

# Heinemann Grade K

## English Phonics Program Summary

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

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	Not reviewed	Not reviewed	Not reviewed	Not reviewed
Grade 1	Not reviewed	Not reviewed	Not reviewed	Not reviewed
Grade 2	Not reviewed	Not reviewed	Not reviewed	Not reviewed
Grade 3	Not reviewed	Not reviewed	Not reviewed	Not reviewed

### Section 2. Instructional Approach

- The materials do not include systematic, year-long plans for phonics instruction.
- The materials provide some direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.
- The materials include some detailed guidance that supports teachers' delivery of instruction.
- The materials include some distributed review of phonics skills with cumulative practice opportunities with decodable text.

### Section 3. Content-Specific Skills

- The materials do not provide systematic and direct (explicit) instruction, practice, and review related to alphabet knowledge.
- The materials do not provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.
- The materials provide some systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the TEKS.
- The materials provide some systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.
- The materials do not provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.
- The materials provide some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.
- The materials provide some opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

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## Section 4. Progress Monitoring

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

## Section 5. Supports for All Learners

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

## Section 6. Additional Information: Resources

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

## Section 7. Additional Support

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

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### Indicator 2.1

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

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

### Does Not Meet | Score 0/4

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

Materials do not include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials do not demonstrate vertical alignment that shows the progression of skill development from year to year. Lessons do not follow a developmentally appropriate, systematic progression from simple to more complex concepts.

Evidence includes but is not limited to:

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

- Materials do not include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. For example, the “Phonics, Spelling, and Word Study” (“PWS”) materials include a chart titled “The Nine Areas of Learning Across the Year” that outlines the plan of instruction for the year by listing the lessons and skills in the program. The chart lists the areas of learning covered, including early literacy concepts, phonological awareness, letter knowledge, letter-sound relationships, spelling patterns, high-frequency words, word meaning, word structure, and word-solving actions. The areas are divided into columns to denote when in the year they are covered: early, middle, or late. The “Suggested Sequence for Phonics Instruction” has the lesson title, page number, and recommendations for extension of learning. In beginning lessons, students are matching words with the first letter of their name. There is no specific sequence in which letter sounds are included. There is no evidence that the materials include a TEKS/Countdown alignment document for teachers to use to be sure that all TEKS skills are covered.
- Materials provide a “Master Lesson Guide” that outlines a suggested sequence of lessons for the year. The lessons are in the following order: “Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High-Frequency Words, Word Meaning Vocabulary, Word Structure, Word-Solving Actions.” In kindergarten, the materials suggest a series of phonemic awareness lessons, such as on hearing and generating rhyming words, before introducing the CVC pattern. Although the majority of the TEKS are covered

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within the materials, the scope and sequence does not have complete alignment with the TEKS. There is no evidence of lessons that allow kindergarteners to manipulate syllables within multisyllabic words as the TEKS outline. There is also no evidence of using letter-sound relationships to decode CCVC or CVCC words.

- Although the PWS materials contain two documents to suggest a sequence, both are suggested and state that lessons may be abbreviated, omitted, or repeated. The Nine Areas of Learning states: “The map shows a continuum of easier to harder principles... If children are very knowledgeable and experienced, you may decide that some lessons can be abbreviated or omitted. If children are very inexperienced in a given area, lessons may need to be repeated using different examples.” The Suggested Sequence states: “Children may have learned a great deal in shared reading and early guided reading lessons so that early literacy behaviors are well established. You might not need to use all of the lessons in this area. Remember that you can repeat the lesson using other examples if you think your whole class needs more work on the principle. Some lessons may need to be repeated or extended over several days because there is a great deal of content to be covered—for example, consonants and related sounds. You can make adjustments in the sequence. If you are working on a series of lessons on one topic (for example, phonogram patterns), you may want to stick with it a few more days to get it firmly in place. It’s important to remember that you can skip over lessons if children already understand and can apply the principle. Don’t teach a lesson just because it is there.”
- In “Reading Minilessons,” there is a “Suggested Sequence” of the program’s “umbrellas.” The sequence includes lessons that align to the following four categories: “Management Minilessons, Literary Analysis Minilessons, Strategies and Skills Minilessons, Writing About Reading Minilessons.” In Month 1, the materials teach lessons like “Working Together in the Classroom” and “Thinking and Talking About Books.” In Month 5, lessons include “Using a Reader’s Notebook.” Month 8 has the lessons “Studying Authors and Illustrators” and “Maintaining Fluency.” Month 10 includes “Using Text Features to Gain Information” and “Understanding How Stories Work.” The materials have a strategic sequence that covers the entirety of the school year; however, there is no year-long phonics or phonological awareness scope and sequence, and the sequence does not align with the phonics or phonological awareness TEKS.
- In “Writing Minilessons,” there is a “Suggested Sequence of Lessons” resource, available in the Appendix, that lays out lessons over months of the school year. The lesson order differs from the lessons’ presentation in the materials. They are organized under the program’s umbrellas (“Management, Telling Stories, Making Books, Drawing, Exploring Early Writing, and Writing Process”) and then spread out in various ways to align with different text sets and themes. The materials have a strategic sequence that covers the entirety of the school year; however, there is no year-long phonics or phonological awareness scope and sequence, and the sequence does not align with the phonics or phonological awareness TEKS.
- The “Fountas and Pinnell Classroom” collection of “Interactive Read-Aloud” texts is organized into 25 text sets that contain four to six books, which were selected because “children will love them and they represent a variety of authors and high-quality picture books.” The sequence of the books is based on “typical instructional emphases and the likely needs of a classroom community throughout the school year; e.g., text sets that focus on the alphabet and working together at school are recommended during the first month of school.” Materials do not include a TEKS-aligned scope and sequence. Materials include a statement that clarifies: “In every way

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except decoding the words, they (the students) are processing the text—interpreting it, responding to it, and remembering it. So while children are not ‘reading’ the text during interactive read-aloud, the careful thinking and talking that they are doing about the text makes this instructional context a vital, essential, and enjoyable part of the school day.”

- The Fountas and Pinnell Classroom collection of “Shared Reading” texts for kindergarten includes 65 original “Big Books” in a variety of genres, with lessons that accompany each text, as well as *Words That Sing, Grade 1: 100 Poetry Charts for Shared Reading*. The introduction states: “Big Books below are in a recommended sequence based on book series, genre, and/or connecting topics; however, you may introduce them in any order that meets the needs of the children in your classroom.” There is no mention of the TEKS or a TEKS-aligned scope and sequence.
- The Fountas and Pinnell Classroom collection of “Guided Reading” for kindergarten includes 200 original texts that span Levels A through H. Most kindergarten children will begin guided reading with Level A books. Children progress through levels based on the teacher’s assessments and daily observations of students. Children do not have to read each text; there is a limited sequence, but it is not TEKS-aligned nor based on phonics instruction or decoding.

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

- Materials do not clearly demonstrate vertical alignment that shows the progression of skill development from year to year. For example, the PWS materials do not provide a specific outline of the progression of skill development from kindergarten through grade 3. In the introduction of PWS, there is a section titled “Essential Literacy Concepts Every Kindergartener Should Know.” It lists skills for phonological awareness, letters and sounds, reading words, and early reading concepts; however, it does not reference skills that kindergarteners will learn in future years of the materials.
- In the “Literacy Continuum,” there is a section titled “Phonics, Spelling, and Word Study.” This section names “behaviors and understandings to notice, teach, and support” within early literacy concepts, phonological awareness, letter knowledge, letter-sound relationships, spelling patterns, high-frequency words, word-meaning/vocabulary, word structure, and word-solving actions, for kindergarten and each grade level. However, the Literacy Continuum does not reference the phonics lessons, nor do the phonics lessons reference the Literacy Continuum.
- The Fountas and Pinnell collections of Guided Reading, Shared Reading, Interactive Read-Alouds, and “Independent Reading” do not provide a vertical alignment document showing the progression of skill development through kindergarten. Because these resources are the first resources in the series, they do not build upon the prior year’s learning.
- The Fountas and Pinnell Reading Minilessons book does not provide a vertical alignment document. There is no clear indication of phonics skills being built on; rather, there are word-solving strategies, such as looking at the picture and uncovering the sounds.
- The kindergarten Guided Reading materials provide goals and suggested instruction for each leveled reader, building upon phonemic awareness and phonics skills instruction. For example, a goal for a Level A reader, *My Dad* by Paul Vassos, includes “read verbs with inflectional endings -*ing* with the support of pictures and language structure.” The suggested instruction for this text includes using magnetic letters and letter sounds to build the high-frequency words *my* and *is*.

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There is no evidence that the materials clearly outline skill progression for phonemic awareness and phonics from kindergarten through grade 3, nor is there evidence that the lessons build upon the previous lesson or from grade level to grade level.

**Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).**

- Lessons do not follow a developmentally appropriate, systematic progression from simple to more complex concepts. For example, the PWS lesson objectives do not follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year when compared to the TEKS “Vertical Decoding and Encoding” scope and sequence chart. As the materials follow a suggested sequence, concepts could be taught in a variety of orders, with the possibility of some concepts not being taught.
- The PWS materials include a Master Lesson Guide, which recommends that each of the components should not be taught daily. The sequence of lessons is a suggestion for the teacher to follow. The materials note that the lessons are sequenced by typical appropriateness within each of the nine areas, so there is variety in the kinds of lessons that fall early in the year, in the middle, and late in the year. Materials suggest the teacher keep a record of what has been taught. The materials indicate that the teacher should utilize simple assessments to determine where the students are in their learning and what their strengths and weaknesses are. The materials state that if the teacher determines the principle is firmly established, the lesson should be skipped. The teacher is informed that there may not be a need to use all of the lessons in an area; meanwhile, if students are struggling with the principle, the teacher can hold a brief reteaching meeting to repeat the lesson. The Master Lesson Guide begins with letter recognition for two days, then moves on to three phonological awareness lessons. The entire year follows this type of schedule.
- There are no lesson objectives within Reading Minilessons that are aligned to grade-level phonics skills. Lessons do follow a strategic progression across the umbrellas—Management Minilessons, Literary Analysis Minilessons, Strategies and Skills Minilessons, and Writing About Reading Minilessons—and are distributed to follow along with grade-level learning progressively. However, this progression does not relate to phonics instruction.
- The “Kindergarten Guided Reading Collection Guide” states that “you engage the students in two or three minutes of active work with words.” There is no evidence that lesson objectives follow a systematic progression from simple to more complex concepts. For example, the “Word Work Goal and Instruction” for a Level B reader, *Ants at the Picnic* by Eva Koolloori, is to “recognize letters by name and locate them in words quickly.” The Word Work Goal and Instruction for a Level C reader, *Paper Animals* by Lisa Chesters Mazza, is to “identify consonant ending sounds.”

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### Indicator 2.2

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

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

### Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- The PWS lessons include guidance for components of the gradual release of responsibility model. The introduction section, “Where Does Phonics Instruction Fit in the Design for Literacy Learning?” identifies the instructional framework the materials use for explicit instruction. The lessons follow a “Teach, Apply, Share, Connect” cycle. The Teach portion involves “a whole class lesson based on a principle related to phonics.” The Apply portion of the lesson is included to “apply the principle through hands-on practice.” It is suggested that this part of the lesson be completed “in a small group at literacy centers, or the whole class can engage in the activity with a partner or as individuals.” The Share component of the framework is where “children meet briefly in a whole-class meeting, to talk about the discoveries they made. This brief sharing time gives you (teacher) a chance to assess the effectiveness of your lesson, return to the principle, and summarize the learning.”
- In PWS, “Phonological Awareness,” Lesson 3, “Hear and Connect Rhyming Words,” in the Teach section of the lesson, the teacher uses a pocket chart and the picture cards to line up two rhyming words that the students will name (e.g., *bee* and *tree*). The teacher guides the students to discuss “how the words have parts at the end that sound the same.” The end of the Teach section of the lesson has the teacher lining up pictures of a car, fish, fan, and snake in a column on the pocket chart. Students are then chosen to come and find another picture card that rhymes. The class is asked to judge whether or not the student has chosen a rhyming word. In the Apply portion, teachers have sheets of picture cards for children to cut, say, match, and glue on a two-way sort. The Share section of the lesson involves the students sharing the pairs of pictures they matched during the Apply section by naming the picture aloud.

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- While the PWS materials include the components of the gradual release of responsibility mode, materials do not include consistent direct (explicit) instruction for teachers to employ during the “I do” portion of the lesson. For example, in Phonological Awareness, Lesson 5, the goal is “Hear and generate rhyming words.” In the Teach section, the script states: “Tell the children that they are going to listen to some rhymes and make some rhymes of their own. Say, ‘We’re going to play a game with rhymes. I’ll start a story, then you can help me by thinking of rhymes. There once was a group of magic bunnies who decided to pack their spaceship with lots of good things to take with them to a new planet. They packed some hats, mats, and cats. What do you notice about the things they packed? [Children may respond that the three words rhyme.] The bunnies think of one thing, and everything else they pack has a name that rhymes with the first word. Let’s try another one. This time I’ll start, then I’ll throw this beanbag to someone and that person will think of the next thing, the next rhyming word.’” The game continues in the same pattern. The directions go on to state, “Children will learn to play his game quickly and enjoy the rhymes. Keep it easy at first so the game moves along quickly.” In the Apply section, students play a “Lotto” (bingo-type) game using pictures; students try to find the picture that rhymes with the word the teacher says. In the Share section, students share a pair of rhyming words from the game played. However, the lesson script never explicitly teaches or reviews what a rhyming word is, nor does it provide corrective feedback for when a student is not able to produce a rhyming word.
- Although “Shared Reading” lessons do not include detailed guidance for each component of the gradual release of responsibility model, the lesson framework and order of activities within the lessons in many of the components of the materials are intended to build student independence. For example, the “Kindergarten Shared Reading Collection Guide” provides the instructional design for shared reading. Materials state, “The lessons for shared reading provide an extensive menu of ideas and language to spark learning and discussion.” The lesson sequence works towards student independence by suggesting the teacher first introduce the text to “engage the children’s thinking and interest in the text” before beginning to read. During the “First Reading” part of the lesson, teachers read to the students, relay provided suggestions to students, and collect their predictions. During the “Second Reading” of the text, teachers are instructed to read with the students and are given suggested stopping points and prompts for discussion. The next part of the lesson is “Discuss the Text.” Teachers are given discussion suggestions “for extending children’s thinking within, beyond, and about the text.” Teachers are then instructed to “reread the whole text several times over a few days to increase participation and attention to text features.” The goal is “for the children to be able to read the text independently.” Suggestions are given to teachers on how to increase independence, such as reading the entire book together as a chant, with or without hand motions, or dividing the class into two groups to read the left-hand pages and right-hand pages.
- Although the Reading Minilessons do not provide phonics instruction, the lessons do provide some of the gradual release methods for learning. All of the lessons in the kindergarten edition of the Reading Minilessons book have the same format. Each lesson begins with the Minilesson, in which the teacher explains the principle and teaches the lesson. In this portion, the teacher is modeling the expectations. The next section of the lesson is Have a Try, where students try the principle either alone or with a partner. In the Summarize and Apply portion, the student is able to work individually on the principle. For example, in Lesson LA.U4.RML2, the lesson goal is “Understand the kind of information to tell when giving a book talk.” The teacher is instructed

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to “demonstrate the kind of information that should be included in a book talk.” The teacher does a think-aloud, helping students point to the most pertinent details of a book talk, and then charts them as: “The title, the characters, something important that happens, and something you like.” Students try it with a partner, and then the whole class meets to reflect on their work and for some students to share. While this does somewhat align with a gradual release of responsibility model, the minilesson goal itself is about reading comprehension, not phonics.

- Although the Writing Minilessons do not provide phonics instruction, the lessons do provide some of the gradual release methods for learning. All of the lessons in the kindergarten edition of the Writing Minilessons book have the same format. Each lesson begins with the Minilesson, where the teacher explains the principle and teaches the lesson. In this portion, the teacher models the expectations. The next section of the lesson is Have a Try, where the students try the principle either alone or with a partner. In the Summarize and Apply portion, the student is able to work individually on the principle. For example, in Lesson DRW.U4.WML1, for the Minilesson, the teacher is instructed to “Use a mentor text to engage children in an inquiry around photographs in nonfiction books.” After students listen to the teacher read the text, materials provide the teacher with a number of questions to ask students about the use of photographs. In Have a Try, students discuss with the teacher how the text and photographs work together in a book. The teacher reveals a photograph of an apple to match the sentence “An Apple is a fruit.” Students are then directed: “Today during writing time, start working on a nonfiction book or continue one you have already started. Look to see if there are some pages that could use a photograph. We can look online and print out photographs.” The students complete the application of the minilesson later on or during another facet of the day, not in this lesson. While this does somewhat align with a gradual release of responsibility model, the minilesson goal itself is about written composition, not phonics.

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

- The PWS materials include several helpful annotations and suggestions on how to present the content. Each lesson is prefaced with a “Plan” section with the headings “Consider Your Children” and “Working with English Language Learners.” These sections help guide the teacher. For example, materials provide suggestions such as “Emphasize working quickly and checking spelling.” “It will be helpful to know the connections they are making on their own, perhaps to their native languages or aspects of their cultures.” Each lesson has a “You Will Need” sidebar, which lists “Online Resources” and “Other Materials” the teacher will need for the lesson. There is also a sidebar titled “Instructional Procedure,” which names different procedures the materials utilize repeatedly and lists where teachers can find detailed instructions on the procedure. Materials also include an “Actions Tags” section, which lists different verbs that students will perform, like *make*, *write*, *read*, *show*, *say*, *listen*, *put your finger up*.
- The PWS lessons offer annotated teacher tips on how to teach the lesson. Materials provide specific information on how to “Understand the Principle” and “Explain the Principle,” whether the lesson is a “Generative Lesson,” and what instructional procedure is used in the lesson. For example, in “Letter Knowledge,” Lesson 19, “Form Letters with Writing Tools,” there is an annotation that this lesson is a Generative Lesson—a lesson “that has a simple structure that you can use to present similar content or concepts.” The annotation concludes by instructing

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teachers to “use this lesson structure to teach children how to form a variety of letters.”

Another annotation in this lesson is Understand the Principle, which provides background knowledge and suggestions for the teacher (e.g., “Young children need to learn to form letters with efficient and consistent motions. Using consistent motions while saying aloud the steps to make individual letters improves children’s memory of letters and words and develops children’s writing fluency.”) The Explain the Principle annotation provides the teacher with a student-friendly way to explain or rehearse the principle. In this lesson, the explanation is “make the shape of a letter, say the steps to make a letter, and check to see if a letter looks right.”

- Although Shared Reading lessons do not teach grade-level phonics, the materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials. For example, in Shared Reading lessons, there is an “About This Book” section that explains the genre focus, how the book works, and the important characteristics to notice about the particular book for each lesson. For each stage of the lesson—“Introduce the Text, First Reading, Second Reading, Discuss the Text, Revisit the Text”—materials list suggestions and guidance for prompting student activity or discussion. There are also annotations that contain “suggestions for modifying or scaffolding instruction to support English learners in processing the text and benefiting from teaching.” For example, in a Shared Reading lesson about the text *Spin, Spin, Spin* by Alina Kirk, the About This Book section explains that this “simple non-fiction book describes a variety of objects that can spin, ending with a girl spinning around on the grass.” The teacher’s guide lists four important characteristics of the text to notice, such as “repetitive language structure” and “arrows that show the spinning direction of each object.” A side annotation suggests to “use examples to help children with unfamiliar vocabulary such as *top*, *pinwheel*, *weather vane*, and *dizzy*” to support English learners.
- Reading and Writing Minilessons offer some useful annotations and suggestions on how to present the content, but these features do not provide direct and systematic instruction in developing grade-level phonics skills. In each minilesson, there is a “You Will Need” section, which lists any materials teachers will need for the lesson, like “three or four familiar expository texts, such as...,” along with physical and everyday classroom materials. There is a sidebar titled “Academic Language/Vocabulary” and a “Continuum Connection” section that connects the minilesson to the “Literacy Continuum.” The minilessons focus on reading comprehension strategies and text features, not on learning how to read, and they do not develop grade-level phonics skills across lessons.

