

# McGraw Hill Texas Wonders, 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	100%
Grade 1	100%	100%	Not Reviewed	100%
Grade 2	100%	100%	Not Reviewed	100%
Grade 3	100%	100%	Not Reviewed	100%

### Section 2. Instructional Approach

- The materials include systematic, year-long plans for phonics instruction.
- The materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.
- The materials include some detailed guidance that supports teacher’s 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 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 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 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 some phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.

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

### Section 5. Supports for All Learners

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

### Section 6. Additional Information: Resources

- The materials provide some guidance on fostering connections between home and school.
- The materials incorporate 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.	M
2	Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year.	M
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).	M

### Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic, year-long plans for phonics instruction.

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

Evidence includes but is not limited to:

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

- A cohesive “Foundational Skills Scope and Sequence” chart outlines how phonics skills are taught throughout the units in grade 1. This chart includes three side-by-side columns that outline the skills each week for each unit. The columns are titled Phonological/Phonemic Awareness, Phonics/Spelling/Handwriting, and High-Frequency Words. Each unit includes “Student Outcomes” for the foundational skills. This document shows the TEKS and a concise skill or concept description.
- The materials include a cohesive scope and sequence chart that outlines how phonics skills are taught throughout the units and school year; however, the scope and sequence chart does not include a reference to the grade-level TEKS. The weekly TEKS are referenced in each lesson plan and align with the Foundational Skills Scope and Sequence by focusing on the components of phonological, phonemic awareness, phonics, spelling, handwriting, and high-frequency words. In Unit 3, Week 1, the phonemic awareness focus skill is phoneme identity, addition, substitution, blending, and segmentation with a phonics focus on long *a* spelled *a\_e*. The skill complexity progresses in Unit 6, Week 1, with a phonemic awareness focus on phoneme identity/segmentation, rhyme identity/generation, syllable deletion, and phoneme substitution. In Unit 6, Week 1, phonics and spelling skills focus on variant vowel spelling *oo*, *ou*, *u\_e*, *ew*, *ui*, *ue*, and *u*.

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

- The materials outline the vertical alignment from kindergarten to grade 1 and grade 1 to grade 2, reviewing and building on the previous year's skills. The kindergarten Foundational Skills Scope and Sequence ends with a consonant-vowel review with a focus on long vowels and final blends.
- The materials show the progression of skill development. The grade 1 materials begin by reviewing short vowels and consonant sounds from grade K, including blends, digraphs, and CVCe (long vowels) words before moving into other vowel sound-spellings and more complex short vowel patterns, such as CVCC and CCVCC, and ends with the introduction and practice of more complex short vowel sounds, r-controlled spelling patterns, and diphthongs.
- In kindergarten, Unit 10, the program introduces long vowels *u*, *e*, and *a*, and also provides in Week 3, Day 3, the extended lesson for digraph *th*: "Point to the letters *th*. When the letters *th* are together, they stand for the /th/ sound. Say it with me: /th/. The word *these* has three sounds: /th/ /ē/ /z/. Let's say the sounds together: /th/ /ē/ /z/. Listen as I blend the sounds: /thēēzzz/, *these*. Write *these* and have children blend the sounds to read the word. Remind children that the letter *s* at the end of a word often stands for /z/."

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 lesson objectives follow a systematic progression from simple to complex concepts. In Unit 1, Week 1, the objective states, "Demonstrate and apply phonetic knowledge by decoding words in isolation by applying common letter-sound correspondences." In Unit 3, Week 1, the objective states, "Demonstrate and apply phonetic knowledge by decoding words in isolation by applying common letter-sound correspondences and demonstrate and apply phonetic knowledge by decoding words with final trigraphs." In Unit 6, Week 1, the objective states, "Demonstrate and apply phonetic knowledge by decoding words with vowel teams, including vowel digraphs and diphthongs."
- The grade 1 lessons follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year. The grade 1 phonics materials begin in Unit 1, Week 1, with the phonological awareness lesson introducing Identify Rhyme, Phoneme Isolation, Phoneme Blending, and Phoneme Segmentation. In Unit 4, Week 1, the phonemic awareness lesson includes Identify and Generate Rhyme, Phoneme Categorization, Phoneme Blending, and Phoneme Segmentation. By the end of the year, in Unit 6, Week 5, the lesson includes even more complex skills, including Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition, Syllable Deletion, and Syllable Addition.
- The lessons in grade 1 follow a developmentally appropriate, systematic progression from simple to more complex concepts. Unit 5, Week 1, begins with contrasting vowel sounds. Teachers say, "Listen carefully as I say two words: *barn*, *bone*. I hear different middle sounds in the words. The word *barn* has /är/ in the middle: /b/ /är/ /n/. *Bone* has /ō/ in the middle. These words are different because one has /är/ in the middle and the other has /ō/ in the middle." The

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lessons continue with phoneme categorization and phoneme blending; teachers model how to blend the sounds and say, "This is the letter *h*. It stands for /h/. These are the letters *a* and *r*. Together they stand for /är/. This is the letter *m*. It stands for /m/. I'll blend the sounds: /härm/. The word is *harm*." The unit progresses to phoneme substitution, phoneme blending, and phoneme deletion; the teacher tells students, "The letters *er*, *ir*, *ur*, and *or* can all represent /ûr/. (Display the letters *t*, *u*, *r*, *n*.) Let's blend the sounds together and read the word: /tûrnnn/, *turn*. Now change the *t* to *b*. Blend the sounds and read the word: /bûrnnn/, *burn*."

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

### Meets | Score 4/4

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

Lessons include 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.

- In grade 1, materials provide a two-part routine to introduce skills. It follows a gradual release of responsibility model. In Unit 2, Week 4, teachers introduce digraphs *th*, *sh*, *-ng* for the “I Do.” The teacher models by displaying the *thumb* “Sound-Spelling Card” and teaches both sounds of /th/ using *thank* and *them* while writing the letters *th* for students. The teacher uses the handwriting models while saying, “This is the *thumb* Sound-Spelling Card. The beginning sound of the word *thumb* is /th/. The /th/ sound is spelled with the letters *th*. This is the sound at the beginning of the word *thumb*. Listen: *thumb*. I’ll say /th/ as I write the letters *t* and *h* several times. Repeat for digraphs *sh* and *-ng*. Use the *shell* and *sing* Sound-Spelling Cards.” In guided practice, “We Do,” students practice connecting the letters *t* and *h* to the sound /th/ by writing them and saying /th/ as they write *t* and *h*. This process repeats for *sh* and *-ng*. The “You Do” portion of the lessons allows students extra independent practice by completing the practice page.
- The materials assist teachers in using the gradual release of responsibility with subtitles in the Teacher’s Guide for modeling and guided practice in each lesson. For example, in Unit 5, Week 3, to model how to “Blend Words with /ôr/ or, ore, oar,” the materials suggest, “Display Word-Building Cards *c*, *o*, *r*, *e* to form the word *core*. Model how to generate and blend the sounds to say the word. This is the letter *c*. It stands for /k/. These are the letters *o*, *r*, *e*. Together they stand for /ôr/. Listen as I blend these sounds together: /kôr/. Continue by modeling the words *porch*, *shore*, and *board*.” Lessons include specific and precise terms, phrasing, and statements that teachers can use during core instruction to guide students’ practice and application of new phonics skills. The teacher says, “Now let’s do some together. Display the Word-Building Cards for the letters *o*, *a*, *r*. Let’s blend these sounds together: /ôr/, *oar*. Repeat the routine with children with the words *fork*, *form*, *wore*, *born*, *short*, *more*, *sort*, *north*, *score*, *torch*, *roar*, and

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*soar*. Guide practice and provide corrective feedback as needed.” In grade 1, the lessons include detailed guidance on how students can practice and apply new phonics skills through guided practice with the teacher and through independent or partner practice: “Continue building the words: *store, shore, snore, chore, core, more, bore, sore, and soar*. Guide children to build and blend each word. Then dictate the words and have children write the words.”

- The lessons include detailed guidance for each component of the gradual release of responsibility model. For example, in Unit 6, Week 1, a phonics lesson, “Model Section,” directs teachers to model with scripting: “Display the Spoon Sound-Spelling Card. Teach /ü/ spelled *oo, u, u\_e, ew, ue, ui, and ou* using *spoon, truth, rule, chew, glue, fruit, and you*. Say, ‘This is the Spoon Sound-Spelling Card. The sound is /ü/. This is the sound in the middle of the word spoon. Listen: /spüüün/. The /ü/ sound can be spelled *oo, u, u\_e, ew, ue, ui, and ou*. Say it with me: /ü/. I’ll say /ü/ as I write the different spellings.’” The lesson continues to “Guided Practice,” directing teachers with the script, “Have children practice connecting *oo, u, u\_e, ew, ue, ui, and ou* to the sound /ü/. Say, ‘Now do it with me. Say /ü/ as I write *oo, u, u\_e, ew, ue, ui, and ou*. This time, write each of the different sound-spellings five times as you say /ü/.’” “Guided Practice” progresses with students independently completing a practice activity. Students read the word and then circle another word that has the same vowel sound. Examples include *grew, with peg, goat, and fruit* as choices to choose from with the same vowel sound.

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

- The teacher edition contains useful annotations and suggestions for teachers on how to present the content in the materials. In Unit 2, Week 3, the materials include “Notes” in the margins that provide teachers with more details on how to support students during instruction: “Articulation Support: Use children’s pretest errors to analyze spelling problems and provide corrective feedback. For example, some children will leave off one of the letters in a final blend. Distribute Response Boards to children. Clearly pronounce one of the spelling words, emphasizing the final blend. Have children repeat.”
- The materials contain ample and useful annotations and suggestions on how to present the content in the student materials. In Unit 3, Week 3, teachers choose to add or eliminate lessons from the presentation. The materials include a “Corrective Feedback” section to support teachers when students miss a sound. The script reads, “Model the sound that students missed, then have them repeat it. Say, ‘My turn.’ Tap under the letter and say, ‘Sound? /s/ What’s the sound?’ Return to the beginning of the word. Say, ‘Let’s start over.’ Blend the word with students again.”
- The materials contain ample and useful annotations and suggestions on how to present the content in the student materials. The Unit 6, Week 1, phonics lesson includes a section titled, “Corrective Feedback” that directs teachers to model when there is a sound error. The script reads, “Model the sound children missed, then have them repeat the sound. Say, ‘My turn.’ Tap under the letters and say, ‘Sound? /ü/. What’s the sound?’ Return to the beginning of the word. Say, ‘Let’s start over.’ Blend the word with children again.”

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### Indicator 2.3

Materials include **detailed guidance** that supports teacher’s **delivery of instruction**.

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

### Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials include some detailed guidance that supports teacher’s delivery of instruction.

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

Evidence includes but is not limited to:

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

- The guidance for teachers about common misconceptions occurs throughout the materials; they occur in the form of “Teacher Tips” or “Sound Errors.” In the “Instructional Routines Handbook,” within the “Phoneme Segmentation Routine,” a box labeled Teacher Tip explains that “Although digraphs are spelled with more than one letter, such as *sh* for /sh/ and *oa* for /ō/, they represent only one sound, so only move one counter for each digraph.” This Teacher Tip helps the teacher correctly model this for the students and can often be a misconception of digraphs.
- Lesson plans provide misconceptions in the form of “corrective feedback” suggestions; in Unit 5, Week 5, after introducing diphthongs *oi* and *oy*, the “Sound Error” in the phonics portion of the ELA block directs teachers to “Model the sound that children missed, then have them repeat the sound. Say: ‘My turn.’ Tap under the letters and say: ‘Sound? /oi/ What’s the sound?’ Return to the beginning of the word. Say: ‘Let’s start over.’ Blend the word again.”



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- The “K-2 Tier 2 Phonemic Awareness Intervention Teacher’s Edition” materials share guiding principles related to specific skills with Instructional Modifications for the teacher. It explains that “Many struggling readers lack the prerequisite phonemic awareness skills to understand how words work, thereby rendering phonics instruction less effective. Some children also lack mastery of the phonemic awareness tasks strongly connected to early reading and writing.” It explains that “Other children who may require more time and instruction are English learners, due to the nontransferable sounds from their primary language” and that “Speakers of African American Vernacular English (AAVE) may have some articulation issues with specific sounds and require additional support.”

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

- Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill. The materials provide an “Instructional Routines Handbook,” which includes detailed specific strategies and routines for phonological/phonemic awareness, phonics, spelling, and high-frequency words. The phonics routines provide details in the areas of “Sound-By-Sound Blending Routine,” “Sound-Spelling Card Routine,” “Building Words Routine,” “Reading Decodables Routine,” “Multisyllabic Words Routine,” and a “Reading Big Words Routine.” The lesson plans include these routines as appropriate.
- The grade 1 materials include a variety of instructional strategies with consistent routines for each phonics skill. Grade 1 “Word Work” lessons include Sound-Spelling Cards, Word-Building Cards, Practice Book pages, a Response Board, and digital online interactive activities. Each “Phonemic Awareness Intervention” lesson in the “Tier 2 Phonemic Awareness Teacher’s Edition” “organizes instruction and practice on two-page spreads for ease of use” for the teacher, and “a short, 15-minute lesson provides targeted instruction in a discrete skill and a *Practice Reproducible* provides targeted practice.” The manipulatives in the Phonemic Awareness Intervention include “sound boxes (Elkonin boxes)” to help children orally segment words and Word-Building Cards for more sophisticated phonemic awareness tasks.
- The grade 1 materials provide sufficient details for teaching each strategy within the weekly Word Work lessons, the Tier 2 Phonemic Awareness Teacher’s Edition, and the Instructional Routines Handbook. In Unit 2, Week 2, the teacher models by displaying “the *Umbrella* Sound-Spelling Card. Say: ‘This is the Umbrella Sound-Spelling Card. The sound /u/ is spelled u. You can hear the /u/ sound at the beginning of words such as *us* and in the middle of words such as *bug*.’”

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

- In the “Resource Library,” the materials provide two videos that model and note steps to follow when giving corrective feedback; the program steps include “Repeat the Error,” “Provide Correction,” “Elicit the Correct Answer,” and “Encourage Self Correction.”
- Corrective feedback may include misconception information; misconceptions do not occur automatically as part of the feedback provided for the teacher. The “Instructional Routines Handbook K-2 Teacher’s Manual” provides a suggestion for corrective feedback for each type of phonological and phonemic awareness routines, including Sentence Segmentation, Identify and Generate Rhyme, Syllable Segmentation, Onset and Rhyme Blending, Onset and Rime

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Segmentation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation, Phoneme Deletion, Phoneme Substitution, Phoneme Addition, and Phoneme Reversal. For Phoneme Categorization, the corrective feedback states, “When students make a mistake with a word that begins with a continuous sound (/f/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, or /z/), stretch the initial sound for three seconds and have students repeat your model (/lllet/). If the initial sound is not continuous (/b/, /d/, /g/, /h/, /j/, /k/, /p/, /kw/, or /t/), repeat the sound several times (e.g., /b/ /b/ /b/ /at/ rather than /bat/).”

