Heinemann Grade 1
English Phonics Program Summary

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

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	100%	100%	Not reviewed	Not reviewed
Grade 1	49.33%	49.33%	Not reviewed	Not reviewed
Grade 2	100%	100%	Not reviewed	Not reviewed

Section 2. Instructional Approach
- The materials include some systematic, year-long plans for phonics instruction.
- The materials provide some direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.
- The materials include some detailed guidance that supports teachers' delivery of instruction.
- The materials include some distributed review of phonics skills with cumulative practice opportunities with decodable text.

Section 3. Content-Specific Skills
- The materials do not provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.
- The materials do not provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the TEKS.
- The materials provide some systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.
- The materials provide some systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.
- The materials provide some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.
- The materials do not include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials connect phonics instruction to meaning by providing some systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.

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

Section 4. Progress Monitoring

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

Section 5. Supports for All Learners

- The materials include some guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials include some instructional methods that appeal to a variety of learning interests and needs.
- The materials do not include supports for Emergent Bilinguals to meet grade-level learning expectations.

Section 6. Additional Information: Resources

- The materials do not provide 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.	PM
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).	PM

Partial Meets| Score 2/4

Materials partially meet the criteria for this indicator. Materials include some general year-long plans for phonics instruction.

Materials include some sequence that outlines the essential knowledge and skills that are taught throughout the year Materials do not clearly demonstrate vertical alignment. Lessons follow some progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words), with some skills being taught out of order.

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.**

- Units of Study in Phonics include an "Overview for Grade 1," which outlines each unit, "bend," and "session" objective. This provides an outline of how the sessions are designed across the year, including the objective for each session minilesson, share time, and extensions. New learning is included in each of these session sections. This overview is not always specific to the skills being taught, nor is it aligned to the TEKS. For example, in Unit 1, Bend 3, Session 17, the minilesson objective is "Making More New Words Using Blends and Digraphs." The "Share" objective is "Planning for Blending at Home." The "Extension" is "Spelling with Blends" and "Word Magic Game."
- The scope and sequence outlines how skills are taught across six categories: "Concepts About Print, Phonological Awareness, Letter Knowledge, Word Knowledge/Word Solving, Phonics, High-Frequency Words." This includes general topics rather than specific essential knowledge and skills aligned to the TEKS. For example, in the Phonics category, Unit 1, Session 11, the objective is "Notice blends, digraphs, and vowels in the high-frequency words, especially the different sounds for the vowel *O*." Later, in Unit 2, the lessons focus on the *silent e* spelling pattern. The objectives for Session 2 include "Use the CVC patterns to read a printed word." "Use the CVCe pattern to read a printed word." "Hear, say, and identify *long* and *short A*, noticing the *silent E* where applicable." These are not always specific to the phonics skill being taught, and the scope and sequence does not outline when skills are being directly taught and when the lesson is reviewing the skill.

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

- The scope and sequence for the Units of Study in Phonics outlines how skills are taught across six categories: Concepts About Print, Phonological Awareness, Letter Knowledge, Word Knowledge/Word Solving, Phonics, and High-Frequency Words. This document does not clearly demonstrate vertical alignment by identifying skills being reviewed from kindergarten or conveying what skills will connect in the grade 2 progression of skill development.
- The scope and sequence charts session objectives across the year. It does not specify which skills should be taught, reviewed, and mastered at each grade level and in which order.
- There is some evidence of review of skills learned in the previous grade level. This is not specifically stated. For example, Unit 1 begins with exploring consonants, short vowels, and digraphs in names and reviews previously learned snap words.

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 *Guide to the Phonics Units of Study* provides a narrative description of how skills are introduced across the materials. Regarding phonograms, blending, word parts, and vowel patterns, the guide specifies: "There is progression to this work. Generally, it is easiest for kids to start by taking a few high-frequency VC words that they know well—*it, at, an, in*—and realize those words give them power to make many more words." Then, regarding grade 1 instruction, materials say: "Short-vowel work receives a spotlight also when your instructional focus shifts to long vowels. This will probably occur fairly early in first grade. Your focus on long vowels will include a revisiting of short vowels as youngsters learn to shift between CVC and CVCE words." Finally, they note, "There is also a log of CVVC words, and that vowel pattern is one that children need to learn in first grade as well."
- The "Unit by Unit Overview" outlines that in Unit 1, students practice distinguishing between short and long vowel sounds. Then, instruction shifts to blends and digraphs. In Unit 2, students begin working with CVCe words; in Unit 9, instruction shifts to long vowel patterns, CVVC. Unit 3 introduces inflectional endings and also blends and digraphs at the end of words. While this demonstrates a general progression of skills, this scope and sequence does not outline a clear, systematic progression of skills from simple to complex.

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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

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 detailed 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.

- Lessons include some detailed guidance for each component of the gradual release of responsibility model. For example, in Unit 1, Session 15, the teacher states, "Let's start by writing the word *up*." The teacher writes *up* on a whiteboard, signaling for the students to do the same: "Writers, add a *p* in front of *up*. What do you have?" (*Pup*) The teacher then says: "Let's make another word. Erase the first *P* and put a *C*. What do you get? (*Cup*) Try erasing your *C* and putting an *M*. What do you get? A *mup*? What is a *mup*? It is sort of like a *mop*, but it's not. No, really, it isn't a word." While the lesson includes teacher modeling, the lesson does not include guidance for each component of the gradual release of responsibility model.
- In Unit 2, Session 10, the teacher states, "Today we want to teach you that it is your responsibility to know not just the words you learned this week, or last week, but all the snap words—all the time and that takes practice." The teacher invites the students to reread the newest snap words in a silly, special way. The teacher points to words, and students read. This session does not include teacher modeling prior to students reading the words.
- In Unit 4, Session 7, the teacher sings a song to get the students' attention, then reviews the vowel teams they have already learned (*ea, ee, ai, ay,* and *oa*). The teacher script reads: "Today I want to teach you that some vowel teams work in special ways. Instead of a long vowel sound, vowel teams like *ou* work together to make a new sound. *OU* usually makes the sound /ou/." The teacher models one of the students' snap words using Elkonin boxes, says the word slowly, and writes the sounds in the boxes (*ou-t*). Then, the teacher says: "This vowel team isn't making a long-vowel sound like some other teams we know. It's making a whole new sound that you'll have to remember. *OU* usually makes the sound /ou/. We can use our snap word *out* to remind us of the sound." Then, the students read the following words with a partner: *sour, count, loud, mouse,* and *ground.* Finally, they add the *ou* with the keyword *cloud* to their vowel team chart.

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While the lesson includes teacher modeling and an opportunity for students to read words with the pattern, the lesson does not include 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.

- An "Orientation to the Unit" is included in each unit. This gives the primary goals for each unit with a description. Additionally, teachers read the "Getting Ready" section for guidance on daily routines, necessary teaching materials, texts, and grouping strategies.
- Materials contain a teacher edition with annotations and suggestions on how to present the content in the student materials. These occur randomly and not in every session. For example, in Unit 2, Session 18, the annotation suggests, "Notice that while you name the general principle of how CVCe words work across all words, for the time being, you'll limit your examples to words with just the vowel *A*."
- In Unit 3, Session 2, regarding common word endings, the annotation suggests: "Putting these words into the context of a sentence allows kids to use syntax as well as the visual cues in the word to cross-check. Using both sources of information will be especially helpful to your Emergent Bilinguals, who may not always be able to confirm which ending 'sounds right.'"
- In Unit 4, Session 7, as students are learning the /ow/ sound for the *ou* spelling pattern, materials provide the following "Coaching Moves": "1) Look carefully at all the parts of the word, especially in the middle. 2) That word has the vowel team *ai*. Remember it usually makes the *long a* sound. Try that. 3) You found a word with *ou*. Remember what sound it usually makes? Use the word *out* to help you. 4) Remember, vowel teams don't always work the *snake* way. Try it. Then check that the word sounds right and makes sense. If not, try the sound another way." These are general suggestions and do not offer specific suggestions to present the content.

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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.	DNM

Partial Meets | Score 2/4

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

Guidance for teachers includes some information about common phonics pattern misconceptions and guiding principles related to specific phonics skills. Guidance for teachers includes general routines for teaching some phonics skills but does not provide detailed, specific instructional strategies. Materials include some guidance for providing students with feedback. Materials provide some guidance for connecting previously taught phonics skills to new learning. Materials do not include clear 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 misconceptions and guiding principles related to specific phonics skills.

- The *Guide to the Phonics Units of Study K–2* includes specific guidance on phonics skills. For example, related to long vowels, the guide states: "Eventually students will learn that there are multiple ways to encode each long-vowel sound…Certain long vowel patterns, like *silent E*, are significantly more common than others, and researchers suggest that these patterns should therefore be the focus of our phonics instruction."
- Another section of the *Guide to the Phonics Units of Study K–2*, related to digraphs and blends, states: "Occasionally a child will confuse *sh* and *ch* since they sound a bit the same. There are other common confusions. Children will substitute the letter *H* for *CH* relying on the name rather than the associated sound of an *H*."
- Narrative scripts support lesson delivery and sometimes include suggestions addressing misconceptions and guiding principles related to phonics skills. For example, in Unit 2, Session 1, the teacher teaches the *silent e* pattern. The side notation states: "For the time being you'll limit

your examples to words with just the vowel *A*. There are a couple reasons for this. For one, there are many words with the vowel *A* that follow this principle.”

- Notes are included in lessons to provide teacher guidance, but they do not provide specific information related to phonics misconceptions or guiding principles. For example, in Unit 1, Session 4, the students learn the CVCe pattern to read and spell new words. The teacher gives the students a list of letters (*a, c, e, g, k, l, m, n, p, s, t*) and tells them to make words that contain a *short a*. They make the word *man* then change it to *can*. Then they add an *e* to the end and make the new word *cane*. Students continue to make words with phonograms *-ane, -ate, -ake,* and *-ame*. Margin notes support lesson delivery, suggesting using magnetic letters instead of whiteboards so students can manipulate the letters in a more tactile way, or placing the words in a pocket chart for sorting by phonograms. This guidance supports lesson delivery but does not provide teacher information about common phonics pattern misconceptions, such as how to blend to decode this phonics pattern rather than relying on decoding by the phonogram/rime.
- In Small Group 53, students practice with “snap words.” The teacher says: “You’re learning to read these phrases in a snap. You can also write them in a snap, too. Ready to try? Flip the new phrases you made over so you can’t see the words. Partner 2, pull out a phrase and read it. Partner 1, write it on your whiteboard. Then you can check it. I’ll listen in and coach you. Go!” This script supports lesson delivery, but it does not support the teacher in addressing common misconceptions and guiding principles related to phonics skills, such as how to read irregular high-frequency words.
- Lessons focus on decoding and encoding by word families rather than emphasizing the sounds of the individual letters in the words. For example, in Unit 3, Session 7, during the mini-lesson “Getting to Know Common Phonograms that End in Blends,” the teacher asks, “How would you spell *pump*? Work with your partner and start by finding a word part that can help you. Once you have an idea, write it on your whiteboard. Hold your whiteboard up when you are done.”

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

- In Unit 1, Session 5, the students study a new name and listen carefully to the vowel sounds. They review the procedure to study a name: “1) Read it, 2) Clap the syllables, stomp them, snap them, 3) Name the letters, 4) Study it closely, 5) Use the sounds, 6) Notice the vowels.” This lesson includes a consistent routine. It does not include detailed, specific instructional strategies for learning phonics skills.
- Unit 5, Session 5, states, “Active engagement link: Set students up to practice wiggling the *R* into a few words and reading the new words that are made.” The teacher says: “Now practice with your partner. I have words for you to work with in the same way I just did. I’m handing out sheets with the words *bid* and *shot* on them, along with *R* sticks.” Then the teacher says, “Now wiggle the *R* in after the vowel, then turn and talk about how to say the new word.” Students turn and talk, then blend the new word *bird*. While this multimodal approach supports engagement, it does not offer a systematic and explicit approach to decoding words with *r*-controlled vowels.
- In Unit 3, Session 9, during the mini-lesson “Reading Across Even the Longest, Toughest Words, from Beginning to End,” materials state: “Use a counterexample to explain that when looking at

parts of words, readers need to read those parts in order." The teacher pulls out a blend, /sm/, then a rime (word ending), *-ell*. The teacher says: "Okay let me add this to the first part to make a word. /sm/ /ell/ *SMMMMMMMMeeeellll. Smmeell. Smell.* That's a word that makes sense. I can smell things with my nose." While this lesson includes a think-aloud to model blending to decode and encode words with consonant blends and common rimes, it does not offer a systematic and explicit teaching routine for teaching these skills.

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

- Possible Coaching Moves are included in lessons but do not include specific guidance for immediate and corrective feedback. For example, in "Phonics Book 3," Session 4, students learn the vowel sounds for *y*. The teacher displays the word *my* and points out that it makes the *long i* sound. The teacher compares this word to the words *very* and *happy,* pointing out the *long e* sound in those words. The students sort words by this sound-spelling pattern. Possible Coaching Moves in this lesson include "1) say the word slowly, listen for all the sounds, 2) check the card, did they spell the word right, 3) think about the tricky *y*, talk about the sound that the *y* is making at the end of that word." While these suggestions support teacher feedback, they are general and don't provide specific feedback related to the sound-spelling pattern (that the *long i* sound is in one-syllable words and the *long e* sound is in multisyllabic words).
- Suggestions are included to support decoding but do not specifically provide teacher guidance for immediate, specific, corrective feedback. For example, in Unit 4, Session 5, the lesson focuses on teaching students to "stop, slow down, or watch out" as they read. The teacher includes the following prompts: "When something isn't quite right, it's like a sign pops up in your brain telling you to stop and try again. Or when you read up to a big, long word, a sign pops up warning you to slow down so you don't whiz past the middle or forget to check the ending. Or when you see a vowel team and it's not making a long sound, it's another sign telling you to watch out for words that don't work the same way. It's important to notice signs that tell you to stop, and to slow down, or to watch out when you read." These scripted prompts provide guidance to support reading but do not include specific guidance or feedback on how to support students when they struggle to decode a word or vowel pattern.
- In Unit 4, Session 16, guidance is provided to introduce a lesson or concept: "Rally rug clubs to use *-igh* words like *high* and *might* to build new words." Specific guidance for immediate, corrective feedback is not included in the lesson.

