading each word as you write it. Invite volunteers to read a word, clap the syllables, and draw a slash mark to divide it.”

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

- The PWS materials incorporate some activities and resources for students to practice syllabication skills. For example, in Word Structure, Lesson 6, students cut word cards into open syllables and then write the words with a slash dividing the syllables on a recording sheet. In Word Structure, Lesson 7, students divide words into syllables with magnetic letters and then write the words with a slash dividing the syllables on a recording sheet. In “Word Study,” Lesson 8, students play “Cut and Connect” by writing words from word cards on blank strips and cutting them into syllables. Students trade cut words with a partner. Then the partner must rebuild the words and “blend the syllables to read them aloud.” There is no evidence of 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 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 *The Ice Swimmers* by Davia Luke, the Phonics/Letter and Word Work portion is designed to “help the readers become more flexible with taking apart words with double consonants.” The activity instructs the teacher to write several words on the board, such as *swimmer*, *middle*, *bigger*, *bunny*, *chilly*, *little*, *running*, and *summer*. Teachers are then instructed to “have students read the words.” The teacher asks, “What do you notice about all these words?” and then states that “each word has two parts, or syllables, and double consonants in the middle.” Students listen for the parts as they clap the syllables. The teacher separates each word on the board between the double constant with a slash mark, allowing for student input.

**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 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 with decoding and encoding in decodable connected text that builds on previous instruction. For example, in Word Structure, Lesson 9, students read the words *rain*, *play*, *meet*, *house*, *beneath*, *explain*, *hockey*, and *railroad*. The

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teacher asks students what they notice about the words and explains, “All of the words have a syllable with a vowel combination that stands for one sound.” The sample anchor chart in the text shows the multisyllabic words segmented, but the script does not explain why or how to do it.

- 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 13, students spell multisyllabic words from a list of the teacher’s choice. However, the lesson does not have students apply syllable types and syllable division principles to encode the words. When spelling *recognize*, the script states: “Think about how to spell it. Then write it in the boxes or on the chart. Say, ‘I wrote the word *recognize* with one letter in each box. Does the spelling look right? To check the spelling, let’s start by counting the letters.’”
- 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.
- 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 with 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.

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### Indicator 3.C.4

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

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

### Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- In the “Phonics, Spelling, and Word Study” (“PWS”) guide, an outline of the plan of instruction for the year contains areas of learning including lessons that introduce the third-grade-level morphemes as outlined by the TEKS. The lessons are “Word Meaning/Vocabulary,” Lesson 22 (Suffixes); Word Meaning/Vocabulary, Lesson 23 (Prefixes); and “Word Structure,” Lessons 14–22. In the “Suggested Sequence for Phonics Instruction,” these lessons are woven into the other conceptual lessons, with the suffixes and prefixes lessons suggested at the end of the year.

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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.

- The materials do not provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. For example, in the introduction to “Guided Reading,” the materials state: “Readers are always meeting greater demands at every level because the texts are increasingly challenging.” Also: “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*.” The descriptions of words used 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, lessons provide some explicit instruction for supporting recognition of common morphemes. For example, in Word Structure, Lesson 22, students learn to add suffixes to base words. The teacher writes a column of three or four words ending in the first suffix she wants to teach, such as *colorful*, *thankful*, *helpful*, and *beautiful*. The teacher has the students read the words with her and states: “What do you notice about all of the words? Each word ends with the same group of letters or part, *ful*.” The teacher further explains that the letters or part *ful* is a suffix. The teacher covers the suffix in the words and has students notice the base words *color*, *help*, and *thank* as well as the base word *beauty*. The teacher has students focus on the base words and states: “What do you notice about the meaning of this word? If a drawing is colorful, it is full of color. The suffix *ful* changes color to a different kind of word. Color is a thing. It is a noun. When I add the suffix *ful*, I make it an adjective.”
- In “Shared Reading,” there is limited explicit instruction regarding recognition of common morphemes. For example, in the introduction to *Words We Sing*, the materials suggest using the poems for Shared Reading and state that “quickly, children develop visual anchors—a known word, a letter, and the corresponding sound, an *-ing* ending, and so forth.” The materials suggest that teachers point out the morphemes as students read them within shared reading and guided reading. Other than the suggestions in the introductions, there is no evidence that the materials provide direct, explicit instruction for supporting recognition of common morphemes.