- In grade 1, Unit 6, Week 2, the “Corrective Feedback” for the introduction of the Variant Vowel /ô/ provides the teacher with suggestions to correct sound errors. The teacher “models the missed sound, and students repeat the sound. Say: ‘My turn.’ Tap under the letters and say: ‘Sound? /ô/. What’s the sound?’ Return to the beginning of the word. Say: ‘Let’s start over.’ Blend the word with children again.”

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

- The “Smart Start” Unit begins prior to Unit 1 and includes lessons to set up routines and lessons for students to demonstrate what they know. In grade 1, Day 1, students practice blending words using onset/rime, the letter sounds for *Mm* and *Ss*, and high-frequency words *like* and *I*.
- The Instructional Routines Handbook provides a single “Teacher Tip” to “review previously taught syllable types as necessary, especially open and closed syllables to help students choose which type of vowel sound to try first. Closed syllables typically have a short vowel sound, while open syllables usually have a long vowel sound.” This tip does not appear in the teaching materials.
- The grade 1 materials for Word Work include suggestions to review on Day 1 for only Phonics and High-Frequency words. For Phonics, it provides the following suggestion for the teacher to build Fluency: the teacher displays the “Word-Building Cards: *e, ea, sp, sn, sl, cr, fr, tr, o, pl, fl, cl, bl, i, a, s, r, l, t, n, m, c, p, b, f*. Have children say the sounds aloud.” For the high-frequency word portion of the Word Work lessons, it suggests that the teacher and students “read, spell, and write to review last week’s high-frequency words: *again, help, new, there, use*.” These suggested reviews for the previous week’s skills do not provide sufficient opportunity to review previously taught phonics skills before learning new skills.
- The grade 1 materials do not provide any other detailed guidance for connecting previously taught phonics skills to new learning or reference to specific lessons or scripts from previous learning. Among the teacher resources available to teachers, the materials supplement with the “Phonemic Awareness Handbook,” which includes support lessons for students that require additional support. The lesson plans do not provide reference to these lessons or the handbook. Materials do not make specific reference to what/how/where to find a connection to previously taught skills and do not explicitly mention them in scripts or lessons.

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

- The materials include some guidance on the recommended length for each lesson. The “Professional Development Suggested Lesson Plans and Pacing Guides” resource includes a 120-minute pacing chart for 180 days of instruction. It states, “Allow for the flexibility needed to address the needs of the students in your classroom. Instruction begins with 3 weeks of Start

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Smart to introduce instructional routines, followed by 10 units of instruction focused on a particular topic or theme, approximately 3 weeks long. At the end of units 2, 4, 6, 8, and 10, 3 days are devoted to ‘Review, Extend, and Assess’ activities.” The lesson pacing charts provide specific length of time for phonics word work core lessons. For example, on Day 1, it suggests 25 minutes; on Day 2, 15 minutes; on Day 3, 25 minutes; on Day 4, 15 minutes; and on Day 5, 15 minutes. Guidance for each component of the gradual release model was not found in the materials.

- Within the lesson plan for core instruction, the materials provide suggested time frames for each section of the ELA block. Each Word Work lesson has a clock icon that indicates the recommended length of the lesson. The weekly planner shows the recommended daily schedule with time allotments for each lesson section. In Unit 2, Week 2, each of the Word Work content sections is included with suggested time frames for each one for *short u*. The times listed on the top of each lesson instruction page include Phonological/Phonemic Awareness (5 minutes), Introduction of new letter sound (5 minutes), Spelling (5 minutes), High-Frequency Words (5 minutes), and Shared Read (10 minutes). In Unit 6, Week 2, these suggested time frames continue.
- The materials include guidance on the recommended length for each lesson. The “Professional Development Suggested Lesson Plans and Pacing Guides” resource includes a 120-minute pacing chart with specific lengths of time for grade 1 phonics Word Work core lessons. For example, on Day 1, it suggests 20 minutes; on Day 2, 30 minutes; on Day 3, 30 minutes; on Day 4, 15 minutes; and on Day 5, 30 minutes. This Word Work block of time includes mixtures of phonemic awareness, phonics, fluency, handwriting, and high-frequency words.
- The Tier 2 Phonemic Awareness Intervention Teacher’s Edition K-2 includes guidance on the recommended length for each of the intervention lessons. The manual “provides a set of strategic intervention materials and states that ‘each set of materials contains over ninety 15-minute lessons.’” Each Phonemic Awareness Intervention lesson “organizes instruction and practice on two-page spreads for ease of use” for the teacher and “a short, 15-minute lesson provides targeted instruction in a discrete skill and a *Practice Reproducible* provides targeted practice.”
- The grade 1 materials do not include specific pacing suggestions for each component (stage) of the gradual release of responsibility for the lesson. The materials include a detailed explanation of what happens during each stage as well as scripted lesson guidance for the teacher to use with students. In the Instructional Routines PDF, it shows “how the Gradual Release of Responsibility works: *I Do*, explain and model to your students what it is they are learning to do. *We Do*, in this step, you and your students work together and share the instruction. Students get to practice while you guide and teach. *You Do, I Watch*, after students have had the chance to practice with you, it’s time for them to practice on their own. This is where you observe and offer corrective feedback as students collaborate and practice. *You Do It Alone*, after modeling, showing, guiding, and allowing them to practice, it’s time for your students to work independently.”

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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.	M
3	Decodable texts incorporate cumulative practice of taught phonics skills.	M

### Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials include some distributed review of phonics skills with cumulative practice opportunities with decodable texts.

Materials include some review and practice activities throughout the span of the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate 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 “Instructional Routines Handbook” provides consistent routines to introduce and review phonics skills that include different modalities. The information about “Reading Decodables” outlines that routine for the teacher. It states that “decodable readers provide an excellent opportunity for students to apply their skills of word reading to connected text.” The routine includes reviewing the high-frequency words; teachers “Display the High-Frequency Word Cards for the words in the text, using the Read/Spell/Write Routine.” The teacher previews the decodable by reading the title aloud and asking students what they see; the teacher chorally reads with students, having students point to each word, sounding out the decodable words, and saying the high-frequency words quickly. “If students struggle to sound out decodable words, model blending them. Review blending using the list at the end of the reader during small group time. Then reread the book.” This routine includes more than phonics and decoding skills and any phonics or decodable instructions provided in the lesson include practice of the new skill for that week.
- The materials include limited intentional cumulative review and practice for other phonics and phonemic awareness skills throughout the span of the curriculum. In the grade 1 decodable lesson in Unit 2, Week 2, “Cubs In A Hut,” students circle words with short *u* and underline the high-frequency words for that week. Past sounds and high-frequency words learned may be included within the decodable text; materials add no instruction or explicit practice for previous skills within this lesson. Before students read the decodable Shared Read, there is a Sound-Spelling Review of previously learned phonics skills that students will see reflected in the story they read. Materials direct teachers to display Word-Building cards *e, ea, sp, sn, sl, cr, fr, tr, o, pl, fl, cl, bl, i, a, s, r, l, t, n, m, c, p, b, f* and have children say the sounds aloud.

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- Lessons use consistent routines to introduce phonics skills that include different modalities. In the “Approaching Level” small group instruction, during Unit 5, Week 4, students practice building and reading words with /ou/ *ou, ow*, which follows the core instruction lesson with the same vowel diphthongs. The teacher utilizes the “I Do, We Do, You Do” routine that includes modeling the building and blending, practicing with students, and allowing students to build additional words. Words include *sound, round, hound, and cow, crowd, crown*. These letters and sounds pertain to the current week’s learning only. Materials include intentional review and practice activities throughout the span of the curriculum, but it is not a cumulative review and practice of skills.

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

- Students apply the focus skill for the lesson or skills from previous lessons during guided and independent practice; the “Approaching Level” and “ELL” small groups practice current core skills during guided and independent practice during their groups. This instruction includes review of the phonics or phonemic awareness skills, practice in isolation, and application in the leveled texts or decodable reader. In Unit 1, Week 2, during Approaching Level small group, teachers review the final double consonant using the “I Do, We Do, You Do” routine. The teacher models with the words *fill* and *kiss*; the guided practice includes children adding *ll* to form words. “Now it’s your turn. Add *ll* to each pair of letters, then read the word: *mi(ll), wi(ll), bi(ll), hi(ll), and pi(ll)*.” Children add *ss* and read the following words: *mi(ss), hi(ss), pa(ss)*.
- Practice opportunities include only phonics skills that have been explicitly taught. The decodable lesson in Unit 2, Week 2, for “Cubs In A Hut” includes guided instructions for the student to circle words with short *u* and to underline the high-frequency words for that week: *could, then, one, three, and live*. Past sounds and high-frequency words learned may be included within the decodable text.
- Practice opportunities include only phonics skills that have been explicitly taught. In Unit 3, Week 5, during “Progress Monitoring” on Day 5, teachers utilize the “Vowel Variant with Digraphs: *oo* and *u*” to assess students’ learning; words read in isolation include *book, cook, hook, hood, good, and stood*. Directions lead teachers for “Differentiated practice, reading connected text, use the decodable passages for each grade, which are available on the online teacher’s edition.”

### Decodable texts incorporate cumulative practice of taught phonics skills.

- The grade 1 materials include decodable readers for each unit. Decodable texts follow the phonics sequence and increase in complexity as new skills are introduced, allowing students to practice previously taught skills while applying new ones. Lack of access to the handbook creates difficulty in the introduction and practice with the decodable texts. Lesson plans direct teachers to introduce students to the decodable readers in Lessons 2 and 4 of each week, and provide a reference to where teachers can get instruction and support ideas for the decodable reader. For example, on Day 2 of Unit 2, Week 1, the materials state, “Have children read ‘Ted Gets a Job’ to practice decoding words in connected text. If children need support reading words with short *e*, see page T69 or T76 for instruction and support for “Ted Gets a Job.”
- Decodable texts incorporate practice of taught phonics skills. In Unit 2, Week 2, “Read Words with Short *u* Decodable Reader” provides lesson instructions for the Approaching Level small

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## English Phonics Program Summary

group in the weekly lesson planner. The scope and sequence lists the skills in order of introduction, and the decodable readers follow this same introduction. In “Can Bud Stop Bug?” the phonics words for short *u* include *up, Bud, Bug, but, cup, hug, hums, hut, lugs, rug, runs, stuff, sun,* and *yum,* and the high-frequency words include *could, live, one, then, three,* with suggested review words *again, and, do, go, makes, my, see, the, to.*

- Decodable texts incorporate practice by increasing in complexity and include taught phonics skills. Unit 3, Weeks 1 and 2 include decodable readers that support the phonics lesson, “Introduce Long *a\_e*,” within the texts “Dave Was Late” and “Is It Late?” Decodable Readers incorporate practice of previously-learned phonics skills. In the reader “Dave Was Late,” the words *get, up, set, clock, bed, but, bell, ring, had, rack,* and *rest* review previously-learned skills. Each decodable reader outlines high-frequency words and decoding skills taught to date.
- Decodable texts incorporate practice of taught phonics skills. In Unit 5, students work with r-controlled syllables, including *-or, -ar, -ore,* and *-ir;* the related decodable titles include “Sir Worm and Bird Girl” (*or, ir*) and “The Board That Can Soar” (*ore, oar*). Some words in “Sir Worm and Bird Girl,” such as *things, will, high, jump, with, grip, on, back,* and *trip,* contain previously-taught sound-spelling patterns.

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

### Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.

Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. Materials provide explicit, scripted instruction for connecting the phonemes to letters within words. Materials incorporate a variety of activities and resources for students to develop, practice, and review cumulatively 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.**

- Students learn letter-sound relationships that allow for application to basic decoding and encoding. In Unit 1, students review short *a* and *i*; they continue the unit with *-l* blends in the third week. Short *o* follows, and the unit ends with *-r* and *s-* blends.
- Once students have mastered high-utility letter-sound correspondence for several consonants and a few short vowel sounds, the “Word Work” lessons begin to explicitly teach blending strategies to support students’ decoding. For example, in Unit 1, Week 3, Day 2, the students practice blending words with *l*-blends. The teacher models how to generate and blend the sounds to say the word, then how to blend the word to guide the practice with the same routine: “Review the sounds /sl/ spelled *sl* using the word *slim*. Repeat with these *l*-blends: *bl* (black), *cl* (clap), *fl* (flag), *pl* (plan), and *gl* (glad) using Word-Building Cards to review the letter-sound correspondences for each blend.” On Day 4, the teacher has the children read the decodable reader “A Good Black Cat” to practice decoding words in connected text.
- The grade 1 “Foundational Skills Scope and Sequence” provides an overview of phonological, phonemic awareness, and phonics skills to be introduced. The phonics skills progress from high-utility letters to letter and letter sounds introduced simultaneously. Students are provided with decodable readers for direct application of skills. For example, in Unit 2, Week 3, Day 4, Word



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## English Phonics Program Summary

Work Phonics, students review letters and phonemes *a–z* by placing them in order and saying the sounds. Students then build letters and blend phonemes together to blend words with a focus on consonant blends. Students practice with the words *risk, desk, dent, went, wet, let, lent, lint, lit, lip, limp*, and *blimp*. Students read “Stomp and Romp” to practice decoding words in connected text, where students practice final consonant blends in connected text: “Stomp and Romp are glad. Stomp can rest. Romp will eat. The hill is grand.”

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

- Phonics lessons employ a gradual release of responsibility model (I Do, We Do, You Do). For example, in Unit 2, Week 2, “Word Work Phonics: Review,” the teacher begins with modeling short /u/, saying, “This is the *Umbrella* Sound-Spelling Card. The sound /u/ is spelled *u*. You can hear the /u/ sound at the beginning of words such as *us* and in the middle of words such as *bug*.” The lesson progresses with guided practice of students connecting the letter with the new sound, long *u*. The teacher models blending with “Word-Building Cards,” and students blend long *u* words following the same sequence. Some words include *huff, puff, pup, cup, cub, club, cluck, pluck, plum*, and *plug*.
- In grade 1, the whole “Phonics Word Work” section provides a script in the “Model” section most days. In Unit 2, Week 2, for “Guided Practice/Practice,” it states, “Display the Day 1 Phonics Practice Activity (a digital or workbook page copy of rows of words to blend/decode). Read each word in the first row with children. Blend the sounds; for example, /u/ /p/ /uuup/. The word is *up*.” Next, it states for the teacher to “Continue to guide practice as needed with rows 2–7. Provide corrective feedback as children sound out decodable words, and read the words in connected text.” The lesson does not provide a script or stretched sound examples for the teacher on the rest of the guided practice.
- Instruction includes connecting new learning to previous learning and establishing routines to maximize learning. Every week, on Day 5, the program prompts teachers to review and apply weekly skills. In Unit 7, Week 5, the program reviews short *u*. “This is the letter *u*. The letter *u* can stand for /uuu/, the sound you hear at the beginning of *umbrella*. Say the sound with me: /uuu/. I will write the letter *u* because *umbrella* has /u/ at the beginning.” The teacher repeats the routine using the word *run*. “Point out that *run* has /u/ in the middle of the word.” The teacher tells children that they will say some words that have the /u/ sound in the middle and some words that do not. Children say /u/ and write the letter *u* on their Response Boards when they hear /u/ in the middle of a word.