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

- Lessons sometimes provide a review of previously taught phonics skills. But they do not include detailed guidance to connect to new skills. In Unit 4, Session 6, students practice reading and writing words with vowel teams. The teacher starts the lesson by having the students turn and talk to their partners about what they know about vowel teams. The students should state that the vowels are side by side and the first vowel is usually long and the second vowel is silent, but sometimes the vowel works a different way, like in *said, been, break*, and *head*, so you have to try it more than one way. The teacher works with the class to build a vowel teams chart with keywords. Then students read their independent books and look for words with vowel teams.

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Materials do not provide detailed guidance for connecting previously taught phonics skills to new learning.

- The materials include general, non-specific references to previous learning. For example, in Unit 3, Session 2, during "Rug Time," the materials suggest, "Reinforce the idea that knowing these common endings will help students recognize them when they come across them in their reading and help them read those words and understand the book better." The teacher says: "First-graders, you are getting to know these common endings so well. That will be helpful when you are reading. When you are reading a sentence and you come to a word with an ending, you'll think, 'Hello, ending. I know you.' Nice work, reader-friends!"
- Lessons include general scripted lesson objectives referring to previous learning, but not naming specific prior learning and connecting to previous learning. For example, in Unit 2, Session 10, in the "Snap Word Boot Camp," the teacher says, "Today we want to teach you that it is your responsibility to know not just the words you learned this week, or last week, but all the snap words—all the time and that takes practice." Referencing the word wall, children reread the newest snap words in a silly, special way. While this offers practice of previously taught words, it is not supported by specific teacher guidance to connect previous learning to new learning.

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

- General guidance for lesson pacing is included in the "Guide to Phonics Workshop." For example, it explains that each phonics instructional lesson includes a connection (approximately one minute), teaching (two to three minutes), and active engagement/link (two to three minutes). Time frames are not specified for "Rug Time," "Share," or "Extensions."
- In Unit 2, Session 2, during the minilesson, students are word detectives who look closely to find patterns in words. The teacher uses a riddle to help students distinguish between long and short vowels. The teacher demonstrates the process of sorting words. The teacher shares an "Exception to the *Silent e* Rule." The class uncovers a second riddle and solves it together to study an exception to the *silent E* rule. ("All end with e. Why would one not belong?") Students read all words on the word card to find the imposter. However, the materials do not include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.
- In Unit 5, Session 4, students learn that if they hear /ər/ it can be spelled *ir* or *ur*. The teacher tells them that it can be tricky since there are different spellings for the same sound, and it can help to write it a few different ways to see which one looks right. The teacher models this by using pictures of words with /ər/ and spelling the word with *ir* and *ur* to see which one looks right. Then, the students practice this on their whiteboards. The components of the lesson introduction and guided practice do not include timestamps to guide the pacing of the instruction.

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Indicator 2.4

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

1	Materials include intentional cumulative review and practice activities throughout the span of the curriculum.	PM
2	Practice opportunities include only phonics skills that have been explicitly taught.	PM
3	Decodable texts incorporate cumulative practice of taught phonics skills.	DNM

Partial Meets| Score 2/4

The materials partially meet the criteria for this indicator. Materials include some review of phonics skills, with some cumulative review activities but not with decodable text.

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

Evidence includes but is not limited to:

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

- The materials include some opportunities to review and practice activities throughout the curriculum. These activities are randomly presented and occur during different parts of the lessons, including during "Rug Time," "Extensions," "Small Groups," and "Share Time." They do not always offer cumulative review. For example, in Unit 2, Session 2, students read words with CVC and CVCE patterns. Students solve a riddle that includes three CVC words and a CVCE word, a pattern that was taught in Session 1. Then, the students sort words and pictures with *long* and *short a*. During the sort, they discover that *have* is spelled with a *silent e*, but it doesn't follow the rule. They add this to their snap words but do not discuss why an *e* at the end of words following the letter *v* does not result in a long vowel sound.
- In Unit 2, Session 1, "Teaching and Active Engagement/Link" states: "Compare phonics workshop to a detective's lab. Then, show students a tricky word, with a *silent E* at the end. Point out that the *E* is the only letter that doesn't make a sound." The teacher states: "What a good reminder! This makes me think about how detectives do the work of solving mysteries. They gather up clues and then they take the clues back to their labs where they can use their tools to study the clues super closely, so they figure things out." The teacher mentions: "Phonics workshop is just like that! It's our laboratory where we use tools like magnetic letters…" (the teacher holds up a handful of colorful letters) "...and words…" (the teacher holds up a baggie of word cards) "...and whiteboards to help us figure out the way words work. Let's use some of our tools to do detective work right now!"
- In Unit 1, Session 12, the lesson "Learning New Snap Words" includes an extension of "Snap Word Bingo." The teacher provides words that students can put anywhere on their boards. This provides an opportunity to review previously learned snap words.

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- In Unit 5, Session 16, the teacher shares a song with students called "Old MacDonald Had an *I*." The song has a focus on *short i* and *long i*. The teacher models and has students join in, singing "Old MacDonald had a ship with a /i/ /i/ here and a /i/ /i/ there." The teacher sings the sound with long vowel words such as *bike* and *kite*. Students engage in another game with the teacher, "Sound Match," where they match picture cards that share the same vowel sound.
- The "Online Resources" contain a "Cumulative Review Guide" for the grade level. The recommendation is that teachers might use the guide as a menu, selecting activities to use throughout the week based on assessment data. Providing cumulative review of sound-spelling patterns, the teacher can use the lesson "Sound It Out Power." After students have practiced onset-rime blending with a particular rime, the teacher says: "Guess what? You are so good at using your word part power to read words with…" (the teacher names two rimes students have studied) "that you are ready to activate a new power—sound it out power! You can use your sound it out power to read words sound by sound. Watch, I'll show you how." The teacher shows a word card and models reading it sound by sound then blending it. The teacher touches under each letter as they say its sound, then sweeps a finger underneath the word to blend it. Then, the teacher and students do it together. This activity can be used interchangeably with different sound-spelling patterns.

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

- In Unit 1, Session 3, students use what they know about reading CVCE words to spell. The teacher models writing a letter and sounding out words like *working* and *case*. The students use their whiteboards to write some words that the teacher may want to include in the letter, paying attention to words with a *silent e*. The students read over the completed message and use highlighter tape to mark the snap words they used. This provides some practice connecting with encoding a previously learned phonics pattern. It does not provide intentional practice of phonics skills.
- In Unit 1, Session 15, the Active Engagement/Link states: "Channel students to record another VC word. Assign partners roles as teacher and student. Ask the teacher-partners to coach student-partners to add and take away initial consonants, making new words from the initial word." The teacher states: "Let's start with another power word. Erase *up* and write *at*. Go!" Then: "Partner 1, you are going to be the teacher telling Partner 2, your student, what to do. So right now, only Partner 1s can look up here and I'll show you some letters you might use. Partner 2s, close your eyes. Partner 1s, teachers, here are some letters your students can use to write new words." The teacher shows the teacher-partners a list of letters they could use—*B, C, F, H, R, S, M, P*—and says, "You'll tell your student-partners this." The teacher shows them a little script for their teaching: "Take away the…and add…What do you have? Go!" The materials state: "Name the powerful work that kids have just done in a way that highlights the transferable principle." The teacher says: "Wow, you all made about a zillion words. Now, if you were reading your book and you saw a dog that is described as *fat*, would you know what that word was saying? Yes. And what if that dog was sleeping on a mat that was… (The teacher writes *flat*.) Would you know what his mat was like? (Yes.) Absolutely! Don't forget that you can use blends and digraphs to help you make even more words with your power snap words." In this lesson, students practice encoding with the phonogram *-at*, a previously taught snap word, rather than practicing an explicitly taught phonics skill.

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- Materials provide general opportunities to practice phonics skills. The practice is not always explicit practice of previously learned skills. In Unit 4, Session 1, the teacher demonstrates how to build words, including those with digraphs, by thinking about the different ways that word parts go together to make words. Students work in pairs using letter cards as a means to sound out words.
- In Unit 4, Session 7, the teacher introduces the vowel team *ou* and builds the word *out* with unifix cubes labeled with letters and word parts. The teacher models how to build a word when the /ou/ sound is in the middle of the word, using the word *proud*. The teacher gives students word cards containing the words *sour, count, loud, mouse,* and *ground*. Students work together to break the words apart and put them back together to read the word.

Decodable texts incorporate cumulative practice of taught phonics skills.

- There are decodable texts, including grade-level high-frequency words and sound-spelling patterns. For example, the book *Frank Defends His Home* includes high-frequency words such as *her, your, goes,* and *know* and includes words with double letters, blends, digraphs, and long vowel sound-spelling patterns. These books are not specifically referenced in the Units of Study in Phonics grade 1 sessions.
- The "Jump Rope" readers outline the phonics patterns practiced in each set. Set B is designed for readers in first grade and early second grade. Set B includes 36 decodable books that introduce *silent e*, inflectional endings, vowel teams, *r*-controlled vowels, diphthongs, and complex vowels, consonant -*le*, *soft c* and *g*, the jobs of *y*, multisyllabic words, and high-frequency words.
- The "Decodable Guide" explains that these readers follow a scope and sequence aligned to the phonics progression in the Units of Study in Reading, but that most phonics programs also follow this progression. These decodables are not specifically referred to or used for practice within the Units of Study in Phonics. They are designed to supplement reading programs.
- The materials provide some grade-level connected decodable texts. For example, the materials provide short poems that emphasize specific phonics patterns.
- The "Online Resource" for the Units of Study in Phonics includes decodables featuring the grade-level mascots, Rasheed and Ben. These include decodable phrases, such as "'Rasheed saw his pal Ben. Ben, will you play baseball with me?' said Rasheed." These texts are referenced to use in the "Cumulative Review Guide" but not specifically referred to in the Units of Study in Phonics sessions.

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English Phonics Program Summary

Indicator 3.A.2

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

1	Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding	DNM
2	Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words.	DNM
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text	PM

Does Not Meet| Score 0/4

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

Materials do not systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. Materials do not provide scripted direct (explicit) instruction for connecting phonemes to letters within words. Materials incorporate some activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.

Evidence includes but is not limited to:

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

- Materials do not systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. For example, in the Unit 1 "Orientation to the Unit," materials state that Bend 1 is a name study, but not the same name study as in kindergarten. Instead, this name study is used only in Bend 1, while in kindergarten, it lasts throughout the year. The teacher is guided to select a student name from the "Star Jar" to review letter-sound relationships. The lessons do not include instruction on all consonants or vowels and their corresponding sounds.
- In Unit 1, Session 2, the students learn the class mascot's name is Rasheed. Students begin their name study using the name Rasheed. During "Rug Time," students are each given the name of someone in the class, and the teacher tells students to study the name just like they did with Rasheed's name. No instruction in letters and sounds has occurred yet.
- While lessons target letter-sound relationships, the first unit relies on using names to introduce letter-sound combinations. Other letter-sound combinations are introduced throughout subsequent units. However, the sequence of introduction is not systematic.
  - In Unit 1, lessons target blends and digraphs in names.

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- o In Unit 2, lessons target the CVC and CVCe patterns and three-letter blends in ending phonograms.
- o In Unit 3, lessons target blends in the ending of words and practice with reading and spelling words with word parts in various positions of words.
- o In Unit 4, lessons target vowel teams, more practice with blends and digraphs to build words, and *r*-controlled letter-sound correspondence with -*ar, -er*, and -*or*.