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

- The PWS materials provide limited explicit instruction for using the meanings of morphemes for encoding and decoding. For example, in Word Structure, Lesson 20, students recognize and use suffixes *-or*, *-ar*, *-er*, and *-ist* to form a noun. The teacher writes *help*, *visit*, *beg*, and *art* to the left and *helper*, *visitor*, *beggar*, and *artist* to the right on chart paper and asks students what they notice about the second column. The teacher guides students to notice that they are all nouns about someone that does something, and the meaning is different. The “Explain the

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Principle” box states: “Add the suffixes *-er, -or, -ar,* and *-ist* to the end of a base word to name a person or thing that does something. Sometimes the suffixes *-er, -or, -ar,* and *-ist* require the use of additional spelling rules: for words that end with *hard c*, add *k* before adding *-er*, for some words that end with a consonant and *y*, drop the *y* and add *-ist*, for some words that end with an *o*, drop the *o* and add *-ist*.”

- In Guided Reading, the materials do not provide explicit instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. All Guided Reading lessons include a “Phonics/Letter and Word Work” section. For example, in *Tessa’s Fish*, Word Work includes students listening to words being read to them and identifying the silent letter in print.
- In Shared Reading, the materials do not provide explicit instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. In the shared reading of the book *Trapped in Tar*, one of the learning goals is “Understand and talk about basic rules for spelling of words with *-ed*.” The only instruction in the lesson states: “Have children use highlighter tape to highlight words with the suffix *-ed*. Discuss spelling changes that happen with some words when *-ed* is added: doubling the consonant on CVC words, dropping the final *e*. Point out the different sounds of *-ed* in the highlighted words: /t/, /d/, (*trapped, stepped, struggled, lived, jumped, filled, turned*).”

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

- Materials incorporate limited activities and resources for students to develop, practice, and cumulatively reinforce skills. For example, in PWS, lessons include activities and resources for students to develop and practice the focus morphological skill. For example, in Word Structure, Lesson 19, students use a three-way sort to write comparatives and superlatives. The teacher gives students the sort and word cards, which have words including *fresh, ugly, pale, brave, late, low, big, silly, happy, short, young,* and *new*. Students then add *-er* and *-est* to the words to create new words and write the new words in the correct column. The “Connect Across Texts” section recommends: “Enlarge or project poems that have *-er* and *-est* endings. After reading and talking about the poems, have children use highlighter tape to locate words with *-er* and *-est* endings.” However, there is no evidence of reinforcement of skills through cumulative review.
- The Shared Reading lessons are not tied to a scope and sequence or to 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). For example, in the book *Trapped in Tar*, the suffix *-ed* is addressed. However, in reading *Exploring Underground*, the “concept of an affix” is addressed; the teacher discusses the words *cave, caver,* and *caving*. Neither lesson provides activities for students to practice, nor do they cumulatively reinforce skills.

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

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

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example, in Word Structure, Lesson 20, students decode lists of words in isolation that contain the suffixes *-er*, *-or*, *-ar*, and *-ist*, including *help/helper*, *visit/visitor*, *beg/beggar*, and *art/artist*. The lesson continues with students drawing a card and writing the word, then writing the word with the suffix added to make the name of a person or thing that does something. Students repeat this for three more words. For “Independent Writing,” the lesson states, “When students attempt to write a word with the suffix *-er*, *-or*, *-ar*, or *-ist*, demonstrate how to change the spelling of the base word if needed.” However, the lesson does not provide explicit instruction for encoding or decoding in connected text.

- Some PWS lessons include decoding in isolation without encoding practice. For example, in Word Meaning/Vocabulary, Lesson 23, students decode lists of words in isolation that contain the suffixes *-ful*, *-less*, *-ly*, and *-ment*, including *colorful*, *helpful*, *thankful*, *hopeless*, *careless*, *fearless*, *nicely*, *safely*, *friendly*, *excitement*, *amazement*, and *agreement*. Students then play a board game in which they read the word they land on, name the suffix in the word, and use the word in a sentence. After the game, the students complete a four-way sort of the words on the gameboard. The Independent Writing lesson states, “During conferences, draw writers’ attention to their use of suffixes.” However, the lesson does not provide explicit instruction for encoding or decoding in connected text, nor for encoding in isolation.
- The “Fountas and Pinnell Classroom” materials do not provide activities for students to decode or encode words with morphemes in isolation, nor do students encode in connected text. There are occasional opportunities for students to decode words with morphemes in connected text; however, these texts are not decodable and do not build on prior instruction. For example, students decode the words *cave*, *cavers*, and *caving* in the Shared Reading *Exploring Underground*.