**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.**

- The materials provide opportunities for students to decode in isolation and connected text. Unit 1, Week 5 includes the review of r-blends and s-blends. The teacher reads each word in the first row, blending the sounds; for example, the teacher reads, “/froog/. The word is *frog*,” and then students blend each word with the teacher. The teacher prompts students to read the connected text, sounding out the decodable words. The associated reader “Snip and Trip Can Move” includes multiple opportunities for children to read words with these blends.



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- Materials include opportunities for students to decode simple one-syllable words in isolation. For example, in Unit 3, students practice blending words *push, pat, sat, set, wet, wed, and wood* with “Word-Building Cards.”
- There are several different activities, resources, and materials provided for phonics instruction. There are digital and printed materials for phonics sound-spelling cards, digital activities such as word blending, letter writing, phonics practice sheets, handwriting, phonemic awareness, spelling, decodable readers, and dictation sentences. In Unit 6, Week 5, teachers review the sound-spelling of previously learned phonics patterns: *scr, spl, spr, str, thr, shr, wr, kn, gn, au, aw, augh, ew, ue, ui, ow, oi, oy, ar, ore, oar, er, ir, ur, ey, igh, oa*; children say the sounds aloud. The materials provide additional practice with a workbook page or online activity, which allows students to blend consonants, digraphs, blends, and trigraphs with an r-controlled vowel pair, and they listen to blended choices to pick the correct answer: *ch/air* blends to *chair* and *p/ear* blends to *pear*.

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## English Phonics Program Summary

### 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 transition 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 begin with simple skills (detecting, blending, and segmenting syllables) and gradually transition 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 transition to more complex skills such as adding, deleting, and substituting syllables.**

- Materials do not provide a systematic sequence. Materials do not provide a focus on oral syllabication during Units 1–5. Materials provide three lessons in reference to oral syllable awareness. In Unit 6, oral syllable awareness activities start. The grade 1 “Foundational Skills Scope and Sequence” lays out the units by week and includes “Phonological Awareness/Phonemic Awareness” and “Structural Analysis” sections. Under the Phonological/Phonemic Awareness column, this document provides one unit for instruction of syllables for the “Approaching Level” small group. Unit 6, Week 1 references deleting syllables: “*cheerful* without *ful*.” Week 4 includes adding syllables: *kit/ten*, *kitten*, and Week 5 continues with both deletion (*barely/bare*) and addition (*hair/hairy*).

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

- Materials provide scripts to support instruction in oral syllable awareness. In Unit 6, Week 1, a phonological awareness lesson directs the teacher to say, “Listen carefully as I say a word:

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*harmless*. I will delete the last syllable, or part, of the word: *less*. What word do I have if I take *less* away from *harmless*? *Harmless* without *less* is *harm*.” The lesson progresses to direct the teacher to practice and provide feedback with students on syllable deletion. Words include *cheerful* without *ful*, *helpless* without *less*, *cowboy* without *cow*, *roomy* without *y*, *undo* without *un*, and *sandwich* without *wich*.

- In the grade 1 materials for Unit 6, Week 5, the teacher and students review syllable deletion and addition. The teacher says, “Listen carefully as I say a word. Then delete a syllable and say the new word: *barely/bare*, *unfair/fair*, *armchair/arm*, *airfare/air*.” For syllable addition, the teacher says, “Listen as I say a word and a syllable to add to the word. What is the new word? *hair/hairy*, *stare/staring*, *box/boxes*, *slow/slowly*.”

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

- Materials incorporate a variety of activities and resources for students to develop and practice oral syllabication skills. The “Instructional Routines Handbook” includes a variety of phonological awareness routines where the teacher models and guides practice of syllabication skills. This resource for small group instruction groups provides lessons to support the reinforcement of segmenting, blending, and deleting syllables; this resource suggests support for students in the Approaching Level small group. The materials do not provide resources for spiral/cumulative review or reteach.
- Materials do not provide a variety of activities and resources that allow students to develop and practice oral syllabication skills, and they do not provide opportunities to reinforce these skills through cumulative review. In Unit 2, Week 3, the structural analysis lesson for “Inflectional ending *-ing*” directs the teacher to “Remind children that every word has beats, or syllables.” The teacher explains that each syllable in a word has one vowel sound. “Say the word *bend*”; the students tell how many syllables they hear. Then “Say *bending*,” and students clap the syllables. The teacher points out that “Adding *-ing* to *bend* adds a syllable.”
- In Unit 6, Week 5, phonological awareness lessons direct students to independently practice syllable deletion and addition. The teacher says a word, and students delete a syllable to make a new word. Words for syllable deletion include *barely*, *unfair*, *armchair*, and *airfare*. The teacher then tells students they will add a syllable to make a new word. Words include *hair*, *stare*, *box*, and *slow*. A digital activity provides students with more independent practice; the activity says a word and asks the students to take away or add a syllable to make a new word. Words include *careful*, *bare*, *dog*, and *stairway*.

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## English Phonics Program Summary

### Indicator 3.B.2

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

1	Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.	M
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	M
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.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M

### Meets | Score 4/4

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

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include scripted direct (explicit) instruction for teaching phonemic awareness. 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 incorporate a variety of activities and resources for students to develop and practice skills cumulatively.

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 transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.**

- The grade 1 “Foundational Skill Scope and Sequence” shows a transition from simple to more complex phonemic awareness skills. In Unit 1, Week 1, the Phonemic Awareness lesson includes Identify Rhyme, Phoneme Isolation, Phoneme Blending, and Phoneme Segmentation. In Unit 4, Week 2, the Phonemic Awareness lesson includes Phoneme Categorization, Phoneme Blending, Contrast Vowel Sounds, and Phoneme Substitution. In Unit 6, Week 5, the Phonemic Awareness lesson includes Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition, Syllable Deletion, and Syllable Addition.

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## English Phonics Program Summary

- Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. The weekly lesson introduces the skill on Day 1, practices on Day 3, and reviews the skill on Day 5.

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

- Materials include scripted direct instruction for teaching phonemic awareness. In Unit 2, Week 4, students work on phoneme isolation. The material directs the teacher to say, “Listen as I say a word: *thin*. The beginning sound in *thin* is /*th*/. Repeat with the word *wash* for final sounds.” Teachers guide practice isolating initial and final sounds. “Listen to these words. Say the beginning sound you hear: *thump, shoe, them, thick, ship, shell*. Now say the end sound you hear in these words: *fish, path, rang, teeth, cash, wing*.” The materials suggest additional student practice using the online activity for this lesson.
- Materials include scripted direct instruction for teaching phonemic awareness. In Unit 3, Week 1, the phonemic awareness lesson directs the teacher to model phoneme identity for long *a*. The script begins with, “I will say three words. One sound will be the same in all three words. Listen: *late, make, gave*. I hear the same middle sound in *late, make, and gave*. Listen: /*lāāāt*/, /*māāāk*/, /*gāāāv*/. The middle sound is /*ā*/. Say the sound with me: /*āāā*/.”
- Materials include scripted direct instruction for teaching phonemic awareness. In Unit 4, Week 2, in the phonemic awareness lesson for “Phoneme Identity,” the teacher models how to identify the same sound in a group of words. The teacher says, “Listen carefully as I say three words: *keep, please, field*. What sound is the same in *keep, please, and field*? They all have the /*ē*/ sound in the middle.” Next, the teacher says, “Together let’s identify the same sound in a group of words. I will say three words. Listen carefully and tell me the sound you hear that is the same in all three words.” For example, *sheet, freeze, peach; catch, hitch, watch; and hope, stove, toad*.

### 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 include direct detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. In Unit 3, Week 1, the phonemic awareness lesson directs the teacher to review phoneme blending. “Guide students to blend phonemes to form words. Say, ‘Listen as I say a group of sounds. Then blend those sounds to form a word.’” Words include *man, bake, lake, and flake*. The phonemic awareness lessons then connect to phonics lessons that direct the teacher to model blending and building words with long *a*. The script reads, “Have the students read and say the words *make, sale, shade, and plate*. Then have the students follow the routine to build words: *rat, rate, hate, hat, fat, fate, fame, same, shame, shade, made, mad, man, mane, pane, plane, plate, late, lake, and flake*.”
- The grade 1 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. In Unit 4, Week 2, for the phonics lesson to “Introduce Long *e*: *e, ee, ea, ie*,” the teacher begins by displaying the *Tree Sound-Spelling Card* and says,

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## English Phonics Program Summary

“This is the *Tree* Sound-Spelling Card. The sound is /ē/. This is the sound at the end of the word *tree*. Listen: /trēēē/, *tree*. The /ē/ sound can be spelled with the letter *e* as in *she*, or with the letters *ee* as in *tree*, *ea* as in *meat*, and *ie* as in *field*. I’ll say /ē/ as I write the letter *e*, and the letters *ee*, *ea*, and *ie* several times.” The students practice “Connecting the letter *e* and the vowel digraphs *ee*, *ea*, and *ie* to the sound /ē/ by writing them.” The teacher continues with, “Now do it with me. Say /ē/ as I write the letters *e*, *ee*, *ea*, and *ie*. Now it is your turn. Say the /ē/ sound as you write the letters that stand for the long *e* sounds and spellings within the decodable story “Pete’s Street” and on the digital phonics activity “Your Turn: Phonics” to choose the sounds that match the spellings in words such as *see*, *tea*, *treat*. This phonics pattern is in the Spelling practice and dictation sentences.

- 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. In Unit 5, Week 2, the “Phonics/Structural Analysis: Build Words with /ûr/ *er*, *ir*, *ur*, *or*” lesson begins with a sound-spelling review and then continues to build words with /ûr/ *er*, *ir*, *ur*, *or*. “The letters *er*, *ir*, *ur*, and *or* can all represent /ûr/. Place the letters *t*, *u*, *r*, *n*. Let’s blend the sounds together and read the word: /tûrnnn/, *turn*. Now change the *t* to *b*.” The teacher blends the words and reads the word /bûrnnn/, *burn*. The lesson continues with *burst*, *bust*, *bud*, *bid*, *bird*, *third*, *thirst*, *first*, *fern*, *herd*, and *verb*. Once students have finished building the words, the teacher dictates the words in the list, and the students write out the word-building list. The students exchange and check the written lists for spelling. At the end of the lesson, the teacher connects new learning to previous learning by reviewing inflectional ending *-er*: “Remind children that the *-er* ending added to a verb means ‘someone who.’” Using *herd* and *herder*, the teacher points out that a *herder* is someone who herds animals. The teacher writes *teach*, *play*, *lead*, *read*. The students construct words with the *-er* ending and write a sentence with each word. The materials suggest that students read “Bird in the Sky” and “Bats Under the Dark Sky” to practice decoding words in connected text.

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

- The materials incorporate a variety of activities for students to develop, practice, and reinforce skills. However, cumulative review outside of each isolated unit is not evident. The “Instructional Routines Handbook” includes resources to use during the “Word Work” routines, such as Photo Cards with a variety of phoneme types, and provides a variety of oral phonemic awareness and syllabication activities through routines, such as identifying the sound, identifying the sound in words, and syllable manipulations such as blending, segmenting, adding, deleting, and substituting. The phonics routine introduces routines for sound-by-sound blending, using sound-spelling cards, building words, reading decodables, and multisyllabic words. All lessons use the GRR model: the teacher explains, models, guides practice, and provides independent practice.
- The grade 1 materials incorporate a variety of activities and resources for students to develop and practice phonemic awareness skills. The “Scope and Sequence for Phonemic Awareness” is recursive and includes instruction and practice for skills such as Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation, and Phoneme Manipulation throughout the year. The review lessons provide support for the “Approaching Level” small group. Other lessons align across the daily/weekly lessons (spelling, phonological awareness,

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## English Phonics Program Summary

phonemic awareness, word work, and decodable readers); they do not align in review or reteach in later units.

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. In Unit 3, Week 1, the phonemic awareness lesson directs students to practice identifying the middle vowel in words. The teacher says three words, and students identify the middle sound they hear in all three words. Words groups include *take, vase, name; wave, game, cape; pen, net, web; gate, tape, bake; bug, pup, sun; date, fake, vase; fan, bag, mad; safe, cape, tale; and top, log, not.*
- The grade 1 materials incorporate a variety of activities and resources for students to develop and practice phonemic awareness skills. Students practice phonemic awareness skills using the online digital activities. In Unit 4, Week 2, students practice identifying phonemes using the “Identify Phonemes Digital Activity.” Students listen to the sounds in words, identify which sound is the same, and choose the correct box to show if the sound is heard at the beginning, middle, or end of the words. Students also practice using the “Phonemic Awareness: Phoneme Identity Practice Page.” Students listen to the sounds the teacher says, blend the sounds together, and circle the picture that goes with the correct word. Materials do not provide cumulative review.
- In Unit 6, Week 4, the phonemic awareness lesson directs students to place a counter in each box for each sound they hear. The teacher says a word, and, using Elkonin boxes and chips, students segment sounds. Words include *hose, use, spoke, joke, pole, these, cute, smoke, huge, Eve, fume, globe, stroke, spruce, and stream.* Materials do not provide cumulative review.

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## English Phonics Program Summary

### Indicator 3.C.1

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

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

### Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- The grade 1 resources include a document titled “Grade 1 Foundational Skills Scope and Sequence,” which provides the teacher with an overview of the phonics/sound-spelling for the week as well as differentiated spelling lists, related decodable readers, and a Structural Analysis mini-lesson. Each week, the “Teacher Edition” presents an overview of the sound-spelling lessons for Days 1–5.
- In Unit 2, Week 4, the program introduces consonant digraphs *sh*, *th*, and *-ng*. Children practice connecting the letters *t* and *h* to the sound /*th*/ by writing them. Teachers direct students: “Say /*th*/ as I write *t* and *h*.” The teacher says, “Now write the letters *t* and *h* five times as you say /*th*.” Teachers repeat for *sh* and *-ng* and provide handwriting models for children to use.



# McGraw Hill Texas Wonders, Grade 1

## English Phonics Program Summary

- Unit 3 moves into long vowels with CVCe spelling for each long vowel in Weeks 1–4, and in Week 5, “Variant Vowel Spellings with Digraphs *oo, u*” introduces /ü/ *oo, u*. The teacher models to introduce the new sound-spelling pattern and display the *book* card. Instructions direct, “Teach /ü/ spelled *oo* and *u* using *book* and *put*. Model writing the letters *oo* and *u*. Use the handwriting models provided.” Teachers say, “This is the *Book* Sound-Spelling Card. The sound is /ü/. The /ü/ sound can be spelled with the letters *oo*. This is the sound in the middle of the word *book*. Listen: /b/ /ü/ /k/, *book*. I’ll say /ü/ as I write the letters *oo* several times.”
- Unit 6, Week 1, the complexity of grade 1 progresses with various vowel pairs: *oo, ou, u\_e, ew, ui, ue, and u*. The daily phonics lesson directs, “Teach /ü/ spelled *oo, u, u\_e, ew, ue, ui, and ou* using *spoon, truth, rule, chew, glue, fruit, and you*. Say: ‘This is the *Spoon* Sound-Spelling Card. The sound is /ü/. This is the sound in the middle of the word *spoon*. Listen: /spüün/. The /ü/ sound can be spelled *oo, u, u\_e, ew, ue, ui, and ou*. Say it with me: /ü/. I’ll say /ü/ as I write the different spellings.’” Next, teachers “display the Word-Building Cards *s, o, o, n*, and they model how to blend the sounds. This is the letter *s*. It stands for /s/. There are two of the letter *o*. Together they stand for /ü/. This is the letter *n*. It stands for /n/. Listen as I blend these sounds together: /sssüünnn/. Continue by modeling the words *truth, flute, new, true, suit, and you*.” Materials direct teachers to display the Day 1 Phonics Practice Activity and guide practice with the first row. Teachers and students blend the sounds /s/ /ü/ /p/, /sssüüp/: *soup*; they continue with *room, soon, tools, super, and cool*. Teachers continue guiding practice and provide corrective feedback for words in connected text. If students need additional practice blending words with /ü/, they complete an online activity or a workbook page assigned by the teacher.