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## Indicator 2.3

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

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

## Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- Although the materials do not include guidance for teachers about common phonics pattern misconceptions, they include some guidance for teachers about guiding principles related to teaching specific phonics skills. For example, in the “Phonics, Spelling, and Word Study” (“PWS”) lesson catalog, under the subtitle “Where Does Phonics Instruction Fit in the Design for Literacy Learning?” materials guide teachers: “Your explicit phonics lessons are ideally embedded in a design for responsive literacy teaching that offers a coherent, organized combination of experiences, each of which contributes uniquely to children’s literacy development.” The materials then guide teachers to use the “blocks on the right” to obtain additional information on short and direct lessons. For example, in “Letter-Sound Relationships,” Lesson 4, an “Explain the Principle” box instructs the teacher: “Match the sound and the letter at the beginning of a word. The letter *q* is almost always followed by the letter *u* and stands for the sounds /kw/. Knowing the connection between a letter and the sound or sounds it stands for can help you

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find the letter, and look at the letter at the beginning of a word and say the sounds it stands for.”

- In “Phonological Awareness,” Lesson 7, the focus is “Hear, Say, and Clap Syllables.” The “Understand the Principle” box states: “Hearing and saying syllables in words helps children learn how to break them down into parts that can be represented with letters and letter clusters. It helps children relate the oral language they know to written language. Hearing and saying the syllables in words helps children understand word-by-word matching when reading continuous text. Even though a word may have more than one part, you point to it only once when you say it and read it.” However, the lesson does not provide information about misconceptions.
- The “Reading Minilessons” include some information about common phonics pattern guiding principles related to specific phonics skills, in a sidebar called “Continuum Connection.” In SAS.U1.RML3, the principle states, “Read the sentence again and get your mouth ready for the first sound.” On the side, the Continuum Connection states, “Begin to notice and connect features and parts of words, e.g., phonograms, first letter, word endings.” It does not reference a page number or section in the “Literacy Continuum.” The materials do not include information about common phonics pattern misconceptions.
- The “Writing Minilessons” include some information about common phonics pattern guiding principles related to specific phonics skills in the Continuum Connection sidebar. In EWR.U3.WML2, the principle states, “Listen for all the sounds in a word.” On the side, the Continuum Connection states: “Say the words slowly to hear a sound and write a letter that represents it. Write some words with consonant letters appropriate for sounds in words [beginning and ending]. Attempt unknown words through sound analysis.” It does not reference a page number or section in the Literacy Continuum. The materials do not include information about common phonics pattern misconceptions.
- The “Guided Reading” materials do not include information for teachers about common misconceptions related to specific phonics skills and do not share guiding principles related to specific skills. Each text provides a lesson guide for the skills; within the guide, there is a “Phonics/Letter and Word Work” portion. In the text *Run!* students clap and sort one- and two-syllable words. The materials provide support for English learners in the sidebar. This particular lesson supports English learners by having the teacher demonstrate clapping the syllables, modeling the word, and having the students repeat, making sure the students understand the words in the activity. However, the lesson does not include common misconceptions or guiding principles.

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

- Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill. In the front matter of the materials, the section titled “Routines and Instructional Procedures for Effective Teaching” provides teachers with specific guidance on ten instructional strategies used throughout the lessons. The strategies include “See and Say, Find and Match, Hear, Say, and Write: Sound and Letter Boxes, Words to Know, Notice Parts, Say and Write, and Map Words.” Each strategy is named and described, and materials provide details to the teacher on how to implement the instructional routine. For

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example, the See and Say routine is described as an instructional strategy that “helps children examine and identify familiar patterns in words, such as CVC and CVCe patterns, and learn to make new words by putting a letter or letter cluster before the familiar pattern.” The sequence that is detailed is as follows: “1) Show words that have a common visual feature [*man, fan, van, pan*]. 2) Children search for visual patterns [They all end the same]. 3) Help children articulate the principle. You can look at a part or pattern to read a word. You can make new words by putting a letter or letter cluster before the pattern. 4) Children work with words to apply the principle [Children write words with the pattern]. 5) Summarize the learning by restating the principle.” Every lesson follows one of these instructional routines, and the lessons provide the sample words/patterns that are the focus.

- Letter-Sound Relationships, Lesson 4, applies the See and Say routine to practice beginning letters and sounds. The teacher points to the letter *Bb* and says, “What sound does the letter *b* stand for? Yes /b/, *bear*.” The teacher continues with the remaining consonants. The children spend the next few days making a class consonants book to show the consonants and their sounds. Each page has a consonant in the upper-right corner of each page. On each page, the class adds photos or drawings of objects or people whose names begin with the consonant. In kindergarten, teachers use a very abbreviated version of the See and Say routine.
- The Reading Minilessons provide some guidance for teachers that includes detailed and specific instructional strategies. However, there is no evidence of consistent routines for teaching phonics skills. In SA.SU2.RML1, the minilesson says to engage students in a demonstration of taking apart new words. The teacher demonstrates how to take apart the word *shouted*. The teacher says, “Watch what I do to help me read this word.” The teacher moves a card strip across the word *shouted* to reveal each word part slowly. “Listen as I take apart this word: /sh/, /out/, /ed/, /shouted/. What did you notice that I did when I got to *shouted*? You can use your finger to take apart new words. Think about what makes sense. They are looking for their boots and Ben shouted to Rosa. That makes sense.” The teacher then repeats this with the word *another*. This is not a consistent routine that appears in other lessons.
- The Writing Minilessons provide some guidance for teachers that includes detailed and specific instructional strategies. However, there is no evidence of consistent routines for teaching phonics skills. In EWR.U3.WML1, the principle is, “Say words slowly and listen for the first sound.” The teacher demonstrates writing the label *farm* for a group of books. The teacher says the word aloud slowly, emphasizing the first sound, and says, “Let’s say the word *farm* together slowly to listen for the first sound. What sound do you hear first? The first sound is /f/. What is the letter that goes with that sound?” The teacher points to *f* on the ABC chart or name chart and uses the “Verbal Path for Letter Formation” to describe how to form the first letter in the word. The teacher then writes the rest of the word.
- The Guided Reading materials provide some guidance for teachers that includes detailed and specific instructional strategies. However, there is no evidence of consistent routines for teaching each phonics skill. For example, in the Guided Reading section, there is a Phonics/Letter and Word Work section that includes a step-by-step guide on how to work with phonics skills. In a Level A lesson using *Pasha’s Pogo Stick* by Michelle Beach, the Phonics/Letter and Word Work lesson is to “help the readers practice identifying words and rhyming sounds.” Students are to match the picture cards by rhyming sounds. Detailed and specific instructions are given on how to complete the activity: “Place the pictures *rock* and *sock* side by side in the pocket chart. Have students say each picture name slowly as they listen for the ending sounds.”

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However, there are no consistent routines or instructional strategies that are detailed other than the activity presented.

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

- Although some lessons include guidance for providing students with immediate, corrective feedback in some of the lessons, the guidance is not specific. For example, in “Phonological Awareness,” Lesson 20, students play a word game blending onsets and rimes of one-syllable words. Students play “Go Fish” with a partner or in groups of three or four. Players alternate turns asking for words in the segmented form of onset and rime (e.g., *c-at*). If the second player has the card the first player needs, they answer with the word blended together (e.g., *cat*). The “Teach” section directs teachers: “Give children feedback on their responses. You may need to say the parts more than once.” The materials do not provide guidance on what feedback to give students.
- Many PWS lessons include suggested answers for teacher questioning. For example, in Phonological Awareness, Lesson 16, the teacher says, “Say the word *ran*. What is the first sound?” The script goes on to provide the suggested answer: “The first sound in the word *ran* is /r/.” However, the materials do not give specific guidance on how to provide students with immediate, corrective feedback when students do not provide the correct answer.
- The Reading Minilesson materials include some guidance for providing students with immediate feedback, but not corrective feedback. In SAS.U1.RML5, the principle is “Read the words you know quickly.” The optional “Extend the Lesson” section suggests: “Continue to support this behavior in guided reading or independent reading. From ‘Prompting Guide, Part 1’ (Fountas and Pinnell 2012), use prompts such as this: Can you find...? Follow up with reinforcing language such as this: You read the words you know quickly.” However, the materials do not provide corrective feedback for when students do not find the word.
- The Writing Minilesson materials do not include guidance for providing students with immediate, corrective feedback. In EWR.U3.WML3, the principle is “Break apart words to help you write them.” The “Confer” section suggests using prompts during independent writing to support students’ ability to say a word slowly to listen for predominant sounds: “You can say the word slowly and listen for the sounds you hear [model]. What do you hear first [next, then, after that]? You can think about the sound and write the letter.” However, the materials do not provide immediate, corrective feedback.
- Guided Reading materials do not include specific guidance for providing students with immediate, corrective feedback in each lesson. However, within the Guided Reading lessons, the materials suggest non-specific feedback in the “Assessment” section. For example, in the Guided Reading section using the text *The Gum Ball Chase* by Lisa Klobuchar, the Assessment section suggests using the “Recording Form” to record students reading and to code it. “After coding the reading, select an immediate teaching point that will be helpful to the particular reader.”

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

- PWS materials provide some guidance for connecting previously taught phonics skills to new learning. Because the program’s scope and sequence is suggested and may be altered by teachers to fit their needs, not all new lessons connect to previously taught phonics skills.

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However, some lessons provide information about prior knowledge necessary for students to be successful in that lesson. For example, in Letter-Sound Relationships, Lesson 3, the “Plan” section states: “This lesson is best used after children have demonstrated that they can hear and isolate sounds in words, understand the concept of matching sounds and letters, and can name most of the letters of the alphabet.” The teacher begins the lesson by explaining to children that they are going to learn more about sounds and letters at the beginning of words. In “Spelling Patterns,” Lesson 1, it is noted that this lesson lays the foundation for the next two phonogram lessons. It also states that children must know the terms *first*, *middle*, and *last* as they apply to the component parts of words and also know the short vowel sounds of words.

- In Phonological Awareness, Lesson 22, the Plan section states: “This activity is best used after the children have had a great deal of experience saying and hearing sounds in words, matching the initial sounds of words, and associating sounds and letters. Be sure that the children know what *first* and *last* mean in relation to a word.” It also states that children do not have to be completely successful in this activity to be able to begin to read and write stories.
- The Guided Reading materials do not provide detailed guidance for connecting previously taught phonics skills to new learning. However, each Guided Reading lesson contains Phonics/Letter and Word Work activities. There is no specific sequence for the guided reading texts. For example, for Guided Reading with the Level B text *Ants at a Picnic*, the goal of the Phonics and Word Work Section is to help readers recognize letters by name and locate them quickly. The students are given the letters *a, c, e, i, k, n, p, and t*. The students each have a group of these letters, and the teacher has a set on display in front of them. The teacher says, “This is the letter *e*” and pulls the letter down. The teacher then tells the students to find the letter *e* and point to it. The teacher repeats the process with the other letters. There is no mention of or connection to prior lessons.
- The Reading and Writing Minilessons do not provide detailed guidance for connecting previously taught phonics skills to new learning. The lesson scripts do not include specific references to previous learning, and they do not provide sufficient opportunity to review previously taught phonics skills before teaching new skills. The materials provide some scripted guidance for the teacher, but it is only on how to present the reading or writing lesson, not phonics instruction. For example, in LAU6.RML3, the lesson states: “Remind children of several nonfiction books that they have heard or read by showing the covers and reading the titles. Then show several examples of the types of illustrations used in each book. Turn and talk to a partner about the ways these books are the same.” Students discuss to share their thinking. Some of the questions provided include “What do you notice about the types of things all these authors write about? The topic is what the author writes about. What do you notice about what the author tries to teach you in all the books? Think about the pictures (illustrations or photographs). How do they help you learn about the topics in all the books?”

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

- In the PWS teacher’s guide, a section called “Phonics Lessons in the Daily Schedule” offers suggestions for implementation and timing: “Remember that phonics lessons are short—often, five minutes is enough time. Application also will take no more than five to ten minutes, and after children become proficient and know routines, they can perform them independently or

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with a partner.” However, the materials do not provide guidance regarding pacing each component of the phonics lesson. In the “Fitting It All Together” section, the materials provide a suggested framework for the literacy block, in which they suggest 10 minutes for all components of the PWS lesson. The chart also suggests: “Group Meeting” for 5 minutes, “Interactive Read-Aloud” for 15 minutes, “Shared Reading” for 10 minutes, “Reading Minilesson” for 10 minutes, “Small Group Instruction” for 60 minutes, “Group Share” for 5 minutes, and 30 to 60 minutes for teacher choice activities.

- In the “Preparing for Fountas and Pinnell Classroom” document, the materials include guidance on how much time to spend on each instructional context, such as Group Meeting (5 minutes); Interactive Read-Aloud (15 minutes); Shared Reading (10 minutes); Phonics, Spelling, and Word Study (10 minutes); Reading Minilesson (10 minutes); Small Group Instruction and “Independent Literacy Work” (60 minutes); Group Share (10 minutes); and “Writers’ Workshop” (60 minutes). However, they do not include specific time suggestions for each component of the gradual release model.

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

### Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- “Phonics, Spelling, and Word Study” (“PWS”) materials do not include intentional cumulative review and practice throughout the span of the curriculum. For example, in “Letter Knowledge,” Lesson 19, students learn to write the letter *c* and the letter *a*. The “Connect Learning Across Contexts” section suggests students use highlighter tape to find the letters *a* and *c* in the text. The “Interactive Writing” section guides the teachers, “After a piece of writing is finished, ask children to locate a really good *c*.” These practice activities are within the same lesson as the core phonics lesson and do not span across the curriculum.
- PWS materials do not include decodable readers for review and practice. The lessons instead offer practice through connected text with poems. For example, in “Letter-Sound Relationships,” Lesson 1, the focus is “Recognize and Use Beginning Consonant Sounds and the Letter That Represent Them.” In the minilesson, the teacher matches the letter *b* to a picture of a ball to represent the initial sound. This repeats with unspecified letters. In the Connect Learning Across Contexts section, the suggested texts are “Three Blind Mice” from *Words That Sing* and “Snail, Snail” from *Sing a Song of Poetry*. Neither poem is decodable based on kindergarten phonics skills.
- “Reading and Writing Minilessons” materials include practice activities throughout the span of the curriculum; however, the lessons do not include cumulative review. In SA.SU2.RML1, the minilesson says to engage students in a demonstration of taking apart new words. The teacher demonstrates how to take apart the word *shouted*. The teacher says, “Watch what I do to help me read this word.” The teacher moves a card strip across the word *shouted* to reveal each word part slowly. “Listen as I take apart this word: /sh/, /out/, /ed/, /shouted/. What did you notice that I did when I got to *shouted*? You can use your finger to take apart new words. Think

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about what makes sense. They are looking for their boots and Ben shouted to Rosa. That makes sense.” The teacher repeats this with the word *another*. The students practice the activity with a partner. The lesson does not review prior lessons or material.

- “Shared Reading” materials include practice activities throughout the span of the curriculum; however, the activities are not cumulative review. For example, each Shared Reading lesson incorporates a series of activities such as introducing the text, rereading the text, discussing the text, revisiting the text with a list of suggested activities for during and after reading, shared writing, independent reading, connections to other books, and assessment. The “System Guide” provides a recommended sequence, based on the book series, genre, and/or connecting topics; however, it states, “You may introduce them in any order that meets the needs of your classroom.”
- “Guided Reading” materials include practice activities throughout the span of the curriculum; however, the lessons do not include cumulative review. Previously taught phonics skills are not intentionally practiced and maintained over the course of the year, and routines for introducing new phonics skills and reviewing previously taught skills are not consistently practiced throughout the materials. The materials include lessons relating to phonics that are embedded in the guided reading portions.

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

- Practice opportunities within lessons give students the opportunity to practice phonics skills that have been taught, though not necessarily those explicitly taught. For example, in “Spelling Patterns,” Lesson 7, students practice sorting words with a common pattern, such as *-op, -ot, -et, -at*. In the “Apply” portion of the lesson, teachers are instructed: “Give partners a set of word cards that contain words children have learned [the words can be the same ones you used in the lesson]. Have partners read all of the words.” The students then practice reading and sorting the words with a partner. The lesson does not include practice with decodable texts.
- In some lessons, students practice with words in which the sound-spelling patterns have not been taught. For example, in Spelling Patterns, Lesson 1, students learn the CVC pattern. The suggested texts for connecting learning are “Five Fat Pumpkins” and “I Can Do It Myself” from *Sing a Song of Poetry*. These poems are not decodable for kindergarten students. For example, “Five Fat Pumpkins” includes the words *air, care, light, first, second, third, fourth, and fifth*.
- Practice opportunities do not only include phonics skills that have been explicitly taught. Because the activities within the Guided Reading lesson depend on the reading level of the student, each group of students will get a different “Phonics/Letter and Word Work” activity during the Guided Reading portion. In the Guided Reading text *Beep! Beep!* students are working to sort pictures by beginning sounds. Lessons focus on the skill being taught at the moment and do not incorporate previous lessons.
- The Shared Reading portion of the literacy block contains suggested phonics activities, such as having students use highlighter tape to identify CVC words and read them. It is unclear whether these activities follow phonics lessons that were explicitly taught.
- Reading and Writing Minilessons do not primarily teach phonics skills. Therefore, the practice opportunities within the lessons do not focus on phonics skills that have been taught. For example, in LA.U14.RML3, “The words and pictures help you understand how the character feels,” students practice by turning and talking about how the character feels and how the

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author and illustrator helped the reader understand.

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

- In PWS, phonics skills are mostly taught in isolation and do not include decodable texts to incorporate cumulative practice of taught phonics skills. The lessons provide a section called Connect Learning Across Contexts. This section refers teachers to poems to reinforce skills, although they are not cumulative practice. For example, in Spelling Patterns, Lesson 1, students learn about CVC patterns. In the Connect Learning Across Contexts section, the suggested texts are “A Frog Sat on a Log” from *Words That Sing* and “I Can Do It Myself” and “Five Fat Pumpkins” from *Sing a Song of Poetry*. Neither poem is decodable based on kindergarten phonics skills. For example, “A Frog Sat on a Log” includes the words *a-weeping*, *daughter*, *eyes*, *tears*, and *right*.
- There is no evidence of specific decodable texts that incorporate cumulative practice of taught phonics skills. Each Guided Reading text has an “Analysis of Book Characteristics” that includes notes about the text’s genre, content, theme, literary features, sentence complexity, vocabulary, words, illustrations, and print features. For example, a Level A text, *Ice Skating* by Sarah Michael, is described as “an animal fantasy has a simple, repeating sentence pattern, with text and pictures on alternating pages until the last page.” Words in *Ice Skating* include “The dog can skate. The deer can skate. The bear can skate. Splash! The bear can swim!” Leveled text does not have a specific phonetic pattern that is clearly identifiable and repeated. The phonics lesson in each Guided Reading lesson is different for each book and level and depends on the student’s reading level.

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### Indicator 3.A.1

Materials provide systematic and direct (explicit) instruction, practice, and review related to **alphabet knowledge**.

1	Materials provide a research-based, systematic sequence for introducing letter names and their corresponding sounds.	DNM
2	Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (uppercase and lowercase) and their corresponding sounds.	PM
3	Materials provide direct (explicit) instruction on forming the 26 letters (uppercase and lowercase).	PM
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.	PM

### Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some systematic and direct (explicit) instruction, practice, and review related to alphabet knowledge.