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

- Materials do not provide scripted direct (explicit) instruction for connecting phonemes to letters within words. For example, in Unit 1, Session 1, students are encouraged to notice labeled items around the classroom and read the room. Then, students are encouraged to use their special eyes and ears to study the letters and sounds in the word. Students listen to the beats of the syllables (by clapping, stomping, and snapping the syllables). Then, the students name the letters and study them. The script states: "'So let's put those eyes and ears to work right this very minute!' I looked around the room. 'You may have noticed there are lots of words in this room. With the person next to you, look at some of the labels around you. Read the room, right from your seat!' 'Closet! Door! Window! Books! Nonfiction! I want to suggest now, as we start this year together that you don't just read words—you study them! You take a closer look. Let's do that!' I held my pointer to a nearby label that said *window*. 'What's this word? *Window*!' many voices said aloud." This is the first session in Unit 1, and students have not yet reviewed any letter-sound relationships. Additionally, the words included in this session do not follow a systematic approach for letter-sound instruction. The instruction does not include connecting phonemes to letters but rather involves the reading of whole words with spelling patterns that have not yet been learned.
- In Unit 1, Session 4, during the "Teaching" portion of the session, students study the class Mascot's name, Rasheed. The teacher script states: "Hmm…what are the special words that people use to talk about letters and sounds and words? Hmm.' I mused, thinking silently, then jotted a few of these words, then thought some more, took a few suggestions from the group, and soon had the list in the 'Phonics Professor Words' chart. I pulled in closely to study the name Rasheed. 'Now, with those special words in mind, let's study this name super closely. Ready to try to see even more in this name?' I picked up a pointer and said, 'This will help me see and name more things in the word.'" Students then study the initial letter, *R*, and the digraph *sh*. The next name students study is Marcella. The teacher tells the students to name the letters in the name. Then, students talk about other words that start the same or end the same. Materials do not provide explicit instruction on connecting phonemes to letters, and the session does not follow a systematic approach to teaching letter-sound relationships. The majority of this session focuses on letter-sound relationships in names with spelling patterns students have not yet learned.
- In Unit 2, Session 15, students use one small VC word from their "snap word" list, such as *up*, and learn how they can add and subtract letters to make new words. The narrative says: "'Let's start by writing *up*.' I wrote up on a whiteboard signaling for them to do the same. 'Writers add a *p* in front of *up*.' I left them a moment and then said 'What do you have?' They called out *pup*. I said, 'Let's make another word. Erase the first *P* and put a *C*. What do you get?' I meanwhile

did this on my whiteboard, which I displayed." The lesson provides an opportunity for students to practice connecting phonemes to words in VC and CVC patterns but does not clearly state the objective or model the skill before the students engage in practice. The lesson is written as a narrative rather than as scripted, direct instruction.

- In Unit 4, Session 5, students use knowledge of long-vowel CVVC patterns to decode words and use knowledge of common vowel patterns and digraphs and blends to write words. However, the instruction is not scripted to support quick connection of phonemes to letters within words for decoding and encoding. For example, the teacher invites students to join in reading a postcard that includes words with vowel teams, such as *Greetings*. The narrative says, "I placed my finger below the word *Greetings* and stammered, 'Gr….Grrrrr? Forget it. This is too much work. I pushed the postcard aside and huffed and puffed, crossing my arms. Nooooo!! The kids protested….'You're right. I'd better try something to solve this word. Well, I see a part I know, *Gr.*'" The teacher uses think-alouds to then blend and read the sounds in the word *Greetings*. Then, the teacher guides children to read the word *been*, pointing out that not all words and vowel teams work the same way, and suggests they check the words to make sure they make sense and sound right. This provides a model of blending to read this pattern but does not include direct, explicit instruction on vowel patterns to easily connect phonemes to letters in words.

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

- Materials do not include activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words in isolation. Resources, such as alphabet charts, many other types of charts, letter cards, word cards, picture cards, printed copies of poems and songs, cards such as onset-rime cards and vowel-picture cards, support daily instruction, but they are not used consistently for student practice. For example, in Unit 1, Session 2, the teacher reviews the teaching point from the day's lesson—using part of the class mascot's name to spell new words. Students use the letters *s, h, f, e, d, n, g, r, p, d*, and *y* to build the Mascot's name, Rasheed. Students find the part of the name that can help them spell *need—sheed*. The teacher tells students to take away two letters and add one to spell *need*. The teacher repeats the process to make *feed, needy, greedy, peed,* and *indeed*. This activity focuses on using word parts to encode words but does not provide practice in applying letter-sound correspondence to decode.
- In another practice opportunity, students focus on changing a CVC word to a CVCC word with the *r*-controlled sound-spelling pattern. The lesson emphasizes encoding rather than applying letter-sound correspondence through decoding. In Unit 5, Session 6, the teacher invites students to help change the word *cat* into *shark* in five moves. Students write the word *car,* and the teacher guides them to turn the word into *cart*. The teacher and students continue with the words *part, park, dark,* and *shark*.
- Materials include one opportunity to practice decoding words with different spelling patterns. This practice opportunity does not focus specifically on applying letter-sound correspondences to decode. For example, in Unit 2, Session 1, during Rug Time, the teacher passes out cards with words such as *lake, fast, same, rat, shade, wave, snake,* and *skate.* The students read the word

on their card and practice writing the word. A side suggestion states that students might work with only CVC words or incorporate a few words that review common blends and digraphs.

- Materials incorporate some activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words in connected text. For example, in Unit 1, Session 5, students participate in the song "Old MacDonald Had a Farm" to practice their short vowel sounds. Students work together to decide what animals will be on the farm that contain short vowel sounds. After deciding to use the words *cat, hen, chick, hog,* and *bug* students sing the song together along with the teacher to the tune of "Old MacDonald" to practice all the vowel sounds. All of the vowel sounds have not been explicitly taught before this session.

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Indicator 3.B.1

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

1	Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transitions to more complex skills such as adding, deleting, and substituting syllables.	No
2	Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.	No
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	No

Not Scored

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

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

Evidence includes but is not limited to:

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

- Materials do not provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transitions to more complex skills such as adding, deleting, and substituting syllables. For example, in *A Guide to the Phonics Units of Study*, Chapter 2, the materials include the strands of early phonics development along with additional information about rhyming, segmenting, and manipulating. The materials state that the program follows a hierarchy of skills in phonemic awareness, starting from rhyming and hearing phonemes and moving to blending and segmenting sounds. There is no mention of oral syllable awareness.
- Over the course of five units, the sequence of progression is not systematic and does not consistently begin with simple skills and gradually transition to more complex skills. Students do not have opportunities to add, delete, and substitute syllables. For example:
  - In Unit 1, students are taught to hear, say, and clap syllables.
  - In Unit 2, students hear syllables in high-frequency words and hear and clap syllables in two-syllable words.

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- o   In Unit 3, students are taught to segment words into syllables.
- o   In Unit 4, students segment single-syllable words and hear, say, clap, and identify syllables in spoken words.
- o   In Unit 5, no phonological awareness activities are mentioned.

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

- ● Materials do not include scripted direct (explicit) instruction for teaching oral syllable awareness skills. For example, in Unit 2, Session 12, students examine the "snap word" *little* and notice that there are two *t*'s in the middle of the word. The teacher tells students, "When we spot the double letters, we can pull them apart to break the word into two syllables." The teacher uses magnets to spell each syllable, and then claps each syllable and pushes the magnets together to make the word. The teacher tells the students: "You can read each of those smaller parts, those two syllables, and then push them back together to read the whole word. If this was a tough word in your book, I bet this trick could help you solve it. Those letter twins can help you know how to break the word apart." The students then practice reading two-syllable words with double consonants from cards that the teacher provides. Since the sessions are written in a narrative format, the materials do not fully support teachers in providing direct (explicit) instruction in oral syllable awareness. Additionally, this is not an oral syllable awareness skill, as the students are looking at print throughout the entire lesson.
- ● In Unit 5, Session 5, the teacher script states: "'Let's take a different route to the lunchroom today. Instead of going straight to lunch, I want to take you on a virtual field trip to the zoo. I'll hold up a card with an animal name on it and ask someone to try to read it. All of these animal words have *R*-controlled vowel sounds in them. Everyone can try to read the word silently, but don't say it out loud unless I call your name. Let's get to the zoo!" The teacher holds up the first card for a student: "*Liz-ard*. *Lizard*." The teacher flips the card over and shows the picture. "Yes! It says *lizard*." The teacher thinks aloud that "first you read each syllable, and then when you put them together, you notice the *R*-controlled vowel and change the sound of the last syllable from /är/ to /ər/." Finally, the teacher says: "You really used what you know to help you read that word…*Lizard* has the /ər/ sound spelled *A-R*, just like *calendar*." Since the sessions are written in a narrative format, the materials do not fully support teachers in providing direct (explicit) instruction in oral syllable awareness. Additionally, this is not an oral syllable awareness skill, as the students are looking at print throughout the entire lesson.

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

- ● Materials do not incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). For example, in Unit 1, Session 1, students practice reading labels around the room with the following routine: "1. Read it, 2. Clap the syllables, 3. Study the word, 4. Identify letter-sound connections." Students read the word *books* and clap the word to notice is has one syllable. However, this is not an oral syllable awareness skill, as the students are looking at print throughout the entire lesson.
- ● In Unit 1, Session 5, the teacher leads the students through the "Let's Study a Name!" routine: "1. Read it. 2. Clap the syllables. 3. Name the letter. 4. Study it closely. 5. Use the sounds. 6

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Notice the vowels. Use short-vowel power." The students meet with their "Rug Club" to study the vowels in a second name; they identify the number of syllables in the name and identify the initial, medial vowel, and final sounds. This is not an oral syllable awareness skill, as the students are looking at print throughout the entire lesson.

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Indicator 3.B.2

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

1	Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes.	DNM
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	DNM
3	Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.	PM
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM

Partial Meets | Score 2/4

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

Materials do not provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials do not include scripted direct (explicit) instruction for teaching phonemic awareness. Materials include some detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate some activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

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

- Materials do not provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. For example, over the five units, the scope and sequence for phonemic awareness instruction includes the following:
  - In Unit 1, students are taught to change the beginning phoneme to make new words; segment and blend phonemes in words; and isolate the initial and medial phoneme in

words.

- o In Unit 2, students are taught to know long and short sounds; distinguish the long and short vowel sound in a spoken word; generate words with the vowel *a*; change the beginning, middle, or ending phoneme to make a new word; hear medial phonemes in words; blend three or more phonemes in a word; hear familiar blends and digraphs in spoken words; and hear familiar phonograms in spoken words.
- o In Unit 3, students are taught to segment syllables into individual phonemes.
- o In Unit 4, students are taught to change the beginning, middle, or end phoneme to make a new word; distinguish the long and short vowel sounds in spoken words; isolate and pronounce initial, medial vowel, and ending sounds in spoken single-syllable words; change the beginning, middle, or ending phoneme to make a new word; isolate and hear different medial vowel sounds in single-syllable words.
- o In Unit 5, no phonemic awareness activities are mentioned.
- ● Phonemic awareness lessons are connected to print. While the scope and sequence identifies specific skills for teaching phonemic awareness, sessions include skills outside of the scope and sequence and do not include direct, explicit instruction in the skills identified in the scope and sequence.

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

- ● Materials do not include scripted direct (explicit) instruction for teaching phonemic awareness. For example, in Unit 1, Session 15, the teacher removes the word *up* from the word wall and reminds the students they have already learned this word. The teacher tells the students *up* is a power word and "when you know the power words you know how to make a zillion other words." The teacher leads students through adding and subtracting letters in *up* to make new words. The teacher script states: "'Let's start by writing *up*.' I wrote *up* on the whiteboard, signaling for them to do the same. 'Writers, add a *p* in front of *up*.' I left them a moment and then said, 'What do you have?' They called out, *'Pup*.'" While the materials include some instruction for teaching phonemic awareness, the instruction is not direct (explicit) and is connected to letters.
- ● In Unit 2, Session 2, the teacher uses a riddle to help students distinguish between long and short vowels and demonstrates the process of sorting words. The teacher shares the chart "Learning an Exception to the Silent *e* Rule." The teacher models sorting words, listening for the vowel sound and deciding if it goes in the short or long vowel pile. The class uncovers a second riddle and solves it together to study an exception to the silent *E* rule. Students read all words on the word card (all end with an *e*) to find the imposter. The teacher script states: "'Let's get started. Here's the first card. Let's read it together.' I held up the card with the printed word, *hat*. 'Say the word and listen for the vowel sound.' *'Hat*!' kids called back. 'Let's listen for the vowel. What vowel sound do you hear in the middle of *hat*?'" While the materials include some instruction for teaching phonemic awareness, the instruction is not direct (explicit) and is connected to letters. Additionally, students are asked to read words prior to receiving instruction in the sounds with teacher modeling.
- ● In Unit 4, Session 1, the teacher demonstrates how to build words, modeling individual sounds with unifix cubes. The teacher models breaking a word into individual sounds. The teacher script states: "'Let's see what words I can build with these materials.' I placed my finger under each

cube as I quickly named the parts. 'I know that blends and digraphs often come at the start of a word, so let's see if I can make a word that starts with *st*.' I pulled the cube out. 'Hmm…I think I am going to need a vowel next. I could use the vowel in the word part *an*.' I snapped the two cubes together. '*St…an,*' I said quietly to myself. *'Stan!'*" While the materials include some instruction for teaching phonemic awareness, the instruction is not direct (explicit) and is connected to letters.

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

- Materials do not include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. For example, in Unit 1, Session 15, the script provided for the teacher states: "So friends, this word wall full of snap words is a bigger deal than you probably realized. You use them every day when you read and write. I'm going to give you one more word, and this time, will you (by yourself) find that word's power? You write all the other words that you can get from the one power word I give you. You ready for the word?' I wrote the word on chart paper: *can*. I watched as students began writing words. After a bit, I said, 'Will you go back and see if you can get any *more* words from the words we worked with today?' I wrote these words on chart paper: *up, at, can*."
- In Unit 2, Session 4, students have the letters *a, c, e, g, k, l, m, n, p, s,* and *t* to use for the session. The teacher tells them to make the word *man* and then to change *man* to *can*. Students swap the *m* for a *c,* and then they read the word *can* together. Then, the students add an *e* to the end of the word and change the *short a* sound to the *long a*. They continue to make small changes in the letters in the word to make words that have phonograms *-ane, -ate, -ake,* and -*ame*. The teacher asks the students to make the word *plane*, points out the blend at the beginning of the word, and continues to make the words *plate, gate, make, take, cake,* and *came*. The teacher script provided for this lesson states: "'Okay detectives, here's your first word. Listen carefully, this word has three letters.' I held up three fingers. 'Write the word *man*. The man went for a walk. Remember, you'll need to use some of the letters at the top of the easel to spell the word.' As children wrote on their whiteboards, I arranged the magnetic letters on the easel to spell the word *man*. Then I placed an index card with the word *man* in the pocket chart at the front of the group." While materials include some instruction in phonemic awareness, the instruction is not direct (explicit) and does not include detailed guidance for connecting phonemic awareness skills to the alphabetic principle.
- In Unit 2, Session 13, the lesson introduces three-letter blends. The teacher shows the word *three* and says: "*Three*! And that's how many letters are sticking together at the start of this word. *Three*. Put a thumb on your knee when you spot them." The teacher pauses and then says: "I bet you noticed that the letters *T, H,* and *R* are before the vowel at the beginning of this word. We can blend the sounds those letters make together to get ready to read this word." The teacher then models blending these phonemes, emphasizing correct phoneme pronunciation. While this lesson focuses on blending sounds to read a word, the lesson does not include specific practice first with identifying or hearing the phonemes before connecting to print.