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

- The materials provide direct instruction for grade-level sound-spelling patterns. Unit 2, Week 4, includes two parts to the introduction of skills that follows a gradual release of responsibility. In “Model,” the teachers “Display the *Thumb* Sound-Spelling Card. Teach both sounds of /th/ using *thank* and *them*. Model writing the letters *th*. Use the handwriting models provided. Say: ‘This is the *Thumb* Sound-Spelling Card. The beginning sound of the word *thumb* is /th/. The /th/ sound is spelled with the letters *th*. This is the sound at the beginning of the word *thumb*. Listen: *thumb*. I’ll say /th/ as I write the letters *t* and *h* several times. Repeat for digraphs *sh* and *-ng*. Use the *Shell* and *Sing* Sound-Spelling Cards.” During guided practice, teachers “Have children practice connecting the letters *t* and *h* to the sound /th/ by writing them. ‘Say /th/ as I write *t* and *h*.’ Say: ‘Now write the letters *t* and *h* five times as you say /th/.’ Repeat for *sh* and *-ng*. As needed, provide handwriting models for children to use.”
- In Unit 2, Week 5, the program provides an opportunity to review previous sound-spelling patterns with explicit instruction. “Say: This is the *Thumb* Sound-Spelling Card. The beginning sound of the word *thumb* is /th/. The /th/ sound is spelled with the letters *th*. This is the sound at the beginning of the word *thumb*.” This is the review of the Week 4 introduction to the /th/ digraph sound.
- In Unit 3, Week 1, materials direct teachers to have children read and say the words *make, sale, shade, and plate*, and then have children follow the word-building routine with “Word-Building Cards” to build *rat, rate, hate, hat*. The phonics instruction routine begins with displaying the Sound-Spelling Card. The teacher models the sound and writes it, then presents other words. For example, in Unit 3, Week 1, Day 1, the lesson directs teachers to say, “This is the *train*

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Sound-Spelling Card. The sound is /ā/. Today we will learn one spelling for the /ā/ sound. Look at this word: *at*. This word has the short *a* sound /a/. I'll add an *e* to the end. The new word is *ate*."

- The materials contain explicit instructions. In Unit 5, Week 3, "Word Work" Phonics lesson, the teacher models syllabication with closed syllables. The teacher explains that every syllable in a word has one vowel sound and that when a syllable ends in a consonant, it is called a closed syllable and the vowel sound is usually short. The teacher shows an example using the word *rabbit*. Students independently practice dividing words into syllables and identifying the closed syllables using the VCCV pattern. Words include *magnet, summer, number, trumpet, lesson, and follow*.

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

- In every phonics lesson, students have access to Photo Cards, Sound-Spelling Cards, Response Boards, Word-Building Cards Online, and Phonics Practice Activities, and the teacher can use the results to drive differentiated instruction. If students need additional practice, they use the Practice Book pages assigned to each lesson. The Sound-Spelling cards provide a cumulative review of previous units. The blending lines activity on Days 1 and 3 of each week includes one line of words that is a review of sound-spelling patterns taught within the unit.
- In Unit 2, Week 4, the lessons for digraphs *th, sh,* and *ng* are phonics isolation activities, blending activities, phonics practice, Sound-Spelling Cards, word reading fluency practice, sentence reading, word-building activities, practice pages, handwriting practice, and decodable texts.
- Unit 3, Week 5, includes the following resources: Phonics Activity: Isolation /u/, Phonics: Blending words with Long *U*, Sound Spelling Card *oo*, Grade 1 Phonics Practice Activity, Handwriting *Bb*, Word-Building Cards, Phoneme Isolation Activity, and Decodable Texts. Students participate in practice connecting the graphemes *oo* to the sound /u/ by writing them. Then students participate in Day 1 Phonics Practice of reading and blending words with /u/. The materials do not include cumulative review from previous units.
- Unit 5, Week 3, includes the following resources: Phonics Practice, Phonics: Blending Words, Handwriting Activity *Jj*, Sound-Spelling Cards *oi* and *oy*, Grade 1 Phonics Practice Activities, Word-Building Cards, and Diphthongs Decodable Text. Students participate in practice connecting the graphemes *oi* and *oy* to the sound /oi/ by writing them five times. Then, students participate in the Day 1 Phonics Practice of reading and blending words with /oi/. On Day 4, students participate in building words using Word-Building Cards for the words *joy, toy, boy, boil, spoil, foil,* and *oil*. The materials do not include cumulative review from previous units.

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

- In Unit 2, Week 4, in the lessons for digraphs *th, sh,* and *-ng*, students encode words in isolation through phonics isolation activities, blending activities, and decode words in the connected text with word reading fluency practice. To preview words using the digraphs, the teacher dictates a spelling pretest; directions for the teacher and routines include pronouncing the word, using it in a sentence, and repeating the word. The student routine includes, "Say each word, stretching

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the sounds before writing it.” Some of the Unit 2 words include *fish, shop, ship, with, and thing*. Decodable texts such as “This and That” and “A Pet Shop” include sound-spelling patterns from previous lessons along with new phonics skills.

- The materials have opportunities for students to decode words in connected text. During a Unit 5, Week 3, shared reading lesson, students interact with connected text “The Story of a Robot Inventor” and review sound-spelling patterns *or, ore, and oar*. The materials provide opportunities for students to encode words in isolation. In the Day 2 “Word Work Phonics” lesson, students build *ore, oar, and or* words using “Word-Building Cards” including the words *store, shore, snore, chore, core, more, and bore*.
- The materials provide opportunities for students to apply previously taught and recently introduced sound-spelling patterns. Once the unit progresses, the lessons provide opportunities for students to practice their grade-level skills in a Read/Spell/Write routine activity. The teacher provides last week’s words and the current week’s words for practice in pairs. In Unit 5, Week 4, the teacher’s instructions say: “Review: Display the online Visual Vocabulary Cards for this week’s words. Have children Read/Spell/Write each word. Point to a word, and call on a child to use it in a sentence. Review last week’s words using the same procedure.” The words from Week 3 include *born, roar, and sure*; Week 4 includes *town, mouse, and early*. During the spelling pretests, students encode in the context of dictation sentences, such as “He milks the cow on the farm,” “How do you get to Main Street?” “Jill takes her fish out of the bowl,” and “The candy tastes sour.”

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## English Phonics Program Summary

### Indicator 3.C.2

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

1	Materials provide a systematic sequence for introducing regular and irregular high-frequency words.	M
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).	M

### 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 a systematic sequence for introducing regular and irregular high-frequency words. Materials provide some scripted direct (explicit) 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 reinforce skills (through cumulative review). 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).

Evidence includes but is not limited to:

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

- In the grade 1 materials, the high-frequency words are listed under “High-Frequency Words” on the grade 1 “Scope and Sequence” and also on the grade 1 “Foundational Skills Scope and Sequence.” The lesson resources provide printable and displayable high-frequency word lists along with word cards. The high-frequency words introduced weekly are connected and in the weekly shared texts. The first high-frequency words *does, not, school* are in Unit 1, Week 1; these words connect to the weekly shared text tied to the theme “At School.”
- Materials provide a systematic sequence for introducing regular and irregular high-frequency words. The program introduces four words each week in Unit 1 (*down, out, up, very*), progressing to five high-frequency words a week in Unit 2 and six in Units 3 through 6.

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

- The grade 1 high-frequency word lessons provide scripted instruction for teaching students how to read and encode but do not include specific instructions to decode each regular and irregular high-frequency word. Throughout the entire program, materials utilize a routine that uses a Read/Spell/Write model to memorize high-frequency words; the routine allows students to both read and spell these words. The high-frequency word instruction follows the routine: previously taught word review, teacher modeling the introduction of the new words (Read/Spell/Write process), and then guided practice. The routine directs teachers to “Briefly point out any spelling patterns students have learned to help them distinguish the word from other similar words and to ensure that students fully analyze the word,” but does not distinguish irregular high-frequency words from regular high-frequency words. In Unit 1, Week 1, teachers model by displaying the word cards *does*, *not*, *school*, and *what*; teachers use the Read/Spell/Write routine to teach each word. Teachers point to and say the word *does*. “This is the word *does*. Say it with me: *does*. Max does his homework every day. The word *does* is spelled *d-o-e-s*. Spell it with me. Let’s write the word in the air as we say each letter: *d-o-e-s*.” The directions tell teachers to follow the same steps to introduce *not*, *school*, and *what*, and as children spell each word, teachers point out the irregularities in sound-spellings, such as the /k/ sound spelled *ch* in the word *school*.
- Materials provide scripted direct instruction for reading regular and irregular high-frequency words; the materials do not provide scripted instruction for teaching students how to encode regular and irregular high-frequency words. In Unit 2, the teacher introduces *again*, *there*, *help*, *use*, *new*, and *after* using the Read/Spell/Write routine; as students spell each word, the teacher points out the irregularities in sound-spellings, such as the /e/ sound spelled *ai* in the word *again*. In Unit 2, the teacher follows the Read/Spell/Write routine, inviting students to, “Write the word *around* in the air as we say each letter: *a-r-o-u-n-d*.” The materials intertwine decoding and encoding of high-frequency words. In the lesson plans for High-Frequency Words, the materials prompt the teacher to practice reading the words and writing them in the air and then have students do the same in the resources for practice online and in the practice workbook.
- During grade 1, high-frequency word practice and instruction occasionally prompt the teacher to point out the irregularities in sound-spellings. In Unit 4, Week 4, during the Model portion of the scripted word instruction, it says, “Model, Read, Spell, and Write each word.” “Display the High-Frequency Word Cards *caught*, *flew*, *know*, *laugh*, *listen*, and *were*. Use the Read/Spell/Write routine. As children spell each word with you, point out the irregularities in sound-spellings, such as the long *a* sound spelled *ey* in *they* and the /f/ sound spelled *gh* in *laugh*.”

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

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. During each weekly unit, beginning in Unit 1, the high-frequency lesson begins with a review of last week’s words. In Unit 1, Week 3, the lesson instructions begin with “Read, Spell, and Write to review last week’s high-frequency words: *down*, *out*, *up*, *very*.” On Day 3 of

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each lesson, students review all of the current and previous high-frequency words in the Word Bank activity.

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. In a Unit 3 lesson, the students read sentences using “High-Frequency Word Cards.” The students identify the high-frequency words *any, from, happy, once, so, and upon* as they are reading sentences. Sentences include “Do you have any time to play?” and “The cake came from the shop.” Activities and resources do not include cumulative review.
- The materials include activities and resources for practicing decoding and encoding of high-frequency words. Unit 5 materials direct teachers to display print or digital word cards *above, build, fall, knew, money, and toward*. Teachers have children Read/Spell/Write each word and write a sentence with each one. Activities and resources do not include cumulative review.

**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).**

- 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). In Unit 3, Week 5, the teacher and students say each high-frequency word: *after, buy, done, every, soon, and work*. Students participate in the Read/Spell/Write routine. Students read the following sentences several times to practice building word automaticity: “He will be done soon,” “I will work after I have a snack,” and “Do you buy lunch every day?”
- 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). In Unit 4, Week 4, Day 5 instructions for review say, “Display print or digital Visual Vocabulary Cards *caught, flew, know, laugh, listen, were*. Have children Read/Spell/Write each word.” Teachers have children write a sentence with each word, and if children need assistance reading high-frequency words, they practice reading independently using the take-home story titled “Eve and Pete.”
- Materials provide a variety of activities and resources for students to recognize and read in connected text (e.g., within sentences or decodable texts). In Unit 5, Week 5, the shared reading Teacher’s Guide directions invite the teacher to prompt students to take notes by “writing a word with *oi* or *oy* or a high-frequency word” as they read the text. The teacher invites students to “underline and read aloud *build, above, fall, knew, and money*.”

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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 one-syllable or multisyllabic words.

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

### Meets | Score 4/4

The materials meet the criteria for this indicator. Materials 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 provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. 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 incorporate a variety of activities and resources for students to develop and practice skills. Materials provide activities and resources for students to practice decoding and encoding in isolation (e.g., word lists) and in decodable connected text. Materials incorporate a variety of activities and resources for students to reinforce skills (through cumulative review) and provide a variety of activities and resources for students 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 provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. The first lesson to focus on grade 1 syllable types occurs in Unit 2, Week 4, where students “Approaching Level” review closed syllables with words such as *ship*, *shack*, and *that*. In Unit 3, Week 4, during “Structural Analysis,” students work with the CVCe pattern with words such as *bathrobe*, *inside*, *cupcake*, *awoke*, and *compete*; the materials support this pattern in both phonics/decodable reader and spelling lessons. Unit 4, Week 3 allows students access to using and identifying open syllables; words include *frozen*,



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*okay*, and *locate*. Unit 6, Week 2, during Structural Analysis, materials expose students to vowel-team syllables using the words *joyful*, *repeat*, *hauling*, and *railroad*; Week 5 provides opportunities to identify and decode r-Controlled vowels with words *airly*, *target*, *barely*, and *repair*. In Unit 5, Week 3, in the “Word Work Phonics” lesson, the teacher models syllabication with closed syllables. The teacher explains that every syllable in a word has one vowel sound and when a syllable ends in a consonant, it is called a closed syllable and the vowel sound is usually short. Teachers show an example using the word *rabbit*. Students independently practice dividing words into syllables and identify the closed syllables using the VCCV pattern. Words include *magnet*, *summer*, *number*, *trumpet*, *lesson*, and *follow*.