Materials do not provide a research-based, systematic sequence for introducing letter names and their corresponding sounds; they begin with introducing the letters in the students' names. Materials provide scripted direct (explicit) instruction for teaching the identification of some of the 26 letters (uppercase and lowercase) and their corresponding sounds, however they often introduce letters without sounds. The materials provide a model lesson with direct (explicit) instruction on forming two of the 26 lowercase letters, but they do not provide lessons for the formation of uppercase letters. Materials incorporate some activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation; there is some practice in the context of meaningful print.

Evidence includes but is not limited to:

**Materials provide a research-based, systematic sequence for introducing letter names and their corresponding sounds.**

- Materials do not provide a research-based, systematic sequence for introducing letter names and their corresponding sounds. For example, although “Phonics, Spelling, and Word Study” (“PWS”) provides some instruction on letter knowledge, there is little strategic sequence. The materials begin by introducing the letters in the students' names. The first set of lessons focuses on identifying the letters in student names and contains activities that focus on these letters. The teacher uses the letters of the names in activities that help with the recognition of the letters and sounds.
- Materials introduce letters in a series of 24 “Letter Knowledge” lessons and eight “Letter-Sound Relationships” lessons. The first lessons focus on “Recognizing and Pointing to the Distinctive Features of Letter Forms.” In Lesson 4, materials suggest the following letter sequence: *b, m, r, s, t, g, n, p, c, h, f, d, l, k, j, w, y, z, v, x, q*. Materials state: “Work with two or three letters at a

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time that are dissimilar in shape and in letter sound.” In Lesson 6, students are introduced to the entire alphabet with the use of the “Alphabet Linking Chart.” Although students are introduced to the 26 letter names and sounds, there is no evidence of a systematic or research-based sequence.

- The “Reading and Writing Minilessons,” “Guided Reading,” and “Shared Reading” materials do not provide a research-based, systematic sequence for introducing letter names and their corresponding sounds; however, there are opportunities for students to identify letter names and their corresponding sounds. For example, in the Shared Reading lesson using the text *City ABCs* by Finnoula Louise, the text introduces each letter of the alphabet along with city-themed words that begin with the letter sound. For example, for the letter *j*, the picture shows a jet; for the letter *s*, there is a corresponding picture of a statue. The materials provide directions on how to implement the first reading. The teacher says: “Have you noticed that each page shows the uppercase letter and the lowercase letter? Point to each one. Then look at the bottom. There is the word to name each picture. I read the letter *D* [point to the letter at the top] and the word *dog* [point to the word]. Listen, can you hear the sound /d/ in *dog*? Point to the *d* in *dog*. There it is, the first letter, *d*.” The book goes in alphabetical order and uses all of the letters in the alphabet.
- In Guided Reading Level B, *Ants at a Picnic*, in the “Phonics and Word Work” section, the goal is to help readers recognize letters by name and locate them quickly. The students are given the letters *a, c, e, i, k, n, p,* and *t*. The students each have a group of these letters, and the teacher has a set on display in front of them. The teacher says, “This is the letter *e*” and pulls the letter down. The teacher then tells the students to find the letter *e* and point to it. The teacher repeats the process with the other letters. There is no specific sequence for the chosen collection of letters. Additionally, not all students will participate in this lesson, depending on the level at which they are reading.

**Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (uppercase and lowercase) and their corresponding sounds.**

- Materials do not provide scripted direct (explicit) instruction for teaching the identification of all 26 letters and their corresponding sounds. For example, in PWS, Letter-Sound Relationships, Lesson 7, the teacher explains that students are going to learn more about sounds and letters at the beginning of words. The teacher hands each student a large piece of paper and passes out grab bags representing each letter of the alphabet (e.g., the *b* bag would have a ball, baby, and bag inside). In this example, the student then draws a large letter *b* on their paper (there are no handwriting instructions included in this lesson, as each student writes the letter that matches the first letter of the items in their bag), then glues decorations to outline the *b*. There are no explicit instructions for identifying the letter name or sound. The student would only practice the letter in the grab bag they received.
- In PWS, Letter Knowledge, Lesson 8, “Recognize Letters and State Their Names,” students engage with an activity called “Alphabet Soup.” Students pull a letter out of a bowl with a spoon and identify whether or not the letter is in their name; if it is, students are asked to then name a food that begins with that letter. The materials provide the following example: “Jamal is going to say the name of a food that begins with this letter, which is in his name. Jamal, say this, ‘I have a lowercase *a* and it goes in my name, *Jamal*, *A* is for *apple*.’” While the student does recognize

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and identify the letter name and then identifies a word that utilizes the letter, *apple*, the teacher never models the students identifying a sound the letter itself makes. The example the materials cite is from the Alphabet Linking Chart. The lesson materials support teachers in providing instruction in identifying and recognizing letter names, but with a focus on letter recognition and where sounds are not taught simultaneously.

- In PWS, Letter Knowledge, Lesson 11 introduces “Letter Minibooks.” Teachers are instructed to inform students that “they will each be getting their own box and set of books.” This particular lesson is the *Mm* book. Teachers are provided a script to introduce this letter: “The letter *m*. This book has two *M*’s on the front. This is the uppercase *M*, and this is the lowercase *m*. Point to the uppercase and lowercase letters.” Teachers then “show the second page of the book and point to the letter.” They say: “On this page, it says *m* at the top, and here is a picture of a mouse. Here is the word *mouse*, which has an *m* at the beginning.” Students trace over the letter *m* with their finger and draw or paste a picture of something else that begins with *m* on the back page. The lesson provides direct instruction on the identification of the letter, but it does not provide direct instruction on its corresponding sound. The teacher also directs students to read their minibook not by using the sound for *m* but by saying the name of the letter itself. There are no other lessons explicitly creating the other letter minibooks. In the “Plan” section, it suggests to introduce two to three letter books per week; however, there is only a scripted lesson for the letter *M*.
- Although the materials do provide some activities that allow for students to identify letters and write, such as using the text *ABC I Like Me!* to help them write about themselves, there is no further instruction for the 26 letters of the alphabet. In RML2, WAR.U1.RML2 has students draw and write about themselves. The paper provided has an area for a drawing and lines for writing. The students are encouraged to write something about themselves; if they cannot write any of the words, they are encouraged to try and write them. The materials do not appear to support teachers in providing direct (explicit) instruction in recognizing, identifying, and producing letter names and their associated sounds accurately; letters and their corresponding sounds do not appear to be taught simultaneously.
- Materials provide two opportunities for scripted direct (explicit) instruction for teaching the identification of all 26 letters (uppercase and lowercase) and their corresponding sounds within the Shared Reading portion. There are two alphabet books, *City ABCs* and *Country ABCs*, both by Finnoula Louise, which provide explicit instruction on identifying uppercase and lowercase letters and their sounds. For example, with *Country ABCs*, teachers are instructed to read to the students for the “First Reading” and say: “Each page shows the uppercase letter and the lowercase letter. Point to each one. There is also a word to name each picture. I read the letter *C* [point to the letter at the top] and the word *corn* [point to the word]. Listen, can you hear the sound /k/ in *corn*? Point to the *c* in *corn*. There it is, the first letter, *c*.”
- In the Reading Minilessons book for kindergarten, RML3, “Read the Sentence Again and Get Your Mouth Ready for the First Sound,” the lesson goal is “Use visual information (the first letter) and meaning to predict the word.” The teacher points to a word (*window*) in a story and says: “It has a little /w/. Look at the picture, there’s a playhouse. What does it have that begins with /w/. *Window* begins with /w/.” This lesson mentions letter sounds; however, it is taught with the assumption that students already know the letter /w/. There is no specific instruction to teach the specific lesson.

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**Materials provide direct (explicit) instruction on forming the 26 letters (uppercase and lowercase).**

- Materials do not provide direct (explicit) instruction on forming all of the 26 lowercase letters. For example, in PWS, Letter Knowledge, Lesson 18, “Form Letter with Writing Tools,” the lesson instructs teachers to supply all students with a handwriting book. Teachers tell the students that they will be forming lowercase letters. The teacher then forms a large lowercase *b* and says, “pull down, up, and around.” The students then practice making a *b* in the air, while the teacher reminds them of the steps. Each student in the class then traces over the large lowercase *b* with a marker or crayon, describing the motions as they trace. The directions then guide the teachers: “Show the children what you want them to do in their handwriting books. Explain that they will see a letter at the beginning of the line and they will make the letter carefully several times to fill the row. Remind them to say the steps they use to make the letter as they write it.” The materials supply a “Verbal Path for the Formation of Letters” in the PWS “Ready Resources” for teachers to use as a guide for the steps to form each letter. The Plan section states, “The procedures described in this lesson may be used many times for different lowercase and uppercase letters.” There are no explicit letter formation lessons for any letters other than lowercase *m*.
- In PWS, Letter Knowledge, Lesson 14, students practice the formation of the letters *h* and *b*. The materials suggest making rainbow letters on large pieces of paper with the students. The teacher writes a letter in pencil and places dots and arrows on it with a black marker. Each student traces the letter using different colored crayons while saying the verbal formation for the letter. The lesson suggests repeating this with other sets of letters, but it does not provide a specific script for the formation of all letters.
- In PWS, Letter Knowledge, Lesson 13, the teacher writes student names on pocket chart cards on one side and places dotted outlines of the letters in the name on the other side. The teacher uses the letter formation charts for reference. The teacher shows a name card and points out the uppercase letter at the beginning of the name and the lowercase letters in the remainder of the name. The teacher states: “You are going to look at your name on your name card. Then you will make your name with magnetic letters. Will the first letter of your name be on the left or right? The first letter will be on the left. Then you will add each letter, moving from the left to the right. It is important to get the letters in the correct order.” The teacher then explains she will trace the letters of the name. The teacher uses a finger first to trace the letter; then, with a dry-erase marker, the teacher traces each letter using the arrows in the letter formation charts as a guide. The teacher is instructed to use the language in the Verbal Path for Formation of Letters to describe the motions. Students make their names with magnetic letters; after they have traced the letters of their name, they write the letters of their name. The teacher instructs the students to say the steps as they write them. The letters practiced depend on the letters in the student’s name.
- In Shared Reading, the teacher demonstrates writing letters in some of the activities where students write about themselves; however, there is no direct (explicit) instruction on forming the 26 letters (uppercase and lowercase). With the text *ABC, I Like Me*, students have opportunities to write about themselves. If the students are not able to write, they are encouraged to try and write the words on the lines. The materials do not provide direct (explicit) instruction on how to form all 26 letters (uppercase and lowercase), nor does this instruction happen simultaneously with learning the letter name and the letter sound.

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- Reading and Writing Minilessons do not provide direct (explicit) instruction on forming the 26 letters (uppercase and lowercase); however, there are opportunities for students to write and practice forming the 26 letters without explicit instruction. For example, students respond to the Shared Reading text *Dancing in the Mud*, retold by Nancy K. Wallace, by drawing or painting a picture of a troll dancing. Teachers are instructed: “Help them label their pictures with a descriptive word or phrase, using one of the action words you discussed.” Another example in this same lesson is during the “Interactive Writing” portion. Teachers are instructed: “Invite children to write any high-frequency words and initial consonants they know.”
- In Reading Minilessons, RML5, “Draw and Write About the Things You Like,” the teacher says: “Draw a picture to tell what you like to do at home. You can label your pictures or write about what you do at home on the lines under the drawing. If you don’t know how to write the words, just give them a try.” There is no instruction on handwriting formation in the materials.

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.**

- Materials incorporate some activities and resources for students to develop, practice, and reinforce alphabet knowledge in isolation; however, the lessons are not systematically sequenced, and thus practice activities may or may not address all letters of the alphabet. Activities that allow students to develop and practice alphabetic knowledge in isolation include “Find and Match, Say and Sort, See and Say, Say and Write, and Notice Parts.” For example, in PWS, Letter Knowledge, Lesson 4 indicates that students will “learn more about the shapes and names of letters.” The students search through magnetic letters and find the letter *b* and the letter *r* and sort them in columns. Teachers are given the instructions for this lesson: “I’m going to make a letter. Make a *b* on the whiteboard, being sure that the line is thick and black. This is a *b*. Say *b*. Whisper *b*. To make a *b*, pull down, half up, and around. Repeat the motions. This is a *b*. Who can find a *b* on the alphabet chart? Who can find a *b* on the name chart?” Students then separate the letters into groups as the teacher moves through the letters *m* and *r*.
- Although most practice with alphabetic knowledge is done in isolation, there are some activities within the context of meaningful text. For example, in PWS, Letter Knowledge, Lesson 10, the song “Bingo” is used for the goal of “finding and naming all of the letters in order.” The teacher is directed to write the song on chart paper and sing it with the class while pointing to each of the words/letters in the song. Students then clap as the letters are omitted in the song and rearrange the letters back into the word *Bingo*. The teacher replaces *Bingo* with a student’s name and repeats the lesson sequence. Another example is in Letter-Sound Relationships, Lesson 5. The lesson uses the poem “Jelly on the Plate” to match letter sounds to the letters at the beginning of words. After students read the poem several times, the teacher says: “I see a word in this poem that starts with the letter *p*. Can you find it? Children may come up with *plate*, *pudding*, *pan*, and *pot*. As the students identify the words that begin with the letter *p*, the teacher writes the words on a chart and reads the words orally with the students. Students add additional words that begin with the letter *p* to the chart. There are no practice activities within meaningful print for all letters and sounds.
- The Reading and Writing Minilessons incorporate limited activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation.

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For example, the materials include an Alphabet Linking Chart that teachers are encouraged to use as a staple resource when referring to letters in isolation or when students struggle with an initial sound. The Alphabet Linking Chart has the full lowercase alphabet written across the top and is divided into squares underneath the written alphabet. Each square contains an uppercase and lowercase letter, a picture of something that begins with the letter, and the word describing the picture. For example, in the square for the letter *F*, there is *Ff*, a picture of a fish, and the word *fish*. For the letter *G*, the square contains *Gg*, a picture of a goat and a giraffe, and the words *goat* and *giraffe*. In Writing Minilessons, IW5, students make an ABC book by folding pre-printed paper to make a foldable booklet for each letter of the alphabet. The booklet shows the uppercase and lowercase letters, a picture of something that begins with the letter, and the word that describes the picture. For example, the “*B Book*” shows *Bb*, a picture of a ball, and the word *ball*. There is a blank page where students are encouraged to add an additional picture/word that begins with that letter. This is the same Alphabet Linking Chart that is included in the PWS materials.

- The Reading and Writing Minilessons incorporate limited activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in the context of meaningful print. Two alphabet books within Shared Reading allow students to practice alphabet knowledge. The books are *City ABCs* and *Country ABCs*, both written by Finnoula Louise. Within *City ABCs*, the teacher is directed to point out different pictures that begin with a certain letter. For example, after reading page 9, the teacher is directed to tell the students: “Look at all the colorful flags! Can you hear /f/, the sound of the letter *f*, when we say *flag*? Let’s say *flag* again.”

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## English Phonics Program Summary

### Indicator 3.A.2

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

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

### Does Not Meet | Score 0/4

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

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

Evidence includes but is not limited to:

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

- Materials do not systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. For example, the “Phonics, Spelling, and Word Study” (“PWS”) materials include 24 lessons on letter names without reference to the sounds represented by letters. Kindergarten lessons begin by introducing the letters in the students’ names. Lessons focus on the visual discrimination of letters in students’ names. Since student names may include any possibility of letters, lessons do not provide a systematic approach to letter introduction. Additionally, the introduction of “Letter-Sound Relationships” Lesson 1 states, “It is not necessary to teach every letter as a separate lesson.”
- Materials do not systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. For example, in “Reading Minilessons” there is a “Suggested Sequence” of the program’s “umbrellas.” The sequence includes lessons that align to the following four categories: “Management Minilessons, Literary Analysis Minilessons, Strategies and Skills Minilessons, Writing About Reading Minilessons.” In Month 1, the materials teach lessons like “Working Together in the Classroom” and “Thinking and Talking About Books.” In Month 5, lessons include “Using a Reader’s Notebook.” Month 8 has the lessons “Studying Authors and Illustrators” and “Maintaining Fluency.” Month 10 includes

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“Using Text Features to Gain Information” and “Understanding How Stories Work.” While the program has a strategic sequence in its lesson delivery, there is no systematic instruction related to the alphabetic principle in the Reading Minilessons.

- In “Interactive Read-Aloud,” the materials include a five-book text set titled “The Importance of Letters.” The texts include *Alphabet Under Construction*; *ABC I Like Me*; *B is for Bulldozer: A Construction ABC*; *On Market Street*; and *A My Name is Alice*. However, all of the texts introduce the letters in alphabetical order and not in a systematic sequence that quickly allows for basic encoding or decoding. The materials suggest using these texts during Months 1 and 2.
- In “Shared Reading,” the materials include three alphabet books: *Country ABCs*, *City ABCs*, and *The Sleepover*. However, all of the texts introduce the letters in alphabetical order and not in a systematic sequence that quickly allows for basic encoding or decoding.

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

- Materials do not provide scripted direct (explicit) instruction for connecting phonemes to letters within words. For example, the PWS materials include a generative lesson design for the eight Letter-Sound Relationships lessons, which “has a simple structure that you can use to present similar content or concepts. You can use this lesson structure to teach children beginning consonant sounds with a variety of letters.” The generative lesson design limits scripted direct instruction on each letter-sound correspondence.
- Materials do not provide scripted direct (explicit) instruction for connecting phonemes to letters within words. For example, in the Shared Reading of *City ABCs*, the lesson states: “Read to the children, pointing crisply under each letter and word with a pointer. Say the letter name and then pause briefly before pointing to and reading the word. Take the opportunity to make a few brief comments that enable children to think about and enjoy the text. Welcome the children’s spontaneous responses.” There is one sample script for the first reading that connects phonemes to letters. The lesson states: “Have you noticed that each page shows the uppercase letter and the lowercase letter? (Point to each one.) Then look at the bottom. There is a word to name each picture. I read the letter *D* (Point to the letter at the top) and the word *dog* (point to the word). Listen, can you hear the sound /d/ in *dog*? There it is, the first letter *d*.” This is the only letter that has such a script.
- In Unit 2, Reading Minilesson 2, students focus on the reading principle of “check your reading to be sure it sounds right.” The teacher reads the book *Pitter Patter*. Materials state, “Read the title and then the first sentence on page 2, stopping after *sunny*.” The teacher then says to students: “It was a sunny [pause]. Could the next word be *day*? Does it sound right and make sense? Let me check.” The teacher reads the sentence again and then states, “‘It was a sunny day.’ Now what did you notice? It sounded right.” Students are not introduced to letter-sound relationships in order to decode. Additionally, *ay* as *long a* is not a letter-sound relationship that would be introduced in kindergarten and does not align with the TEKS. In this lesson, students are being taught to decipher what the word is based on if “it sounds right” as opposed to utilizing the alphabetic principle.