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### Indicator 3.D.1

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

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

### Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- Materials include limited embedded modeling and practice with word lists, decodable phrases/sentences, and decodable texts in the lesson. For example, in “Phonics, Spelling, and Word Study” (“PWS”), “Spelling Patterns,” Lesson 11, students recognize and read words with the /aw/ sound. The teacher places word cards for *wall*, *paw*, *taught*, *cost*, and *long* in a pocket chart. The teacher reads the words with the students but does not model decoding. The teacher then states, “What do you notice about all of the words? Each word has the /aw/ sound.” The students generate more words with the sounds and place them under the same spelling.
- In PWS, “Letter-Sound Relationships,” Lesson 7, word cards are used to show words with two consonant letters that represent one sound. The teacher displays *chimney*, *thin*, *white*, and *shampoo* and asks, “What do you notice about all of the words?” After guiding the students to notice the letters at the beginning, the lesson states: “Write the consonant digraphs *ch-*, *th-*, *wh-*, and *sh-* at the top of the columns. Reinforce the letter-sound relationships. The letters *ch* stand for the sound /ch/ as in *chimney*. The letters *th* can stand for the sound /th/ as in *thin* or /th/ as in *there*. The letters *wh* stand for the sound of /w/ as in *white* or the /h/ sound as in *who*. The letters *sh* stand for the /sh/ sound in *shampoo*.” However, the lesson does not provide embedded modeling or practice with decodable phrases or connected text.



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- Materials include guidance for “Shared Reading” that embeds modeling and practice to give students “the opportunity to engage in the reading process as a community.” In the “Shared Reading Collection Guide,” the materials further instruct teachers on shared reading. The materials provide modeling and practice with texts; however, there is no evidence of modeling or practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. For example, in Shared Reading, students listen to *From Beans to Chocolate* by June Schwartz. 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.” One possible teaching opportunity (“During/After Reading”), suggested in the “Revisit the Text” portion of the teacher’s guide, is “Reread with phrasing and fluency, attending to punctuation for intonation: question mark for questions, exclamation marks on page 14, and highlight words that begin with the consonant blends and digraphs. Contrast the sounds blended in consonant clusters (*cr, fr, gr, tr, sc, sm, st, sw*) with the one sound in digraphs (*ch, sh, wh*).” Students then use highlighter tape to mark additional examples such as *treat, sweet, and whack*. Although the materials provide modeling and demonstration of fluent reading, there is no evidence that this practice is related to decodable texts (texts that are carefully sequenced to be consistent with letter-sound relationships that have been taught to the reader).

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

- Materials provide limited word reading fluency practice independently and with partners. For example, in PWS, Spelling Patterns, Lesson 4, students work independently to make words that have a double consonant at the end with letter cards. Students then write the words they created on their list and read their list of words to their partners. Students then read their list of words to a small group. The materials do not provide lists of words for students to practice fluency in the phonics skill.
- The PWS materials provide practice in word reading fluency for most lessons in a whole group setting with choral reading response, as well as in partners. For example, in Spelling Patterns, Lesson 13, the teacher uses word cards to display words with the /oi/ sound. Students read the words aloud as a class. Students then play concentration with a partner and read their chosen card to the partner as they search for pairs with the same spelling pattern.
- 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).” Another way the materials address fluency is through Shared and “Performance Reading.” The Literacy Continuum states that “intermediate and advanced readers can further develop their competencies in word analysis, vocabulary, fluency, and comprehension.” The materials describe three contexts for shared and performance reading: shared reading, choral reading, and reader’s theater. Through each of these contexts, students practice reading fluently individually or with a group. 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.

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## English Phonics Program Summary

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

- The PWS materials do not provide decodable texts that align with the suggested sequence of lessons. For example, in Spelling Patterns, Lesson 14, students learn *r*-controlled vowels. For connected text, it refers teachers to the shared reading text *Trapped in Tar* by Hannah Cales, from “Fountas & Pinnell Classroom.” No decodable text resources are named.
- 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, words, illustrations, and book and print features. For example, “Characteristics of Texts” at Level O (suggested for the middle of the year, grade 3) include “many multisyllabic words, some technical or scientific, full range of plurals, unlimited number of high-frequency words with multiple syllables, a large variety of verbs with inflectional endings, multi-syllable words with complex letter-sound relationships, some multi-syllable proper nouns that are difficult to decode, spelling patterns (VC, CVC, CVV, CVe, CVCe, CVVC, VCe, VCC, VVC, VVCC, VVCe, VCCC, VVCCe, VVCCC that appear in one-syllable and multisyllabic words), a wide range of contractions and possessives, full range of compound words, base words with affixes (prefixes and suffixes), some words divided across lines with hyphens, and common (simple) connectives.” Although the materials suggest a sequence of the texts 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.

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## 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 Word Structure assessment has a progression of seven skills from simple to more complex: “1. Recognizing and Using Compound Words, 2. Recognizing and Using Contractions, 3. Writing Syllables in Words, 4. Recognizing Syllables in Words, 5. Recognizing and Using Plurals, 6. Recognizing and Using Words with Suffixes, 7. Recognizing and Using Words with Prefixes.”
- 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.