**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 provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Within the grade 1 materials, the “Instructional Routines Handbook” explains the “Multisyllabic Words Routine” for the teacher. In Step 1, the “Explain” section, the teacher reminds students that “a syllable has one vowel sound, although that sound may be represented by more than one letter.” The routine continues to explain to teachers that breaking a word into syllables can help students decode it. The teacher introduces or reviews the lesson’s target syllable pattern using the explanations for the syllable type; one description includes “Closed Syllables end in a consonant. The vowel is *closed in* by the consonants and the sound is usually short (*rab/bit*).” “The teacher writes words containing the target syllable type on the board. Students underline the target syllable type in each word.” The teacher “Guides them to sound out the syllables and blend the syllables into a word” and has “students chorally read the words.” The students work with partners and use the “Word-Building Cards” to “Build words containing the target syllable type.” In step 4, “Practice,” students practice reading and writing multisyllabic words in isolation and within text.
- The 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. In Unit 2, Week 4, the materials suggest the teacher “Write the words *selfish* and *ringing* on the board and divide them into syllables.” Reminds students that “when a syllable has only one vowel and ends with a consonant, the vowel sound is usually short. This is called a closed syllable.” Students participate in circling the closed syllables in *selfish* and *ringing*. Students explain why they are closed syllables. The script suggests the teacher “Remind the students to approximate sounds in order to read some multisyllabic words correctly.” The lesson continues with guided practice with the following words: *dentist*, *wishing*, *mitten*, *rabbit*, and *thinking*. Students work in pairs to write and spell the words. Partners work to divide the words, pronounce them, and write sentences with those words.
- 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. In Unit 4, Week 3, using the model/practice GRR routine, teachers write and read aloud *taken*. They say the word, clapping for each syllable, children repeat, and teachers draw a line between the two syllables: *ta/ken*, explaining that, “When a syllable ends in a vowel, the vowel sound is usually long. This is called an open syllable. For example, the vowel sound in the syllable *ta* is /ā/.”



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Teachers guide the students in identifying open syllables when they write the following words: *robot, silent, donate, frozen, okay, and locate*. Children divide each word into syllables, then read the words; they identify the open syllables and explain why they are open. Teachers provide corrective feedback to students. If children need additional practice decoding words with open syllables, the online activity asks students to drag the letters to make the words said by the program; word parts include *pi/lot, e/ven, and fi/nal*. Students spell words in isolation during the spelling lesson; the list includes the open syllable words *no, toe, and we*; the directions do not suggest the teacher point this out.

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

- The Instructional Routines Handbook explains the Multisyllabic Words Routine for the teacher. In Step 1, the Explain section, the teacher reminds students that “a syllable has one vowel sound, although that sound may be represented by more than one letter.” Breaking a word into syllables can help students decode it. During Step 3, after the teacher leads the students in Guided Practice, the students work with partners and use the Word-Building Cards to “Build words containing the target syllable type.” In Step 4, “Practice,” students practice reading multisyllabic words with the following activities: completing pages in the practice book, reading decodable texts, speed drills, and writing words that contain the target syllable pattern. This information provides the reference to reteaching; the teacher receives no other directions or resources for the reteach or review. The routine is included throughout the materials for different syllable types.
- Materials incorporate activities and resources for students to develop and practice skills. In Unit 3, Week 4, the lesson directs students to read each word and draw a line to divide the syllables. The students use each word in a sentence. Words include *bathrobe, inside, cupcake, awoke, and compete*.
- Materials incorporate activities and resources for students to develop and practice skills. In Unit 5, Week 5, the “Phonics/Structural Analysis” lesson reviews how to determine the syllables and pronounce them when a word ends with a *consonant + le*. The teacher models with the words *riddle* and *cradle* and guides practice with the words *apple* and *battle*. Then the students work in pairs to divide the words *eagle* and *title* into syllables and pronounce them using what they know about open, closed, vowel team, and final-stable syllables. In the “Practice Book,” students reinforce the skill as they circle the word that has a *C+le* syllable in each sentence: “The turtle is very slow,” “Becky thinks the test is simple,” “Brad and I like to do puzzles.”

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

- The grade 1 resources include the Instructional Routines Handbook, which explains the Multisyllabic Words Routine. It provides detailed instruction for teachers and students for each syllable type as well as the syllable division principles. The Multisyllabic Words Routine includes four steps: Explain, Model, Guided Practice, and Practice. Within the Practice, students “Practice reading multisyllabic words with the following activities: completing practice book pages,

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reading decodable texts, speed drills, and writing words that contain the target syllable pattern.”

- Unit 2, Week 4, provides 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; they do not provide instruction that builds or reinforces previous instruction. The GRR routine, “I Do, We Do, You Do,” for the review of closed syllables with the Approaching Level small group, includes reading closed syllable words in isolation and in decodable text. Teachers “Write *ship*. Say: ‘When a word with one vowel [point to the *i*] ends with a consonant [point to the *p*], the vowel sound is usually short. Listen: /shiiip/.’” During the “We Do,” students identify the medial vowel and ending consonant sound. Teachers write *hang* and say, “Let’s decide if this word is a closed syllable word. How many vowels does it have? Yes, it has one vowel: *a*. Does it end in a consonant? Right! It ends with two consonants that together stand for one consonant sound, /ng/. What sound does the vowel stand for? Yes, it is a short *a*: /a/. So it is a closed syllable. Let’s read the word together: /haaang/, *hang*.” For practice, partners choose a word and tell the other if it is a closed syllable word and why; the other partner reads the word, and then switch roles and repeat. Words include *shop*, *shack*, *thing*, and *that*. The spelling block lesson for this week includes words with closed syllables; students write words from dictation sentences and apply the closed syllable rule to encode words in connected text. Words present on the spelling list include *fish*, *wink*, *want*, and *call*.
- Materials provide 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 Unit 5, Week 5, the “Phonics/Structural Analysis” lesson reviews how to determine the syllables and pronounce them when a word ends with a consonant +*le*. The teacher models with the words *riddle* and *cradle* and guides practice with the words *apple* and *battle*. The students work in pairs to divide the words *eagle* and *title* into syllables and pronounce them using what they know about open, closed, vowel team, and final-stable syllables. In the “Practice Book,” students reinforce the skill as they read words aloud: *table*, *puddle*, *apple*, *marble*, *tumble*, and *candle*. Students circle the word in each sentence that has a *C+le* syllable: “The turtle is very slow.” “Becky thinks the test is simple.” “Brad and I like to do puzzles.” The students use words from this practice to write sentences.
- Materials provide 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; they do not provide instruction that builds or reinforces previous instruction. In Unit 6, Week 4, the lesson directs students to work in pairs, dividing words into syllables. Students write words in connected text with a sentence using each word. Words include *barely*, *prepare*, *market*, *dirty*, and *turkey*. A decodable reader is also used to read r-controlled vowel syllable words *air*, *are*, and *ear*.

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### Indicator 3.C.4

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

1	Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	M
2	Materials provide direct (explicit) instruction for supporting recognition of common morphemes.	M
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.	M
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).	M

### Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. The grade 1 "Foundational Skills Scope and Sequence" Vocabulary scope reflects a focus of affixes and inflectional endings in Unit 1, compound words in Unit 2, root words in Unit 3, and affixes in Unit 5.
- The lessons on morphemes build upon prior learning. Students decode words with the inflectional ending *-er* and *-est* in Unit 5. In grade 2, students continue to read words with these inflectional endings and additional high-utility inflectional endings such as *-ed* and *-ing* in Unit 2.

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

- Materials provide direct instruction for supporting recognition of common morphemes. In Unit 3, a “Structural Analysis” lesson directs the teacher to model inflectional endings *-ed* and *-ing*. The teacher writes and reads aloud *race*, *raced*, and *racing*. The teacher underlines *-ed* and *-ing*, explaining, “When a word ends in a final *-e*, you drop the *e* before adding *-ed* or *-ing*. When *-ed* is added to a verb, or action word, it tells about something that has already happened and when *-ing* is added to a verb, it tells about something that is happening now.” Students add *-ed* and/or *-ing* to the words *board*, *place*, *slice*, *rage*, and *plunge* while the teacher provides feedback as needed.
- Materials provide direct (explicit) instruction for supporting recognition of common morphemes. In Unit 4, Week 2, in the Word Work Structural Analysis lesson for the prefixes *re-*, *un-*, and *pre-*, the materials introduce using a gradual release of responsibility model (I Do, We Do, You Do). The teacher starts the lesson (I Do) by explaining that “a prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of the base word.” Teachers write and read aloud *heat* and *reheat*, underline the prefix *re-*, and tell children that the base word is *heat*. The lesson continues with the teacher saying, “The prefix *re-* means ‘again.’ Adding *re-* to *heat* changes the meaning of *heat* to *heat again*. It also adds a syllable to the word. Say *heat* and *reheat*.” The teacher uses each word in a sentence to show the change in meaning: “Mom will *heat* my soup today. I will *reheat* the soup tomorrow.” This routine repeats with the prefix *un-*, meaning “not” or “the opposite of,” using the base word *clean*, and the prefix *pre-*, meaning “before,” using the base word *read*. During the We Do/guided practice, teachers write the following words on the board: *read*, *play*, and have children add *re-* to each word; then teacher writes the following words on the board: *read*, *play*, *heat*, and *reheat*; students add *re-* to each word and use each word in a sentence. Teachers repeat by adding *un-* to *paid* and *real*, and *pre-* to *teach* and *heat*. Teachers guide practice and provide corrective feedback as needed. Materials provide additional practice with prefixes in an online activity where students read the word then drag the correct prefix to create a new word.
- Materials provide direct (explicit) instruction for supporting recognition of common morphemes. Lessons employ the gradual release of responsibility model (I Do, We Do, You Do). In Unit 5, Week 5, the teacher reviews final-stable syllables: *-le -ble*, and *-ple*. During the I Do portion, the program prompts the teacher to “Write and read aloud *table* and *simple*. Say each word, clapping for each syllable. Have children repeat. Draw a line between the syllables: *ta/ble*, *sim/ple*. Teachers explain, “When we see *-le* at the end of a word and there is a consonant before the letters, they make the sound /əl/. The consonant plus *-le* are all in the same final syllable. This is called a final-stable syllable.” Teachers help children pronounce the final-stable syllables *-ble* (/bəl/) and *-ple* (/pəl/). During guided practice, the program directs teachers to “Write the following words: *candle*, *apple*, *title*, *puddle*, *marble*. Help children divide each word into syllables, and blend the syllables to read the words.”

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

- The materials provide clear lessons on morphemes with scripted language that emphasize word meaning. In Unit 2, the teachers “Write and read aloud *patch* and *patches* and underline the

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## English Phonics Program Summary

inflectional ending *-es*. Teachers explain, “We add *-es* to some naming words to make them mean ‘more than one.’ The letters *-es* at the end of *patches* mean there is more than one patch. We add *-es* when the word ends in *ch, tch, sh, x, z, or ss.*”

- Materials provide direct instruction for using the meaning of morphemes to support decoding, encoding, and reading comprehension. In Unit 4, teachers introduce compound words by following the directions, “Tell children that looking for smaller words in a longer word can sometimes help them pronounce and figure out the meaning of the longer word.” The teachers write and read aloud *bath, tub, and bathtub*. The teachers explain to children that *bathtub* is a compound word. “A compound word is a longer word made up of two smaller words. The word *bathtub* is made up of the words *bath* and *tub*; the teachers circle *bath* and *tub* inside *bathtub*. A bathtub is a tub in which you can take a bath.” Other examples of compound words used in this lesson to help with word meaning are *sunset, anthill, seashell, teapot, snowflake*.
- Materials provide direct instruction for using the meaning of morphemes to support decoding, encoding, and reading comprehension. The materials provide support for students to connect meaning to affixes and build new words. In Unit 5, the teacher tells the students that “the ending *-er* can be added to some words to make new words; adding *-er* to a verb, or action word, changes the verb to a noun, or naming word. Teachers write and read aloud *teach* and *teacher* and underline the *-er*. The teacher explains that “a teacher is a person who teaches.” Children use both words in a sentence.

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

- In grade 1, the program incorporates a variety of activities and resources for students to develop, practice, and reinforce skills. In Unit 1, teachers review while “Children decode and spell verbs with *-ed* and *-ing*. Children explain how endings *-ed* and *-ing* can change the meaning of a verb to actions that happened in the past and actions happening now.” Students practice writing and blending verbs with *-ed* and *-ing*, such as *miss, lift, spell, thank, and help*. The teacher asks students to explain the meaning of each new word; students write sentences using the new words and exchange papers with partners to confirm they’ve used the structures correctly. Materials incorporate Shared Read selections that contain grade-level morphemes.
- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. In Unit 6, a structural analysis lesson, materials provide students with an activity for independent use to practice suffixes *-ful* and *-less*. Students choose the suffix that makes a new word, such as *truth-*, and students will choose from *-er, -ful, and -ed*. Materials do not incorporate cumulative review.
- The materials in grade 1 provide a variety of activities and resources to develop morphological awareness skills. The weekly lessons provide the sequence for the teacher to introduce the skill on Day 1 and practice every day until Day 5, reviewing and applying the skill. Unit 5, Week 4, Day 2, directs the teacher to “write and read aloud *loud, louder, loudest*. Underline *-er* and *-est*. The teacher instructs the students, “we add *-er* and *-est* to adjectives or describing words, to compare things.” The teacher reminds students of the rules they learned for “dropping final *e*, changing *y* to *i*, and doubling final consonants.” On Day 5, the teacher directs students to “explain when the *-er* and *-est* endings are used. Children practice reading words with *-er* or *-est*, such as *fast, faster, fastest; dark, darker, darkest; and safe, safer, safest.*” Materials do not

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incorporate cumulative review.

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).

- In Unit 4, Week 2, during the structural analysis prefix online activity, students decode and encode when reading each word and dragging the correct prefix to complete the word using the prefixes *pre*, *un*, *re* to make the words *replay*, *unlock*, *prejudge*, *unwise*, *reclan*, *unbend*, *refresh*, etc. In this same unit, on Day 4, students encode and decode using prefixes by choosing the correct word with prefix to replace the underlined words. An example includes “She is not happy.” Students choose *unhappy*. At the bottom of this practice page, the students write their own sentences including a word with a prefix.
- Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation. In Unit 3, during a structural analysis lesson, students practice inflectional endings *-ed* and *-ing* with a word list including the words *board*, *fit*, *tap*, *clap*, and *joy*. Students add *-ed* and *-ing* to each word and then use the words in sentences. The teacher provides corrective feedback as needed.
- 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). In Unit 2, Week 3, the teacher writes the following words on the board: *jump*, *yell*, *hunt*, *rest*, *ask*, *bump*, and *spell*. The students add *-ing* to each word and read them aloud. In partner work, the students discuss the meaning of the words with *-ing* and use each one in a sentence. An online game matches sentences with different tenses of the same verb: “I ask. I am asking.” The practice workbook page presents a “base word” and students add the inflectional ending *-ing*. The phonics “Work Station” activity directs students to build words ending with *-nk*, *-st*, *-sk*, and add inflectional endings to verbs on response boards. Students write sentences using the words. Later in the unit, children practice decoding words with inflectional endings using the practice book page or the online activity. The decodable readers focus on the phonics lessons and not the morphology “strategies.”



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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 connected 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.	M
2	Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).	M
3	Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.	M

### Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide frequent 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.

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. 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 a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.