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

- Materials do not incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in connected text. For example, in the “Where Does Phonics Instruction Fit into Literacy Learning?” section of the PWS, materials state: “The lessons in the book provide explicit phonics lessons *out of text*; but each lesson provides many suggestions for extending the learning beyond through explicit instruction *in text*. For example, they include general suggestions to use in interactive read-aloud, shared reading, guided reading, modeled reading, shared writing, interactive writing, and independent reading and writing. “Spelling Patterns,” Lesson 2, allows students to “Connect Learning Across Contexts” by recommending two interactive read-alouds, directing the teacher to draw “children’s attention to spelling patterns that they have learned.” The lesson does not identify the previously learned spelling patterns. In addition, materials do not include the suggested read-aloud books. The “Shared Reading” section of the lesson recommends the teacher use the texts “The Clever Hen” and “Little Blue Ben” from *Sing a Song of Poetry*. Students use highlight tape to mark words with a CVC pattern in the poems. Shared Reading recommends the teacher “call attention to words with the *-an* spelling”; however, the Shared Reading section of Connect Learning Across Contexts does not provide a recommendation for students to apply the letter-sound correspondences to decode words with the CVC pattern.
- Materials do not incorporate activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode words in isolation or in connected text. For example, each Writing Minilesson includes a “Confer” section, in which students are to independently apply the skill in their writing. For example, in Writing Minilessons, EWR.U4.WML2, the Confer section suggests, “During independent writing time, move around the room to confer briefly with as many individual children as time allows.” Materials suggest these prompts: “Look at the word wall. What word can help you write what comes next? How can the word wall help you when you write? What word sounds like that beginning (end)?” However, the materials do not include explicit activities and practice for alphabetic knowledge.

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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 transitions to more complex skills such as adding, deleting, and substituting syllables.	PM
2	Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.	PM
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM

### Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- The “Phonics, Spelling, and Word Study” (“PWS”) materials provide a partial systematic sequence for phonological awareness. Within the “Phonological Awareness” section of the kindergarten PWS program, there are 26 total lessons; however, only four lessons introduce oral syllable awareness activities. There are three lessons titled “Hear, Say, and Clap Syllables” and one “Blend Syllables” lesson. Activities in these lessons include students listening to words such as *bird* and *monkey*. The teacher asks, “How many parts do you hear in this word?” Students then clap the parts of the word they hear. For example, in Lesson 6, students clap the syllables in one- and two-syllable words such as *bird* and *monkey*. In Lesson 7, students find the two-syllable words in the sentence “I love pizza.” In Lesson 8, students count and clap out the number of syllables in one-, two-, and three-syllable words, such as *cat*, *turtle*, and *butterfly*. In Lesson 9, students blend words by saying each word part slowly, then combining the two parts into one word, such as *mon/ster*, *monster*. There are no lessons for adding, deleting, or substituting syllables.

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- The “Reading Minilessons” book has five lessons to address phonics. They are “RML 1: Look at the picture and think what would make sense,” “RML 2: Read the sentence again and think what would sound right,” “RML 3: Read the sentence again and get your mouth ready for the first sound,” “RML 4: Look for a part you know,” “RML 5: Read the words you know quickly.” No lessons within the Reading Minilessons teach oral syllable awareness. The lessons focus primarily on reading comprehension skills and strategies; as a result, the materials do not provide a systematic sequence for introducing oral syllable awareness activities.
- The “Writing Minilessons” book has six types of lessons: “Management (MGT), Telling Stories (STR), Making Books (MBK), Drawing (DRW), Exploring Early Writing (EWR), Writing Process (WPS).” These lessons are spread across an academic year and are listed in the Appendix in a “Suggested Sequence of Lessons.” The lessons focus on students working with print and then applying the lesson goal to their own writing. There is a sequence of lessons that focuses on building students’ skills gradually, but there is no systematic sequence for introducing oral syllable awareness activities.
- The “Guided Reading” materials provide some oral syllable awareness activities with simple skills (detecting and segmenting syllables). However, there is no evidence of a systematic sequence for introducing oral syllable awareness activities that begins with the simple skills and gradually transitions to more complex skills such as adding, deleting, and substituting syllables. There is no evidence of activities that entail students blending syllables to form words. The materials include some activities for students to read words and clap the syllables. Not all Guided Reading lessons contain syllable awareness activities, and the activities are spread among reading levels. Depending on what reading level the student is assigned, they may or may not receive instruction in oral syllable awareness in guided reading.

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

- The PWS lessons include scripted direct instruction for teaching oral syllable awareness skills. However, materials include four lessons for oral syllable awareness that do not use the academic vocabulary word *syllable*. Instead, the materials most often call syllables “parts in a word.” In “Phonological Awareness,” Lesson 9, the teacher explains to the students that today they will be thinking about parts or syllables in words. The teacher says, “You are really good at learning and clapping the parts in a word. Let’s try some.” Examples of words include *go*, *tree*, *sandwich*, *water*. Materials state: “Today, we are going to play a game with the parts in words. I’m going to say a word slowly. I’ll wait a little between the first part and the second part. After I say the first part, you try to think what the word is, but don’t say it out loud. Here is the first word: *mon/ster*. Are you thinking of the word? It has two parts. Do you hear each part? *Mon/ster*.” More examples to try are *hap/py*, *pa/per*, *pen/cil*, and *pret/zle*. Next, the teacher has students try making each word part distinctly, on their own, using the words previously demonstrated by the teacher.
- The Reading Minilessons book does not include scripts for teaching oral syllable awareness skills. The goal of Lesson SAS.U1.RML4 is “Notice known parts of words and use them to help read the word.” The lesson defines a *part* here as “a letter or a cluster of letters.” The teacher does this by bringing students’ attention to the word *then*. The teacher says: “To figure out this word, I can look for a part I know. The word begins with a part you know: *the*. I see another part you know: the letter *n*. What is the word?” The word *then*, when broken up into phonemes, is /th/

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- /e/ /n/. The materials do not contain oral syllable awareness work.
- The Writing Minilessons book provides limited direct instruction for teaching oral syllable awareness skills. The goal of Lesson EWR.U3.WML3 is “Clap syllables and listen for sounds in each to help write words.” The teacher tells students, “Today you are going to learn how to listen for parts of a word to help you write it.” The teacher then shows students a picture of a rabbit and has students identify it. The teacher says, “When you say a word, you can clap the parts you hear. Each part is called a syllable. Say and clap *rab-bit*. How many parts do you hear in the word *rabbit*?” The teacher-facing directions state: “Invite children to say the parts of the word slowly, focusing on one part at a time, as you record the letters on a word card taped lightly to the easel. Then place the card in the pocket chart.” The teacher provides more examples, including *mitten*, *spider*, and *tiger*. While the initial exposure to the lesson allows for oral syllable awareness, there is no ongoing practice in the materials.
  - The Guided Reading materials provide some direct, explicit instruction, practice, and review to support the development of oral syllable awareness skills. For example, in a Level B Guided Reading lesson using the text *Dad and His Truck* by Dennis Dean, the “Phonics/Letter and Word Work” portion of the lesson is designed to “help the readers become more flexible in identifying the number of syllables in words.” Teachers are instructed: “Place the pictures for *dog* and *pencil* in the top row of the pocket chart. Ask students to say the word that names each picture, clapping the syllables. The word *dog* has one syllable, or word part. The word *pencil* has two syllables.” Students then receive the picture cards for *clown*, *eight*, *plant*, *seven*, *snake*, *toothbrush*, *turtle*, and *wagon*. Materials say: “Have the students take turns saying and clapping the name of a picture and then placing it under *dog* or *pencil*, based on the number of syllables they hear.” This routine continues until all the pictures are placed. Students then name the pictures in each column and clap the syllables. However, the lessons are not systematic because not all students may read that particular text.

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

- The PWS lessons incorporate four activities and resources for students to develop, practice, and reinforce skills. In Phonological Awareness, Lessons 6 and 8, students complete a two-way sort of picture cards. Students sort the cards by the number of syllables. In Phonological Awareness, Lesson 7, students complete the sentence stem “I love...” with their favorite food. Students then clap the syllables of the food they used to fill in the blank and share with the group. In Phonological Awareness, Lesson 9, students play a lotto game covering the numeral that represents the number of syllables represented by the picture card. These are the only four activities to develop, practice, and reinforce syllable awareness. Lessons are labeled “Generative,” and teachers are instructed that these lesson structures can be used over and over with different syllable awareness skills. Although there are a variety of activities using picture cards, oral language, and sorts, there is little evidence that lessons reinforce or review previously taught skills to constitute cumulative review.
- The Reading Minilessons book does not contain activities that allow students to develop, practice, or reinforce oral syllable awareness skills. For example, in Lesson SAS.U1.RML4, students’ application of the lesson is, “When you are reading today, if you come to a word you don’t know, look to see if there is a part that can help you.” Here the student is using “parts,”

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but they're doing so using print. Students engage with trade texts or other print in every lesson with no focus or opportunity to develop, practice, and reinforce oral syllable awareness skills.

- The Writing Minilessons book does not have a variety of activities and resources to develop, practice, and reinforce syllable awareness skills. The materials state: "A writing minilesson is brief. It focuses on a single writing concept to help children write successfully. A writing minilesson uses inquiry, which leads children to discover an important understanding that they can try out immediately." The activities focus on students engaging with texts and then using what they learn to apply to their own writing. Students focus on syllable awareness in very limited ways in order to help them encode in the activities. Only one lesson focuses explicitly on syllable awareness, Lesson EWR.U3.WML3. Students are asked to apply their learning of syllables in the following way: "When you write a word, make sure to say it slowly to listen for the sounds. Write the letters for the sounds you hear in the order you hear them. Bring your writing to share when we meet later." This activity has students practice syllable awareness, but there is no metric to measure student success, and students do not repeatedly practice this skill over the course of the materials.
- The Guided Reading materials incorporate activities and resources for students to develop, practice, and reinforce skills. However, there is little variety among syllabication activities, and there is no evidence that lessons are placed as cumulative review. Some guided reading lessons contain activities to identify a picture card, clap the syllables, and identify how many syllables the word contains. For example, these lessons are included in Guided Reading, Phonics/Letter and Word Work. They are included in the Level A lesson for *My Dad the Baker* by Kyle Stewart; Level B lesson for *Plants Everywhere* by Madeline Hyde; Level B lesson for *Dad and His Truck* by Dennis Dean; Level B lesson for *Reading* by Peter George; Level B lesson for *Dinner with My Dragon* by Jesse James; Level C lesson for *The Fox in the Barn* by Mary Lindeen; Level C lesson for *Caves* by Lisa Chesters Mazza; Level C lesson for *The Breakfast Treat* by Catherine Peters; Level D lesson for *So Happy!* by Judy Kentor Schmauss; and Level D lesson for *Ball Games* by Amy Tichbourne.

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### Indicator 3.B.2

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

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

### Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some systematic and some 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 some scripted direct (explicit) instruction for teaching phonemic awareness. Materials do not include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate some activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

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

- The “Phonics, Spelling, and Word Study” (“PWS”) lessons 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. Within the “Phonological Awareness” section of the PWS program, there are 26 total lessons, of which 15 focus on phonemic awareness. In Phonological Awareness, Lessons 10–12, students learn to “Hear and Say the Same Beginning Phoneme in Words.” In Lesson 13, students learn to “Hear

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and Say the Ending Phoneme in Words.” In Lessons 14 and 15, students learn to “Hear and Say the Same Ending Phoneme in Words.” In Lesson 16, students learn to change the beginning phoneme to make a new word. In Lessons 17 and 18, students learn to identify the middle phoneme. In Lessons 21–23, students learn to say multiple phonemes in a word. Lesson 24 teaches students to blend phonemes. In Lessons 25 and 26, students learn to delete phonemes.

- The “Reading Minilessons” do not provide a systematic sequence for introducing phonemic awareness. The Reading Minilessons book contains lessons that fall under four categories: “Management Minilessons, Literary Analysis Minilessons, Strategies and Skills Minilessons, Writing About Reading Minilessons.” Lessons categorized under these four categories are spread across the school year, and the program provides a suggested sequence for them in the introductory chapters of the materials. These lessons are described in the introductory materials: “The collection of 150 lessons for Kindergarten is embedded within an integrated set of instructional approaches that build an awareness of classroom routines, literary characteristics, strategies and skills, and ways of writing about written texts.” The lessons focus primarily on reading comprehension skills and strategies, but there are no lessons for phonemic awareness. Therefore, the materials do not provide a systematic sequence for introducing phonemic awareness activities.
- The “Writing Minilessons” do not provide a systematic sequence for introducing phonemic awareness. The Writing Minilessons book contains various types of lessons: “Management, Telling Stories, Making Books, Drawing, Exploring Early Writing, Writing Process.” These lessons are spread across an academic year and are listed in the Appendix in a “Suggested Sequence of Lessons.” The lessons focus on students working with print and then applying the lesson goal to their own writing, but they do not contain phonemic awareness activities. There is a sequence of lessons that focuses on building students’ skills gradually, but there is no systematic sequence for introducing phonemic awareness.
- The “Guided Reading” materials provide some phonemic awareness activities that include identifying, blending, and segmenting phonemes. However, the materials do not include a systematic sequence. For example, in a Level A Guided Reading lesson with the text *Ice Skating* by Sarah Michael, the “Phonics/Letter and Word Work” section is designed to “help the readers practice identifying beginning sounds in words.” Teachers place pictures of a bear and a bird in the pocket chart. Students read the words and identify the /b/ sound at the beginning of each word. Students are then given pictures of a deer, fox, lion, and mouse. Students match these cards with the beginning sounds of *fish*, *lamb*, and *monkey*. Similar lessons are included within Level A lessons for *My Bedroom* by Joan Iris Barnes, *Fishing* by Kyle Stewart, *The Cat’s Cookout* by Sarah Michael, *My Bookcase* by Max Rossiter. However, since there is no sequence of books for Guided Reading, and since books depend on students’ level, not all students may receive these lessons. Therefore, the Guided Reading materials do not provide a systematic sequence for phonemic awareness.

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

- The PWS lessons include some scripted direct (explicit) instruction for teaching phonemic awareness. For example, in Phonological Awareness, Lesson 9, students begin blending syllables. The teacher says: “Today, we are going to play a game with the parts in words. I’m going to say a word slowly. I’ll wait a little in between the first part and the second part. After I say the first

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part, you try to think what the word is... Here is the first word: *mon/ster*. Are you thinking of the word? It has two parts. Do you hear each part? *Mon/ster*." After a few demonstrations, the teacher says, "Now I'm going to say a word and I want you to say each part of the word like I do." The instruction is not direct and explicit.

- In Phonological Awareness, Lesson 13, Hear and Say the Ending Phoneme in a Word, the script instructs teachers to "explain to the children that today they will be learning how to listen for the last sound in a word that they say." Teachers then put the picture cards for *dog*, *book*, and *sun* in a pocket chart. "Invite children to say the word *dog* together with you, then say the word slowly, but don't distort it, emphasizing the first letter. 'You can hear the first sound of *dog*, can't you? The first sound of the word *dog* is /d/.'" The teacher script continues: "We've learned to say just the first sound of *dog* [demonstrate]. You try it. Now I am going to say just the last sound of *dog*. /g/. That's the last sound you hear at the end of the word. You say it like this: *dog*, /g/." This routine is repeated with the words *sun*, *hat*, *flag*, and *bear*.
- In Phonological Awareness, Lesson 22, students hear and say three phonemes in a word. The teacher says, "When you say a word, you can hear the first sound, can't you? Hold up a picture of a pig and ask children to identify it. You can hear each sound in this word by saying it slowly: /p/ /i/ /g/. Put a finger in the air as you say the /p/ sound." The teacher continues with the subsequent sounds. The teacher reviews the concept with other three-phoneme words and images. This is one of two lessons where students explicitly work to break words up into phonemes verbally. The phonemic awareness activities and the language used in this lesson are not a repeated part of the students' daily routine.
- The Reading Minilessons do not include scripted direct instruction for teaching phonemic awareness. In RML1, SA.SU2.RML1, the lesson says to engage students in a demonstration of taking apart new words. The teacher demonstrates how to take apart the word *shouted*. The teacher says, "Watch what I do to help me read this word." The teacher moves a card strip across the word *shouted* to reveal each word part slowly. "Listen as I take apart this word: /sh/, /out/, /ed/, /shouted/. What did you notice that I did when I got to *shouted*? You can use your finger to take apart new words. Think about what makes sense. They are looking for their boots and Ben shouted to Rosa. That makes sense." The teacher repeats this with the word *another*. The students then practice the activity with a partner. This lesson is connected to print and does not segment sounds to individual phonemes; therefore, it is not teaching phonemic awareness.
- The Writing Minilessons do not include scripted direct instruction for teaching phonemic awareness. In the Writing Minilessons book, WWR.U3.WML2, "Listen to all the sounds in a word," the teacher holds up a picture of a pig. The teacher says, "Look at the picture. What is this?" The teacher guides the students to say each sound slowly. The teacher asks the students to identify the letters that go along with each sound, then proceeds to write them. Although this lesson segments words into individual phonemes, the sounds are connected to print, and the lesson thus does not teach phonemic awareness.
- The Guided Reading materials include scripted direct (explicit) instruction for some phonemic awareness skills—identifying initial and final sounds. For example, in a Level A Guided Reading lesson using the text *Ice Skating* by Sarah Michael, the Phonics/Letter and Word Work lesson is designed to "help the readers practice identifying beginning sounds in words." The teacher is given a bulleted instruction list that includes a script: "Place the pictures *bear* and *bird* in the top row of the pocket chart. Have students say the name of each picture slowly as they listen for the beginning sound." Teachers are instructed to ask students, "What do you notice about both of

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these words?” As students relate that both words begin with the same sound, /b/, the teacher is instructed to pass out picture cards of a deer, fox, lion, and mouse to students and ask them to name each picture. Instructions continue: “Place the picture of *dog* under *bear*. Point to the picture *dog*. Say the name of this picture and listen for the beginning sound. What is the beginning sound? Who has the picture with a name that has the same beginning sound as *dog*? Ask the student to say the picture name (*deer*) and place it beside *dog* in the pocket chart. Have students name both pictures to confirm that the words begin with the same sound.” Teachers continue the routine with the pictures of *fish*, *lamb*, and *monkey*, having each student identify the picture matching the beginning sound. However, there is no guarantee that all students will receive this instruction since it is based on student reading levels.

**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.**

- Although the PWS materials include lessons on both phonemic awareness and the alphabetic principle, the materials do not include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. For example, in “Spelling Patterns,” Lesson 1, “Recognize and Use the CVC pattern,” the lesson instructs teachers to ask, “How many letters are in the word *pat*? What are the three letters? Where is the vowel in this word? Where are the consonants in this word? If needed, help children notice that the consonant *p* is at the beginning, the vowel *a* is in the middle, and the consonant *t* is at the end.” The teacher then explains the CVC pattern and that the middle vowel will be the short sound. The lesson did not begin with orally segmenting the word first. Instead, it asked how many letters, not sounds, the word has.
- In Phonological Awareness, Lesson 17, the teacher tells children they are going to listen to the sounds in the middle of words. The teacher asks students what sound they hear at the beginning of *hat*. The teacher asks the children what sound they hear in the middle of the word. Once they identify the /a/ sound, the teacher puts a picture of a hat in the short column of the word sort. The teacher repeats the process with words such as *sun* and *bed*. The assessment portion of the lesson does not notice whether students attempt to write the short vowels during their writing time; however, there is no direct, explicit, detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.
- The Reading Minilessons do not include direct detailed guidance for connecting phonemic awareness skills to the alphabetic principle. For example, in Lesson SAS.U1.RML2, the Reading Minilesson principle is “Read the sentence again and think what would sound right.” The teacher brings attention to the phrase “Tabby saw the mess” within a trade text, with the word *mess* covered with a sticky note. The teacher asks, “What word would sound right in this sentence?” The students guess the word that “makes sense” there based on what they can infer using the illustrations and sentence up to that point. The lesson is contrary to explicit instruction and does not connect phonemic awareness skills to the alphabetic principle to transition students to decoding and encoding.
- The Writing Minilessons do not include direct detailed guidance for connecting phonemic

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awareness skills to the alphabetic principle. For example, in EWR.U3.WML1, “Say words slowly and listen for the first sound,” the teacher tells students that they are going to make labels for books. The teacher says, “What can I write on this label so that I know what all of these books are about?” The instructions say to direct the children to come up with the word *farm*. The teacher says: “Let’s say the word *farm* together slowly to listen for the first sound. What sound do you hear first? The first sound is /f/. What is the letter that goes with that sound?” The teacher demonstrates writing the letter *f* and proceeds to write the rest of the word *farm* without segmenting sounds or referencing the alphabetic principle.