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## English Phonics Program Summary

- 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 “observations and teaching points in a notebook or on a note card dedicated to [each] child.” 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 [made] 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 Word Structure, there are 13 assessments (Assessments A–M). 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 describing how to use it. There is also a section to guide teachers on what to notice or observe while assessing students. Within the “How to Use It” section of Word Structure Assessment A, “Recognizing and Using Compound Words,” step-by-step directions state: “Give the oral assessment individually, or use the written assessment with the whole class. Have the student read the words on one of the Compound Words Sheets and identify the component parts orally. Use the Individual Record (Assessment H) to check whether the student read the word accurately and identified the parts. You can extend the assessment by asking the student to use the word in a sentence. As an alternative if time is limited, give the class a list of the words and ask students to circle the component parts in each word and write a sentence using the word. This quick assessment will help you identify students that you may want to assess individually.”
- In the How to Use It section of “High-Frequency Words” Assessment B, “Recognizing and Writing High-Frequency Words,” step-by-step directions state: “Administer this assessment individually, to a small group, or to the whole class. Choose words from the list of 500 High-Frequency Words in Ready Resources. Ask the student to read the list of words you’ve selected. Have students write the words as you say them. Say the word clearly; use it in a simple sentence, then say it again. Tell students to make an attempt to write as much of the word as they can. Their attempts will give you good information about the parts of the words they are able to represent. On the Individual Record (Assessment C), check the words that the student spells accurately. Staple the student’s test to the form so that you can analyze attempts as you plan your lessons.”
- 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 Haunted Hand* by Alice Cary instructs the teacher to “refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence demonstrating that

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## English Phonics Program Summary

these goals were achieved.” The instructions for assessment then state: “Refer to Level M 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 then directed to take notes on what the students “learned how to do and what they need to learn how to do next.” Next, the teacher is 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 will “select an immediate teaching point that will be helpful to the particular reader.”

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

- Materials include data management tools for tracking individual and whole class student progress. Recording forms for the various tasks can be found at the end of the assessment category. For example, Word Structure Assessment H contains an “Individual Record (Compound Words)”; Assessment I contains an “Individual Record (Contractions)”; and Assessment J contains a “Class Record (Syllables).” Although the naming system lists these forms as separate assessments, they do not contain an assessment, only the recording forms. Not all assessments contain class and/or individual recording forms.
- Although the materials do not include diagnostic assessments for measuring phonological awareness and phonics skills, the materials do include some data management tools for tracking individual and whole class progress. In the System Guide, the materials provide an assessment section. Within this section, there is a “Record Keeping Forms” paragraph that explains, “To help you organize and keep track of observations that you make during interactive read-aloud, guided reading, and independent reading, downloadable Record Keeping Forms are available in the Online Resources (Figure 7-7).” The “Interactive Read-Aloud Record Keeping Form,” shown in Figure 7.7, is a weekly form that allows space for the teacher to write the “Book Title” and “Observations” for Monday–Friday. The “Guided Reading Record Keeping Form” is a weekly form that has three columns: “Student Names, Book Title/Level, Observations.” The “Independent Reading Record Keeping Form” allows the teacher to list students in the class, check the day of the week, and write comments about the reading conference.

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## 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. Materials include some integrated progress monitoring tools, without specific guidance on frequency of use.

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

Evidence includes but is not limited to:

**Materials include progress monitoring tools that systematically and accurately measure 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 six 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 Word Structure assessment has a progression of seven skills from simple to more complex: "1. Recognizing and Using Compound Words, 2. Recognizing and Using Contractions, 3. Writing Syllables in Words, 4. Recognizing Syllables in Words, 5. Recognizing and Using Plurals, 6. Recognizing and Using Words with Suffixes, 7. Recognizing and Using Words with Prefixes."
- Materials provide frequent, strategic opportunities to monitor and respond to student progress toward appropriate grade-level and content skill development. Each Phonics and Word Study lesson contains a "Plan, Teach, Apply, Share, Assess" structural routine. Within the Assess

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portion, several bullets guide the teacher in assessing student progress toward the skill of the lesson. For instance, in Letter-Sound Relationships, Lesson 7, the Assess section says to dictate four to six words with beginning consonant digraphs for students to write and read and to notice if students are correctly pronouncing and representing the digraphs at the beginning of words. The materials also state, “You may wish to use Letter-Sound Relationships Assessment A, C, F, G, or H.” The materials do not state what level constitutes mastery on the assessments.