Evidence includes, but is not limited to:

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

- Unit 1, Week 1, includes embedded modeling in the “Model” section of the “Whole Group” lesson. The materials instruct teachers to “Display the Word-Building Cards *m*, *a*, *p*. Model how to blend the sounds. *This is the letter m. It stands for /m/. This is the letter a. It stands for /a/. This is the letter p. It stands for /p/. Listen as I blend these sounds together: /maaap/. Say it with me.*” The teacher continues by modeling the words *man*, *bad*, and *tap*. During “Guided Practice,” teachers display the Day 1 Phonics Practice Activity and read each word in the first row, blending the sounds; for example, /aaat/. The word is *at*. Next, students blend each word with the teacher, who prompts children to read the connected text, sounding out the decodable words. Unit 1, Week 1 provides decodable connected printables for each new phonics skill. For example, there are five *short* decodable passages titled “Cat and Bat,” “Tam, Nat, and Cat,” “The Fan,” “A Mat for Pam,” and “Fat Cat.” Also in Week 1 are printable word reading and decodable phrase pages for students.
- In Unit 3, Week 1, Phonics Day 1 lesson, the teacher displays Word-Building Cards: *t*, *a*, *k*, *e*, and models how to blend the sounds saying, “This is the letter *t*. It stands for /t/. These are the letters *a* and *e*. Together they stand for /a/. This is the letter *k*. It stands for /k/. Let’s blend all three sounds /taaaak/. The word is *take*.” The teacher continues modeling the words *fake*, *blame*, *crate*, and *shade*. The teacher displays the Day 1 “Phonics Practice Activity” and reads

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each word in the first row, blending the sounds. Words include *bake*, *game*, *sale*, *late*, and *grape*. For example, the teacher says, “/aaaaaaa/. The word is *late*.” Students blend each word with the teacher, and the teacher prompts students to read the connected text, sounding out the decodable words, “Nate and Kate like to wade in the lake.” The lesson plans do not include independent practice with word lists, decodable sentences, and decodable texts.

- The lesson plans include guided practice with word lists, decodable phrases/sentences, and decodable texts. In Unit 5, Week 2, the teacher displays the Day 1 Phonics Practice Activity, which contains a list of decodable words and sentences; the teacher reads each word in the first row with the students and blends the sounds; /h/ /ûr/, /hûr/, *her*. The independent practice with word lists, decodable phrases/sentences, and decodable texts is in each phonics lesson as the program progresses to more complex skills.

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

- The materials guide teachers to provide practice with word reading fluency in small groups. The program prompts the teacher to teach the Word Work lesson in small groups. In Unit 2, Week 5, the teacher builds fluency as the program prompts the display of the “Word-Building Cards” *th*, *sh*, *ng*, *nd*, *nk*, *nt*, *st*, *sk*, *mp*, *u*, *e*, *ea*, *sp*, *sn*, *sl*, *cr*, *fr*, *tr*, *o*, *pl*, *fl*, *cl*; the students say the sounds aloud for each card. Established at the program's beginning, this routine continues throughout all units. Materials do not include independent word reading fluency.
- In Unit 4, Week 1, in the “Small Group Differentiated Instruction” for the “On Level” groups, the teacher guides students as they “Read the decodable readers. Guide children to read ‘April the Agent,’ ‘A Basic Dog,’ ‘Snail Mail,’ and ‘Tails.’ Point out the high-frequency words and words in which *a*, *ai*, or *a* stand for the *long a* sound. Model blending sound by sound as needed. Then, have partners read ‘April the Agent,’ ‘A Basic Dog,’ ‘Snail Mail,’ and ‘Tails.’ As they read, guide them to focus on accuracy and rate, and provide feedback.” Materials do not include independent word reading fluency.
- In Unit 6, Week 3, the Approaching Level Day 5 small group lesson, the teacher displays Word-Building Cards *wr*, *kn*, *gn*, *au*, *aw*, *augh*, *ew*, *ue*, *ui*, *ow*, *oy*, *oi*, *ar*, *ore*, *oar*, *er*, *ir*, *ur*, *ey*, *igh*, *oa*, *oe*, *ee*, *ea*, *ai*, *ay*, *e\_e*, *u\_e*, *o\_e*, and *\_ge*. Students chorally say sounds and repeat; the directions instruct teachers to vary the pace. In the “Leveled Reader” Day 3 lesson, the students practice reading “Snow Day” in pairs as stated in the “Focus on Fluency” section; sentences include “Rosie presses her nose against the cold window” and “Snow is falling, and the ground is covered in white.” Materials do not include independent word reading fluency.

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

- In all units, the “Whole Group” lesson “Phonics Practice Activity” includes decodable word lists, phrases, and passages. In Unit 1, Week 1, the decodable connected printables include each new phonics skill introduced. For example, there are five different *short a* decodable passages titled “Cat and Bat,” “Tam, Nat, and Cat,” “The Fan,” “A Mat for Pam,” and “Fat Cat.” Week 1, materials include printable decodable word lists and phrase pages, practice book pages, and online activities that can be assigned to students. All materials align with the weekly skill.



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- The grade 1 “Foundational Scope and Sequence” states students focus on long *a* spelled *a\_e* during phonics in Unit 3, Week 1. In Unit 3, Day 2, the “Shared Reading” lesson, students read the decodable text “Nate the Snake Is Late” to support decoding long *a* spelled *a\_e* words. Sentences include, “It is 8 o’clock and I can not be late. I do not wish to make my pals wait.”
- The texts are aligned to the phonics scope and sequence for word-reading fluency. The materials provide word lists and texts in grade 1 that emphasize a specific pattern that has been taught. In Unit 5, the review includes r-controlled vowels (*ar, are, oar*). Words from the lists include *her burn, curve*; decodable sentences include “The girls at work were thirsty and Fern will hurry back to change.”

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## English Phonics Program Summary

### Indicator 4.1

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

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

### Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The initial screeners include DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and TPRI (Texas Primary Reading Inventory). The materials provide another handbook titled “Placement and Diagnostic Handbook,” where the directions for teachers state, “Administer the following assessments to students: *Phonological Awareness Subtests* and *Letter Naming Fluency Assessment OR Listening Comprehension Tests.*”
- The diagnostic tools reflect the continuum of phonological awareness and phonics skills as explained in the grade-level TEKS. When administering the “Phonological and Phonemic Awareness Grades K–3 Assessment,” teachers “can objectively estimate a student’s level of phonological and phonemic awareness.” The results give teachers “a good idea of where to focus instruction.” The assessment helps to identify students who lack phonological and phonemic awareness skills that may be causing difficulty in their acquisition of reading and spelling skills. The Phonological Awareness Subtests (Grade K–early Grade 1) include Recognize Rhyming Words, Produce Rhyming Words, Segment and Count Syllables, Blend Syllables, and Blend and Segment Onsets and Rimes. The Phonemic Awareness Subtests (Grades K–3) include Count Phonemes, Isolate and Pronounce Phonemes, Match Phonemes, Blend Phonemes to Produce Words, Segment Words into Phonemes, CORE Phoneme Deletion Test, Add Phonemes to Make New Words, Substitute Phonemes to Make New Words, and Distinguish Long from Short Vowels. Teachers administer “a set of phonics-based assessments, ‘Represent Phonemes with Letters,’ after the subtests to help gauge student readiness in the transition to phonics.” The skills in the subtests, “progress in difficulty according to the developmental sequence in which these skills are generally learned.” The teacher moves to the next subset if a student is

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“unable to complete the first section of a subtest” and stops the assessment if the student is unable to complete two subtests within a content area.

- The “K-5 Placement and Diagnostic Assessment” book helps the teacher “manage the use of multiple assessments, compare and interpret the results, and then use that information for instructional planning.” It provides the teacher with guidance on how to use scores to address students’ needs.

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

- The materials include guidance to help the teacher efficiently administer the assessment. The “Placement and Diagnostic Assessment for Phonological Awareness (Grades K–1) Produce Rhyming Words” provides the teacher with the following information about the assessment: “This phonological awareness test assesses a student’s ability to produce his or her own rhymes. Say a word. Ask the student to say a rhyming word. Accept nonsense words that rhyme with the target word.” On the instructions for “Administering the Assessment,” the teacher makes a copy of the record sheet for each child and uses the sheet to record the child’s oral responses. “Say these directions to the child: I am going to say a word. I want you to tell me a word that rhymes with it. If you want, you can make up a word. Let’s try one. Listen: *big*. Tell me a word that rhymes with *big*. (Examples: *dig, fig, gig, hig, jig, kig, pig, wig*, and so on.) Go to page 7.”
- The handbooks provide detailed information that supports teachers’ understanding of the diagnostic tools and the scoring procedures. The “Directions for Scoring” section states, “Give 1 point for each correct response. The highest score is 5. Sample answers: 1. *not*; 2. *club*; 3. *bake*; 4. *ride*; 5. *pick*.” A “How to Use the Assessment” recommends that the teacher “administer the subtests on an individual basis.” The teacher leads the student through the task and conducts most of the subtests orally while recording the student’s responses on a record sheet. It includes a “How to Interpret the Results” section that explains, “Generally, students who do well on the phonological and phonemic awareness assessment are progressing well and have a good foundation for learning to read and spell. If a student does not do well on any part of the test, reassess the student to determine where the difficulty lies.” This helps the teacher understand that “Students who do not do well on the phonemic awareness subtests appropriate for their grade level may need more intensive phonemic awareness training. An intervention of about 14 hours of phonemic awareness instruction (3–4 days a week for 15–20 minutes for about ten weeks) is all that is needed by many students in Grades K–2.”

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

- The grade 1 materials include data-management tools for tracking individual students’ results. Teachers use an Assessment “Record Sheet” to record individual student data; it includes data for “Date/Time of Year, ELA Components, and Assessment Scores” as well as a place teachers record “Observations and Next Steps.”
- The materials include a data dashboard to enable teachers to document individual and whole-class data regarding progress on taught phonics skills. The data dashboard helps the teacher understand the data collected and how to use it to track student progress and target student needs. The “Data Dashboard Overview” guides the teacher on how to use and implement data in their daily routines and instruction. The Overview informs the teacher that the data dashboard collects data from online assessments, online games, and observational rubrics. The

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Data Dashboard Overview continues to guide the teacher in navigating the platform by selecting the desired report, exporting it to a PDF, and disaggregating data to specific standards, skills, students, classes, and activity types.

- The Data Dashboard Overview provides a detailed description of each report type and a visual to support the teachers' understanding of each report. The "Progress Report" displays data for all students in a registered class or individual student data. The Progress Report compiles data throughout the year, focusing on specific skills and/or activities over time to report student growth and mastery made. The teacher can select specific skills or activities, including phonics reporting.

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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.	M

### Meets | 2/2

The materials meet the criteria for this indicator. Materials include 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 specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

Evidence includes but is not limited to:

**Materials include progress monitoring tools that systematically and accurately measure student's acquisition of grade-level skills.**

- The "Assessment Component Resources Chart" includes the "Progress Monitoring Assessments" for each grade. These "Benchmark Assessments," given at the beginning, middle, and end of year, provide progress monitoring data for teachers to use to monitor students' longer-term progress. These assessments provide data and reports, including "Item Analysis Report Standards and Analysis Report." The assessment booklet recommends that "students need to be tested periodically to determine whether they are progressing on a grade-level or faster pace" and suggests that "many teachers administer these progress monitoring or benchmark tests on a regular schedule throughout the year: fall, winter, and spring, or over a regular period of time, such as every four to six weeks." The "Assessment Planning and Pacing Guide Chart" provides a "general testing scheduling guide." The materials do not provide specific guidance on determining frequency of progress monitoring based on students' strengths and needs.
- The materials provide "Unit Assessments," which assess the current unit's skills in phonological/phonemic awareness, phonics, and high-frequency words; the program calls them "progress monitoring"; these assessments do not show growth over time since they assess the current unit's skills and do not spiral back to any other learning or interventions. Each week's "Weekly Planner" provides a block of time to administer a progress monitoring assessment (on Day 5).
- The materials suggest using the "Texas Primary Reading Inventory" (TPRI) or "Dynamic Indicators of Basic Early Literacy Skills" (DIBELS) for progress monitoring data for teachers to use to monitor students' longer-term progress. These assessments provide data and reports, including Item Analysis Report Standards and Analysis Report. TPRI and DIBELS are outside assessment tools.

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## English Phonics Program Summary

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

- The Assessment Component Resources Chart includes the Progress Monitoring Assessments for each grade. These Benchmark Assessments, given at the beginning, middle, and end of year, provide progress monitoring data for teachers to use to monitor students' longer-term progress. These assessments provide data and reports, including Item Analysis Report Standards and Analysis Report. The assessment booklet recommends that "students need to be tested periodically to determine whether they are progressing on a grade-level or faster pace" and suggests that "many teachers administer these progress monitoring or benchmark tests on a regular schedule throughout the year: fall, winter, and spring, or over a regular period of time, such as every four to six weeks." The Assessment Planning and Pacing Guide Chart provides a "general testing scheduling guide." The materials do not provide specific guidance on determining frequency of progress monitoring based on students' strengths and needs.
- Within the "Screening Students K–3" section, "program screening options" for grade 1 explains, "At the start of Grade 1, Letter Naming Fluency and Sight Word Fluency assessment benchmarks and performance in subtests of phonological awareness can be used to help identify students at risk. Students at the mid-point of Grade 1 can be administered subtests from phonemic awareness and oral reading fluency assessments." The materials do not provide specific guidance on determining frequency of progress monitoring based on students' strengths and needs.
- Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. In the "Assessment Handbook," in the "Assessment Options" section, the materials explain the progress monitoring assessment and how to use the results. In the section "Using Assessment to Guide Instruction," the materials suggest using the answer keys that follow each progress monitoring and unit test for the specific skills to review or reteach based on student performance. "Teachers need to compare these results with their observations; identify one or more skills to reinforce; add them to their lesson objectives for the next week for one student, for a group of students, or for the whole class as indicated." Teachers decide how to work these objectives into individual, group, or whole-class work so that the students who need practice get it.

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## English Phonics Program Summary

### Indicator 4.3

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

1	Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.	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.	M

### Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include 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 a variety of resources that align to data, allowing teachers to plan different activities in response to student data.

Evidence includes but is not limited to:

**Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.**

- The materials guide the teacher in using assessment data to inform and plan for core instruction. The materials provide videos about how to use assessments. The video suggests the need to adjust assessments for English Language Learners and students new to the country. The videos support the teacher's interpretation of the data. For example, in "Linking Assessments to Instruction" or "Collecting Data for Assessment," when analyzing data, the program suggests that teachers "Make data-based grouping decisions by using the following reports to verify assessment results. For additional options for your children, refer to the reteaching and enrichment opportunities." These reports, available through the "Online Assessment Center," include "Item Analysis Report Standards and Analysis Report."
- The materials include the "K-5 Placement and Diagnostic Assessment" booklet. The introduction for "Placement Assessments" guides the teacher in using the data to inform future phonics instruction and primarily focuses on "assessments that can be used for screening and placement into an instructional level: *on grade level*, *beyond level*, or *approaching level*." The K-5 Placement and Diagnostic Assessment book helps teachers "manage the use of multiple assessments, compare and interpret the results, and then use that information for instructional planning. It provides basic definitions and clear guidance on how test scores can be a useful resource for addressing your students' needs."
- The assessment tool results in data that is easily analyzed and interpreted. The "Grade 1 Placement Chart" states, "IF students score 80% correct or higher on the Reading Comprehension Tests OR 80% correct or higher on the Phonemic Awareness Subtests AND At or



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above the appropriate benchmark for the Letter Naming Fluency Assessment” THEN “Begin instruction with *on-level* materials,” and recommends the teacher “use *beyond level* materials for students who score high on placement assessments and easily complete *on-level* assignments.” The chart shows “IF students score below 80% correct on the Reading Comprehension Tests OR 60–79% correct on the Phonemic Awareness Subtests AND *at or above* the appropriate benchmark for the Letter Naming Fluency Assessment” THEN “Begin instruction with *Wonders Approaching Level* materials.” Finally, the chart shows, “IF students score below 60% correct on the Phonemic Awareness Subtests OR below the appropriate benchmark for the Letter Naming Fluency Assessment” THEN “students require focused, intensive instruction” and the teacher should “place students in *approaching level* materials”; it also recommends that the teacher “use *Intervention materials* based on placement tests results.”