- Although the Guided Reading materials include lessons that connect the phonemic awareness skills to the alphabetic principle and transition students from oral language activities to basic decoding and encoding, the materials do not include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle. For example, in the Level C Guided Reading lesson using the text *Growing Lettuce* by Madeline Hyde, the Phonics/Letter and Word Work portion involves students making CVC words. The students say the word *top* slowly and use sound boxes to place the letter that represents each oral sound. The teacher asks, “What sound do you hear at the beginning of the word *top*? What letter stands for the sound /t/?” Students then place a magnetic letter in the first box. The teacher continues the questioning routine for the middle and ending sounds, while the students fill in the sound boxes with the correlating letter to create the complete word *top*. The entire cycle is then repeated for the words *cut* and *sun*. This lesson connects phonemic awareness skills to the alphabetic principle; however, the materials indicate that this lesson is designed to “help the readers become more flexible with CVC words.” This is not explicit, detailed guidance for connecting phonemic awareness skills to the alphabetic principle.

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

- The PWS materials incorporate activities and resources for students to develop and practice skills. Activities and resources include word cards, letter cards, picture cards, magnetic letters, clapping syllables, oral response, and sorting. For example, in Phonological Awareness, Lesson 14, in the “Apply” section, students work with a partner to complete a two-way sort (sorting by ending sound /n/ or /t/ with picture cards). In Phonological Awareness, Lesson 24, students work in a small group on the activity “Lotto” in groups of three or four. Students blend the phonemes and cover the corresponding picture on the lotto card. In Phonological Awareness, Lesson 25, students look at a pig and cat picture card. Students listen to the teacher say the word *pig* without the /p/ sound and then respond to the teacher, saying *cat* without the /k/ sound. Students repeat the oral response routine with the words *bat* and *duck*. Students then repeat the routine using students’ names in the class, such as *Mike-ike* and *Jim-im*. The activities do not demonstrate a cumulative review of phonemic awareness skills.
- The Reading and Writing Minilessons do not incorporate a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. Lessons include pocket charts with picture cards that are used for word identification and practice activities. Many of the activities use magnetic letters and whiteboards for further practice of word formation and minimal syllable work. Activities are limited and do not connect to phonemic awareness.

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Because the lessons lack phonemic awareness activities, there are also no opportunities for cumulative review.

- The Guided Reading materials incorporate some activities and resources for students to develop, practice, and reinforce skills. However, there is little evidence of a variety of activities and little evidence of cumulative review for phonemic awareness. The majority of the activities in the materials for phonemic awareness center around picture cards, oral response, and matching picture cards with common beginning or ending phonemes. For example, in a Level A Guided Reading lesson using the text *My Bookcase* by Max Rossiter, teachers display the picture cards for *ball, book, cat, couch, desk, doll, game, goat, hat, and hose*. Students say the name of each picture slowly and listen for the beginning sound. After students identify /b/ as the beginning sound of *ball* and *book*, the teacher puts the picture card for *couch* on the pocket chart and has the students find the card with the matching beginning sound of /c/. This routine is continued for *desk/doll, goat/game, and hose/hat*.

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### Indicator 3.C.1

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

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

### Partial Meets | Score 2/4

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

Materials do not provide a sufficient systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide some scripted instruction for grade-level sound-spelling patterns. Materials incorporate some activities and resources for students to develop, practice, and reinforce skills. Materials provide some activities and resources to decode and encode words that include taught sound-spelling patterns in isolation and in decodable connected text that builds on previous instruction.

Evidence includes but is not limited to:

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

- Materials do not include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include two lessons on CVCC and CCVC spelling patterns that align to the TEA definition of sound-spelling patterns. The two lessons refer to digraphs in the "Extend Learning" section of the lessons; however, directions provide a vague reference to digraphs and are not explicit. For example, in "Word-Solving Actions," Lesson 1, directions suggest, "When children have good control of initial sounds, you may also connect names to other words using ending sounds or using consonant digraphs." However, the lesson does not provide any instruction on digraphs. Additionally, in the Extend Learning section of Word-Solving Actions, Lesson 3, directions suggest, "As you work with children to make new words by changing first sounds, include examples of words that have initial blends or digraphs." The lesson does not provide any other reference to digraphs or examples for teacher modeling.

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- The scope and sequence included in the materials extends beyond the scope of the TEKS for kindergarten by introducing students to a vowel-team syllable. “Spelling Patterns,” Lesson 4, teaches a long vowel sound represented by the *-ay* spelling pattern.
- The “Reading Minilessons” do not provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The Reading Minilessons book contains lessons that fall under four categories: “Management Minilessons, Literary Analysis Minilessons, Strategies and Skills Minilessons, Writing About Reading Minilessons.” Lessons categorized under these four categories are spread over the course of the school year, and the program provides a suggested sequence for them in the introductory chapters of the materials. These lessons are described in the introductory materials: “The collection of 150 lessons for kindergarten is embedded within an integrated set of instructional approaches that build an awareness of classroom routines, literary characteristics, strategies and skills, and ways of writing about written texts.” The scope and sequence and purpose of the lessons fall under the “umbrellas” of print awareness and reading comprehension. While some lessons state to “look for a part you know,” most lessons reference the strategy “Does it look right? Sound right? Make sense?” Therefore, the materials do not introduce grade-level sound-spelling patterns as outlined in the TEKS, nor do they provide a systematic sequence.
- The “Writing Minilessons” do not provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The Writing Minilessons book contains six types of lessons: “Management, Telling Stories, Making Books, Drawing, Exploring Early Writing, Writing Process.” These lessons are spread across an academic year and are listed in the Appendix in a “Suggested Sequence of Lessons.” The lessons focus on students working with print and then applying the lesson goal to their own writing. While some lessons reference “saying words slowly” and “listening for sounds in words,” the materials are not sequenced strategically and provide only four lessons to introduce grade-level sound-spelling patterns as outlined in the TEKS.
- The “Guided Reading” materials provide some activities for introducing grade-level sound-spelling patterns. However, there is no evidence of a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. For example, in a Level B Guided Reading lesson using the text *My Big Pet* by Jesse James, the “Word Work” portion of the lesson is designed to “write words with the CVC pattern.” However, as there is no sequence of books for guided reading, and since books depend on students’ level, not all students may receive these lessons. Therefore, the guided reading materials do not provide a systematic sequence for grade-level sound-spelling patterns.

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

- In Spelling Patterns, Lesson 1, the focus is CVC words. The teacher displays and reviews the vowels with the students. The teacher builds the word *pat*, borrowing the *a* from the group of vowels: “How many letters are in the word *pat*? What are the three letters? Where is the vowel in the word? Where are the consonants in this word? Many words have this spelling pattern—a consonant, then a vowel, and then another consonant. When you see this pattern in a word, the vowel stands for its short sound, /a/ like the *a* in *apple*.” The teacher repeats this process with the words *pot* and *pet*.

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- Materials do not include scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials limit lessons of CVCC and CCVC spelling patterns to two lessons. The two lessons in the materials reference digraphs; however, the lessons lack specific and precise terms, phrasing, and statements for teachers to use.
- In *Word-Solving Actions*, Lesson 1, directions suggest, “When children have good control of initial sounds, you may also connect names to other words using ending sounds or using consonant digraphs.” The lesson does not provide any other reference to digraphs.
- In the Extend Learning section of *Word-Solving Actions*, Lesson 3, directions suggest to teachers, “As you work with children to make new words by changing first sounds, include examples of words that have initial blends or digraphs.” The lesson does not provide any other reference to digraphs. There is no explicit instruction for consonant blends or digraphs.
- The Reading Minilessons do not include scripted direct instruction for grade-level sound-spelling patterns. In SAS.U1.RML1, the goal is to “notice known parts of words and use them to help read the word.” The script states to read the text *Pitter Patter* and pause at the word *then*. The teacher says: “To figure out this word, I can look for a part I know. The word begins with a part you know: *the*. I see another part you know: the letter *n*. What is the word? What did you notice I did to figure out the word?” The teacher reads the whole sentence and says, “Does the word *then* make sense on this page? You can look for a part or parts you know to help you read a new word.” Although the lesson contains a script, it does not teach grade-level sound-spelling patterns.
- The Writing Minilessons include some scripted direct instruction for grade-level sound-spelling patterns. In WML.U3.WML2, the goal is to listen for all the sounds in a word. The script states to display a picture of a pig and say, “Let’s say the word *pig* together slowly to listen for the first sounds. What sound do you hear first in *pig*? The first sound is /p/. What letter goes with that sound?” The teacher points to *p* on the ABC chart and uses a verbal path to tell how to write a *p*. The teacher completes the word *pig* by having students identify the sounds and letters for *i* and *g*, then says, “I wrote the word *pig* by saying it slowly and listening for all the sounds.” This is one of four lessons that use grade-level sounds to teach encoding, including WML.U3.WML1, WML.U3.WML2, WML.U3.WML3, and WML.U3.WML5. Sound-spelling patterns are not taught over the course of the year.
- The Guided Reading materials provide some scripted direct instruction on applying knowledge of grade-level sound-spelling patterns. For example, in a Level D Guided Reading lesson, with the text *Bear and Puddle* by Jacqueline Adams, the “Phonics/Letter and Word Work” goal is to “make and break apart CVC words.” The lesson is bulleted with directions to the teacher: “Make the word *got* on the whiteboard with magnetic letters.” The teacher is then instructed to read the word and ask, “What is this word?” The teacher gives the students the magnetic letters *g*, *h*, *i*, *m*, *o*, *s*, and *t* and says: “Now you make the word *got*, placing the letters from left to right on your whiteboard. Run your finger under the word and read it. Mix up your letters. Make the word again and read it. Mix up your letters and make the word quickly. Run your finger under it and read the word.” This process is repeated with *him*, *his*, and *hot*. Although the lesson contains a script on encoding and decoding CVC words, the lesson does not rely on the sounds of the letters to either encode or decode.

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

- Materials do not include a variety of activities and resources for students to develop, practice, and reinforce skills. Materials include two lessons on CVCC and CCVC spelling patterns that align to TEA's definition of sound-spelling patterns. The two lessons refer to digraphs in the Extend Learning section; however, directions provide a vague reference to digraphs. The two lessons referencing digraphs lack activities and resources to develop, practice, and reinforce students' knowledge of sound-spelling patterns. The two lessons do not include opportunities for students to decode and encode words in isolation or provide opportunities for application in the form of decodable texts.
- In "Letter-Sound Relationships," Lesson 3, the objective is "Recognize and Use Beginning Sounds and the Letters that Represent Them." In the "Apply" section of the lesson, students do a three-way sort, sorting pictures by their initial sound. While this demonstrates an opportunity to practice letter-sound correspondence, there are no opportunities for students to develop, practice, and reinforce grade-level sound-spelling patterns such as consonant blends or digraphs.
- 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 "Spelling Patterns," Lesson 3, students practice spelling with the phonogram *-at*. Students use magnetic letters, tiles, or letter cards to make words with the pattern, using the initial consonants *a, b, c, f, h, m, p, r, s,* and *t*. This practice centers on phonograms to spell rather than grade-level sound-spelling patterns such as digraphs.
- In Spelling Patterns, Lesson 5, the objective is "Recognize and Use Phonograms with a VCe Pattern: *-ake*." In the Apply section of the lesson, students use magnetic letters, tiles, or letter cards to make words with the pattern, using the letters *a, b, c, e, f, h, k, l, m, q, r, s, t, u,* and *w*. Children are encouraged to write their words after they build them. This is practice focused on the VCe spelling pattern, a sound-spelling pattern that extends beyond the scope of the kindergarten TEKS.
- The Reading and Writing Minilessons do not incorporate a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns. Whole group lessons include pocket charts with picture cards that are used for word identification and practice activities. Some whole group activities use magnetic letters and whiteboards for further practice of word formation and minimal sound-spelling work. Because grade-level sound-spelling pattern instruction is not given consistently throughout the year, there are also no opportunities for cumulative review.
- The Guided Reading materials incorporate activities and resources for students to develop, practice, and reinforce some grade-level sound-spelling patterns. However, there is little evidence of intentional cumulative review. The majority of the grade-level sound-spelling pattern activities involve magnetic letters and a discussion routine between the teacher and students. For example, in a Level D Guided Reading lesson using the text *A Job for a Sloth* by Wendy Svec, the Phonics/Letter and Word Work goal is to "make words with the CVC pattern." The teacher uses the top row of three connected sound boxes to make CVC words. The teacher says *bed* slowly and asks, "What sound do you hear at the beginning of the word *bed*? What

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letter stands for the sound /b/?” The teacher places a magnetic letter *b* in the first box. The teacher repeats this questioning for the middle and final sounds in the word *bed*, then runs a finger under the word and reads it. Students repeat this process with the words *bed*, *box*, *hen*, *wet*, and *yes*.

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

- Materials provide 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 “Spelling Patterns,” Lesson 3, students practice spelling with the phonogram *-at*. Students use magnetic letters, tiles, or letter cards to make words with the pattern, using the initial consonants *a*, *b*, *c*, *f*, *h*, *m*, *p*, *r*, *s*, and *t*. This practice centers on phonograms to spell rather than grade-level sound-spelling patterns such as digraphs.
- In Spelling Patterns, Lesson 5, the objective is “Recognize and Use Phonograms with a VCe Pattern: *-ake*.” In the Apply section of the lesson, students use magnetic letters, tiles, or letter cards to make words with the pattern, using the letters *a*, *b*, *c*, *e*, *f*, *h*, *k*, *l*, *m*, *q*, *r*, *s*, *t*, *u*, and *w*. Children are encouraged to write their words after they build them. This is practice focused on the VCe spelling pattern, a sound-spelling pattern that extends beyond the scope of the kindergarten TEKS.
- The Reading Minilessons do not provide a variety of activities and resources for students to practice grade-level sound-spelling patterns. In SAS.U1.RML3, the goal is to “read the sentence again and get your mouth ready for the first sound.” In this lesson, while reading the connected text *Not Quite Right*, students use initial sounds to figure out the word *windows*, but they do not apply grade-level sound-spelling patterns. The teacher says, “I am going to read the sentence again and get my mouth ready for the first sound of the word. ‘It had little /w/.’ Look at the picture. There’s the playhouse. What does it have that starts with /w/? *Window* starts with *w*.” The materials provide very few opportunities to decode words in isolation and no encoding practice. There is no connected text other than suggested trade texts listed in the “You Will Need” section of the lesson, which are not decodable texts.
- The Writing Minilessons do not provide a variety of activities and resources for students to practice encoding grade-level sound-spelling patterns. In EWR.U3.WML1, the goal is to “say words slowly and listen for the first sound.” The teacher models how to say the word *farm* slowly to hear the /f/ sound, but then spells the rest of the word for the students without using sounds. The lesson does not include decoding in isolation or connected text.
- The Guided Reading materials provide some activities and resources for students to practice grade-level sound-spelling patterns. Although most lessons are within Guided Reading lessons and text, not all texts are decodable or build on previous instruction (e.g., within sentences or decodable texts). For example, in a Level D Guided Reading lesson using the text *My Pet Hamster* by Aria Nicoletta, the text is not fully decodable, as it includes words such as *broccoli* and *spinach*. The Phonics/Letter and Word Word goal is “hear and divide CVC words into onsets and rimes.” This lesson is an oral activity that uses picture cards. Therefore, students do not read grade-level sound-spelling patterns in isolation. Students read some grade-level sound-

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spelling patterns in connected text, such as “He runs and runs and runs!” The lesson includes an optional “Writing About Reading” section with the prompt “How to Take Care of a Hamster,” which allows students to practice encoding; some words have grade-level sound-spelling patterns.

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### Indicator 3.C.2

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

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

### Partial Meets | Score 2/4

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

Materials do not provide a systematic sequence for introducing regular and irregular high-frequency words. Materials do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Materials incorporate some activities and resources for students to develop, practice, and reinforce high-frequency words, but there is no cumulative practice. Materials provide some activities and resources for students to recognize, read, and write high-frequency words in isolation. The connected text suggested in lessons is not decodable.

Evidence includes but is not limited to:

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

- Materials do not provide a systematic sequence for introducing regular and irregular high-frequency words. For example, materials provide seven explicit high-frequency word lessons, including three lessons to recognize and use high-frequency words with one, two, or three letters; three lessons to recognize and use high-frequency words with three or more letters; and one lesson to locate and read high-frequency words in continuous text. These lessons are organized in order from easiest to more complex and are integrated within the suggested scope and sequence for the “Phonics, Spelling, and Word Study” (“PWS”) program. HFW1 is suggested to be taught early in the year and includes words such as *to, in, the, go, he, can, and like*. HFW2 and HFW3 are suggested to be taught in the middle of the year and include words such as *and, will, we, I, a, go, you, up, come, look*, and some color words. The remaining lessons are suggested to be taught later in the year.
- PWS materials provide a 100-most-frequent-words list within the “Online Resources.” Teachers are encouraged to work towards teaching students all 100 words. Both regular and irregular

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words are included in the suggested list; however, materials do not include guidance to support teachers in providing explicit instruction for the 100 most frequently used words. Additionally, materials do not state the research from which these words were compiled. The materials introduce high-frequency words but do not appear to offer a consistent year-long set of instruction. The materials provide a sequence of lessons that introduce a few high-frequency words; however, teacher guidance states that words can be changed if necessary.

- The “Reading Minilessons” do not explicitly teach high-frequency words and therefore do not provide a systematic sequence for introducing regular and irregular high-frequency words. In some lessons, the optional lesson extensions suggest the usage of high-frequency word charts and word walls, but not in a systematic sequence. For example, in SAS.U1.RML5, “Read the Words You Know Quickly,” the “Extend the Lesson (Optional)” states, “Add high-frequency words to the chart or a word wall so children learn to recognize them and review them periodically.” The suggested words are not listed.
- Within the “Writing Minilessons,” the materials provide recommended grade-level lists of high-frequency words. The lists begin with 25 words (for K–1) and increase in increments. There are lists for 25, 50 (recommended for grade 1), 100 (recommended for grades 1–2), 200, and 500 words (both recommended for grades 2–6). Other than the recommended grade levels for each list, there is no evidence that the materials provide a systematic sequence for introducing regular and irregular high-frequency words. Although both irregular and regular high-frequency words appear on the lists, there is no distinction made between them throughout the materials.
- In “Guided Reading,” high-frequency words appear in texts and are part of some word work instruction; however, there is no systematic sequence nor distinction made between regular and irregular words. For example, in Level A, *Ready to Go*, the sentences all include the stem / *have my*. There is no explanation provided as to why these words are presented so early in the materials, as there is no explanation as to how or why the high-frequency words are presented in the curriculum, nor is there a provided sequence.

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

- Materials do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. For example, in PWS, High-Frequency Words, Lesson 1 is titled “Recognize and Use High-Frequency Words with One, Two, or Three Letters.” Students are introduced to the words *the*, *and*, *is*, and *can*, which include regular and irregular words. In the lesson, the students watch the teacher demonstrate how to spell the words. When spelling the word *the*, the script states: “Now I’ll make the word *the* with magnetic letters. I’m looking for a *t*. Place the *t* on the board, and then demonstrate looking for and placing the *h* and *e*. I want to be sure that every letter is in the right order.’ Demonstrate how to check by pointing to each letter in both words, in order: *t-t*, *h-h*, *e-e*, *the*.” The students apply this instruction by completing a worksheet where they read the word, make the word with magnetic letters, and then write the word on handwriting lines. The lesson does not apply letter-sound correspondence to decode or encode the words; it relies on spelling and memorization.
- Materials do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. For example, in PWS, High-Frequency Words, Lesson 4, “Read, Make, and Write,” the teacher says to students, “There are some words you will read and

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write many times.” The teacher places the words *like*, *when*, *not*, *look*, and *how* in the left column of a magnetic board. The teacher tells students, “You are going to read, make, and write some words today.” The teacher then says, “The first word is *like*.” The students repeat the word. The teacher asks what letters are in the word. The teacher makes the word *like* with magnetic letters, then demonstrates checking by naming each letter on the board, “l-i-k-e *like*.” The teacher writes the word *like*, then reads all three versions of *like*, for a total of three times. The lesson does not apply letter-sound correspondence to decode or encode the words, instead relying on spelling and memorization.