- PWS lessons provide suggestions for additional assessments to monitor student progress. For example, in Word Meaning/Vocabulary, Lesson 5, students learn about compound words. In the Assess section, the materials guide the teacher: “Make a list of five to ten compound words and have each child read them. After students have read the compound words, ask them to talk about the meanings of each one. Observe to find evidence of students’ ability to think about the meaning of words by noticing their component parts.” The final assessment guidance for this lesson is “You may wish to use Word Meaning/Vocabulary Assessment C or H.”
- 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 the 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 5, the suggested observational assessment is “Observe how students write high-frequency words in their daily writing so you can help them keep an accurate inventory on their lists of high-frequency words.” 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 Guided Reading materials do not include specific guidance on determining frequency of progress monitoring based on students’ strengths and needs. However, the System Guide suggests teachers administer a reading record (also called a running record) for each child at least once or twice a month. The materials do not differentiate between students who require this once a month and twice a month. The online resources include a Recording Form for each guided reading book. The assessments are not based on students’ strengths and needs and do not monitor phonics or phonological awareness skills.

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## 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 provide a guide on how teachers can use the "Assessment Guide": "The Assessment Guide includes more formal, performance-based assessment tasks across the nine areas of learning. You can use these tasks in multiple ways: You can use them as diagnostic tools to determine what children know and need to know; you can use them as monitoring tools to help you keep track of your teaching and children's learning; and you can also use them as documentation of the teaching and learning you and the children have accomplished. You and your colleagues may even decide to place some of the summary sheets in children's permanent cumulative folders as a way to create a school-wide record of the phonics and word study program. Within both formal and informal assessment contexts, we are always asking two questions: 1) What do children know and control relative to letters, sounds, and words? and 2) What do they need to know?"
- For example, "Letter-Sound Relationships" Assessment C evaluates students' ability to read words with consonant clusters. The teacher individually assesses students by having them read the "Consonant Clusters Word List." The teacher scores for accuracy and notes substitutions. The data can be recorded on the "Class Record" (Assessment H). The "What to Notice" section guides teachers on what to look for: "Ability to use knowledge of consonant clusters to read words, number of words with consonant clusters the student can read, specific consonant clusters the student controls in reading."



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- The Assessment Overview also provides suggestions on how teachers can react to the data collected: “This information will help us as teachers in the following ways: We can relate their knowledge on a continuum of typical progress. We can choose specific lessons that will serve the group as a whole or small groups effectively to move them forward in knowledge. We can adjust instruction 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 “Guided Reading” materials do not contain diagnostic tools, there are no materials to support teachers’ analysis of diagnostic data to inform response to individual students’ strengths and needs. The Guided Reading materials contain a reading record for each text to record a student’s accuracy, fluency, and comprehension, but they do not operate as a diagnostic.

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

- Although the diagnostic tools do not provide teachers with guidance on how to plan and differentiate instruction based on student data, the materials provide a “Literacy Continuum” for some guidance on instruction based on student data. This continuum “can be used as a bridge between assessment data and the specific teaching that students need.” Another use for the continuum includes students who may need intervention or differentiation. The “Guide to Intervention” within the Literacy Continuum states: “Many students will need extra support in order to achieve the school’s goals for learning. Assessment and observation will help you identify the specific areas in which students need help. Use the continuum to find the specific understandings that can guide intervention.” For example, in “Word Structure” Assessment C, students are evaluated on their ability to hear syllable breaks, count the number of syllables in a word, and (a beginning understanding of) where to divide a word when hyphenating. The directions state: “Using the Syllable Recognition Sheet, read each word aloud and have students say it softly to themselves. For each word, they place a line between syllables and circle the number of parts or syllables they hear. Record results on the Class Record (Assessment J).” The What to Notice section guides teachers to observe: “Number of words in which the student can hear and identify syllables, particular words students can read accurately, particular words that give students difficulty (for example, words with vowel pairs or consonant clusters), speed with which students take words apart.” However, the assessments do not guide the teachers on where to look in the Literacy Continuum.
- Although the “Fountas and Pinnell Classroom” materials do not contain diagnostic tools and do not provide teachers with guidance on how to plan and differentiate instruction based on student data, the materials provide a Literacy Continuum for some guidance on instruction 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

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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 3 letter-sound relationships goals include the following: "Recognize and use letter combinations that represent two different vowel sounds; Understand and use phonograms with ending consonant clusters (VCC); Recognize and use phonograms with vowel combinations (VVC)."

