

# Heinemann Fountas & Pinnell PWS + FPC Grades K-3 Compliance with 19 TAC §74.2001 Rule 1(C)–1(G)

Compliance with 19 TAC §74.2001				
1(C)	1(D)	1(E)	1(F)	1(G)
Does not comply	Does comply	Does not comply	Does comply	Does not comply

## **1(C) The curriculum must provide concise, direct, explicit, and systematic phonics instruction with cumulative review.**

- In grades K-3, instructional materials do not include evidence of cumulative review.
- Materials in grades K-2 do not explicitly teach letter-sound relationships. Additionally, sounds of letters are not explained nor introduced systematically; no specific sequence is referenced other than the alphabet book. Lessons on spelling patterns are somewhat explicit. The teacher tells students about words that follow specific patterns. Once in second grade, students begin learning generalizations in letter-sound relationships and spelling rules.
- In third grade, students are provided with some explicit teaching. Students are asked what they notice about the words in a given lesson or word list. The teacher explains letter-sound and spelling principles to the students.
- Reading Mini Lessons do not include explicit, systematic phonics instruction. Grades 2-3 Mini Lessons include some phonics skills and strategies, such as how to segment multisyllabic words; however, they are not explicit or systematic.

## **1(E) The curriculum must include ongoing practice opportunities in isolation and in connected, controlled text that follows the instructional focus.**

- In grades K-3, there is no evidence of decodable connected text (phrases, sentences, or books). In the “Connect Learning Across Texts” section, trade books are suggested, as well as poems. Neither is decodable or included with the materials. Some lessons include lists of decodable words in the "Teach" and “Apply” portions of the materials.
- Reading Mini Lessons do not provide practice opportunities in isolation and in connected, controlled text that follows the instructional focus. The "Summarize and Apply" section suggests that students apply the skill in independent reading but does not provide controlled text for practice.
- The guided reading lessons provide a "Word Work" activity for each text. These lessons contain a list of words that apply to the skill. However, the leveled reader does not explicitly contain connected text with the skill.

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**1(G) The curriculum must provide specific guidance after monitoring progress to support students in reaching mastery of a concept or to accelerate instruction as needed.**

- The K-3 materials include some guidance for instruction for students who have not yet mastered grade-level skills. However, the materials do not provide targeted support that includes differentiated instructional approaches based on assessments. Materials suggest small group work to reteach a lesson to students who did not grasp the lesson fully. For example, the “Phonics, Word Study, and Spelling” (“PWS”) System Guide states: “If children need more experience, you can repeat the lesson format using these suggestions (in the Extend Learning portion of each lesson) for variations.”
- Assessments tell teachers "What to Notice," but do not provide detailed guidance for teachers to respond to student performance on an assessment.
- Guided reading texts provide recording forms to assess students' accuracy and comprehension but do not provide specific guidance.