- The Reading Minilessons do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. For example, in Reading Minilessons, RML.5, SAS.U1.RML5, the goal is “to read the words you know quickly.” The lesson utilizes the text *Wiggles: Poems to Make You Wiggle Your Fingers and Toes*. The teacher states: “In this poem, there is a word that you know well. The word is on these pages many times.” The teacher invites students to practice finding the word *and* and marking it with highlighter tape. The teacher states: “You know this word, so you can read it quickly. When you read a word quickly, it will help you read smoothly and you can think about what the writer is saying. Let’s read it together. Follow along and read while I point.” The students then practice in the “Have a Try” portion of the lesson. The teacher states: “The word *can* is on this page four times. Take turns pointing to *can* two times. Everyone else look for *can* with your eyes.” The teacher continues with the word *me*. While students practice reading the high-frequency word, there is no instruction for decoding or differentiating between decodable and non-decodable words.
- The Writing Minilessons do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. In EWR.U3.WML4, Minilesson 4, the focus is “Write the Words You Know Quickly.” The teacher displays a piece of writing the class wrote together and states: “You know some of the words we wrote because they are on our word wall and you see them in the books we read. You might even have them on your personal word list.” The teacher helps a volunteer highlight the words they know well and invites the class to write the high-frequency words in the air or on the carpet. The teacher states, “When you do your own writing and write a word that you have seen and used a lot, remember to write it quickly.” There is no decoding or encoding practice or letter-sound connection.
- The Guided Reading lessons do not provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Within some of the Guided Reading lessons, there are lessons for high-frequency words. For example, in the Level A text *The Picture Wall* by Paul Vassos, the “Phonics and Word Study” goal is “to make high-frequency words (*at*, *look*, and *my*).” The “Introducing the Text” section directs: “Turn to page 2 and 3. What person does David want you to look at? He says, ‘Look at my mom.’ Say ‘look.’ What letter would you expect to see at the beginning of *look*? Find *look*. Put your finger under the word *look*. Get a good look at that word. Let’s say it together. ‘Look at my mom.’” Later in the Guided Reading lesson, during the “Teaching Point,” students are instructed to locate the words (*at*, *look*, and *my*) within the text and frame the words with their fingers. Although there are explicit directions for teachers to follow, the materials do not provide systematic practice of decoding and encoding high-frequency words. There is no evidence that the materials distinguish between regular and irregular high-frequency words, although both are used in the lessons.

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

- Materials incorporate limited activities and resources for students to develop, practice, and reinforce skills. For example, in PWS, High-Frequency Words, Lesson 5, teachers are instructed to use a “Read, Make, Write Sheet,” word cards, and magnetic letters to allow students to identify and build high-frequency words. Students read the word cards, build the words with magnetic letters, and then write the high-frequency word in the box. As students build the words with magnetic letters, the teacher models the order of the letters in the word. However, there is no evidence of a cumulative review of high-frequency words.
- Materials include interactive read-alouds that incorporate some high-frequency words. PWS, High-Frequency Words, Lesson 1, includes an interactive read-aloud that has students listen for high-frequency words. The students listen to a few sentences from *Fish Eyes* and *The Bus for Us* and identify high-frequency words. The lesson provides a shared reading that instructs students to listen for one-, two-, and three-letter high-frequency words and highlight them. Finally, students participate in interactive writing and write high-frequency words quickly, while another student locates the word on the word wall. Although students practice identifying selected high-frequency words, the lesson does not provide cumulative review.
- PWS “Online Resources” include “High-Frequency Words, Lesson 1, Recognize and Use High-Frequency Words with One, Two, and Three Letters.” This is a printable document that includes pocket-chart-sized flashcards, the “Ready-Make-Write” sort, smaller flashcards, and individual letters to build the sight words. For example, this set includes all of the materials to make the words *I*, *a*, *it*, *to*, and *me*. There are a total of seven of these resource sets in the kindergarten program. However, the sets are not cumulative.
- The “Shared Reading” materials incorporate some resources and activities for students to practice reading and locating high-frequency words. For example, in a Shared Reading lesson using the text *Stars* by Catherine Friend, one of the goals is “Locate known high-frequency words in print.” Additionally, in the same lesson, as “Possible Teaching Opportunities (During/After Reading),” the materials suggest: “Locate and identify known high-frequency words. Highlight them using highlighter tape, a masking card, or wax craft sticks. Model the spelling of each word and have children skywrite it as you write and spell, being sure to pronounce the word when you have all the letters.” In this same lesson, under the “Assessment” portion, the materials suggest that teachers observe to ensure that students can “locate and read some high-frequency words in the text.” It is unclear if these activities are reinforcement of previously taught words through cumulative review. Not all Shared Reading or Guided Reading lessons incorporate word work with high-frequency words.
- In some Guided Reading lessons, there are limited activities and resources to practice high-frequency words. In Guided Reading Level B, *Our Treehouse*, in the “Phonics and Word Work” section, the goal is to help students recognize more high-frequency words. The students are given a set of magnetic letters. The teacher tells the students to make the words *we*, *from*, and *see*. On each page of the text, there are the words *we*, *from*, and *see*, so students are reading high-frequency words from previous lessons as well as the recently learned words; however, not all students in the class will participate in this lesson, since students are placed into groups based on levels.

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

- Materials provide limited activities and resources for students to recognize, read, and write high-frequency words in isolation. For example, Online Resources include the resource “50 High-Frequency Words (Teach Cards),” which provides printable flashcards. They are presented in alphabetical order, so there is no systematic sequence indicated. The Online Resources offer printable cards that list high-frequency words with one, two, and three letters.
- Materials provide limited activities and resources for students to recognize, read, and write high-frequency words in connected text. For example, in PWS, High-Frequency Words, Lesson 7, “Locate and Read High-Frequency Words in Continuous Text,” the teacher models using the poem “Pat-a-cake,” from *Words That Sing*. Students locate “words they know”; highlight the word *it*; and repeat with a printed version of the poem, locating words they know independently. This is the only lesson where students explicitly highlight and read high-frequency words in connected text.
- While the materials provide suggestions for recognizing and reading words in the “Extend the Lesson” portion of the lesson, the texts suggested are shared readings of poems, not decodable texts. The suggested resources *Words That Sing* and *Sing a Song of Poetry* are not decodable texts and do not have a resource that lists which high-frequency words can be found in each poem.
- In PWS, High-Frequency Words, Lessons 1, 2, 4, 5, and 6, students complete a Make-Read-Write worksheet in which they write some high-frequency words. In this activity, students use high-frequency word cards to copy words with magnetic letters, read the words, and then write the words on the page.
- PWS materials identify a “Word Wall” as one of the vital resources for the kindergarten classroom. The description for an effective Word Wall suggests placing the high-frequency words on the Word Wall as they are taught. This includes the words *I, a, an, and, at, but, come, can, for, get, go, have, in, is, it, look, make, me, my, no, not, or, play, said, see, she, be, the, then, they, this, to, up, we, went, with, you*.
- The Writing Minilessons provide a list of 25 high-frequency words, which can be read in isolation; however, the materials do not provide activities to utilize the list. For example, in Writing Minilesson 5, “Extensions for Learning How to Write Words,” states: “Place games in the word work center to practice recognizing and writing high-frequency words, understanding syllables, or building words from a phonogram.” However, the materials do not provide such games.
- Materials provide some activities and resources for students to recognize, read, and write high-frequency words in connected text (e.g., within sentences or decodable texts). All of the Shared Reading and Guided Reading texts contain regular and irregular high-frequency words that students recognize and read during the reading of the text. The Guided Reading texts include a “Recording Form” for teachers to record accurate reading. All of the text on the Recording Form includes regular and irregular high-frequency words; however, this tool is meant to be used as an assessment tool rather than as an activity or resource for students to recognize, read, and write high-frequency words in the text.

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### Indicator 3.D.1

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

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

### Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- Materials include limited embedded modeling and practice with word lists, decodable phrases/sentences, and decodable texts in the lesson. For example, in “Phonics, Spelling, and Word Study” (“PWS”), “Spelling Patterns,” Lesson 1, the teacher uses magnetic letters to model and practice CVC words. The teacher builds the word *pat* with magnetic letters and says: “How many letters are in this word? Where are the consonants in this word? Many words have this spelling pattern—a consonant, then a vowel, then another consonant. When you see this pattern in a word, the vowel stands for its short sound, like *a* in *apple*.” The teacher then replaces the vowel to form *pot* and *pet*. The materials direct the teacher to “build more CVC words, replacing a consonant or a vowel one at a time.” The materials do not provide a word list beyond the first three words to model. The lesson suggests reading “There Was an Old Woman” from *Words That Sing* to identify words with the *-an* spelling pattern; however, the text of this poem is not decodable, and materials include one word with the *-an* pattern—*woman*—which is also not decodable.
- In PWS, Spelling Patterns, Lesson 6, materials include limited modeling and practice of the VCe pattern, using the *-ine* word family. The lesson prompts the teacher: “Show a few words ending in *-ine* that children know, such as *line* and *nine*.” The teacher asks, “What do you notice in all of these words? Each of these words has the letters *-ine* in it. What kind of letter is *i*? The letter *a*

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[sic] is a vowel. What kind of letter is *n*? The letter *n* is a consonant. When you see a vowel and consonant followed by the letter *e* at the end of a word, the vowel sound is usually its name and the *e* is silent.” The teacher then invites the students to generate more *-ine* words and adds them to the list. The students then reread the list of words. The materials do not provide a word list beyond the first two words to model. The lesson suggests reading “Go to Bed Early” from *Words That Sing*; however, the poem is not considered decodable and does not contain words with the *-ine* pattern.

- Materials include guidance for “Shared Reading” that embeds modeling and practice to give students “the opportunity to engage in the reading process with texts that most students would not be able to read independently.” The materials provide modeling and practice with texts; however, there is no evidence of modeling or practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. For example, in Shared Reading, students listen to *Country ABCs* by Finnoula Louise. The teacher is instructed: “Reread the whole text several times over a few days to increase participation and attention to text features. The goal is for the children to be able to read the text independently. The following are suggestions: Have children read the letters as you read the words. Then read the letters and have the children read the words. Have one group of children read the letters and another group read the words, and have children read the page that corresponds to the first letter of their first/last name.” Although the materials provide modeling and demonstration of fluent reading, there is no evidence that this practice is aligned to decodable texts.
- In “Reading Minilessons,” Umbrella 1, Minilesson RML 5, “Searching for and Using Meaning, Language, and Visual Information,” “Read the Words You Know Quickly,” the lesson rationale states, “Fast, automatic recognition of a growing number of words supports fluent reading of the text.” The teacher places a poem from *Wiggles: Poems to Make You Wiggle Your Fingers and Toes* where students can see it. The teacher says, “In this poem, there is a word you know well. The word is *and* and it is on these pages several times.” The teacher selects students to come and highlight the word *and* in the poem. The teacher and students read together. The teacher points to the words, and students follow along as they are reading. There is no mention of decoding skills, lessons, words, phrases, or lists 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 limited word reading fluency practice in partners. For example, in PWS, Spelling Patterns, Lesson 3, students work independently with magnetic letters to generate a list of *-at* words and write the words on a list. Students then practice reading the list independently and to a partner. The materials do not provide lists of words for students to practice fluency in the spelling pattern.
- Materials provide practice in word reading fluency in whole group lessons involving choral reading response. For example, in PWS, Spelling Patterns, Lesson 5, during a VCe lesson, the teacher writes *make*, *cake*, and *bake* on chart paper, and the students read them aloud. Students then name additional words with this pattern, and the whole class reads the new list aloud.
- Materials provide practice for fluency in different settings. Within the “Literacy Continuum,” “Figure I-2: Framework for Guided Reading” describes that as students read the text

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independently, the teacher should “teach for, prompt for, or reinforce the effective use of systems of strategic actions (including searching for and using information, monitoring and self-correcting, solving words, and fluency).” Materials also address fluency through “Shared and Performance Reading.” The Literacy Continuum states that for early readers, teachers and students “read the text together,” and teachers “invite the students to join in with you (teachers) on the second time.” Although there are a variety of settings for reading texts as a whole, there is little evidence that students are given the opportunity to practice word reading fluency with words in isolation and in decodable connected texts with accuracy and automaticity outside of the PWS lessons.

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

- Although the materials refer the teacher to poems in *Sing a Song of Poetry* and *Words That Sing* in the “Connect Learning Across Texts” section, the poems and texts found in these anthologies are not decodable texts. They are not aligned with the suggested scope and sequence of the lessons. For example, in PWS, Spelling Patterns, Lesson 2, materials focus on the *-at* pattern. For the connected text, materials refer teachers to “My Head” in *Words That Sing*. The first two lines of the text are “This is the circle that is my head. This is the mouth with which words are said.” The poem is not decodable, according to kindergarten TEKS. The materials do not provide decodable texts that align with the suggested sequence of lessons.
- Materials include text sets to use in “Guided Reading” that are “leveled on a gradient of difficulty.” The Literacy Continuum states: “As they (students) read texts, individuals are always applying phonics and word study principles, and across the gradient, they do so on more and more complex words. Word solving includes not only decoding but deriving the meaning of words.” Also within the Literacy Continuum, each level is described in terms of genre, text structure, content, themes and ideas, language and literary features, sentence complexity, vocabulary, and words. For example, “Characteristics of Texts at Level A” include “mostly one-, two- and three-syllable words fully supported by the pictures, some simple plurals using *-s* or *-es*, repeated use of a few easy high-frequency words: e.g., *is, it, I, am, the, here, look*, a few verbs with inflectional endings: e.g., *-s, -ing*, many words with easy, predictable letter-sound relationships (decodable), and words with easy spelling patterns (VC, CVC, CVCe).” Although the materials suggest a sequence of the texts ordered by difficulty, there is no evidence that the provided variety of grade-level decodable texts are connected or aligned to the phonics scope and sequence.
- The “Fountas and Pinnell Classroom” collection of interactive read-aloud texts has a disclaimer that states, “In every way except decoding the words, they (the students) are processing the text—interpreting it, responding to it, and remembering it. So while children are not ‘reading’ the text during interactive read-aloud, the careful thinking and talking that they are doing about the text makes this instructional context a vital, essential, and enjoyable part of the school day.” Therefore, the interactive read-aloud texts are not decodable.

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### Indicator 4.1

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

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

### Partial Meets | Score 1/2

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

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

Evidence includes but is not limited to:

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

- The “Phonics, Spelling, and Word Study” (“PWS”) online resources provide multiple assessment components. The “Assessment Overview” states: “You can use these tasks in multiple ways: You can use them as diagnostic tools to determine what children know and need to know; you can use them as monitoring tools to help you keep track of your teaching and children’s learning; and you can also use them as documentation of the teaching and learning you and the children have accomplished.” There are nine categories of assessments: “Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High-Frequency Words, Word Meaning/Vocabulary, Word Structure, Word-Solving Actions.” Within each assessment category, there are multiple subtests. For example, the Phonological Awareness assessment has a progression of ten skills from simple to more complex: “1. Hearing Rhymes, 2. Hearing Syllables, 3. Identifying Sounds in Words, 4. Segmenting a Word into Sounds, 5. Identifying Beginning Consonant Sounds, 6. Identifying Ending Consonant Sounds, 7. Blending Sounds to Make Words, 8. Blending Word Parts, 9. Removing Sounds From Words, 10. Segmenting Word Parts.”
- The Assessment Overview instructs that “teachers need to have a classroom assessment plan that includes the systematic collection of data on what children know about letters, sounds, and words. The assessment plan leads directly to instruction.” Within the PWS lessons, the materials provide two assessment strands. One is “Ongoing Observation,” and the other is “Systematic Assessment Tasks.” Systematic Assessment Tasks are “formal structured experiences in which the tasks are standardized.” Assessment tasks are available within the online resources; there

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are a variety of assessments for each of the nine components of the PWS materials. For example, for Phonological Awareness, there are 11 assessments (Assessments A–K).

- The “Reading Minilessons” do not include diagnostic assessments for measuring phonological awareness and phonics skills. However, the materials state that through systematic observations and accurate record keeping, the teacher will have a continuous flow of reliable information about student progress. The Reading Minilessons provide a section at the end of the lesson that is called “Assess” and allows the teacher to informally assess the students’ knowledge of the lesson. The materials state that the purpose of the Assess section is to determine if the teacher needs to repeat the lesson, move on, or revisit the lesson. The materials include a final “Umbrella” page following the minilesson that provides suggestions for assessing the learning that has taken place through the minilessons throughout the entire umbrella. For example, in Umbrella 1, “Searching and Using Meaning, Language, and Visual Information,” questions include “Do they check the picture and think about what would make sense? Are they able to think about what would sound right? Can they reread the sentence and get their mouth ready for the first sound?”
- The “Writing Minilessons” do not include diagnostic assessments for measuring phonological awareness and phonics skills. However, the “Systems Guide” suggests using the questions at the end of each umbrella to gauge children’s understanding of the principles in the umbrella. For example, after Umbrella 4, “Using Classroom Resources to Write Words,” the questions include “Are children using the name chart and the ABC chart to help them write new words? Do you notice children using the word wall as they write? Has each child added words to a personal word list?” The Systems Guide states, “Another opportunity for assessing learning is when you confer with individual children during independent writing.” Online resources include conferring records and other assessment forms.
- The “Guided Reading” materials do not include diagnostic assessments for measuring phonological awareness and phonics skills. However, the Systems Guide suggests teachers administer a reading record (also called a running record) for each child at least once or twice a month. The online resources include a “Recording Form” for each guided reading book.
- The “Independent Reading Collection” does not include diagnostic assessments for measuring phonological awareness and phonics skills. However, the Systems Guide suggests teachers “can gain important information by observing children as they read and discuss books.” Teachers are guided to write their “observations and teaching points in a notebook or on a note card dedicated to [each] child.” The materials guide that these notes will document growth over time and assist the teacher “in noticing patterns among multiple readers that can inform [the teacher’s] choice of appropriate Reading Minilessons for whole class instruction.” Several of the observations suggested include “Does the child: Talk about the pictures in a meaningful way, noticing details?” “Retell the story, covering essential parts?” “Demonstrate ability to talk about and draw pictures related to the book?” A record-keeping form is also available to help “organize and keep track of observations [the teacher makes] during independent reading.” The form is available in the online resources.

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

- Materials provide clear, consistent directions for accurate administration of diagnostic tools. The assessment directions are consistent and provide a description of the assessment, an

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explanation of why to use it, and a step-by-step list detailing how to use it. There is also a section to guide the teachers on what to notice or observe while assessing students. Within the “How to Use It” section of Phonological Awareness Assessment A, “Hearing Rhymes,” the materials list step-by-step directions, such as “Have children match picture cards representing pairs of words that rhyme, saying the words to check them. Start by demonstrating with one or two easy examples to help children understand the task. Sample words are *hat, cat, bear, chair, snake, cake, moon, spoon, house, mouse.*” The directions go on to instruct the teachers to create a pencil-and-paper test if individual testing can not be accommodated. The final instruction is “Record each child’s responses on his Individual Record (Assessment K). There is enough space for a longer test, but you do not need many items to get an idea of whether the child understands the concept.”

