

SUMMARY COMPARISON OF 1ST GRADE PHONICS INSTRUCTION

in major publishers' new English Reading programs state-approved for 2019 local Texas adoption

	<i>Texas Wonders</i> (McGraw-Hill, 2020)	<i>into Reading Texas</i> (HMH, 2020)	<i>myView Literacy</i> (Pearson, 2020)
total average decodability ¹	90%	85%	85%
% of Grade 1 student Reading selections that are 80% or more decodable	88% (260 of 297 selections)	75% (227 of 304 selections)	81% (165 of 209 selections)
% of Grade 1 student Reading selections that are 90% or more decodable	72% (214 of 297 selections)	67% (204 of 304 selections)	59% (139 of 209 selections)
# of phonetically-IRREGULAR words taught as high frequency (i.e., sight) words in Grade 1	68	69	60
# of phonetically-REGULAR words taught as high frequency words <i>before</i> decodability in Grade 1 contrary to Proc. 2019 Q&A Doc. Answer to Question 6	96	167	65
comprehensiveness ² ("LSCs" = letter-sound correspondences)	teaches 70 of 70 TEKS-mandated LSCs + 31 more	teaches 70 of 70 TEKS-mandated LSCs + 30 more	teaches only 68 of 70 TEKS-mandated LSCs + 19 more
intensiveness ³	2,295 practice opportunities	1,312 practice opportunities	777 practice opportunities
oral vocabulary alignment ⁴	mostly	mostly	partially
other strengths or weaknesses	Only program that reviews the alphabet for students who did not attend kindergarten; briefly notes some not-yet-taught LSCs when presenting high frequency words	Cites some familiar LSCs and unusual spellings in high frequency words; points out decodable high frequency words; has most-interesting decodable story content	Presents high frequency words without info on LSCs, students just memorize the letters; much less practice on new LSCs than in the other two programs here
overall ranking →	BEST	BETTER	FAIR

Publishers tout *teaching aids*. We stress **PHONICS CONTENT**. Editors pitch their *strengths*. We include **WEAKNESSES**, to help busy teachers get past marketing-hype glitz. Unlike sales reps, we have no monetary interest in what schools buy. No publisher funds us. We have no financial stake in textbook companies. Our support comes from individuals and a small foundation, none of whom have any ties to any publisher as far as we know.

Our tiny non-profit staff of obsessive perfectionist detail-fanatics spent about 500 quality hours to make this rating as impeccable as possible. We have no info for other grades in this adoption (better to do a little well than a lot poorly). This analysis focuses on 1st Grade because many Texas students do not attend kindergarten and have zero phonics knowledge entering 1st Grade. Contact us to discuss these findings.

¹ DECODABILITY: For each Grade 1 Reading selection, we added the phonetically-regular words, all of whose LSCs have been taught, plus the phonetically-irregular words that have been taught, and divided by the total number of words. The figure shown here averages all those quotients.

² COMPREHENSIVENESS: We found how many of the 70 LSCs required by Proclamation 2019 Grade 1 English Reading TEKS that each program teaches, plus how many additional LSCs each program includes.

³ INTENSIVENESS: We counted how often each program has 1st Graders practice (i.e., see, hear, say, and write) three randomly-selected LSCs in their introductory lessons, and also compared four randomly-selected blending lessons. The figure shown here is the total for all seven exercises.

⁴ ALIGNMENT: We checked whether each program avoids expecting 1st Graders to recognize or "read" phonetically-regular "Oral Vocabulary" words before learning all their LSCs. (None of these programs' Language Arts components fully align with its Phonics strand, but some do better than others.)

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