- The materials guide the teacher in using assessment data to inform and plan for core instruction. The materials provide a video, “Collecting Data,” which guides the teacher on how to create anecdotal observations to collect individualized data on each student. The video guides the teacher to use this observational data to support student grouping, plan instruction, target student needs, samples of reports, and “when to use.” Access is provided after clicking on any of these tabs on the teacher dashboard: “Resources,” “Professional Development,” “Assessment & Data,” and then clicking on the “Know Your Reports User Guide.”

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

- The “Fluency Intervention” booklet includes “Instructional Modifications” for grade 1 teachers. It suggests that “Many struggling readers lack the prerequisite skills needed to decode grade-level text or are unable to keep up with the core program’s pace of instruction. These children need more time and practice to master these essential building blocks of reading.” Teachers “may wish to read passages and questions to the student and have him answer questions orally.” Children who are below level in fluency are often below level due to weaknesses in other prerequisite skills, such as phonics and mastery of basic sight words. “In addition to using the lessons in Fluency Intervention,” teachers can “assess each child’s phonics, letter recognition, high-frequency words, and phonemic awareness skills.” The teacher can “use the lessons in ‘Phonics/Word Study Intervention and Phonemic Awareness Intervention’ in conjunction with those provided” in the Fluency Intervention booklet.
- In grade 1 weekly planning materials, there is one Progress Monitor lesson in the weekly planner on Day 5. For example, in Unit 4, Week 4 this lesson provides “formal assessments for each ELA component including: Phonics, Structural Analysis, and High Frequency words.” It also includes Informal Assessment Options for various ELA components including: Phonemic Awareness and Spelling. Also included in this lesson are suggestions to help teachers “make data-based grouping decisions by using the following reports to verify assessment results.” It also provides teachers with “additional support options” in the “reteaching and enrichment opportunities” section of this lesson.” Reteaching opportunities are listed and the teacher can find these in the Intervention Online PDFs.
- The materials include teacher guidance for differentiating instruction based on the students’ demonstrated understanding of specific phonological awareness or phonics skills. For example, on the “Reteaching Opportunities” chart for Phonics, if a student scores “0–6 phonics/structural

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analysis/HFW items correctly,” the teacher should use “Lesson 79 on Long *i* (*i*, *y*, *igh*, *ie*) and Lesson 81 on Inflectional Endings (Changing *y* to *i*) from the Phonics/Word Study PDF” to reteach those skills to the student. Opportunities for enrichment are provided, and grade 1 lesson materials refer the teacher to the “beyond-level small-group lessons” that include suggestions for additional activities to extend learning opportunities for gifted and talented children: leveled reader, comprehension, vocabulary, workstation activities, and leveled reader library online.

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

- Materials provide student resources that teachers can choose from to respond to student data. The “If/Then Chart” within the “Placement Decisions Directions” located in the “K-5 Placement and Diagnostic Assessment” book guides teachers to place their students within the correct level of small group instruction. This information shows each of the placement levels: On Grade Level, Beyond Level, or Approaching Level. The teacher can use the leveled daily lessons provided for each student during small group differentiated instruction. In Unit 1, Week 2, if a student is placed in the Approaching Level group, the teacher helps students practice skills by using the “I Do, We Do, You Do” lesson structure teaching. Skills covered for this level include “alliteration by listening for words that begin with the same sound” for Phonological Awareness; “connects the letter *i* to the short sound /i/” for Phonics; and reviews and practices high-frequency words “by reading, spelling, and writing each word and using these words orally in a sentence.” For students placed in the On Level differentiated group, the teacher helps them “build and read words with short *i*” and read decodable readers “Kim and Nick Zip!” and “Jill and Jim.” The teacher points out “the high-frequency words, words in which *i* stands for the *short i* sound” and “models blending sound-by-sound as needed.”
- Materials provide student resources that teachers can choose from to respond to student data. The program reinforces the idea that reteach should be differentiated—activities, instructional moves, and student products. In Unit 3, Week 2, “Phonics: Build Words with Long *i*: *i\_e*,” Decodable Reader, “Have children read ‘Plants Take Time to Grow’ to practice decoding words in connected text. If children need support, turn to Small Groups, for instruction on ‘Plants Take Time to Grow.’”
- Materials provide resources that teachers can choose from to respond to student data. “Tier 2 Intervention Phonics/Word Study Teacher’s Edition K–2” suggests using Weekly Assessments, Unit Assessments, and Progress Monitoring results to determine which students are ready to move on and which need to repeat lessons. There are practice pages for different skills, such as final blends.
- Materials provide resources that teachers can choose from to respond to student data. The “Assessment Handbook” recommends instructional decisions. In “Ways to Address Weakness,” it suggests, “Reteach skills in which a significant number of students are demonstrating weakness. Form groups for peer tutoring by using one student’s strength to assist with another student’s weakness. Mix groups often and don’t allow one student to always be the ‘weak’ one. Use individual student work as the basis for student conferences. Plan with the student what he or she needs to work on, and how that can be done.”

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

Evidence includes but is not limited to:

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

- Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. The “Instructional Routines Handbook” for grades K-6 provides guidance to the teacher about “Differentiated Learning.” “When you think of differentiated learning, the first thing that may come to mind is small group instruction. But differentiated learning is more than that. It is a flexible approach to teaching so that your instruction meets the needs of all students. Look for the Differentiated Reading and Writing boxes in your Teacher’s Editions. They provide guidance on how to use Whole Group lessons with Approaching Level, On Level, Beyond Level students, as well as English Language Learners. In addition to the scaffolded Differentiated Reading and Writing boxes, you will find lessons with support for English Language Learners, with Spotlight on Language Features woven throughout.”
- The grade 1 “Approaching Level” materials include guidance for scaffolding instruction and differentiating activities based on targeted areas that students have not yet mastered. In Unit 2, Week 1, in the Approaching Level lesson, the teacher displays the high-frequency cards from the previous week. The teacher and students “review each word using the Read/Spell/Write routine as part of a cumulative review over the previous week’s words.” Also within the phonics portion of the lesson, there is a “Phonics Sound-Spellings Fluency” using the Word-Building Cards *e, ea, sp, sn, sl, cr, fr, tr, o, pl, fl, cl, bl, i, a, s, r, l, t, m, n, c, p, b, f, g*. The teacher displays the cards and has the students “chorally say the sounds.” Fluency is also practiced in context by reviewing the Decodable Reader selections. Students “identify words with short *e* and blend words.” Then in partners, students “reread the selections for fluency.”

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- Throughout the program, scaffolds and differentiation support students who have not yet mastered phonics skills. In Unit 5, Week 3, during the Approaching Level small group instruction, teachers reteach/reinforce blending words with /ôr/ *or, ore, oar*. Teachers lead the “I Do,” “We Do,” “You Do” process, modeling blending with the words *core, fork, and roar*. The spelling list aligns with the phonics of the week and accommodates students with a differentiated word list; the Approaching Level list includes *born, core, corn, more, oar, and roar*.

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

- Materials provide instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills that are not phonics based. The “Teacher’s Suggested Lesson Plan” for Unit 4 includes a note to the teacher: “For additional information about how to differentiate for English language learners, students with special needs, and gifted and talented students, see the Instructional Routines Handbook and online Professional Development (on our website).” During the “Grade 1 Beyond Level” differentiated lesson, after a review of skills, the teacher has the “Words to Know” extension suggestion.
- In Unit 4, Week 4, the teacher has “partners work together to do the Read/Spell/Write routine on their own using the high-frequency words: *caught, flew, know, laugh, listen, and were* and the vocabulary words *beautiful* and *fancy*. Next, partners “write sentences about his week’s selections using at least one high-frequency or vocabulary word.” The Grade 1 Beyond Level lesson includes recommendations for upward scaffolds to support extension and application of learning for Gifted and Talented Children. In Unit 4, Week 4, the Teacher’s Edition includes suggestions for additional activities during small group lessons in the areas of Leveled Readers, Vocabulary, Comprehension, Workstation Activities and Leveled Reader Library Online.
- The materials include extensions and differentiation for students that have achieved grade-level requirements that focus on comprehension skills and not extending foundational skills. Unit 5, Week 3, during the Beyond Level small group instruction, teachers utilize differentiated leveled genre passages; “The Sun Queen” provides the same content for all groups. The Beyond Level students receive a higher level of vocabulary and less controlled phonics patterns. The spelling list aligns with the phonics of the week and accommodates students with a differentiated word list; the Beyond Level list includes *born, core, corn, more, pork, roar, soar, and store*.

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

- In the grade 1 lesson materials, enrichment activities connect only to the Beyond Level small group lessons and do not include suggestions to extend for all learners within the core phonics lessons. The grade 1 lesson materials for Unit 2, Week 4, include differentiated spelling list suggestions for the Approaching Level: *by, find, high, kind, night, pie*, and for the Beyond Level: *by, dried, find, kind, my, night, pie, right*. The Teacher’s Edition recommends that students “who have key skills can work independently or with partners” on Workstation Activity Cards, Digital Activities, Word-Building Cards online, Decodable Readers, and in the practice workbook.
- In the grade 1 lesson materials, enrichment activities connect only to the Beyond Level small group lessons and do not include suggestions to extend for all learners within the core phonics lessons. In Unit 4, Week 4, in the vocabulary section of the Beyond Level lesson, the teacher “has partners share their sentences with the group” and suggests, to extend further, the

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“students act out the shades of meaning for each word and to find words in their writer’s notebook to use in sentences with synonyms.”

- During whole group instruction, all students work with partners to complete various activities, such as word sorts, building words, completing “work station” assignments, and participating in extension and inquiry activities, which are not activities for foundational skills. In Unit 5, Week 3, students read “The Sun Queen” passage on different levels, but receive the same “differentiate and collaborate” suggestions: “Be Inspired—Have children think about ‘The Sun Queen’ and other selections they have read that tell about inventions. Ask: What do the texts inspire you to do? Use the following activities for children to respond to the texts.” “Be an Inventor—Have children invent something new. Encourage them to create a product or idea that will solve a problem. Children may work independently or with a partner.” “Identify a Problem—Have children choose an item they use every day, and identify the problem it solves. For example, the toothbrush is an instrument that helps keep teeth clean. Have them write how their life would be different without the item they choose.”

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### Indicator 5.2

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

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

### Meet | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. The materials engage students in mastery of the content through a variety of instructional approaches and materials. In Unit 4, Lesson 2, the “Word Work” lessons include instructional materials that include Phonemic Awareness Activities, Spelling-Sound Cards, Word-Building Cards, Phonics Activities, Practice Book, Spelling Cards online, High-Frequency Cards, High-Frequency Word Activities, Visual Vocabulary cards, Shared Read, Decodable Readers, and Take-Home Story. During independent practice students who have the key skills can work independently or with partners using Workstation Activity Cards, Practice Book, Digital Activities, Word-Building Cards online, Decodable Readers, and the Practice Book.
- The grade 1 materials engage students in mastery of the content through developmentally appropriate instructional approaches. The grade 1 phonics instruction includes a Gradual Release model for whole group skills and content and also differentiated small group targeted lesson instruction. For example, in Unit 6, Week 3, the Phonics lesson includes developmentally appropriate instructional approaches to build fluency using the Word-Building Cards. The teacher models using Sound-Spelling Cards, then Guided Practice/Practice connecting the letters *wr* to the sound /r/ and the letters *kn* and *gn* to the sound /n/ by writing the spellings.
- The materials provide age-appropriate activities that engage a variety of learning styles. During whole group, students interact with the weekly sounds and spellings through phonological awareness, phonics, spelling, handwriting, online games, and in small group instruction. In Unit 3, Week 3, the lessons and skill practices revolve around soft *c*, soft *j*, and *dge*. The small group “English Language Learners” reads the Shared Read leveled reader “The Nice Mitten”; students circle words that include the soft *c*, as in *race*; words include, *Lance*, *nice*, *case*, and *cold*.

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Teachers have the option of reading to students, having them read with partners, or listen online. The online games for this week's skill include "identifying and generating rhyme with soft *c* and *j*," "isolating soft *c*," and "blending with soft *c*." The phonics lesson provides lists and decodable sentences that can be practiced individually or with partners; words include *race*, *nice*, *gem*, and *cage*. Sentences include "Lance swam to the bridge" and "The nice judge is on stage with a prize."

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

- Materials provide a variety of instructional settings. Throughout the units, during the whole group portion of the ELA block, students move from whole group to partner work to individual work time. The online activities include various practices to engage the students, and they support the students' reinforced use of the skill. The materials provide small group lesson plans and suggestions for reteach options either for small groups or individual students. In Unit 5, Week 5, the phonics lessons focus on /oi/ spelled *oi* and *oy* using *coin* and *boy*. During the introductory lessons, teachers model blending the sounds /s/, /oi/, /l/ to make the word *soil*. Students interact with the diphthongs by blending words from a word list; teachers work with students individually if they need more specific assistance. Words include *join*, *joy*, *toy*, *hoist*, and *oink*. For small group instruction, the lesson plans provide additional practice with these diphthongs; Approaching Level practices connecting *oi*, *oy* to /oi/; On-Level practices by building words with *oi*, *oy*, and reading the decodable "Joy Gets a Birdhouse." The "English Language Learners" read the leveled reader "The Joy of a Ship," which focuses on comprehension and vocabulary building, but it does utilize words with the *oi* and *oy* diphthong, such as *joy*, *avoid*, *employs*, and *boils*. The Teacher's Edition does not suggest pointing these words out. The lesson plans provide additional support for individuals through practice pages, an online game, and "articulation support/corrective feedback" suggestions throughout the weekly lesson plan; during phonics, corrective feedback for students who make sound errors suggests teachers "Model the sound that children missed, then have them repeat the sound. Say: 'My turn.' Tap under the letters and say: 'Sound? /oi/ What's the sound?' Return to the beginning of the word. Say: 'Let's start over.' Blend the word again."
- Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one). The grade 1 phonics lesson includes whole/small group instruction and independent practice. The phonics instruction includes a Gradual Release model for whole group skills and content and differentiated small-group targeted lesson instruction. In Unit 6, Week 3, the phonics lesson includes developmentally appropriate instructional approaches to build fluency using the Word-Building Cards; the teacher models using Sound-Spelling Cards, and then during Guided Practice/Practice connects the letters *wr* to the sound /r/ and the letters *kn* and *gn* to the sound /n/ by writing the spellings. In each weekly unit for grade 1, small groups differentiated lesson suggestions may be provided for Approaching Level, On-Level, Beyond Level, and EL learners.