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

- Materials include some activities and resources for students to develop, practice, and reinforce skills (through cumulative review). While the materials include activities and resources, such as whiteboards, magnetic letters, Elkonin boxes, and unifix cubes, practice is primarily connected to print, focusing on phonics and sound-spelling patterns. In Unit 4, Session 4, the teacher models sounding out words using Elkonin boxes and picture cards. The teacher models stretching words with long vowel sounds. For example, the teacher is prompted to use the word *toast*; she models putting the *oa* in the same box because it makes one sound. (However, she puts the blend *st* in one box.) This lesson provides the opportunity to practice with the *long o* sound. However, the students do not first practice hearing and counting the sounds in words before they connect the sounds to print.
- In Unit 2, Session 8, Extension 1, students complete a sort to practice decoding and hearing words with the *long u* sound. The students read the words *cute, huge, use, tune, flute, rude,* and *clue* and sort them into piles based on the phoneme pronunciation of /u/. While this supports medial phoneme isolation, the students sort word cards rather than picture cards. This practice supports decoding and sound-spelling patterns rather than phonemic awareness.
- In Unit 5, Session 5, the teacher uses word cards to segment words. The lesson narrative states: "I showed Lars the *turtle* card. He segmented the word, phoneme by phoneme —/t/-/ŭ/-/r/-/t/-/l/-/ĕ/— and struggled to blend the phonemes together. 'Can you help him, Carlos?' I asked." The teacher then turns over the card to show the picture and says, "*Turtle* also has the /ər/ sound, but it's spelled *U-R*." The teacher shows a few more word cards (*bird*, *turkey*, and *squirrel*), inviting a student or two to try reading each one. While the word cards provide help in the form of a visual representation of the words, they include print and are not an example of an oral phonemic awareness lesson.

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Indicator 3.C.1

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

1	Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	PM
2	Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.	PM
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
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).	M

Partial Meets| Score 2/4

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 introduce some sound-spelling patterns systematically, as outlined in the TEKS. Materials provide some scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide 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).

Evidence includes but is not limited to:

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

- Materials provide a limited systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. While grade-level TEKS are included, the sequence is randomly presented across the units; it is not a specific sequence that explicitly builds upon previous knowledge. The Units of Study in Phonics consist of five units. Each unit is designed to be taught alongside the Reading and Writing Units of Study, with instruction lasting five to six weeks per unit. Each day's phonics session lasts about 20 minutes and offers extensions to help teachers reinforce phonics concepts across the school day and to support the transfer of phonics skills into reading and writing workshops.
- Materials include a resource titled "Decoding Instruction at a Glance," with objectives for the units. The "At a Glance" provides a progression chart that maps out the decoding skills across the school year. For example, Unit 1 starts by reviewing CVC words with blends and digraphs; Unit 3 is contractions; and Unit 5 is high-leverage syllable types with compound words. While a

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scope and sequence is included, there is no evidence in the materials that grade 1 students learn how to decode and encode words with diphthongs as outlined in the TEKS.

- Unit 1, "Talking and Thinking About Letters," focuses on studying names to learn about phonics, studying high-frequency words to learn about phonics, and using "snap words" and word parts to make and read more new words. Unit 2, "The Mystery of the Silent *e*," focuses on word detectives taking the case investigating the silent *e*, testing their theories to learn more about vowels, and using words they know to solve new mysteries. Unit 3, "From Tip to Tail," focuses on reading and hearing all the way across words, dealing with trickier words, and raising the level of work with high-frequency words. Unit 4, "Word Builders," focuses on using vowel teams that make a long vowel sound, studying vowel teams that make two sounds, and provisioning the students' "toolboxes" with vowel teams that make the same sound. Unit 5, "Marvelous Bloopers: Learning Through Wise Mistakes," focuses on studying bloopers to learn from them, words you "use and confuse" ("snap word bloopers"), and a phonics project ("Studying Capitals").
- In *Small Groups for Instruction*, students progress through Chapter 1, "Phonological and Phonemic Awareness, Letter Knowledge, Concepts About Print"; Chapter 2, "Letter-Sound Correspondence, Hearing and Recording Sounds"; Chapter 3, "Blends and Digraphs"; Chapter 4, "Short Vowels and Long Vowels with Silent *E*"; Chapter 5, "Endings, Contractions, and Possessives"; Chapter 6, "Long-Vowel Teams, Diphthongs, and R-Controlled Vowels"; Chapter 7, "Snap Words|; Chapter 8, "Strategies for Writing Words Correctly"; Chapter 9, "Strategies for Reading Words Correctly."

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

- Materials provide some scripted direct (explicit) instruction for grade-level sound-spelling patterns; however, the instruction is written in a narrative style. For example, in Unit 1, Session 6, students create things for the classroom that show digraphs. The teacher shares ideas, and students create charts with digraphs, label pictures containing digraphs, highlight digraphs in favorite shared songs or texts, or create classroom labels for items with digraphs. This session is not scripted or explicit about what the students are to do for the activity. The narrative provided states: "Looking over at Rasheed, I noticed the lion was again holding a little scroll, presumably with the names we'd study today. I drew forth the name, read it, and then said, 'I need a drumroll before I show you today's name!' and I got the class to beat on their knees. 'Our name today is…Stella! Does it have a blend or a digraph? Yes!'"
- In Unit 2, Session 4, the teacher asks the students to make the word *man* with their magnetic letters. Meanwhile, the teacher creates the word on the whiteboard easel. The teacher does not model how to do this first. The teacher has the students do the same with more words while creating the words on the easel. The teacher does not model first, and the students do not practice this skill independently. The teacher script states: "'Okay detectives, here's your first word. Listen carefully, this word has three letters.' I held up three fingers. 'Write the word *man*. The man went for a walk. Remember, you'll need to use some of the letters at the top of the easel to make this word.'"
- In Unit 4, Session 2, students learn two more vowel teams, *ai* and *oa*. The teacher starts by reviewing the word *eat*, stretches the sounds, and asks the students what is happening. The class points out that the *e* is long and the *a* isn't making a sound. The teacher also points out

that this pattern also works in the word *read.* The teacher shows students the word *wait,* reads the word for them, and asks how it is similar to *ea.* The students notice that the *a* is long and the *i* is silent. The teacher tells the students that this is because there are two vowels side by side. The teacher repeats this using magnetic letters *ea* and *ai;* the first vowel is long, and the second is silent. Then the teacher provides groups of students with baggies with words with *ea, ai,* and *oa,* and the students work together to conclude that words like *boat* follow the same pattern (new words with this pattern include *coat, throat, goats,* and *coaching*). The lesson relies on students' discovery and response and does not include direct (explicit) instruction.

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

- Materials incorporate activities and resources for students to develop, practice, and reinforce skills (through cumulative review). For example, in Unit 1, Session 5, the teacher models how to orally produce single-syllable words—*cat, hen, hog, chick, bug*—by blending sounds including consonant blends. The students play the "Robot Game" to orally produce and blend each sound, including consonant blends.
- In Unit 4, Session 1, the teacher demonstrates how to build words, including those with digraphs, by thinking about the different ways that word parts go together to make words. Students work in pairs using letter cards as a means to sound out words.
- In Unit 4, Session 7, the teacher introduces the vowel team *ou* and builds the word out with unifix cubes labeled with letters and word parts. The teacher models how to build a word when the /ou/ sound is in the middle of the word, using the word *proud*. The teacher gives students word cards containing the words *sour, count, loud, mouse,* and *ground*. Students work together to break the words apart and put them back together to read the word.
- The "Online Resources" contain a "Cumulative Review Guide" for the grade level. The recommendation is that you might use the guide as a menu, selecting activities to use throughout the week based on assessment data. Providing cumulative review of sound-spelling patterns, the teacher can use the lesson "Make the Words Disappear." The teacher writes a list of words, blending and reading as she writes. Then, the teacher prompts students to reread them to build fluency. Materials state: "Point to the beginning of a word and encourage students to read it to themselves and then whisper it to a partner. Sweep your finger underneath the word as the class reads it chorally. Then, erase the word from the whiteboard, making it disappear. This could sound like: 'Now let's make the words disappear! Sound it out to yourself and put your thumb up when you know what it is. Whisper the word to your partner. Let's read it. The word is… Whoosh! …disappeared.'" This activity can be used interchangeably with different sound-spelling patterns such as blends and digraphs, VCe words, and more.
- In another activity included in the Cumulative Review Guide, "Presto Change-o," students practice encoding with previously taught sound-spelling patterns. The teacher distributes a whiteboard and dry-erase marker to each student. The teacher dictates a word in a sentence, using the sentence stem "The first word is…, like in the sentence…." Students repeat the word and segment it sound by sound: "Say…. Now break it into sounds. Write it!" The teacher coaches students to say each sound as they write the corresponding letter(s). This is used to practice and reinforce previously taught sound-spelling patterns.

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

- Materials provide activities and resources to decode 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). For example, in Unit 4, Session 3, the teacher gives student groups baggies of word cards with vowel teams *ea, ai,* and *oa*. Students read the word cards together, ensuring that they make the long vowel sound with the vowel team. The teacher coaches students, as needed, in figuring out the words. Students look out for words with vowel teams and record them in their notebooks.
- In Unit 1, Session 2, students use the letters *s, h, f, e, e, d, n, g, r, p, d,* and *y* to build the mascot's name, Rasheed. Students find the part of the name that can help them spell *need—sheed*. The teacher tells students to take away two letters and add one to spell *need*. The teacher repeats the process to make *feed, needy, greedy, peed,* and *indeed.*
- Materials include decodable books, called "Jump Rope Readers." Set B of the decodable readers is for readers in first grade. Set B contains 36 decodable books that introduce skills.
- The Cumulative Review Guide, found in the Online Resources, includes activities to practice and reinforce sound-spelling patterns in connected texts. The guide outlines "Let's Read a Book," a process for introducing decodable texts to reinforce the phonics students are learning during phonics workshop. The steps include introducing the text, making predictions about the text, whisper reading, then reading together. There are also suggestions to use the text for cumulative review. For example, there are activities to practice decoding CCVC and CVCC words with blends and digraphs; it is recommended that after practicing with decoding and encoding sample words in the Make the Words Disappear activity and Presto Change-o, the teacher introduce "Rasheed story #9," *The Gift*. This story includes opportunities to practice decoding these words in connected text, such as "He ran off. Then he ran back, but not as fast!" Additional decodable texts include practice with sound-spelling patterns such as VCe with *a* and *o*, the *ee* vowel pattern, and double consonants in multisyllabic words.

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Indicator 3.C.2

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

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

Evidence includes but is not limited to:

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

- The "Guide to Phonics Workshop" explains that the children who work with these materials learn to call high-frequency words "snap words," in reference to the fact that they are words they can use "in a snap." Materials state that first graders will "accelerate and learn one hundred more high-frequency words," specifying, "We sequence instruction in high-frequency words so that students have the words they need for later phonics instruction." In second grade, the words are called "troublemaker words" rather than snap words, emphasizing the "shift toward spelling."
- "Online Resources" include a list of grade 1 snap words in the order and session they are introduced. According to this list, materials introduce 78 words. The introduction of these words does not differentiate between phonemically regular and irregular words, and it does not call attention to parts of the words that follow predictable phonemic rules and parts that are irregular. Regarding this sequence, the "Guide to Phonics Workshop" explains, "All their instruction in phonograms will rely on analogy as the primary method of instruction." Further, they explain that "there are many reasons why this or that high-frequency word might be taught

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at a particular time, and those reasons do not revolve solely around the logic of the words' spelling, because in some instances you'll teach these words by memory and by logic."

- In Unit 1, Session 9, students review kindergarten snap words and are introduced to 11 new words. All new snap words are introduced following the routine "Read it, Study it, Spell it, Write it, Use it!" This does not specifically address regular and irregular high-frequency words.

