

# Emphasis on mastery of reading skills

in Grade 1 Reading programs as approved for 2000 local Texas adoption  
(including all improvements ordered by Texas' State Board of Education)

## – SUMMARY –

	<i>OPEN COURT READING</i> (SRA/McGraw, 2000)	<i>McGRAW-HILL READING</i> (McGraw, 2001)	<i>COLLECTIONS</i> (Harcourt, 2000)	<i>SCOTT FORESMAN READING</i> (Addison, 2000)	<i>SCHOLASTIC LITERACY PLACE</i> (Scholastic, 2000)	<i>SING, SPELL, READ &amp; WRITE</i> (International Learning, 1998)	<i>SAXON PHONICS</i> (Saxon, 1996)	<i>JOURNEYS</i> (SRA/McGraw, 2000)
decodability <sup>1</sup>	97%	89%	85%	81%	84%	99%	99%	100%
comprehensiveness <sup>2</sup>	100% plus 29 additional sound-spellings	83% plus 9 additional sound-spellings	86% plus 6 additional sound-spellings	87% plus 7 additional sound-spellings	81% plus 5 additional sound-spellings	100% plus 22 additional sound-spellings	100% plus 24 additional sound-spellings	80% plus 5 additional sound-spellings
intensiveness <sup>3</sup>	100%	43%	37%	44%	56%	67%	36%	26%
consistency <sup>4</sup>	A-	B	B-	C	D	A	A	A
total overall ranking <b>â</b>	BEST	BETTER	BETTER	FAIR	FAIR	EXCELLENT	GOOD	FAIR
	<b>conforming</b>					<b>nonconforming</b>		

<sup>1</sup> DECODABILITY: For each series we added phonetically regular words, all of whose sounds have been taught, plus phonetically irregular words that have been taught, and divided by the total number of words, in 20-30 randomly selected stories in Grade 1.

<sup>2</sup> COMPREHENSIVENESS: We identified 70 basic sound-spellings often taught in Grade 1, and counted how many of these each program covers. Our documentation of these percentages also lists any additional sound-spellings each series teaches in Grade 1.

<sup>3</sup> INTENSIVENESS: We counted how often students practice (i.e., see, hear, say, and write) three sample sound-spellings in their introductory lessons, and also compared randomly selected blending lessons. This number compares each series with *Open Court*.

<sup>4</sup> CONSISTENCY: We checked the decodability of word-attack practice strategies/activities, i.e., their use only of those sound-spellings that have been taught and no others. In this category, "A" is best and "D" is worst, and refers to each Grade 1 program as a whole.

Exhaustive documentation available at no charge.

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