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

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

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### Indicator 5.1

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

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

### Partial Meets | Score 1/2

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

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

Evidence includes but is not limited to:

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

- Materials include some guidance for instruction for students who have not yet mastered grade-level skills. The materials do not provide targeted instruction that includes differentiated instructional approaches; materials suggest small group work to reteach a lesson to students who did not grasp the lesson fully. For example, the grade 3 “Phonics, Word Study, and Spelling” (“PWS”) guide states: “If children need more experience you can repeat the lesson format using these suggestions (in the Extend Learning portion of each lesson) for variations.” For example, in “Spelling Patterns,” Lesson 8, “Recognize and Use Phonogram Patterns with a Long Vowel Sound in Single-Syllable Words,” the “Extend Learning” section suggests: “Have students do a blind sort with the words they made for the Apply activity. Check that they have sorted the words by the long vowel spelling pattern. Have students play Follow the Path with words that have patterns that you wish to review. Blank game boards are available in Online Resources.”
- In Spelling Patterns, Lesson 6, the goal is to recognize and use phonograms with a double vowel (VCC). The materials state that if students are not noticing words that have double vowels in both one- and two-syllable words, the teacher should help them in small groups.
- In “Word Structure,” Lesson 7, the Extend the Learning section states: “Repeat the lesson with a variety of other words with closed syllables. Give the students a set of word cards with both open and closed syllables. Have them sort the cards by the syllable type.” This does not target a specific group of students, though it does add extra support and practice to the original lesson.

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- “Guided Reading” materials provide instruction and activities for students; however, there is no evidence that instruction is targeted to develop precursor skills nor 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 P lesson using the text *Signing with Jim* by Suzanne Slade, the Phonics/Letter and Word Work lesson goal is to “help the readers become more flexible with taking apart words with a variety of affixes.” The lesson guidance states students will “take apart words with a variety of affixes.” The lesson begins with the teacher writing the words *folded*, *unfold*, and *refold* on the whiteboard. The teachers and students read the words and divide them between the base word and affix.

**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 “Shared Writing” and “Independent Writing.” In Lesson 7 of Spelling Patterns, students work on recognizing and using phonograms with vowel combinations. After the lesson, in the Shared Writing lesson, students think of a familiar word with a vowel combination pattern and then write new words with the same pattern. In the Independent Writing portion, teachers draw students’ attention to VVC words that they have spelled accurately and encourage them to talk about what they knew and how it helped them write new words. There are no defined instructions for students who have mastered the lesson and need extended lessons.
- The “Routines and Instructional Procedures for Effective Teaching: A Few Further Suggestions” section guides teachers: “Provide Apply activities with potential multilevel learning that permits advanced students to apply the principle to more sophisticated examples and to make more discoveries and allow children who are less experienced to develop the understanding with simple samples.” Although 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 3 “Suggested Sequence for Phonics Lessons,” there is a column titled “Teaching Suggestions for Extending Learning.” In “Word Meaning/Vocabulary,” Lesson 17, “Recognize and Use Compound Words with Common Parts,” the suggestions for extended learning are: “If students are very familiar with compound words and have a large repertoire of words that have common parts, you may want to combine lessons 17 and 18. Used in sequence, they can greatly increase the number of words students connect, and this can lead to a rapid expansion of vocabulary. Quickly recognizing frequently appearing words will help students become automatic in reading and writing a large number of compound words.”

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- The “Fountas and Pinnell Classroom” materials provide the “Fountas & Pinnell Literacy Continuum, Grades Pk–8” resource, which states: “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 at 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 *Made for Mars: The Life of Aaron Yazzie* by Susan B. Katz, the materials provide three “Possible Teaching Opportunities [During/After Reading].” One of the activities is “Discuss the two major projects Aaron Yazzie worked on at NASA.” Materials guide the teacher to explain that *-er* is often added to a verb to create a noun to change its meaning. The teacher then discusses with the students the meaning of *rover* and *lander*.
- Guided Reading materials provide small group reading instruction based on a predetermined reading level. The lessons could be used to accelerate learning of reading skills for students that have mastered grade-level phonics. However, Guided Reading books are not decodable, nor do they follow a phonics scope and sequence.

### Materials provide enrichment activities for all levels of learners.

- Materials do not provide enrichment activities for all levels of learners in foundational phonics skills; however, the “Literacy Continuum” lists enrichment ideas where students can use their foundational skills within digital literacy and communication and publishing. Within the Continuum, “Selecting Goals: Behaviors and Understanding to Notice, Teach, and Support,” the “Technological Communication” section provides a list of activities. Under “Digital and Media Literacy,” activities include “increase keyboard fluency and automaticity through writing and online exploration and gather information from approved websites, e-books, apps, and software using a variety of methods including downloading files or copying/pasting text and images and citing sources.” Under “Communication and Publishing” activities include “use software, apps, and online tools to express ideas, write an opinion piece, or a poem using text and other digital media such as drawings, images, audio, and video and share ideas with an authentic audience through blogs, videoconferencing, and other online tools with support.”
- The “Connect Across Texts” section provides suggestions for enrichment via Shared Writing and Independent Writing. In “Word Structure,” Lesson 9, Shared Writing suggests, “After you have written a text together, have students point out two or three words that have syllables with vowel combinations. Invite them to underline the vowel combinations.” Independent Writing suggests, “As students write new words, have them think of each syllable and the vowel sound they hear in it.”