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

- There is a routine for teaching snap words. This routine sometimes addresses irregular high-frequency words. It is not included for all new snap words and relies on memorization as a strategy. In Unit 1, Session 12, the first new snap words are introduced. The teacher displays the "Make It a SNAP Word!" chart and states: "Today I want to remind you that you can turn any word into a snap word. Then you can read and write that word in a… snap!" The teacher reads the steps on the chart: "Read it! Study it! Spell it! Cover, write and check it! Use it!" The teacher models reading the new word, *said*, in a sentence, then studying the letters and sounds, specifically stating, "I also notice that the *S* says /s/ and the *D* says /d/ and the *ai* makes the short /e/ sound like in *egg*." The students spell the word, then write it on their whiteboards. While this approach follows a routine, it does not specifically address that /ai/ follows an irregular spelling and pronunciation in this specific word. This approach relies on memorization.
- In Unit 1, Session 13, Extension 2, the teacher introduces five new sight words that include short vowels, stating, "I have five new words we can add to the word wall that might help you hear those short sounds and use them to spell lots of words." The teacher displays the chart, then says: "Now let's work together to make this word a snap word! Read it with me in this sentence: I want to play, but it is raining. Now, take a closer look and study the word. Can you spot the vowel? Yes, *U*! Say the word and listen to the short sound *U* is making. Yes, /u/." The next steps are written in narrative form: "We moved through the steps, outlined on the chart, spelling the word aloud, then writing the word. Then, we practiced using the word in a few different sentences to anchor its meaning, before moving to the next word." While this lesson calls attention to a regular spelling pattern in these snap words, it does not include scripted direct (explicit) instruction for decoding and encoding each of these new words.
- In Unit 4, Session 9, after learning about the tricky vowel pattern *ou* and *ow*, the extension lesson provides the opportunity to turn the word *know* into a snap word. The script says: "Word builders, the vowel team *OW* can be a little tricky. We learned that *OW* can make the sound /ou/ like in *how* and the sound /o/ like in *know*." The teacher moves through the steps for the Make It a SNAP word! chart. The instructions are written in narrative format rather than as direct, explicit instruction: "I pointed to the first two letters in the word *know* and told kids that *KN* at the beginning of a word makes the sound /n/. Then we studied the vowel team *OW* and noticed it came at the end of the word."

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

- In Unit 1, Session 5, students participate in the game "What's My Mystery Word?" With a partner, students give clues to figure out a mystery snap word using a baggie the teacher has

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given out containing approximately ten snap words. The teacher states: "The partner without a card, it is your job to get your partner to figure out the word! You can give three clues. You might give clues about what kind of vowels are in the word, how many syllables or letters there are, what the word rhymes with…There are many kinds of clues." As the game starts, the teacher actively monitors and coaches as the need arises. The materials also guide the teacher in providing copies of the word wall to students who may need it as a resource tool. The materials include partial activities, such as word games, for small group instruction. However, the materials do not specify these games are for high-frequency word skill practice. Rather, these games coordinate with the overall session.

- In Unit 1, Session 11, students play the game "I Spy" by giving clues for word wall words, and the other students guess their words to review snap words.
- In Unit 1, Session 12, students learn new snap words and play the game "Dribble, Dribble, Shoot," where they bounce their invisible ball for each letter as they spell new snap words and shoot the ball in the hoop at the end. During this activity, they are focusing on the letters without attending to what is regular and what is unexpected about their spellings. In this session, students also play "Snap Word Bingo." Materials for this game are found in the Online Resources included in Unit 1.
- In Unit 2, Session 10, the teacher hosts a "Snap Word Boot Camp." The teacher invites students to reread the newest snap words in a silly, special way. The teacher points to words, and students read. There is also a sidebar with extra tips for teachers. For instance, if there is time, materials suggest, "Have them read their books and signal when they come to snap words." Also, "Return to these extensions often when they are waiting to go home or any other time you have a few minutes, you can ask kids to read all or part of the word wall in silly voices." Although students practice reading high-frequency words, they do not have practice reading both regular and irregular high-frequency words.
- The "Cumulative Review Guide," found in the Online Resources, includes activities to practice and reinforce high-frequency word review. For example, the activity "Snap Word Wizards" is designed to review certain sets of high-frequency words. The instructions state: "As you begin, rally students to review a small set of irregular high-frequency words that share a similar spelling pattern or that are especially tricky. You might say: 'It's time to study some extra tricky snap words.' Then, show the first word and ask students to read it as a whole word, then sound by sound: 'Here's the first word for us to study, let's read it…Now let's read it sound by sound, it goes…' You'll want to point underneath the letter(s) that make each sound as you say it." Then, the teacher hides the word, and the students write the word and check for accuracy.

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).

- In Unit 1, Session 9, students read the word wall as a monster and a mouse, then use the words in their writing. In the following session, students sort the words using word cards, teach each other what is similar and different in the snap words, and are encouraged to find snap words in a shared reading/partner reading activity. This provides an opportunity to practice recognizing and reading words in isolation but does not provide specific directed practice in connected text.
- In Unit 3, Session 13, the students learn the high-frequency words *if* and *or*. The teacher displays the two new words on an easel and guides students, as a whole group, through the steps of

making them into snap words by pointing to each and saying the word aloud. The materials instruct the teacher to provide a sentence with each word so that students can read them in context. The teacher proceeds with studying the letters with the students by representing each sound, chanting the spelling, and practicing writing the new words on whiteboards. The session repeats the same steps for the new word, *or,* and references the Make It a SNAP Word! anchor chart. At the conclusion of the session, the new snap words are placed on the class word wall by the teacher.

- The materials include "Jump Rope Readers." These are decodable texts including grade-level high-frequency words. For example, the book *Frank and Dave* includes high-frequency words such as *do, her, your, into,* and *they*. The high-frequency word sessions do not include specific connections or guidance on how to use these texts to reinforce and practice high-frequency word reading.

- In the Cumulative Review Guide, students can play "On Your Mark, Get Set, Read!" to practice and reinforce high-frequency words in isolation. The teacher prepares cards with previously taught high-frequency words to review. Then, the teacher says: "Here are some snap words we've been studying lately. Let's see how many you can read correctly in one minute. I'll set a timer. On your mark, get set, read!" The teacher challenges students to try again and see if they can beat their score: "Phew! That was a lot of words in one minute! We read…words! Do you think we can do it again and read even more words this time? On your mark, get set, read!"

- The online resources include decodable texts and the Cumulative Review Guide with suggestions to use texts to reinforce high-frequency words. For example, the teacher can play Snap Word Wizards to review snap words in isolation, then read them in connected texts in "Rasheed story #4," *Rasheed and Ben Play Ball,* which includes sentences with high-frequency words, such as "I can not hit the ball. It is no fun at all."

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Indicator 3.C.3

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

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

Does Not Meet | Score 0/4

Materials do not meet the criteria for this indicator. Materials do not include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.

Materials do not provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials do not provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials do not incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials do not provide a variety of activities and resources 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.

- Materials do not provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. For example, in Unit 1, Session 5, students practice drumming with their hands on their knees, and the teacher tells them that words have beats too, and those beats are syllables. The teacher coaches the students to listen for the syllables in the "star name," clap, and stomp the syllables. Finally, students practice clapping the syllables in their own names and their friends' names. Although session objectives progress from

easier to more complex skills, the materials' scope and sequence is not aligned to the ELAR TEKS for introducing syllable types and syllable division principles.

- In Unit 2, Session 9, the teacher tells the students that e_e is not a common spelling and shows them three words with that pattern (*here, Pete,* and *these*). The teacher also states there are many other words with the *long e* sound, such as *ear* and *feet*. Students are prompted to look at the word wall to find snap words with the *long e* sound; students identify the word *eat* and write it on their whiteboards. The teacher asks students what letters make the *e* sound in the word; partners work together to draw a box around each sound in the word, so they have *ea-t*. After examining the word, the teacher instructs students to look through their independent books to practice decoding those words. Students make a T-chart for words with *long e* spelled with *ea/ee*. They share the *long e* words they found (including their class mascot name) and take turns reading their words with partners. Materials do not mention that *ea* also makes the *short e* and *long a* sound.
- In Unit 5, Session 5, Extension 2, the teacher states: "You know how during writing workshop, you sometimes try to write a word two ways to check your bloopers? When you're reading, and you come to tricky words, you can try to read the word two ways to check your bloopers, too. When you're reading a word with a spelling pattern that could be read more than one way, you can try it two ways and decide which one makes sense. I'm going to read you a sentence, if you hear a reading blooper, will you raise your hand? Then I'll try to read the word two ways to see if I can fix it." As the session finishes, the teacher reminds students that during the reading workshop, they can try reading tricky words two ways and think about which one makes sense. This lesson suggests using different approaches to decode tricky words but does not specifically teach using syllable types or syllable division patterns to decode.

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.

- Materials do not provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. For example, in Unit 2, Session 2, the teacher demonstrates the process of sorting words: say the word aloud, listen for its vowel sound, then decide whether it goes with short-vowel words or long-vowel words.
- In Unit 3, Session 2, the teacher makes the word *like* with magnetic letters on the whiteboard. The teacher states: "Read this word in a snap—*like*. If we want to add an -*ing*, what word will it become? Yep, *liking*. But watch what happens when I want to change *like* to *liking*. I built the ending -*ing* on the whiteboard and started moving it toward the *like*. Here comes the -*ing*… run away, silent *E*!" The teacher removes the *E* and adds the -*ing* to the word. "Let's read it—*liking*! Let's try it with another silent *E* word." The teacher builds the word *have* on the board, moving the -*ing* over to the side. The teacher states: "Read this with me: *have*. This was one of the most mysterious silent *E* words, right? Even though that *E* is there, it still sounds like a short vowel. Let's add -*ing* to make it say *having*. Ready to try it? Say it with me this time. Here comes the -*ing*… run away, silent *E*!" This session does not address syllable types or syllable division principles as they relate to encoding one-syllable and multisyllabic words.
- In Unit 4, Session 2, the teacher uses snap cubes with the vowel team *ea* and another cube with *t* to make the word *eat*. The students read the word; then, the teacher adds an *s* to the

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beginning of the word, and the students read the word *seat*. The teacher changes the beginning letter to make the word *beat*. The teacher asks the students to help change the word to *beach*, then *teach*, then *teaching*. While this lesson provides instruction on vowel teams, the session does not provide scripted direct (explicit) instruction on syllable types.

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

- Materials do not incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). For example, in Unit 2, Session 1, a phone call from the "Super-Secret Detective Agency" reminds students to keep working hard on word study as word detectives. Although the phone call is used, materials do not include a variety of activities or resources to develop, practice, and reinforce syllabication skills.
- In Unit 1, Session 6, the teacher tells students words are missing from the word wall. The teacher encourages students to use word parts to see that the blends and digraphs of the words are missing. Although the word wall is used, materials do not include a variety of activities or resources to develop, practice, and reinforce syllabication skills.
- In Unit 3, Session 12, students read the words to a song called "We Can Read Long Words!" The lyrics of the song review that students can write long words with a vowel in each syllable; however, the activity does not provide opportunities for students to develop, practice, and reinforce syllabication skills.
- In Unit 4, Session 2, students learn the *ee* and *ea* vowel team spellings for *long e,* and materials include snap cubes, word cards for a word sort activity, and a letter for examining *ee* and *ea* in text. This session has a few resources, but it does not provide a variety of activities and resources for students to develop, practice, and reinforce syllabication skills.

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).

- Materials do not 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). For example, in Unit 2, Session 13, partners match words with photographs and initial blends to make words. However, students do not practice decoding and encoding using knowledge of syllable types and syllable division principles.
- In Unit 4, Session 5, the teacher tells students: "When something isn't quite right, it's like a sign pops up in your brain telling you to *stop* and try again. Or when you see a vowel team and it's not making a long sound, it's another sign telling you to *watch out* for words that don't work the same way. It's important to notice signs that tell you to stop, and to slow down, or to watch out when you read. Right now, take turns reading with your partner and remember to pay close attention to any signs telling you to *stop* or *slow down* or *watch out*. Notice when there's a job to be done in your books, then get to work to make your reading even stronger." Although

students are encouraged to identify tricky words and use strategies to decode words in their texts, they do not explicitly practice decoding using knowledge of syllable types and syllable division principles.

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.	PM
2	Materials provide direct (explicit) instruction for supporting recognition of common morphemes.	DNM
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.	DNM
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM
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 provide some sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials do not provide direct (explicit) instruction for supporting recognition of common morphemes. Materials do not provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials include some activities and resources for students to develop, practice, and cumulatively reinforce skills. Materials provide some 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).

Evidence includes but is not limited to:

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

- Materials do not provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. The scope and sequence outlines morphemes to be taught, starting in Unit

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2. In Unit 2, students work with contractions (*am, are,* and *is*) and simple compound words. In Unit 3, students understand the concept of a contraction, read contractions formed with *am*, *are*, *is*, and *not,* and break down contractions into their words. In Unit 3, Session 2, students learn to read and use words with inflectional endings *-ing, -ed, -s, -es, -er*; recognize and use plurals *-s* and *-es* at the end of words; and identify and sort different ending sounds in words with the same ending (*-ed* and *-es*). Although there is instruction in the morphemes that align with the grade 1 TEKS, in the first lesson, students learn *-ing, -ed, -s, -es*, and *-er* all in one lesson. This does not demonstrate a systematically sequenced introduction of grade-level morphemes. In Unit 4, Session 1, students read words with the inflectional endings *-s, -ed,* and *-ing*, which were taught in Unit 3.