- Within the “How to Use It” section of Letter Knowledge Assessment A, the materials list step-by-step directions: “Administer this assessment individually. Start with uppercase letters and then assess lowercase letters. Give the child the uppercase letter identification sheet. Cover all but the top row. Point to each letter in the top row and ask the child ‘What’s this?’ Once the child understands, have the child continue reading across as you move down the rows. If the child pauses more than three to five seconds, tell the child to go on to the right. Repeat the process with the lowercase letter identification sheet.” The final instruction is “Record responses on the child’s Individual Record (Assessment D).”
- Although the Reading Minilessons do not include diagnostic assessments for measuring phonological awareness and phonics skills, they include clear, consistent directions for administration of observational assessments. For example, in Umbrella 1, “Searching for and Using Meaning, Language, and Visual Information,” the directions state: “After you have taught the mini-lessons, observe the children as they talk and read about their reading across instructional contexts. When children come to an unknown word: Do they check the picture and think about what would make sense? Are they able to think about what would sound right? Do they look for a part of the word to help solve the new word?” The materials then suggest using these observations “to determine the next umbrella to teach.”
- Although the Writing Minilessons do not include diagnostic assessments for measuring phonological awareness and phonics skills, they include clear, consistent directions for administration of observational assessments. For example, in Umbrella 3, “Learning How to Write Words,” the directions state, “After you have taught the mini-lessons, observe the children as they talk and read about their writing.” Suggested observations include “What evidence do you have that children are beginning to learn how to write words? Are children saying words slowly and listening for the first sound? Are they listening for the individual sounds in a word sequence? Do they break apart words when they attempt to write multisyllabic words?” The materials then suggest the teacher use these observations “to determine the next umbrella to teach.”
- Although the Guided Reading materials do not include diagnostic assessments for measuring phonological awareness and phonics skills, the assessments provide directions for accurate administration. Each Guided Reading lesson contains an “Assessment” portion at the end of the lesson. For example, the lesson with *Bonita’s Bugs* by Zack Adair instructs the teacher to “refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence demonstrating that these goals were achieved.” The instructions for assessment then state, “Refer to Level A in the Fountas and Pinnell Literacy Continuum and note the behaviors and

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understandings the readers in the group control or need to control.” The teacher is directed to take notes on what the students “learned how to do and what they need to learn how to do next.” The directions state to use the Recording Form to “take a reading record and assess an individual’s processing on yesterday’s new book.” After coding the reading, the teacher selects “an immediate teaching point that will be helpful to the particular reader.”

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

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

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### Indicator 4.2

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

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

### Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. The materials include some integrated progress monitoring tools, without specific guidance on frequency of use.

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

Evidence includes but is not limited to:

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

- Materials include progress monitoring tools that accurately measure students' acquisition of grade-level skills. Within the "Phonics, Spelling, and Word Study" ("PWS") lessons, the materials provide two assessment strands: "Ongoing Observation" and "Systematic Assessment Tasks." Systematic Assessment Tasks are "formally structured experiences in which the tasks are standardized." Assessment tasks are available within the online resources; there are a variety of assessments for each of the nine components of the PWS materials. For Ongoing Observation, each lesson includes suggested observational assessment tasks to measure each student's understanding of that lesson.
- PWS online resources provide multiple assessment components. The "Assessment Overview" states: "You can use these tasks in multiple ways: You can use them as diagnostic tools to determine what children know and need to know; you can use them as monitoring tools to help you keep track of your teaching and children's learning; and you can also use them as documentation of the teaching and learning you and the children have accomplished." There are nine categories of assessments: "Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High-Frequency Words, Word Meaning/Vocabulary, Word Structure, Word-Solving Actions." Within each assessment category, there are multiple subtests. For example, the Phonological Awareness assessment has a progression of ten skills from simple to more complex: "1. Hearing Rhymes, 2. Hearing Syllables, 3. Identifying Sounds in Words, 4. Segmenting a Word into Sounds, 5. Identifying Beginning Consonant Sounds, 6. Identifying Ending Consonant Sounds, 7. Blending Sounds to Make Words, 8. Blending Word Parts, 9. Removing Sounds From Words, 10. Segmenting Word Parts."
- Materials provide frequent, strategic opportunities to monitor and respond to student progress toward appropriate grade-level and content skill development. Each Phonics and Word Study

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lesson contains a “Plan, Teach, Apply, Share, Assess” structural routine. Within the Assess portion, several bullets guide the teacher in assessing student progress toward the skill of the lesson. For instance, in “Letter-Sound Relationships,” Lesson 2, “Letter and Picture Match,” the Assess section says to give students a sheet with pictures and letters and have them draw lines to match the letter to the corresponding picture. The instructions advise the teacher to observe the students to determine how well they are matching the sounds and letters at the beginning of words. The instructions then advise to “have any child who appears to be confused match the picture cards and letter cards individually as you observe which ones cause her confusion.” The materials do not state what level constitutes mastery on the assessment.

- Phonics and Word Study lessons provide suggestions for additional assessments to monitor student progress. For example, “Phonological Awareness,” Lesson 12, involves students filling in sentences with words that begin with a particular sound. Students try to “get on the bus” by naming something they would take on a trip that begins with the sound the teacher gives them (e.g., such as “I’m going to California, and I’m taking a...”; if the sound was /k/, the student could say *coat, camper, cookie*). In the Assess section, the materials guide the teacher to “observe whether children can generate appropriate examples for the trip game.” Another Assess bullet instructs the teacher, “during interactive writing, check whether the children can come up with examples of words that have the same beginning sound as the one they want to write.” The final assessment guidance for this lesson is “you may wish to use Phonological Awareness Assessment E or K.”
- The “Reading Minilessons” include some progress monitoring tools that measure students’ acquisition of grade-level skills, based on observations. In the “Fountas and Pinnell Reading Minilessons Book for Kindergarten,” an assessment section at the end of each “umbrella” provides information for the teacher to determine what minilessons to reteach if needed and what umbrella to teach next. For example, in Umbrella 4, “Writing about Fiction Books in a Reader’s Notebook,” observation questions include “Are children able to draw and write to show their thinking about different elements of fiction? Do they use terms like reader’s notebook, author, title, fiction, character, problem, solution, and ending to talk about fiction?” However, Reading Minilessons do not include progress monitoring tools that systematically and accurately measure students’ acquisition of grade-level phonics and phonological awareness skills.
- The Writing Minilessons include some progress monitoring tools that measure students’ acquisition of grade-level skills, based on observations. In the Reading Minilessons book, there is an assessment section at the end of each umbrella, which provides information for the teacher to determine what minilessons to reteach if needed and what umbrella to teach next. For example, after Umbrella 4, “Using Classroom Resources to Write Words,” questions include “Are children using the name chart and the ABC chart to help them write new words? Do you notice children using the word wall as they write? Has each child added words to a personal word list?” The “System Guide” states, “Another opportunity for assessing learning is when you confer with individual children during independent writing.” However, Writing Minilessons do not include progress monitoring tools that systematically and accurately measure students’ acquisition of grade-level phonics and phonological awareness skills.
- The Guided Reading materials do not include progress monitoring tools that systematically and accurately measure students’ acquisition of grade-level phonics and phonological awareness skills. The System Guide suggests teachers administer a reading record (also called a running

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record) for each child at least once or twice a month. The online resources include a “Recording Form” for each guided reading book.

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

- Materials do not include specific guidance on determining frequency of progress monitoring based on students’ strengths and needs. Within the Assess portion of each PWS lesson, the materials provide suggestions for progress monitoring, both in observational and formal formats. For example, in Phonological Awareness, Lesson 21, the suggested observational assessments are: “Notice children’s ability to say a word slowly. Observe whether children are able to produce each sound in a word clearly and distinctly. Note sounds that are hard for certain children to hear or say.” The suggested formal assessment is “You may wish to use Phonological Awareness Assessment C, D, or K.” Although each lesson has its own corresponding Assess section that can be used to progress monitor skills, the materials do not contain specific guidance on determining frequency based on students’ strengths and needs.
- The Reading Minilessons do not include specific guidance on determining frequency of progress monitoring based on students’ strengths and needs. The Reading Minilessons suggest, “Use the Assessment section after each umbrella.” The time spent in each umbrella ranges from half a week to two-and-a-half weeks. The assessments are not based on students’ strengths and needs and do not monitor phonics or phonological awareness skills.
- The Writing Minilessons do not include specific guidance on determining frequency of progress monitoring based on students’ strengths and needs. In the Writing Minilessons “Online Resources,” a document called “Guide to Observing and Noting Writing Behaviors—Whole Class—Grade Kindergarten” provides a checklist of behaviors and understandings to look for in student writing under the categories of “Genre, Craft, Conventions, and Writing Process.” Under the Conventions heading, there are seven observations to make, including “Demonstrates early writing behaviors. Uses a capital letter at the beginning of a name. Capitalizes the first letter of the first word in a sentence. Uses periods, exclamation marks, and question marks as end marks. Breaks apart words to help write them. Uses what is known about words to write new words.” The instructions state to use this form quarterly to assess the entire class, if possible. The assessments are not based on students’ strengths and needs and do not monitor phonics or phonological awareness skills.
- The Guided Reading materials do not include specific guidance on determining frequency of progress monitoring based on students’ strengths and needs. However, the System Guide suggests teachers administer a reading record (also called a running record) for each child at least once or twice a month. The materials do not differentiate between students who require it once a month and twice a month. The online resources include a Recording Form for each guided reading book. The assessments are not based on students’ strengths and needs and do not monitor phonics or phonological awareness skills.

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### Indicator 4.3

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

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

### Partial Meets | Score 1/2

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

Materials support some teachers' analysis of diagnostic data to inform some response to individual students' strengths and needs. Diagnostic tools provide teachers with some guidance on how to plan and differentiate instruction based on student data. Materials do not include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.

Evidence includes but is not limited to:

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

- Materials support some teachers' analysis of diagnostic data to inform response to individual students' strengths and needs. Within the "Assessment Overview," the materials provide a guide on how teachers can use the "Assessment Guide": "The Assessment Guide includes more formal, performance-based assessment tasks across the nine areas of learning. You can use these tasks in multiple ways: You can use them as diagnostic tools to determine what children know and need to know; you can use them as monitoring tools to help you keep track of your teaching and children's learning; and you can also use them as documentation of the teaching and learning you and the children have accomplished. You and your colleagues may even decide to place some of the summary sheets in children's permanent cumulative folders as a way to create a school-wide record of the phonics and word study program. Within both formal and informal assessment contexts, we are always asking two questions: 1) What do children know and control relative to letters, sounds, and words? and 2) What do they need to know?"
- For example, "Letter-Sound Relationships Assessment A" evaluates students' ability to match consonant letters and sounds to the beginning of words. The teacher can choose to assess using the provided picture and letter cards or the matching sheet. The data can be recorded on the "Class Record" (Assessment C). The "What to Notice" section guides teachers to look for "Ability to identify names of objects represented by pictures, ability to say, hear, and identify the initial consonant sound in words, ability to link the consonant sound to the letter that represents it, children's articulation patterns, letter-sound confusions."

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- The Assessment Overview also provides suggestions on how teachers can react to the data collected: “This information will help us as teachers in the following ways: We can relate their knowledge on a continuum of typical progress. We can choose specific lessons that will serve the group as a whole or small groups effectively to move them forward in knowledge. We can adjust interaction to meet individual needs because we know where children are in their development of phonics and word knowledge. We can ascertain when children have acquired knowledge of many examples in any given area (for example, recognizing alphabet letters), and we can plan activities that will solidify knowledge and deepen children’s understanding of a basic and useful principle.” Many of the lessons are labeled “Generative,” which is meant to be adaptable to any skills related to the one in the lesson. Teachers are encouraged to reuse the lessons depending on what their individual students need based on the data collected.
- Because the “Reading and Writing Minilesson” materials do not contain diagnostic tools, there are no materials to support teachers’ analysis of diagnostic data to inform response to individual students’ strengths and needs. Although there are suggested observations for the end of the learning “umbrella,” materials do not specifically state how to respond to individual students’ strengths and needs. The introduction portion of the minilessons states: “This analysis can help you determine what minilessons to reteach if needed and what umbrella to teach next.”
- Because the “Guided Reading” materials do not contain diagnostic tools, there are no materials to support teachers’ analysis of diagnostic data to inform response to individual students’ strengths and needs. The Guided Reading materials contain a reading record for each text to record a student’s accuracy, fluency, and comprehension, but they do not operate as a diagnostic.

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

- Although the diagnostic tools do not provide teachers with guidance on how to plan and differentiate instruction based on student data, the materials provide a “Literacy Continuum” for some guidance on instruction based on student data. This continuum “can be used as a bridge between assessment data and the specific teaching that students need.” Another use for the continuum includes students who may need intervention or differentiation. The “Guide to Intervention” within the Literacy Continuum states: “Many students will need extra support in order to achieve the school’s goals for learning. Assessment and observation will help you identify the specific areas in which students need help. Use the continuum to find the specific understandings that can guide intervention.” For example, in “Spelling Patterns” Assessment D, students are evaluated on their ability to read words with the CVC pattern in unfamiliar text. The directions state: “Write a simple text and have children read it for shared reading, inserting the names of children in the class. For example: Pat and Ted like dogs. Kit and Cam like cats.” It directs teachers to note children’s attempts at reading the four words with the CVC patterns. The What to Notice section guides teachers to observe “Speed in recognizing spelling patterns, number of spelling patterns read accurately, pattern confusions and substitutions, number of spelling patterns and words almost known, and patterns (names) not known or not attempted.” However, the assessments do not guide the teachers on where to look in the Literacy Continuum.

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- Although the “Fountas and Pinnell Classroom” materials do not contain diagnostic tools and do not provide teachers with guidance on how to plan and differentiate instruction based on student data, the materials provide a Literacy Continuum for some guidance on instruction based on observational student data. Materials state: “This continuum can be used as a bridge between assessment data and the specific teaching that students need.” The “Guide to Intervention” within the Literacy Continuum states: “Many students will need extra support in order to achieve the school’s goals for learning. Assessment and observation will help you identify the specific areas in which students need help. Use the Continuum to find the specific understandings that can guide intervention.”
- The Literacy Continuum provides grade-level-specific phonics goals. For example, some kindergarten letter-sound relationship goals include “Understand and talk about the fact that some letters represent vowel sounds; Understand and talk about the fact that some letters represent consonant sounds; Recognize and use beginning consonant sounds and the letters that represent them.”

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

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

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### Indicator 5.1

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

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

### Partial Meets | Score 1/2

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

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

Evidence includes but is not limited to:

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

- Materials include some guidance for instruction for students who have not yet mastered grade-level skills. The materials do not provide targeted instruction that includes differentiated instructional approaches; materials suggest small group work to reteach a lesson to students who did not grasp the lesson fully. For example, the “Phonics, Word Study, and Spelling” (“PWS”) guide states: “If children need more experience, you can repeat the lesson format using these suggestions (in the Extend Learning portion of each lesson) for variations.” For example, in “Phonological Awareness,” Lesson 6, “Hear, Say, and Clap Syllables,” the “Extend Learning” section suggests to “repeat the lesson with pictures representing other words (you can find additional cards in Ready Resources or you can customize cards using Gamemaker in Online Resources): for example, *book, dog, bus, turtle, balloon, carrot, toothbrush, football, hammer, pencil, pumpkin.*”
- In “Spelling Patterns,” Lesson 2, the goal is to recognize and use more common phonograms with VC pattern *-an*. The materials instruct the teacher to identify the students who have trouble seeing the pattern and to reteach the lesson in a small group. The teacher is to give each child a copy of the list of *-an* words and have them highlight the *-an* pattern in yellow. Students can then read the words and play a game in which teachers say a word, and students quickly find it.
- In “Letter-Sound Relationships,” Lesson 7, students are learning to identify initial sounds by receiving a grab bag with an item. Students name the item, say the sound, and say the letter. The Extend Learning section states: “Repeat the lesson with each child getting another grab bag

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so they work with different letters over time.” This does not target a specific group of students, though it does add extra support to the original lesson.

- “Guided Reading” materials provide instruction and activities for students; however, there is no evidence that instruction is targeted to develop precursor skills, nor that it is based on targeted areas that students have not yet mastered. Each “Phonics/Letter and Word Work” lesson in the Guided Reading materials lists a goal for the lesson under the title and instructions for the teacher to guide the lesson. For example, in a Level B lesson using the text *The Elf’s Garden* by Judy Kentor Schmauss, the Phonics/Letter and Word Work lesson goal is to “help the readers become more adept at hearing final consonant sounds.” The lesson guidance describes that students will “sort pictures by ending sounds.” The lesson begins with the teacher placing pictures of a bean, feet, and rake on the top of a pocket chart. The students say the word for each picture. The teacher asks the students which picture/word ends with the sound /n/ and repeats with /t/ and /k/. More pictures are shown to the students, and they take turns matching pictures with the same ending sounds.
- The “Reading and Writing Minilessons” do not provide lessons for scaffolding and differentiation but do discuss needs for reteaching. The introductory chapters state the teacher may need to reteach some management minilessons across the year, especially as students encounter more complex situations and routines. The materials state that the assessment section after each lesson can help teachers determine what minilessons to reteach if needed and what “umbrella” to teach next. For example, in “Strategies and Skills,” Umbrella 1, “Searching for and Using Meaning, Language, and Visual Information,” the assessment section asks these questions: “What evidence do you have of new understandings related to searching for and using meaning, language, and visual information? When children come to an unknown word: Do they check the picture and think about what word would make sense? Are they able to think about what would sound right? Can they reread the sentence and get their mouth ready for the first sound? Do they look for a part of the word that can help solve the new word? Do they read known high-frequency words quickly?” The materials do not provide specific differentiated instruction but rather a statement that explains activities can be differentiated to meet the needs of the students.