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- 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 the 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, in each lesson, there is an “Optional Writing About Reading” lesson where students may apply phonics skills. For example, in a Level R Guided Reading lesson using the text *Beware—Ivy* by Andrea Tardiff, the Phonics/Letter and Word Work activity is a discovery activity where the students locate and name different letter combinations that make the /k/ sound. The Writing About Reading activity focuses on the author’s word choice. Students are asked to draw or fill out a graphic organizer, listing words and feelings from 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 *Cat Belly* by Ashley Storm, the materials provide five possible teaching opportunities, including “Point out *Gross*, *Grosser*, *Grossest*. Talk about how the *-er* and *-est* endings mean *more* and *most*. Have students build other comparative and superlative adjectives with *-er* and *-est* endings.”

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## 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.

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

Evidence includes but is not limited to:

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

- Materials include a variety of developmentally appropriate instructional routines and approaches to engage students in mastery of the content for each lesson. The materials contain a section titled “Routines and Instructional Procedures for Effective Teaching” that describes in detail the routines found in each lesson in the “Phonics, Spelling, and Word Study” (“PWS”) program. There are ten routines included for effective phonics instruction, including “See and Say, Find and Match, Say and Sort, Hear and Say, Notice Parts, Say and Write.” Materials describe each routine and then provide step-by-step directions of the routine. For example, the materials describe the “Make Words” routine: “This procedure can help children build words (including 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 “Word Structure,” Lesson 6, children are given list sheets, word cards, and scissors. Students cut to divide and write 20 words, each time drawing a

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slash mark indicating the syllable break. “Shared Reading” states: “After reading books with poems, quickly write one or two words with syllables that end in long vowels for students to practice.” “Independent Writing” states: “Prompt students to say words and write letters representing consecutive sounds. Point out the words in their writing that have open syllables.”

- 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.
- The Shared Reading lesson for *Made For Mars* 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 “Letter-Sound Relationships,” Lesson 5, “Recognize and Use Letter Combinations That Represent the /ò/ Vowel Sound (as in *saw*),” teachers are guided to write words such as *talk*, *autumn*, *taught*, *paw*, and *soft* on chart paper and have students notice the spelling pattern. After identifying the /ò/ sound, students write additional words with the same pattern. The whole group lesson ends with students chorally reading all the words written and sorting the words into the six groups of letter patterns. The “Assess” section of this same lesson guides teachers to observe “students’ spelling to determine their ability to apply their knowledge of letter-sound relationships.” Teachers may also wish to “use Letter-Sound Relationship Assessment E, I, or J,” which are individual assessments.
- PWS materials support partner and small group work. In the “Apply” section of each lesson, students apply the skill learned in the minilesson to an activity with a partner or small group. In “Spelling Patterns,” Lesson 10, students play a “Follow the Path” game with partners or small groups of three or four. To play, the students roll a die and move their game piece along a printed game board. When they land on a space, they write the words that represent the spelling pattern on a list sheet.
- 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.



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## 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 materials include linguistic accommodation suggestions, the suggestions are not commensurate with various levels of English language proficiency as defined by the ELPS. The “Phonics, Spelling, and Word Study” (“PWS”) guide specifically addresses working with Emergent Bilinguals in the section titled “What Are Some Ways of Working Effectively with English Language Learners?” This section provides over 30 suggestions for supporting Emergent Bilinguals in building oral language, reading, writing, and phonics and word study skills. An example from the PWS section is “Use many hands-on activities so that children have the chance to manipulate magnetic letters and tiles, move pictures around, and work with word cards and name cards.” Another suggestion is “Provide a ‘rehearsal’ by working with your English language learners in a small group before you provide the lesson to the entire group.”
- Linguistic accommodation suggestions are also found in each lesson under the “Plan” section, titled “Working with English Language Learners.” For example, in “Word Structure,” Lesson 18, “Recognize and Use Plurals That Add -es to Words That End with a Consonant and o,” the Working with English Language Learners section suggests: “The words you use in the lesson should be part of students’ speaking and listening vocabularies, and it will help a great deal if they have previously experienced the words in shared reading and shared writing. Consider working with small groups to help students understand the many different ways that plurals are formed in English. Seeing and connecting several examples helps them establish categories of plural formations.”

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- 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 *Nerman’s Revenge* by Mike Downs, the guidance for “Supporting English Learners” includes directions on how to “activate or build background knowledge.” One suggestion is “Ask students to think of a time someone tricked them or played a prank on them. Explain that people respond in different ways to a prank. Some walk away, but others may want to get revenge.”
- 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 P, *Sam’s Slithering Pets*, the Supporting English Learners note in the margins says: “Make sure that students understand the concept of base words and suffixes. Make sure that students understand the meaning of each word in the activity. Have students say base words and suffixes as they break words apart.”