- While the scope and sequence states that students will use knowledge of inflectional endings to decode words, materials include a limited number of lessons that teach morphemes. Morphemes taught in grade 1 include *-ing, -ed, -s, -es,* and *-er.*

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

- In Unit 2, Session 14, students understand the concept of a contraction and recognize and read simple contractions. The teacher shows a strip of words that will become a contraction. The narrative says: "'Let's take a look at these two words.' I held up a strip of paper on which I had written the words *we* and *are*. 'This says "we are." Watch how I disguise these two words with an apostrophe'....'Now I have a contraction! This is the word *we're*.'" While the teacher models this, the instruction does not directly teach how a contraction is made and when it would be used in reading and writing.
- In Unit 3, Session 2, students learn *-ing, -ed, -er,* and *-s* in the lesson "Getting to Know Some Common Endings." The narrative says: "'Let me show you a word and here are a few endings we have seen before.' I showed the word: *play*. I also showed a list of endings: *-ing, -ed, -er, -s.* 'Read this word not with me, *play*. Now let's give the word one of these endings. What if we give the word *play* the ending *-ing*, can you and your partner read the two parts and put it together? What word will we get?' I moved the *-ing* next to the word *play*." The teacher then presents phrases with the word *play* and various inflectional endings and reads the word, focusing on reading across the word. While this lesson includes an introduction of inflectional endings, it does not explicitly model the process of adding the endings to the word.
- In Unit 3, Session 3, the teacher models adding *-ed* to a base word. The students read the words, then sort them by the ending sounds. This does not provide direct 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.

- In Unit 3, Session 2, after the teacher models adding the suffix *-ing* to the word *play*, the teacher displays three sentences with the word *player*, *plays*, and *players*. The teacher explains: "Each of these words starts with the same part: *play*. But each of these words have different endings and are actually different words! *Player*, the person. *Plays*, the thing you do. *Players*, the other people on the team." While this lesson provides examples of different inflectional endings and how they change the meaning of the base word *play*, materials do not explicitly teach the use of

the meanings of morphemes.

- In Unit 3, Session 2, during the "Active Engagement/Link" section of the lesson, students generate a word and add different endings to the word. The script says: "If we add -*ed* to *jump*, do we make a word? Yes, like I just *jumped* in front of you." Then, following an assumed student response, the narrative says: "*Jumper* actually is a word. It means, a person who jumps. I am a jumper. Some people think of a jumper as a dress that you wear with a shirt under it." This lesson calls attention to the meanings of this word with morphemes. It does not explicitly teach these inflectional endings and relies on student response to guide the lesson.

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

- Materials incorporate activities and resources for students to develop and practice morphemes. However, these activities are isolated to one unit and a few lessons in grade 1. For example, in Unit 3, Session 2, following the lesson on inflectional endings and reading all the way through the word, students use magnets and whiteboards to spell words with suffixes. The students generate a word, spell it with magnetic letters, then add the endings. While this reinforces new learning, it does not provide cumulative practice, as these endings were all taught in one lesson.
- In Unit 3, Session 2, during "Rug Time," the teacher guides the students to play "Presto Change-o" to practice adding an ending to a word. Students work in partners to write base words and add different endings.
- In Unit 3, Session 2, Extension 1, the teacher displays "snap words" without endings. The students work in partners to pick a snap word, then add a new ending to the word. The other partner reads the word and makes a sentence with the word. This provides some practice but does not ensure cumulative reinforcement of all inflectional endings.
- In Unit 2, Session 14, Extension 2, students play contraction "Pick Up." Students match contractions with the words that make up that contraction. This provides reinforcement of the skill that was just taught but is isolated and does not support cumulative review.

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).

- In Unit 2, Session 14, during Rug Time, students are given sentences containing contractions. Students work together to read the contractions, practicing reading contractions in connected text.
- Materials provide some 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). However, these activities are only included in Unit 3, across Sessions 2 and 3; therefore, they do not encourage ongoing application of this skill.
- In Unit 3, Session 2, the teacher reads a page from a text with the sentences "Females do most of the hunting. They often hunt in a group." She discusses the sound of the inflectional endings. Then, in Extension 2, students read the "My Hot Dog" book, recognize the word endings they know, and read the words with those endings. This provides some practice with decoding

morphemes within connected text.
- In Unit 3, Session 3, during the Active Engagement/Link, students work in partners to sort a collection of words with *-ed* endings. The teacher gives the students words with *-ed* endings written on sticky notes. The students read the words, say the words, then sort them by the sound they hear at the end of the word. This provides an opportunity to practice decoding words with morphemes in isolation.
- In Unit 3, Session 3, the teacher passes out a premade text that includes *-ed* endings. Partners read the text and are encouraged to "be on the lookout for those *-ed* endings"
- In Unit 4, Session 1, students receive cubes with word parts on them, including inflectional endings. The lesson focuses on syllabication, but students practice building multisyllabic words with inflectional endings.

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Indicator 3.D.1

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

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

Partial Meets | Score 2/4

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

Materials include some embedded modeling and practice with word lists, decodable phrases/sentences, and decodable texts in the lesson. Materials provide some activities for word fluency in the whole group, partners, and small groups. Materials provide some grade-level decodable texts; however, they are not specifically aligned to the phonics scope and sequence or connected to the lesson sessions.

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.

- The phonics sessions sometimes include embedded modeling and practice with word lists and decodable phrases/sentences. This type of modeling and practice is primarily used for practicing "snap words." This is not consistently found in every lesson and is sometimes found in the teaching portion of the lesson and sometimes in extensions. Printable materials can be accessed in the "Online Resources" section. For example, in Unit 1, Session 10, Extension 1, students read the word wall. The teacher narrative says: "Let's read those word wall words again. Scientists say to really learn something, look at it a few times a day, getting it into your minds. So let's reread this list of words. But this time, let's read the words in a special way." The teacher points to the words and reads them with the students in different voices. This provides an opportunity for students to practice reading fluency with words but does not include teacher modeling.
- In Unit 1, Session 12, students learn snap words by playing "snap word bingo." The teacher provides words that students can put anywhere on their boards. The teacher models reading the words, and the students find the word on their board. This provides some practice with snap words but does not include specific modeling.
- In Unit 2, Session 9, students study words with the *long e* vowel pattern. In Extension 1, students are directed to read the *ee* and *ea* words on the word wall, then make their own vowel team chart for the *long e* vowel pattern. Students read the words to each other, but there is no teacher modeling or word lists.

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- The materials include some embedded modeling of decodable phrases and sentences. This is not a consistent lesson pattern throughout the materials. For example, in Unit 4, Session 9, the teacher models reading sentences with *OW* words. The teacher reveals a sentence strip: "I gave my mom a flower." Then, the narrative script says: "'Here's a word with *OW*! Let's do some demolition and break this word up to figure it out.' Placing my finger under the blend at the start of the word, I said, 'This first part says…/fl/.'" Students decode the rest of the word.

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 practice activities for word reading fluency in whole group and partner settings, primarily, with a limited variety of words. In Unit 1, Session 11, students practice reading snap words with a partner. Students read each word, then turn and talk about what they are noticing in the word.
- In Unit 2, Session 10, the teacher uses an activity called "Snap Word Boot Camp," where groups of students read the word wall words to practice their snap words.
- In Unit 2, Session 13, during "Rug Time," the teacher passes out baggies of "broken words" to students. Students work independently to build words with beginning blends and digraphs. While students build the words, the teacher prompts them to check their spelling and blend and read the word.
- In Unit 3, Session 1, Extension 2, students learn new snap words: *jump, where, there, never,* and *going*. The teacher introduces the words and displays them for the class. The process for learning these words is 1) read it, 2) study it (look for tall and small letters), 3) spell it, 4) cover the word, write it and check it, 5) and use the word in a sentence. The teacher adds this sentence to a word wall.
- Small groups are designed for students who need additional support in phonics. For example, in Small Group 27, students practice reading words with short vowels. The teacher guides the instruction, and students read words with a partner.

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

- The materials include "Jump Rope Readers." These are decodable texts including grade-level high-frequency words and sound-spelling patterns. For example, the book *Frank Defends His Home* includes high-frequency words such as *her, your, goes, know,* and words with double letters, blends, digraphs, and long-vowel-sound spelling patterns. These books are not specifically referenced in the Units of Study in Phonics grade 1 sessions.
- The Jump Rope Readers outline the phonics patterns practiced in each set. Set B is designed for readers in first grade and early second grade. Set B includes 36 decodable books that introduce *silent e*, inflectional endings, vowel teams, *r*-controlled vowels, diphthongs and complex vowels, consonant *-le*, *soft c* and *g*, the jobs of *y*, multisyllabic words, and high-frequency words.
- The "Decodable Guide" explains that these readers follow a scope and sequence aligned to the phonics progression in the Units of Study in Reading, but that most phonics programs also follow this progression. These decodables are not specifically referred to or used for practice within the Units of Study in Phonics. They are designed to supplement reading programs.

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- Materials provide what they refer to as decodable texts, which are in a hard copy illustrated format. These texts are not aligned to the phonics scope and sequence, and materials do not provide a variety of texts such as poetry, texts with specific phonics patterns, nor digital formats.
- The materials provide some grade-level connected decodable texts. For example, the materials provide short poems that emphasize specific phonics patterns.
- "Online Resources" include six decodables featuring the grade-level mascots, Rasheed and Ben. These include decodable phrases, such as "Rasheed saw his pal Ben. Ben, will you play baseball with me? said Rasheed." These texts are referenced to use in the "Cumulative Review Guide" but not specifically referred to in the Units of Study in Phonics sessions.

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Indicator 4.1

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

1	Materials include a variety of diagnostic tools that are developmentally appropriate.	PM
2	Materials provide clear, consistent directions for accurate administration of diagnostic tools.	M
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 clear, 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.

- Materials include a limited variety of assessments that are developmentally appropriate and can be used as diagnostic tools. The materials do not call these assessments diagnostic tools, but there are no other assessments designated as diagnostic tools. For example, in *A Guide to the Phonics Units of Study,* Chapter 5, materials include three assessments for every grade 1 student. Some students who test out may need to be assessed using the two grade 2 assessments. For students who have yet to reach proficiency levels, materials state to use the kindergarten assessments as needed.
- The program suggests that these assessment tools can be used flexibly. Chapter 5 of the guide states: "Included with the assessment tools are the particulars of when to suggest giving these assessments, how to score them, and how to analyze the scores so you understand if children are on track at various points in the school year. We invite you to use the assessments in ways that will give you the most valuable information, depending on the needs of your students. If you'd like to give them more or less frequently, that's fine. We intend this set of assessment tools not to be a rigid system or something that will take up inordinate amounts of precious instructional time, but to be an engaging, helpful way for you to check on your students' progress and plan next steps."
- Also in Chapter 5 of the guide, materials indicate that the following assessments should be formally administered to all students: "Assessing Developmental Spelling" (during Unit 1, after Unit 3, and at the end of the year) and "Assessing Troublemaker Words" for children who are not keeping pace with learning "troublemaker words" after Unit 2. Online Resources include a third assessment for grade 1: "Assessing Phonic Blending."

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- Chapter 5 of the guide includes the following grade 1 assessment tools:
  - "Assessing Phonic Blending": Students blend words with *silent e*, vowel teams, and *r-controlled* vowels.
  - "Assessing Developmental Spelling: Help Rasheed Label a Picture Book: Version 1: *My Dog Max.*" The format matches expectations for the end of kindergarten/start of first grade: initial consonants, final consonants, medial short vowels, and blends and digraphs when writing labels for items in pictures of a wordless book.
  - "Assessing Developmental Spelling: Help Rasheed Label a Picture Book: Version 2: *My Stick Ball Game*." The format matches expectations for the end of first grade: CVCe words, endings, advanced blends and digraphs, CVVC words, diphthongs, and *r-controlled* vowels to fill in the blanks in sentences for a picture book.
  - "Assessing Snap Words: Blacking Out Your Word Wall," which assesses reading and writing high-frequency and other important words with automaticity.
- The guide's Appendix contains a "Recommended Schedule for Assessment." The table includes a suggestion for when to "Use This Tool…" and lists the "Assessment Tool." For example, in grade 1, the Assessing Developmental Spelling assessment is recommended during Unit 1, after Unit 3, and after Unit 5.

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

- Materials provide clear, consistent directions for accurate administration of assessments that might be used as diagnostic tools. For example, the *Guide to the Phonics Units of Study* Appendix contains an Assessing Phonic Blending assessment. The assessment procedures say:
  1. Sit one-on-one with a child. Say, "I have a list of words that you probably have not seen in your books, but I bet you can use your decoding skill to read them. Can you read these words for me?"
  2. If you want further information, move on to nonsense words. Say, "I've got some silly words for you to read now. They are not real words so don't worry if they don't make sense."
  3. If a child can accurately decode Silent *E* words, move on to vowel team words.
- After the procedures, directions for scoring say: "Place a checkmark in the column if the child reads the word correctly. If a child reads the word incorrectly, or does not blend the sounds together, record the word or the sounds the child says in the 'No Reply/ Incorrect' column. Count the checks and total them onto the score sheet."
- The guide's Appendix contains an assessment for developmental spelling. Students are given a copy of *My Dog Max* and are asked to write their names on the booklet. The teacher gives students words to spell. Students spell the words. The teacher scores using the "Developmental Spelling Scoring Assessment Sheet." The scoring sheet is broken down to identify initial consonants, final consonants, short vowels, digraphs, and blends. The procedure states:
  > 1. Choose the version of the assessment you will give, depending on the time of year and your student's level of proficiency. Version 1, *My Dog Max*, assesses end-of-kindergarten phonics features, with kindergarten-style writing (labels), but with a first-grade storyline. You might use this at the start of the year to see what your students remember from kindergarten. The version 2 assessment, *My Stick Ball Game*, tests

phonics features students will learn across the first-grade year. You might give it several times during the school year to assess students' understanding of these first-grade skills.

2. Give each child a copy of the three-page story booklet. Ask them to write their names on the back of the booklet.

3. Refer to the Story Guidesheet. Read the introduction on how to set up the activity. Read the transcript of the story, repeating the noted words and asking the children to write those words where indicated on the booklet. Encourage students to say the word slowly to hear the sounds (like they do in the writing workshop). Do not stretch the word for students.