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### Indicator 5.3

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

1	Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).	M
2	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).	M

### Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include supports for Emergent Bilinguals to meet grade-level learning expectations.

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). 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).

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).**

- The Resource Library provides short videos to help teachers support Emergent Bilingual students. Video topics include “Supporting ELLs during Whole Group Instruction,” “Small Groups Addressing All Proficiency Levels,” and “Best Practices for Teaching ELL Students (Part 1 and 2).” Identified best practices include “clear objectives” and “differentiated support.”
- Each page of the lesson plans includes the ELPS associated with that particular lesson. The “Instructional Routines Handbook” explains the routines related to Multilingual Learners, including English Language Proficiency Levels, Teaching Strategies for Language Growth, Educating English Language Learners, Language and Content Objectives, Differentiated Texts, Collaborative Conversations, Cognates and Language Transfers, Interactive Question-Response Routine, Define/Example/Ask Vocabulary Routine, Text Reconstruction Routine, and Scaffolded Shared Read Routine. The program provides whole-group, integrated scaffolded instruction at several proficiency levels. The “Spotlight on Language” feature helps students while reading texts. Support for newcomers includes references to “newcomer” components. Support for small group instruction focuses on helping MLs understand the meaning of the texts they read and apply the skills they have learned.
- The materials provide linguistic supports in the form of scaffolds to support Emergent Bilinguals. Materials generally support Emergent Bilingual students in all literacy components. Support for newcomers is at the point of use and includes references to “Newcomer components” in

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addition to the English Language Learners Scaffold section. Additional support for small group instruction focuses on helping ELLs understand the meaning of the texts and apply the skills of the lesson. In Unit 3, Week 3, during the small group “English Language Learners,” the lesson plans include the suggestion for “Interactive Question-Response” routine: “After each paragraph, ask questions that help children understand the meaning of the text. Explain difficult or unfamiliar concepts and words. Provide sentence starters for Beginning and Intermediate students. Have Advanced/Advanced High children retell the information. Reinforce the meaning of new vocabulary. Ask children questions that require them to use the vocabulary. Reinforce weekly strategies and skills through modeling and questions. Use the images and other text features to aid children's comprehension. Encourage children to make predictions about the story.”

- The materials provide a “Bridge to English” PDF, which provides a lesson plan to support students learning English. In Unit 2, the document suggests for phonics and spelling using the letters *b* and *v*, that teachers “Write these words on the board: *book, borrow, village, deliver* and point to each word saying it aloud.” The teacher points and says again, having children repeat. The teacher underlines the *b* or *v* in each word and says, “These letters are *b* and *v*. Listen. Do these letters make the same sound?” Teachers say the words again, emphasizing the difference in pronunciation, and they explain, “In Spanish, there is little or no difference in the pronunciation of *b* and *v*. However, in English, there is a clear difference between the two sounds. Teachers present more words with *b* and *v* in the “Key Words” charts and have children practice the pronunciation; example words include *build, library, arrive*. Teachers use the Sound-Spelling Cards for further practice.

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

- Materials provide a “Language Transfers Handbook,” which includes a transfer chart aligning sounds and phonics in English to Spanish, Cantonese, Vietnamese, Hmong, Korean, Tagalog, Arabic, Urdu, Russian, Haitian, Creole, Portuguese, and French. The options suggest utilizing Sound-Spelling Cards, cognate instruction, and sample lesson plans. A note in reference to teaching spelling patterns for “other languages” suggests, “Students whose native language is not English will need additional articulation support to pronounce and perceive nontransferable English sounds. Use the articulation photos on the backs of the Sound-Spelling Cards and the student-friendly descriptions of how to form these sounds during phonics lessons.”
- Materials encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English. In the Instructional Routines Handbook, in the “Educating English Language learners” section, it explains that “Newcomer students have varying amounts of formal schooling in their own countries, as well as different levels of literacy in their home languages. Newcomers must adapt to a new school system, develop conversational ability in English, learn basic reading skills, while also acquiring academic English and content.” It goes on to explain, “To progress academically, newcomers must have access to high-utility vocabulary from which they can build English language skills. Much of this vocabulary will become a part of their everyday speech when they are given opportunities to converse with their classmates.” The “Seven Principles to Help Your Students” section explains, “Capitalize on Student’s Home Language, Knowledge, and Cultural Assets. Ways to do this include providing

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opportunities for students to engage in conversational exchanges that permit some interpretation to take place in their first language, giving first-language definitions for the targeted vocabulary, teaching word-learning strategies that help ELLs uncover the meanings of cognates, and connecting key concepts to students' prior knowledge or experiences at home and in their community."

- "Cognates Strategy Instruction" suggestions include, "Help students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge by explaining that cognates are words that look similar, sound similar, and share meanings across some languages, that many words have multiple meanings and sometimes cognates share one meaning but not others; and sometimes words look and/or sound alike but are not cognates. *Pie* is an example. It means 'foot' in Spanish but 'a type of pastry' in English."

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## English Phonics Program Summary

### Indicator 6.1

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

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

### Not Scored

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

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

Evidence includes but is not limited to:

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

- The materials include information about how families can support student progress and achievement. The "Student Edition/Wonders Student Workspace" contains a "School to Home" tab that includes parent letters, activities, and suggestions for home practice. The weekly letter explains the objectives of the lessons and how families can support student progress. In Unit 2, Week 2, the family letter displays the learning goals for the week, and the "Word Workout" includes vocabulary, high-frequency and category words, and phonics. Parent activities include "Words to Know: Help your child use the words (*could, live, one, then, three*) to tell about different buildings you and your child have seen. Spelling/Phonics: short *u*. Help your child change the first letter of each word to make new words. This week's phonics sound is short *u*, as in *cup, hug, and fun*."
- Materials contain a "Student Access for Online Resources" letter to parents with username and password information along with how to explore the workspace. The materials contain a "School to Home" section that has a weekly letter informing parents of the student goals and phonics. This letter is available in multiple languages, including Spanish, Arabic, Chinese, Korean, Urdu, Vietnamese, Tagalog, and Hmong. In Unit 3, Week 3, the "School to Home" section contains a digital letter to be sent to parents with student goals stating, "I can read and spell words with soft *c* and soft *g/dge*." The letter states that soft *c* and *g* spelling/phonics patterns will be the focus and example words from this week's spelling list include *rice, nice, page, wedge, and ledge*.
- In grade 1 materials, each unit includes a "School to Home" letter. In Unit 4, Week 2, the teacher prints and sends the letter home or sends digitally from the "My Messages" section of the

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online platform. Suggestions for home include “High-Frequency Word: *the*. Have your child find the word *the* in the title of a favorite book. Then ask your child to write the word and use it in a sentence.” “Phonics: *m*. Write words that begin or end with *m* on sticky notes. Have your child circle the *m* in each word, then find objects that begin/end with *m* and place a sticky note on them.”

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

- The materials include information about how families can support student progress and achievement in the section “School to Home.” The letter to the family explains the objectives of the week and how they support student progress. This letter displays information about the class Workout (Words to Know and Spelling/Phonics), and the spelling list. In Unit 2, Week 4, for spelling Approaching Level students, the material suggests that parents “Use the following activities for practicing the above words, *shop, ship, with, sing* with your child. 1. Create flashcards by writing each word on an index card or slip of paper. Practice them with your child. 2. Make up a sentence using a word on the list, but say ‘blank’ in place of the spelling word. Have your child pick the word that completes the sentence by saying the word and spelling it. 3. Say a word on the list and have your child spell it. Then ask your child to say a word that rhymes with the word just spelled. Have your child write a short two-line poem with one of the pairs of rhyming words.”
- Materials contain support for parents, including strategies and activities to support their students. In Unit 3, Week 2, the “School to Home” section contains a digital letter to be sent to parents with student goals stating, “I can read and spell words with long *i*: *i\_e*.” The letter says the long *i* spelling/phonics pattern will be the focus, and example words from this week’s spelling list include *like, bike, ride, hide, and mine*. The letter directs parents to practice words on the spelling list and then ask their child to generate rhyming words from the spelling list.
- In grade 1, the “School to Home” letter for Unit 4, Week 2, includes information about specific strategies and activities for families to use at home to support students’ learning and development. The Word Workout section of the letter says, “Word Workout Spelling/Phonics: long *e* sound—*e, ee, and ea*. Help your child sort the spelling words into three groups according to the way the long *e* sound is spelled. Then write additional words with the long *e* sound spelled *e, ee, and ea*. This week’s phonics skill is long *e*, as in *me, need, and seat*.”

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

- The grade 1 materials provide open emails/letters to inform families in an ongoing manner about their child’s progress. The “Resources” tab, under “School to Home,” provides a “My Messages” template for teachers to send to families. Materials do not contain any specific templates or suggestions for teachers to communicate with families about assessments, progress monitoring, or support in areas of need.
- The materials provide a weekly newsletter to help parents support student learning and development, but not a letter to families explaining the developmental continuum of phonological awareness, phonics, and/or spelling. The teacher assigns and customizes resources according to the student profile. In the “My Message” tab, the family finds the resources and

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## English Phonics Program Summary

communicates with the teacher.

- Materials contain a messaging system for parents and teachers to communicate back and forth. However, materials do not provide information on how or when to communicate students' progress to parents. The materials do not include materials to support teachers in communicating with parents about students' progress in an ongoing way throughout the school year.
- Materials do not contain resources to help teachers communicate with families in an ongoing manner regarding students' progress. The only guidelines for the teachers include "The results of the assessments provided in Assessment can be used to inform subsequent instruction and assist with grouping and leveling designations."

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

### Not Scored

Materials incorporate technology into the lessons to enhance student learning.

Materials incorporate technology into the lessons to enhance student learning. Digital materials are accessible and compatible with multiple operating systems and devices. Digital materials support and enhance virtual and in-person instruction. Digital products enhance student learning and are not distracting or chaotic.

Evidence includes but is not limited to:

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

- The “PreK-12 Digital Tech Support” link at the bottom in the online Teacher Edition provides the compatibility required for online access to teacher and student materials. It states, “In order to use all functions of McGraw Hill digital programs effectively, you must use an updated web browser. We currently support the following browsers and versions:
  - Google Chrome 86+
  - Mozilla Firefox 86+
  - Apple Safari 12+\*
  - Microsoft Edge 90+”
- The PreK-12 Digital Tech Support website includes instructions to “Install the App and Log In: Follow the steps below to install the ConnectED app on a supported tablet or phone. You can check the system requirements at <https://mhedu.force.com/DTS/s/article/McGraw-Hill-System-Requirements>.
  1. Access the appropriate App Store.
  2. Search for “McGraw-Hill K-12 ConnectED” and select the McGraw-Hill K-12 ConnectED app icon (green hills and blue sky).
  3. Follow the normal process to install the free McGraw-Hill K-12 ConnectED app.
  4. Once installed, launch the app and enter the same username and password used to log in at [my.mheducation.com](https://my.mheducation.com). This is the same username and password you use to access your ConnectED programs.”
- The Technical Support includes “ConnectED - How to Access and Use the ConnectED App,” which has downloadable PDF instructions for both General Tablets and Chromebooks.



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

- The digital materials and resources support and enhance in-person and virtual learning. In Unit 3, Week 3, the lesson resources include a virtual phonics activity for soft *c* and soft *g* in isolation, a virtual blending activity for soft *c* and soft *g*, including manipulative Elkonin boxes and chips, and an interactive virtual handwriting activity to support formation letter writing for *Gg*. Materials direct the teacher to provide additional practice for blending words with soft *c* and soft *g* using online practice activities for in-person or virtual learning. Online activity includes words sectioned into phonemes and audio components to assist students in building and segmenting each phoneme of soft *c* and soft *g* words. Words include *place*, *gem*, *gist*, *smidge*, *race*, and *space*.
- The materials support and enhance virtual and in-person learning. An “Access Digital Resources” PDF document explains how to access program resources. The online teacher manual contains access to planning and/or guiding instruction. On the Dashboard, “Today’s Presentation” includes “Lesson Resources” with all the resources applicable, including presentation slides for teachers to project or share virtually during instruction. In “My Binder,” teachers and students save their materials and documents. Materials include a PDF version and a video, “School to Home Overview,” for parents, which provides clear instructions and guidance on using the digital student materials at home for virtual learning and enhancing in-person learning. The videos include “Grade K-6 Introduction and Dashboard: Parent Support,” “Grade K-2 To Do List,” and “Vocabulary, Games, Read: Parent Support.” Teachers assign specific lessons, online games, and other activities for students to complete during independent practice, which extends in-person learning.
- The “Instructional Routines Handbook” in the “Professional Materials” within the online manual explains that “While a book, paper, and pencil are essential tools for students to grow as readers and writers, there are digital tools that can enhance and support student learning as well. Program core texts, such as the Shared Read, authentic Anchor Texts, Paired Texts, and Leveled Readers, are all provided in a multi-sensory eBook format that includes audio to support struggling readers and mark-up tools to support students in interacting with the text.” In the Teacher Dashboard the teacher has “easy access to weekly and daily lessons and the ability to customize lessons and resources based on teaching style and students’ needs. This tool also simplifies the process of printing or assigning student work, practice activities, and instructional games.”

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

- The digital materials enhance student learning and are not distracting or chaotic. Materials contain a video titled “Using the Digital Presentation” to guide teachers on how to use digital presentations to support student learning. It includes a teacher testimony on how to organize instruction, use the digital tools, and interact with students making it less distracting and chaotic during instruction. When using digital materials, the letters, words, or pictures are highlighted when spoken through the audio. For example, in Unit 3, Week 3, Day 1, “Word Work Phonics,” the digital “Phonics Activity Isolation Soft C,” the presentation asks students to click on the picture, *juice*, while highlighting the picture.

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## English Phonics Program Summary

- Digital materials enhance student learning without being distracting or chaotic. For example, in Unit 5, Week 1 includes Phonemic Awareness Activity, Phonics practice, and High-Frequency Words Practice (to differentiate instruction for key skills and provide students results). The graphics support student learning and engagement but do not visually distract them. Images are age-appropriate and engage student interest and support learning by drawing attention to important information or content. Students' individual homepages have color-coded navigation buttons that are associated with pictures showcasing what the navigation button does for emerging readers. When text is read aloud by the computer, the program does not offer a dot under each word as it is read but changes colors as each word is read.
- In Unit 2, Week 1, the digital materials that enhance learning without being distracting or chaotic include Photo Cards for *P /p/*, Sound-Spelling Card for letter *Pp*, Phonics Sound Isolation Practice Activity for Short *p*, Spelling Song and Lyrics for "Polly and Paul Play the Piano," Phonics video for the song "Polly and Paul Play the Piano," a practice page for initial and final *P /p/*, handwriting modeling and practice, high-frequency word practice, interactive sentence builder, phonemic awareness along with several displayable or printable practice pages that include short a word list, decodable texts, and a take-home story for the high-frequency words *A*.