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

- The materials do not include guidance on enrichment activities for students who have mastered grade-level foundational phonics skills, nor do the lessons include recommendations for upward scaffolds to support extension and application of learning. The lessons do not provide additional activities and resources to support student choice and to extend and explore new learning in collaborative groups or independently. Although there is no specified upward scaffolding for students who have mastered the skills, there are opportunities to extend the skill through extended lessons with “Interactive Writing” and “Independent Writing.” Lesson 6 of Letter-Sound Relationships works on the principle of matching the sound and the letter at the beginning of the word. After the lesson, the Interactive Writing lesson states to write labels for the pictures in the class consonants book and to encourage the students to write the first letter of words and any other letters they know. In the Independent Writing portion, the materials state to encourage students to say the word slowly as they write the first letter. There are no

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- defined instructions for students who have mastered the lesson and need extended lessons.
- The “Routines and Instructional Procedures for Effective Teaching: A Few Further Suggestions” section guides teachers: “Provide Apply activities with potential multilevel learning that permits advanced students to apply the principle to more sophisticated examples and to make more discoveries and allow children who are less experienced to develop the understanding with simple samples.” Although there are several instructional routines explained explicitly, no explicit instructions are given in this section to further explain how to scaffold instructional approaches. The materials provide explicit instructions on how to repeat the lesson with additional/different words or examples. For example, in the “Kindergarten Suggested Sequence for Phonics Lessons,” there is a column titled “Teaching Suggestions for Extending Learning.” For Lesson 42, “PA 18: Hear and Say the Same Middle Phoneme in Words,” the suggestions for extended learning are: “Repeat the lesson using pictures representing the *short a* (*cat, van, mat, map, pan, jam*), *short i* (*fish, pig, pin, chick, dish, lid*), and *short o* (*pot, cot, spot, top, and log*). Use a familiar poem like ‘Pease Porridge Hot’ (see *Sing a Song of Poetry*). Invite children to say the poem and clap when they hear a *short o* sound. You may want to repeat the lesson one more time with a full sort of the five short vowel sounds.”
  - The “Fountas and Pinnell Classroom” materials contain a resource titled “The Fountas & Pinnell Literacy Continuum, Grades Pk–8.” Materials state: “The continuum describes text characteristics and behavioral goals for pre-kindergarten through middle school, across the areas pertinent to the language arts. Taken together, the eight continua present a broad picture of the learning that takes place during the important years of school. The progress of learners across these continua, or even within each of them, is not an even, step-by-step process. Students learn as they have opportunities and give attention in different ways. A learner may make tremendous gains in one area while seeming to almost ‘stand still’ in another. It is our job to provide these learning opportunities and guide their attention so that learning in one area supports learning in others.” Materials provide activities to accelerate learning for students; however, the activities within the lessons are not targeted to students who have achieved grade-level mastery of specific foundational phonics skills.
  - The “Shared Reading” lessons do not provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills. For example, in a Shared Reading lesson using the text *Dancing in the Mud*, retold by Nancy K. Wallace, the materials provide four “Possible Teaching Opportunities [During/After Reading].” One of the activities is to “have children highlight rhyming words in the story” and “point out the different onsets in the words: *clap/tap* on page 6, *hop/stop* on page 13, and *slop/glop* on page 14.”
  - The Guided Reading system provides small group reading instruction based on a predetermined reading level. The lessons could be used to accelerate learning of reading skills for students who have mastered grade-level phonics. However, the books in the Guided Reading system are not decodable, nor do they follow a phonics scope and sequence.
  - The Reading Minilessons do not provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills. Lessons include an optional “Extend the Lesson” section. For example, in Reading Minilesson SAS.U1.RML4, “Look for a part you know,” the Extend the Lesson section states: “Continue to support this behavior in guided reading or independent reading. From Prompting Guide, Part 1 (Fountas and Pinnell 2012), use prompts, such as these: ‘Do you know a word that starts (ends)

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like that? Do you see a part you know?’ Follow up with reinforcing language, such as this: ‘You used a part you know. You thought about a part you know.’”

- In Reading Minilesson LA.U19.RML5, “Sometimes you feel the same way as a character in a story,” the Extend the Lesson section states: “After assessing children’s understanding, you might decide to extend the learning. Continue to have children think about times they felt the same as characters in books. Choose different characters from books and have children think of a time when they felt the same way as the character. Role-play the time. Drawing/Writing About Reading: Encourage children to write and draw in a reader’s notebook about a time they felt like a character in a story they have read or listened to.”

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

- Materials provide some enrichment activities for all levels of learners in foundational phonics skills, particularly through poetry. In the *Words That Sing* resource, under the “Poetry Chart Links to Phonics Lessons,” guidance states that “this list links many phonics lessons to a specific poem that extends and refines the instructional aim of the lesson.” For example, for Letter-Sound Relationships, Lesson 1, the materials link to the poem “Three Blind Mice.” The “Instructional Suggestions” part of the chart guides teachers: “Teach children how to sing to the tune of this classic nursery rhyme. Then show them your favorite book adaptation of the poem to help reinforce its images. Invite children to substitute *blind* for different adjectives: e.g., color or size descriptors. The sillier the adjective, the sillier the sight!” Also included in this resource is a list of “Fifty Ways to Use Poetry Chart Poems,” such as “Poem Innovations, Poem Performances, and Poetry Picnic.”
- In the “Connect Across Texts” section, there are suggestions for enrichment via Interactive Writing and Independent Writing. In Letter-Sound Relationships, Lesson 8, the Interactive Writing activity is “Invite children to say words slowly and contribute last sounds in words you write together.” For Independent Writing, materials suggest: “Model saying words slowly and listening for the ending sounds. Encourage the children to write ending sounds in words they are trying to write.”
- Other types of enrichment—including suggestions for small group discussions, online activities for practicing and reinforcing phonics learning, teacher tips to extend learning, or PD videos to support teacher professional learning—are not available. Enrichment does not support all levels of learners.
- Guided Reading materials provide enrichment activities for all levels of learners that may apply phonics skills, but these activities do not specifically address foundational phonics skills. For example, in each Guided Reading lesson, there is a Phonics/Letter and Word Work section with a lesson and activity for one phonics or word study skill/concept. Also, for each lesson, there is an optional “Writing About Reading” lesson where students may apply phonics skills. For example, in a Level C Guided Reading lesson using the text *Three Baby Spiders* by Jacqueline Adams, the Phonics/Letter and Word Work activity is a high-frequency word activity where the students use magnetic letters to create high-frequency words. The Writing About Reading activity focuses on the main events of the story. Students are asked to draw and write a caption for one of the main events in the story, put it in their “Reader’s Notebook,” and share their sentence with a group.

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- The Shared Reading lessons do not provide enrichment activities for all levels of learners. For example, in a Shared Reading lesson using the text *School Days* by Carlos Perez, the materials provide five “Possible Teaching Opportunities [During/After Reading].” One of the activities is the following: “Highlight *teacher*, *things*, and *school* on page 8. You can find the same words on other pages of the book. Have children look through the book to find the same words on different pages.”
- The Reading Minilessons provide enrichment activities for all levels of learners in the optional Extend the Lesson section. For example, in Reading Minilesson SAS.U1.RML3, “Read the sentence again and get your mouth ready for the first sound,” the Extend the Lesson section states: “Continue to support this behavior in guided reading or during reading conferences. From Prompting Guide, Part 1 (Fountas and Pinnell 2012), use prompts, such as this: ‘Read that again and get your mouth ready for the first sound.’”

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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

### Meets | 2/2

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

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

Evidence includes but is not limited to:

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

- Materials include a variety of developmentally appropriate instructional routines and approaches to engage students in mastery of the content for each lesson. The materials contain a section titled “Routines and Instructional Procedures for Effective Teaching” that describes in detail the routines that are found in each lesson in the “Phonics, Spelling, and Word Study” (“PWS”) program. There are ten routines included for effective phonics instruction, including “See and Say, Find and Match, Say and Sort, Hear and Say, Notice Parts, Say and Write.” Materials describe each routine and then provide step-by-step directions for the routine. For example, the materials describe the “Make Words” routine: “This procedure can help children build words (including contractions) through the use of discrete tactile materials such as magnetic letters, letter tiles, or letter cards. Make Words appears in lessons in Spelling Patterns, Word Structure, and Word-Solving Actions and may follow this sequence: 1) Show and say a word that contains a common phonogram. [not] 2) Children identify the beginning phoneme in the word. [/n/] 3) Help children articulate the principle. You can change the first sound in a word to make a new word. 4) Children work with words and letters to apply the principle. [Children change the first sound in a word to make a new word.] 5) Summarize learning by restating the principle.” The materials then state the routine in the specific lesson and repeat it, applying the specific lesson components.
- The materials engage students in mastery of the content through a variety of instructional approaches, including shared reading, kinesthetic activities, and tactile elements. The materials engage students in mastery of the content through developmentally appropriate instructional approaches, such as teacher modeling. In “Spelling Patterns,” Lesson 8, children are given a number of picture cards, a number of corresponding letter cards, a two-way sort with a key

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picture and letter as an example at the top, and a two-column sort. The lesson also includes an interactive read-aloud section, where students read texts that emphasize consonant sounds, such as “ABC I like Me.” It also includes shared reading, where students read “Five Fat Pumpkins” from *Words That Sing*. Students say a focus word, highlight the last letter, and highlight the word in a poem.

- The “Fountas and Pinnell Classroom” materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. The materials include lessons for “Interactive Read-Alouds, Shared Reading or Shared Writing, Guided Reading and Guided Writing, Book Clubs, and Independent Reading and Writing.” The lessons contain guidance for discussions, hands-on work with word cards and magnetic letters, and graphic organizers.
- “Reading Minilessons” include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Lessons provide pocket charts with picture cards that are used for word identification and practice activities. Many of the activities use magnetic letters and whiteboards for further practice of word formation and some syllable work. For example, SAS.U1.RML5, “Read the words you know quickly,” includes an anchor chart. It says “Read the words you know quickly” at the top. Then it has a picture of a girl with speech bubbles, including the words *cat, I, to, me, can, the, and in*.
- “Writing Minilessons” include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content, although the majority of the lessons do not teach phonics or phonological awareness. Some lessons provide pocket charts with word or picture cards. Most lessons include a sample anchor chart for students to refer back to. For example, EWR.U3.WML1, “Say words slowly and listen for the first sound,” includes an anchor chart. It says “Say words slowly and listen for the first sound” at the top. Below, it has the words *farm, school, and bugs* with matching pictures.
- The Shared Reading lesson for *Molly’s Leash* allows for a few different ways to engage the students in learning the text and the information. The teacher begins by introducing the text and asking students questions about the text. The teacher tells the students things to listen for as they read the text. During the first reading, the teacher reads the text to the students, and the materials provide tips on ways to read to the students. During the second reading, at times, the students are invited to read with the teacher. The materials provide questions for the teacher to ask throughout the readings. The class and teacher are able to discuss the reading, revisit the reading, and write about the reading. After this is complete, the materials provide information to connect to other texts as well as information for assessment.

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

- Materials support a whole group instructional setting within the “Teach” section of each core lesson. The majority of lessons are taught as a whole group initially, then assessed one on one. For example, in Spelling Patterns, Lesson 1, “Recognize and Use the CVC Pattern,” materials guide teachers to use a magnetic board and place the vowels on the board. After students identify that these letters are vowels and the rest are consonants, the teacher pulls the *a* from the group and forms the word *pat*. After deconstructing the parts of *pat* with the students, the teacher explains that when a three-letter word has a consonant, a vowel, and a consonant in this order, the vowel sound is short. The teacher then replaces the *a* with an *o* and repeats the

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routine with an e. With the whole group, the teacher continues to build other CVC words with all five vowels to reinforce the principle. The “Assess” section of this same lesson guides teachers to “ask individual children to make and read a CVC word with magnetic letters.”

- PWS materials support partner and small group work. In the “Apply” section of each lesson, students apply the skill learned in the minilesson to an activity with a partner or small group. In “Phonological Awareness,” Lesson 24, students play a “Lotto” game in small groups of three or four. The teacher says a word by individual phonemes; students orally blend the words and, if they have a picture of the word on their board, they cover it with a coin. In “Letter Knowledge,” Lesson 16, students use magnetic letters with a partner to complete a two-way sort of letters with short straight lines and long straight lines.
- Fountas and Pinnell Classroom materials support a variety of instructional settings (e.g., whole group, small group, one-on-one). The materials include lessons for whole group Reading and Writing Minilessons, Interactive Read-Alouds, whole group or small group Shared Reading, small group Guided Reading, Book Clubs, and one-on-one Independent Reading and Writing. In Independent Reading and Writing, teachers are provided with suggested conferring prompts. For example, in EWR.U4.WML4, the goal is for students to use their own word list to help write words. The conferring prompts include “What are you going to write about today? What words do you have on your list so far? What new word would you like to add to your word list? Which word on your list will help you write this word?”

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

### Partial Meets | Score 1/2

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

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

Evidence includes but is not limited to:

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

- Although the “Phonics, Spelling, and Word Study” (“PWS”) materials include linguistic accommodation suggestions, the suggestions are not commensurate with various levels of English language proficiency as defined by the ELPS. The PWS guide specifically addresses working with Emergent Bilinguals in the section titled “What Are Some Ways of Working Effectively with English Language Learners?” This section provides over 30 suggestions for supporting Emergent Bilinguals in building oral language, reading, writing, and phonics and word study skills. An example is “Use many hands-on activities so that children have the chance to manipulate magnetic letters and tiles, move pictures around and work with word cards and name cards.” Another suggestion is “Provide a ‘rehearsal’ by working with your English language learners in a small group before you provide the lesson to the entire group.”
- Linguistic accommodation suggestions are also found in each lesson, under the “Plan” section, titled “Working with English Language Learners.” For example, in “Word Structure,” Lesson 5, “Identify Syllables in Words with Three or More Syllables,” the Working with English Language Learners section suggests: “Being able to break down words into syllables is very helpful to English language learners as they develop their ability to use the standard pronunciation of words. Multisyllabic words will not be so daunting when students know how to look for the parts. Have them work with cut-up words that they put together and take apart. Be sure students understand the meaning of the words you select.”
- The “Shared Reading” materials include suggestions for linguistic accommodations; however, there is no evidence that the accommodations are commensurate with various levels of English

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language proficiency as defined by the ELPS. For example, in the Shared Reading lesson using the text *Rolling* by Kelly Martinson, the guidance for “Supporting English Learners” includes directions on how to “check that children understand the concept of rolling.” One suggestion is “use examples to help children with unfamiliar vocabulary such as *rolling, marbles, path, wheelchair, ramp, dough, and hoop.*”

- The “Guided Reading” materials include suggestions for linguistic accommodations; however, there is no evidence that the accommodations are commensurate with various levels of English language proficiency as defined by the ELPS. In Guided Reading, Level D, *The Bus Stop*, a Supporting English Learners note in the margins says: “Make sure that students understand the concept of syllables. Model saying the word *syllable* and have the students repeat. Pair native English speakers with English Learners. Model pronouncing each picture name. Have the students repeat.”
- The “Reading Minilessons” materials include suggestions for linguistic accommodations; however, there is no evidence that the accommodations are commensurate with various levels of English language proficiency as defined by the ELPS. The individual lessons do not include suggestions for linguistic accommodations, but the introductory chapters include suggestions for each part of the minilesson. For example: “The Have a Try portion of the reading minilesson is particularly important for English language learners. Besides providing repetition and allowing for the gradual release of responsibility, it gives English language learners a safe place to try out the new idea before sharing it with the whole group.”
- The “Writing Minilessons” materials include suggestions for linguistic accommodations; however, there is no evidence that the accommodations are commensurate with various levels of English language proficiency as defined by the ELPS. The individual lessons do not include suggestions for linguistic accommodations, but the introductory chapters include suggestions for each part of the minilesson. For example: “The active learning experience provides the opportunity to build a shared vocabulary about the hands-on activity. These active experiences are especially good for children who are learning English.”

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

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

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children's first language. That knowledge will give you valuable insights into the way they 'invent' or 'approximate' their first spellings. For example, notice whether they are using letter-sound associations from the first language or whether they are actually thinking of a word in the first language and attempting to spell it."

- Materials do not offer language transfer skills, a side-by-side chart, a glossary, text boxes with cognates, definitions in a second language (e.g., Spanish), or other sources explaining concepts in languages other than English.
- The PWS materials encourage the use of students' first language as a means to linguistic, cognitive, and academic development in English in the Working with English Language Learners section that precludes some lessons in the "Plan" section; however, the suggestions are not strategic. For example, in "Early Learning Concepts," Lesson 6, the section states: "Be sure to be explicit in demonstrating the meaning of words *first*, *last*, and *letter*. If you know these words in the children's own languages, you may want to use them to focus attention on the three concepts." In Early Learning Concepts, Lesson 7, the section advises the teacher: "Be sure to be explicit in demonstrating the meaning of the words *first*, *last*, *letter*, and *word*. If you know these words in the children's own languages, you may want to use them to focus attention on the four concepts." In "Phonological Awareness," Lesson 8, the section continues to encourage the use of students' first language: "Articulate the words slowly and carefully, and provide many opportunities for children to repeat the words and clap them. Invite children to say their first and last names as well as some words in their own languages. For example, *cat* is *gato* in Spanish, and *gato* could be placed in the two-syllable column."
- The Shared Reading materials do not encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English. However, the online resources provide opportunities for English learners to practice skills in Spanish in the Shared Reading. Titles include *Rayas* by Catherine Friend and *Juguemos al baloncesto* by Louis Petrone. The materials provide the lesson texts in both Spanish and English, including audio.
- While there is no evidence that Guided Reading materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English, the Guided Reading materials have parent letters available in several languages, including English, French, Spanish, Haitian, and Hmong.
- Although the Reading Minilessons materials include suggestions for linguistic accommodations in the introductory chapters, the suggestions do not encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English. For example, the "Share" section states: "There are some particular accommodations you might want to consider to support English language learners during the Share: Ask English language learners to share in pairs before sharing with the whole group. Use individual conferences and guided reading to help children rehearse the language structure they might use to share their application of the minilesson principle."
- Although the Writing Minilessons materials include suggestions for linguistic accommodations in the introductory chapters, the suggestions do not encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English. For example, the "Drafting and Revising" section states: "Talk is especially important for those students whose first language is not English. They need opportunities to rehearse their ideas by telling stories or talking about their ideas before they write."

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### Indicator 6.1

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

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

### Not Scored

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

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

Evidence includes but is not limited to:

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

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

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

- The PWS lessons conclude with a section titled “Connect With Home.” Each lesson provides a way for the students and parents to connect the lesson at home for further learning. In Unit 3 of “Phonological Awareness,” the lesson suggests to the teacher to give students sheets of picture cards (found in the online resources) to cut apart and match again at home. The lesson suggests inviting family members to play the following rhyming games: Say two words and have the student repeat them. Have the student clap only if the two words rhyme. Say three or more words. If all of the words rhyme, the student stands. If all of the words do not rhyme, the student sits. There is no mention of printed or virtual instructions to be sent home to families explaining the activity or process.
- The PWS materials provide an informational flier: “25 Ways to Use Magnetic Letters at Home.” The activities, such as sorting the colors of the letters and making words, are the same for K–3.
- The Fountas and Pinnell Classroom Online Resources offer a generic letter to be sent home to parents with suggestions on how families and caregivers can support the student’s literacy development. Part of the letter states: “As parents and caregivers, you are a critical part of your child’s literacy development. Here are some ways that you can support your child: Listen to your child read the books that are sent home from school. Read books aloud to your child. Talk about books together. Go to the library. Encourage your child to write for authentic purposes (such as a grocery list, a letter, or directions). Sing songs together. Recite nursery rhymes or poetry together. Talk with your child about a variety of topics. Encourage your child to play outside every day. Encourage play in which your child uses imagination. All these activities support your child’s developing literacy skills.” However, the materials do not connect learning to home within the lessons. The lessons do not provide any take-home activities to enhance student learning.
- In Fountas and Pinnell Classroom, under the “Remote Learning Resources,” the materials provide videos for teachers for “Interactive Read-Aloud for Remote Learning for Asynchronous and Synchronous Teaching.” Within these videos, there is a chapter on “Communicating with Families and Caregivers.” This resource also provides support and suggestions for communicating with families with no access to the internet. However, the videos do not provide specific strategies and activities for families to use at home to support students’ learning and development.

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

- There is no evidence that Fountas and Pinnell Classroom materials contain resources to help teachers communicate with families in an ongoing manner regarding students’ progress. The Guided Reading lessons have a printout to take a running record, included for each leveled book. For example, for the Level B reader *Up and Down*, materials provide a recording form so that teachers can use the “Meaning, Syntax, Visual” cueing system to mark errors. However, there is no mention of sending this to parents, nor is there an explanation for families of what levels are and what they mean.
- In the PWS “Online Resources,” printable assessments include “Assessments in Phonological

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Awareness, Letter Knowledge, Letter-Sound Relationships, High-Frequency Words.” The instructions state, “Record results on each child’s individual record assessment and the class record assessment.” Materials do not provide detailed guidance to help teachers communicate students’ progress to families.

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### Indicator 6.2

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

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

### Not Scored

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

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

Evidence includes but is not limited to:

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

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

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

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

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However, there is no evidence of a student platform for online learning, pre-recorded lessons, online assessment capability, or any other online components.

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

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

- The digital materials include only teacher-facing resources, which teachers can then share in person or digitally if they need to. Therefore, the materials do not enhance student learning.