4. Collect the booklets, score them using the Developmental Spelling Assessment Scoring Sheet, and make plans to follow up with students who need additional support.

- Chapter 5 of the guide includes a Snap Word Assessment to be given after Units 1 and 3, during Unit 5, and as needed for students below benchmark after Units 2 and 4. This assessment uses each student's copy of the word wall. Students read the words on the word wall. For words read correctly with automaticity, the student also writes the word. The teacher highlights the words that are read and written with automaticity. The materials indicate a goal of 150 words read correctly and 110 words written correctly by the end of grade 1.

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

- Materials include data management tools for tracking individual student progress. For example, Chapter 5 of the *Guide to the Phonics Units of Study* states: "The purpose of these assessments is to check whether a child is developing phonics skills, and whether the skills are developing progressively so that you can shift your vigilance to other aspects of development. It is not really all that important to mark the difference between proficient and highly proficient phonics skills—those who are skilled with phonics will be putting most of their attention to reading and writing itself rather than AP level phonics achievements. Therefore, for students for whom reading, writing, speaking, and listening appear to be progressing at pace, a detailed analysis of each minute portion of that child's knowledge of phonics is usually not necessary. On the other hand, it is helpful for you to be able to see when the phonics instruction isn't sticking so that you can give that youngster an extra hand now, rather than waiting. If a student's progress is worrying or puzzling you, you will want to conduct more detailed assessments to better understand what is going on. Chances are good you can make a world of difference." The Appendix includes materials with recording tools for the assessments as well as tables to help teachers with interpretation; however, there is no data management tool to track whole class progress. For example, the Developmental Spelling Assessment Scoring Sheet includes a table for the teacher to record individual student responses to the words, identifying initial consonants, final consonants, short vowels, digraphs, and blends. Data management tools for whole class student progress are not included in the materials.
- The guide's Appendix contains a grade 1 assessment, Assessing Snap Words: Blacking Out Your Word Wall. This assessment has a recording form for reading and writing high-frequency and other important words with automaticity. Although the assessment has a recording page for each individual student, it does not have data management tools for tracking whole class student progress.

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Indicator 4.2

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

1	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills.	M
2	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	PM

Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. Materials include some integrated progress monitoring tools, with specific guidance on frequency of use.

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

- The *Guide to the Phonics Units of Study* recommends giving the "Assessing Developmental Spelling" measure throughout the year to monitor progress in spelling; it recommends giving "Assessing Snap Words" twice to monitor progress on reading sight words. The Developmental Spelling measure tells the teacher how to score depending on the time of year it is given and includes three options. The materials state: "We invite you to use the assessments in ways that will give you the most valuable information, depending on the needs of your students. If you'd like to give them more or less frequently, that's fine. We intend this set of assessment tools not to be a rigid system or something that will take up inordinate amounts of precious instructional time, but to be an engaging, helpful way for you to check on your students' progress and plan next steps." The assessment can be used as a progress monitoring assessment or as a phonics diagnostic, since teachers analyze each word and record a score for each sound-spelling pattern or letter sound.
- In Chapter 5, the guide includes the following grade 1 assessment tools:
  - "Assessing Phonics Blending Assessment": Students blend words with *silent e*, vowel teams, and *r*-controlled vowels.
  - "Assessing Developmental Spelling: Help Rasheed Label a Picture Book: *My Dog Max.*" The format matches expectations for the end of kindergarten/start of first grade: identifying initial consonants, final consonants, medial short vowels, and blends and digraphs when writing labels for items in pictures of a wordless book.
  - "Assessing Developmental Spelling: Help Rasheed Label a Picture Book: *My Stick Ball Game.*" Students use CVCe words, endings, advanced blends and digraphs, CVCC words, diphthongs, and *r*-controlled vowels to fill in the blanks in sentences for a picture book.

    ○   "Assessing Snap Words: Blacking Out Your Word Wall." This tests reading and writing high-frequency and other important words with automaticity.

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

- Chapter 5 of the *Guide to the Phonics Units of Study* mentions: "We've compiled efficient, engaging assessments to accompany this series—five that you will use with every kindergarten child and, assuming those children 'test out' of those five assessments, two that you'll use for children once they are in first grade. Of course, some first-graders will need to be tested on the initial five assessments. Each assessment focuses on a different aspect of phonics development, and each will help you ascertain whether the child is making progress in that area and whether she is roughly on par for the grade and for the time of the year. You will see that we recommend giving these assessments toward the end of particular units, roughly speaking."
- Chapter 5 of the guide also indicates that the following assessments should be formally administered to all students: Assessing Snap Words (during Unit 1, after Unit 3, after Unit 5); Assessing Developmental Spelling (during Unit 1, after Unit 3, after Unit 5); and Assessing Snap Words, for children who are not keeping pace with learning snap words (after Unit 4).
- Materials offer general guidance on frequency of use. Specific guidance for students approaching level or below level is not given. Additionally, materials do not include timelines for checking progress on specific phonemic awareness and phonics patterns throughout the school year.

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Indicator 4.3

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

1	Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.	M
2	Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.	M
3	Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.	PM

Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. Materials include some guidance for teachers to analyze and respond to data from diagnostic tools.

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs. Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Materials include some 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 partially support teachers' analysis of diagnostic data to inform responses to individual students' strengths and needs. For example, in *A Guide to the Phonics Units of Study*, Chapter 5, the teacher is told: "You will want to use the data from your groups as a whole to identify patterns to inform your instruction in the first phonics unit. If you notice, for example, that most children in your class know most of their letters and sounds, you'll progress through the first unit at a faster clip than if many students know very few letters."
- Chapter 5 of the guide states: "Included with the assessment tools are the particulars of when to suggest giving these assessments, how to score them, and how to analyze the scores so you understand if children are on track at various points in the school year. We invite you to use the assessments in ways that will give you the most valuable information, depending on the needs of your students. If you'd like to give them more or less frequently, that's fine. We intend this set of assessment tools not to be a rigid system or something that will take up inordinate amounts of precious instructional time, but to be an engaging, helpful way for you to check on your students' progress and plan next steps. You'll be able to use the results of the developmental spelling assessments to plan a wealth of customized instruction. You'll be able to see at a glance which phonics features your students struggle with, using this information to understand which concepts to reinforce for your whole class, for small groups, and for individual students."
- Also in Chapter 5, after assessing letter/sound knowledge, teachers are told to identify students who have "very little knowledge of the alphabet." The materials state: "It's crucial that you don't

wait before giving those children extra opportunities to work with their alphabet. In the *Small Groups to Support Phonics*, you'll find practical suggestions for small group work to support letter knowledge and letter-sound correspondence. In addition, tap the power of environmental print, shared texts, and especially children's writing to help them learn more about the alphabet as soon as possible. You might also assess the child's phonological awareness, blending, and segmenting because chances are good that the child will also need some shoring up in this area." Materials also state that children who know all letters/sounds no longer need this assessment. For students who are not demonstrating mastery, the teacher should "continue to pull out this assessment at frequent intervals, marking off more representative letters" as they see the student use them.

- After each assessment in phonics, the teacher is given a brief descriptive paragraph sharing implications for teaching if the data collected indicates the student needs additional practice on a certain foundational skill and concept. For example, in "Assessing Letter-Sound Correspondence," directions for "Interpreting the Scores" mentions to follow the benchmark: "You'll see two separate categories, one for letter identification, and one for letter sound. In the chart below, level 3 indicates the child is meeting grade-level expectations for that time of year. Level 4 indicates the child is exceeding grade-level expectations, and levels 1–2 indicate the child needs further support in this area…You will no longer give the assessment to children during each month listed below. Use the table to give you a general sense of how your students are progressing at a particular time of year, and not as an indicator of how often you need to assess."

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

- Diagnostic tools provide teachers with some guidance on how to plan and differentiate instruction based on student data. For example, the *Guide to the Phonics Units of Study*, Chapter 5, states: "When you identify children who have very little knowledge of the alphabet, it's crucial that you don't wait before giving those children extra opportunities to work with the alphabet. In our book *Small Groups to Support Phonics*, you'll find practical suggestions for small-group work to support letter knowledge and letter-sound correspondence."
- Chapter 5 also states: "These efficient assessments will give you the information you need, in most cases, while still being realistic in their demands on your and your students' time. From there, you'll be better able to use the Units of Study resources to support particular students in targeted ways. We've constructed an Assessment If/Then resource in the Appendix that can guide you from the area of need to targeted instruction."
- In Chapter 5 of the guide, the materials indicate that assessment data should be used at the end of each unit to guide instruction. The materials state that if "most" of the students demonstrate mastery on assessments at the end of the unit, then the teacher should proceed to the next unit, using the "If/Then" chart to locate specific supports for students who have not demonstrated mastery of specific skills. If most students do not show mastery, then the materials indicate that the teacher should use spiraled instruction and repeated exposure to concepts from the current unit before moving on. Materials recommend using the If/Then chart with assessment results to identify which skills to reteach and how to reteach them.

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- The "Assessing Phonological Awareness, Blending, and Segmenting" teacher guide provides guidance for scoring. It states: "For children whose phonological awareness is progressing normally, you can expect phase growth through exposure to language and through your reading, writing, and phonics instruction. Below is a chart that indicates when you can expect children to demonstrate proficiency in the different levels of phonological awareness indicated by this assessment. Note that this assessment is not meant as a formal diagnostic tool, but rather as a way to identify children who would benefit from extra support with blending or segmenting at a particular time of year. Once a child is able to blend or segment a word from row 6, you do not have to give that portion (blending or segmenting) of the assessment again."

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

- Materials include some resources that align to data, allowing teachers to plan different activities in response to student data. For example, the *Guide to the Phonics Units of Study*, Chapter 1, indicates the teacher should provide students with flexibility in expressing what they know by offering alternatives to whiteboards, such as magnetic letters, iPads, or voice-activated technology when appropriate. These resources are used at the lesson level and are not included in diagnostic assessments.
- Chapter 1 also states that the whole group nature of the phonics lessons means that "utterly crucial" differentiation for individual students will take place in small group work during teacher-led small groups. Small group work is guided by the assessment-driven *Small Groups to Support Phonics*. Small group assessments are not diagnostic.
- In the *Small Groups to Support Phonics* "Introduction," the materials state that small group lessons are not meant to be progressed through in a chapter-by-chapter fashion, but used by the teacher to "dip in and out of…chapters in ways that respond to…needs and interests" of their students. The small group resource states that it is primarily used to support students' development as readers and writers, transfer all the teaching during phonics time into their reading and writing, and provide individualized assessment-based support. The activities in this resource primarily support reading and writing skills.

Heinemann Grade 1
English Phonics Program Summary

Indicator 5.1

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

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

- Chapter 4 of the *Guide to the Phonics Units of Study* explains that the teacher will lead small group lessons daily during reading and writing workshop time to provide more practice with foundational skills. The small group lessons are detailed in a teacher guide, *Small Groups to Support Phonics*, and determined by the assessments indicated in the assessment schedule. Materials suggest that, among others, students who are English language learners and students with dyslexia will benefit from small-group foundational skills instruction in addition to whole-group instruction.
- Grade 1 materials provide some opportunities for the teacher to differentiate instruction for students. In the phonics mini-lessons, the teacher is often cued to support students by scaffolding their learning through provided prompts during "Rug Time." Most Rug Time and extension activities are completed with a partner or small group. For example, in Unit 5, Session 1, students identify "bloopers" in their writing, particularly having to do with *r*-controlled vowels. The sidebar includes "Possible Coaching Moves" that offer some scripted scaffolding:
  - "First, help each other to find all the bloopers."
  - "Take what you notice about the first blooper and look at the next blooper. Is the next one like the first one, or is it different?"
  - "It might help to jot some of the bloopers on your whiteboard, so you can look at them and see if you notice any patterns."
  - "Hmm... you might think about other common things that are tricky for lots of writers—blends, digraphs, forgetting to put a vowel in each part of the word... Do you notice any

of those kinds of bloopers?"

- In Small Group 53, students work with partners to read high-frequency words. They look at flashcards and make a pile of words that are easy for them and words that are challenging. Students construct phrases for their "snap words" (e.g., *because I said so*), then tape the snap words together. Then, partners read each other's phrases. This lesson provides practice in reading snap words. It does not include guidance for teachers or targeted activities to support students who have not yet mastered reading high-frequency words.
- The Small Group 12 introduction states, "Rally students around the importance of using the alphabet chart as a reading and writing tool." The teacher distributes magnetic letters and alphabet charts. The students match the magnetic letters to the alphabet chart. The materials provide some targeted instruction and activities during small groups to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.
- In Unit 4, Session 16, during the mini-lesson, students practice using *-igh* words like *high* and *might* to build new words. As an example, the teacher says, "I think it might rain today." This lesson does not include suggestions or targeted instruction for students who have not yet mastered the skill of writing words with this phonics spelling pattern.