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

- Materials encourage the use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English; however, the suggestions are not strategic nor based on specific lessons or specific skills. The PWS guide specifically addresses working with Emergent Bilinguals in the What Are Some Ways of Working Effectively with English Language Learners? section. This section provides over 30 suggestions for supporting Emergent Bilinguals in building oral language, reading, writing, and phonics and word study skills. Within these suggestions, some use of the students’ first language or culture is mentioned. For example, the “Oral Language” section suggests: “Bring in children’s familiar world into the classroom through family photos, holiday souvenirs, and objects from home. Expand children’s world by bringing in other objects that will give them new experiences.” The “Reading” section suggests: “Be sure that children’s own cultures are reflected in the material that you read aloud to them and that they read for themselves. They should see illustrations of people like themselves in books. They should see their own cultures reflected in food, celebrations, dress, holidays, everyday events, and so on.” The “Writing” section suggests: “Learn something about the sound system of the children’s first language. That knowledge will give you valuable insights into the way they ‘invent’ or ‘approximate’ their first spellings. For example, notice whether they are using letter-sound associations from the first language or whether they are actually thinking of a word in the first language and attempting to spell it.”
- 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.
- In PWS, 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 7 and 8, it states: “Be sure that the students 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

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much from the sounds in their own languages. Accept approximations and provide many opportunities for them to say the words and make their own connections to letters based on what they hear.” In “Word Meaning/Vocabulary,” Lesson 8 states: “The concept of synonyms will give English language learners a tool to use in expanding their speaking, reading, and writing vocabularies. Realize that many English language learners will make mistakes as they try to use synonyms interchangeably. Provide opportunities for students to work with easy synonyms that are in their speaking vocabularies. If you can, give students synonyms in their own language to illustrate the principle.”

- 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 via 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. The Shared Reading lesson using the text *Hummingbird’s Nest* by Sherry Howard guides teachers to “check children’s understanding of hummingbirds.” The suggestion continues: “Display images of hummingbirds from the book or other sources to clarify their appearance and size, and provide oral sentence frames for the discussion (e.g., I know hummingbirds and.... I know they fly.... I know they are smaller than....)”
- 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.

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### Indicator 6.1

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

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

### Not Scored

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

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

Evidence includes but is not limited to:

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

- The “Phonics, Spelling, and Word Study” (“PWS”) materials do not provide ways to inform families about program objectives and suggest ways parents can help support their student’s progress and achievement. Although the materials suggest sending home a poetry newsletter that tells parents the poems children have learned and provides some poems they can sing or say at home, this appears to be the only information about how families can support student progress and achievement.
- For remote learning, the PWS materials include information about how families can support student progress and achievement. For example, the materials include a letter to families explaining the objectives of the program/unit/module and how they can support student progress at home. The family letter is provided in multiple languages.
- The “Fountas and Pinnell Classroom Online Resources” provide a letter that can be sent home to the parents by the teacher. The ready-to-print letter is available in multiple languages; there is also an editable format for teacher use. The letter introduces the teacher and what is expected to be covered during the year; explains how the class will be taught and what students will be reading; explains the need for parental involvement in students’ learning and expresses the need for parental encouragement; explains the importance of working with the student at home; and offers ways for the family or caregiver to support the student with at-home learning. The materials provide the same template letter for all grade levels.

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

- The PWS lessons conclude with a section titled “Connect With Home.” Each lesson provides a way for the students and parents to connect the lesson at home for further learning. In Lesson 8 of “Letter-Sound Relationships,” Connect with Home suggests the students take home the “Lotto” game boards and word cards to play the game with a family member. As an alternative, students can make their own game boards to share with their families. 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 M text *Monster Bash*, 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 PWS Online Resources, printable assessments include “Assessments in Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, High-Frequency Words.” The instructions state, “Record results on each child’s individual records assessment and the class record assessment.” There is no suggestion for communicating results with parents. There is no

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detailed guidance on how that information or if that information should be shared with families to communicate students' progress.

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### Indicator 6.2

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

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

### Not Scored

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

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

Evidence includes but is not limited to:

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

- The digital materials are accessible and compatible with multiple operating systems and devices. For example, the materials are accessible and compatible with Chromebooks, iPads, Apple computers, and/or smartphones. Materials are accessible online through any device with internet access. The materials are downloadable and accessible without access to the internet. The operating systems and devices are not noted in the materials, and this information is not shown in the program.

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

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

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

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

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

- The PWS 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.