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

- Extensions are included in each lesson, but they are intended for general instructional purposes. The *Guide to the Phonics Units of Study*, Chapter 3, states that extensions are "optional, quick activities to be tucked into transition moments across the day." The guide further states that extensions could give students further opportunities to solidify their understanding of that day's instruction. For example, "An extension might channel kids to chant a rhyme in which they manipulate initial phonemes or sing a song in which they practice rhyming patterns—while they line up for lunch." Other extensions suggest ways to bring the day's phonics work into a reading or writing workshop. Extensions do not support students who have achieved grade-level mastery of foundation phonics skills.
- In Unit 5, Session 6, the materials include an extension activity called "Word Magic—Turning a Cat into a Shark." Students practice changing a word into another word by adding or changing a letter. Students repeat this with several words in sequence, leading them to change the word *cat* into *shark* in five moves. Towards the end of the lesson, the materials state, "Check students' boards to see that they have tracked the progress from *cat* to *shark* in five moves, resulting in a list of six words: *cat, cart, part, park, dark, shark*."
- "Challenge Time" activities provide an opportunity to practice a skill. They do not include targeted instruction or activities to accelerate learning. In Small Group 14, following the Challenge Time suggested activity, the teacher encourages students who are able to record initial sounds to listen and record more sounds. The teacher coaches students as they say each word slowly, hearing and recording the salient sound. The materials provide some targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills by challenging them.
- Sidebars in lessons provide information for teachers that are not specific to accelerating learning. For example, in Unit 3, Session 1, during the mini-lesson "Reading Carefully Looking All the Way through Words," the teacher states: "I'll read this page. If I make mistakes, catch them.

Then when I finish reading, tell me my mistakes." A sidebar says: "We've chosen to exaggerate a little to help all kids have access to this work. After students point out errors, the teacher has them reread with her." This sidebar includes a note to help the teacher understand the instructional intent of the lesson but does not include targeted instruction or guidance to accelerate learning for students who have achieved grade-level mastery.

Materials provide enrichment activities for all levels of learners.

- In Chapter 3 of the *Guide to the Phonics Units of Study*, the materials include a section on "Special Activities in Phonics Curriculum," which shares a handful of activities that teachers will use throughout the phonics curriculum. Materials state: "Just as it is helpful in the reading and writing workshop to hone your skills in teaching or leading groups, in guided reading using learning progression to help kids self-assess and set goals, in engaging in shared reading—so, too, it is helpful to hone your skills in the activities that will be the cornerstone of your phonics curriculum." These activities include shared reading, "Guess the Cover Word/Word Part," word sorts, making words, and interactive writing, editing, and dictations. While some enrichment activities are included, not all activities support phonics instruction or support all levels of learners.
- For example, the Guess the Covered Word activity allows students to practice word-solving strategies while engaging in the reading process. The materials explain that to teach this method, the teacher will strategically cover up words or parts of words in text that students read together with the teacher. To solve a covered word (or word part), students draw information from a number of sources (syntax, meaning, visual support) and use all that information to help them figure out what has been covered. This activity does support enrichment for all levels of learners.
- Lessons include riddles or activities that support further application of a new skill. One example is in Unit 2, Session 2, during the minilesson "Word Detectives Look Closely to Find Patterns in Words." The teacher uses a riddle to help students distinguish between long and short vowels. The teacher demonstrates the process of sorting words and shares "Learning an Exception to the Silent *e* Rule." The class "uncovers a second riddle and solves it together to study an exception to the silent *E* rule." ("All end with *e*. Why would one not belong?"). Students read all words on the word card to find the imposter. Materials do not provide opportunities for enrichment for all levels of learners.
- Small groups are designed for additional practice with foundational skills. For example, in Small Group 15, the teacher asks a student to "identify not only the initial sound in a word, but also to pop out the final sound." The teacher asks, "Do you hear the /k/ sound at the end? Me, too. Point to the letter that makes that sound on your alphabet charts, right, it's the letter K. Let's add that letter to our label." The students add the letter *K* to the post-it to label the *tank* with *tk*. Materials do not include additional enrichment activities to support all levels of learners.

Heinemann Grade 1
English Phonics Program Summary

Indicator 5.2

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

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

Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. Materials include some instructional methods that appeal to a variety of learning interests and needs.

Materials include some developmentally appropriate instructional approaches to engage students in mastery of the content. Materials support some instructional settings, primarily whole group and small group instruction.

Evidence includes but is not limited to:

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

- In Unit 1, Session 5, during the mini-lesson "Studying Short-Vowel Power in Names," the teacher shows students a chart to activate their "short vowel power." The teacher coaches students to study a new name by paying close attention to the vowel in the name. The teacher then sets up "Rug Clubs" to study the vowels in a second name by helping students identify the number of syllables in the name and predicting the number of vowels they'll study. The students read and clap their names as they look for vowels. The teacher explains that every syllable has at least one vowel. Materials do not include student mastery outside of the mini-lesson activities.
- In Unit 2, Session 1, Extension 1, the teacher gives each student a small detective notebook to record the things they notice about words throughout the day. The teacher states: "Detectives need the right gear to do their job well. You already have a magnifying lens to help you look closely at words in reading workshop, and you're well on your way to earning that all-important detective badge. But you are still missing one very important piece of equipment." The teacher explains, "You see, a detective is on the lookout for clues all the time, all day long. And as soon as you notice something interesting about a word, you need a way to hang onto that clue or that piece of information, so you don't forget it. For that, you need…" the teacher pauses dramatically for a second before pulling a little notepad out from behind her back. "A notebook! You can't be a proper detective without a notebook!" The teacher states: "Let's try using these notebooks right now! As soon as you get one, get up and start looking around the room at all the words we have in here, like our name chart, word wall, and agenda. When you notice something interesting, write it down. You may even want to work with another detective. Tell them what you are noticing and why you are writing it down." Materials do not include instructional strategies during the mini-lesson for students to practice the skill of isolation,

deletion, and replacement of phonemes.
- In Unit 5, Session 3, the teacher has students notice the mistakes they repeatedly make so they can avoid those errors moving forward. The teacher guides students to spell by sight and sound to see if the word looks right. The teacher starts by telling a story about a time she made a mistake and vowed not to make it again. She tells the students that they can notice when something is tricky for them and ask, "Does my spelling look right?" The class writes words with *r*-controlled vowels on their whiteboards and discusses what spelling looks right. During "Rug Time," students look at their writing with their partners to identify words that are spelled incorrectly. Materials include some developmentally appropriate instructional approaches to engage students in mastery of the content; however, these activities are isolated to whole group instruction and do not allow for mastery of the content.

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

- In Unit 2, Session 2, materials support whole group instructional settings. During the mini-lesson "Word Detectives Look Closely to Find Patterns in Words," the teacher uses a riddle to help students distinguish between long or short vowels. The teacher demonstrates the process of sorting words. The teacher shares "Learning an Exception to the Silent *e* Rule." The class "uncovers a second riddle and solves it together to study an exception to the silent *e* rule."
- In Unit 4, Session 5, in the whole group mini-lesson, students sing "Be a Reading Boss." As students gather on their rug spots, the teacher hums to herself, then sings a few lyrics just loud enough for kids to hear: "If you think something's wrong, you've got to stop… If you think something's wrong, you've got to stop….Readers, I just can't get our 'Be a Reading Boss' song out of my head! I've been singing it all week! Will you sing the last verse with me?" The teacher begins, and the students join in.
- Materials do not frequently support one-on-one instructional settings. In Unit 5, Session 1, students learn about *r*-controlled vowels. As a whole group, they examine a writing sample with errors and discuss learning from their mistakes and that *r*-controlled vowels are a common error. During Rug Time, students look at their own writing with a partner and look for errors they had with *r*-controlled vowels. Materials support whole group and small group instruction; however, the small group is pairs of students, or "Rug Clubs," and their work is not targeted or differentiated.

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

Does Not Meet | Score 0/2

The materials do not meet the criteria for this indicator. Materials do not include supports for Emergent Bilinguals to meet grade-level learning expectations.

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

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).

- In the *Guide to the Phonics Units of Study*, Chapter 2 is titled "Anticipate, Observe, and Support Phonics Development (including English Learners and Students with Dyslexia)." The section "Supporting English Language Learners in Phonics" provides the teacher with knowledge on the development of English for English learners. The guide states that the "quick and easy" steps for teachers of English learners are "to involve children in a rich classroom culture that includes talk and play, interactive read-alouds, and interactive writing to promote language acquisition." The guidance states that when extra support is given as pull-out instruction, English learners can lose out on critical social support. This guidance does not include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS.
- In another example, the guide states, "We suggest that you focus very deliberately on embedding phonics instruction into your writing workshop and on bringing writing times." It further explains that using letters and sounds to represent words that capture the student's "life story, his or her interests, and language and thoughts" means the student "will be working with phonics within a context that is saturated in meaning." No specific lesson guidance is provided for the teacher to support Emergent Bilinguals.
- In the "Online Resources," materials include a section titled "Spanish Language Resources." The drop-down states: "Please note that the Units of Study in Phonics does not teach Spanish language phonics. These Spanish translations are intended to support teachers with Spanish-speaking students who are learning phonics in English." "Teaching Points" and "Classroom

Materials/Charts" are included. Such resources are fully written in Spanish. No specific guidance is provided on how to incorporate these resources within instruction.

- Although the materials provide resources in Spanish, materials do not support other languages. The units do not include linguistic accommodations commensurate with various levels of English language proficiency as defined by the ELPS. There is no evidence of the materials providing suggestions for ways that the teacher can support Emergent Bilinguals through shared reading, songs, chants, or poems. The materials do not promote cooperative group work or recommend strategic selection of student groupings to support Emergent Bilinguals. Therefore, materials do not include support for Emergent Bilinguals to meet grade-level learning expectations.

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

- In the guide, Chapter 2, the Supporting English Language Learners in Phonics section states: "Pictures alone won't be as effective as when you are also having gestures to go with new words. As you invite kids in joining you to make the continuous /f/ sound for *fish*, for example, bring your palms together and make the gesture for swimming and invite them to do the same." Materials mention that "the problem–and this is alarmingly common–is that too often, they are learning to do this in the absence of comprehension." These activities promote building language acquisition.
- In *Small Groups to Support Phonics*, Small Group 28 states: "This session can be replicated using nursery rhymes to support students in working on a variety of different phonics principles: For example, when working on ending digraphs you might use 'The Mulberry Bush.' When working on vowel teams, you might use 'I'm a little Teapot,' 'Little Bo Peep,' or 'Row, Row Your Boat,' or 'Rain Rain Go Away' or 'One, Two, Buckle My Shoe.'"
- Although the materials provide guidance for supporting English learners, support for languages other than Spanish was not found. The phonics units do not include strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English. There is no evidence of the materials providing information about language transfer in a handbook, a side-by-side chart, or within lesson plans. There is no evidence of professional development about how and why to promote and build first language proficiency. The materials do not include family letters explaining the instructional objectives and/or homework in languages other than English. Also, the materials do not include links to resources for translation or support in first languages.

Heinemann Grade 1
English Phonics Program Summary

Indicator 6.1

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

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

Not Scored

Materials do not provide guidance on fostering connections between home and school.

Materials do not inform families about the program or provide suggestions for how they can help support student progress and achievement. Materials do not 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.

- Materials do not inform families about the program or provide suggestions for how they can help support student progress and achievement. For example, in grade 1, phonics materials include no parent resources that inform families about the program or provide suggestions for how they can help support student progress and achievement. There is no evidence of the materials informing families about the program or providing suggestions for how they can 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 provide specific strategies or activities for families to use at home to support students' learning and development. For example, in grade 1, phonics materials include no parent resources that provide specific strategies or activities for families to use at home to support students' learning and development. There is no evidence the materials provide specific strategies and activities for families to use at home to support students' learning and development.

Heinemann Grade 1
English Phonics Program Summary

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

- Materials do not contain resources to help teachers communicate with families in an ongoing manner regarding students' progress. For example, in grade 1, phonics materials include no parent resources to help teachers communicate with families in an ongoing manner regarding students' progress. There is no evidence of the materials including information about how to communicate with families in an ongoing manner regarding students' progress.

Heinemann Grade 1
English Phonics Program Summary

Indicator 6.2

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

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

Not Scored

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

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

- Digital materials are accessible and compatible with multiple operating systems and devices on the publisher's website through any device with internet access. The online account provides downloadable PDFs, professional development, and ebooks. Videos are not downloadable.
- In grade 1, Unit 2, there are videos about high-frequency words. The materials state, "Over the course of 10 lessons, students will learn 22 high-frequency words (snap words) and have opportunities to practice using those words." In each lesson, students are explicitly taught the word and then practice reading and writing the words.

Digital materials support and enhance virtual and in person instruction.

- Digital materials do not support and enhance virtual and in-person instruction. For example, in Unit 4, Session 6, the digital materials include lesson plans and downloadable PDFs of the poem "The rain is falling," a blank vowel team chart, and an individual word wall.
- Online, the Appendix of the *Guide to the Phonics Units of Study* includes an "Assessment Tools" section. The section includes downloadable PDFs, such as a letter identification assessment, a developmental spelling assessment, and the "Snap Word Assessment Sheet." These assessments support in-person instruction.

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

- Digital materials are not distracting or chaotic and do not enhance student learning. For example, in Unit 4, Session 6, there is a video where the teacher helps students with counting words in sentences; beginning sound isolation and medial sound isolation; blending and segmenting phonemes in words; adding and deleting phonemes from CVC and CVCC words; rhyme production; and "Name It Sound It" with consonants, vowels, and digraphs.

Heinemann Grade 1
English Phonics Program Summary

- Digital materials for Unit 1 include word wall words, charts, and downloadable PDFs. The materials include online "Heinemann resources" for the Units of Study in Reading. In Unit 1, Session 5, during the mini-lesson "Studying Short-Vowel Power in Names," the teacher shows students a chart to activate their "short vowel power." Materials instruct, "Set rug clubs up to study the vowels in a second name by helping them identify the number of syllables in the name and predicting the number of vowels they'll study." The students read and clap their name. Digital materials are not distracting or chaotic, but they support rather than enhance student learning. The resource provides online versions/access to the materials, but they are the exact same resource as the physical copy.