

Emphasis on mastery of phonics reading skills in Grade 1 ESL programs

approved for 2004 local Texas adoption

This analysis assumes that students entering first grade have no English reading skills, because Texas does not require kindergarten.

— SUMMARY —

	<i>AVENUES — Phonics Street</i> Hampton-Brown, 2004	<i>MOVING INTO ENGLISH</i> Harcourt, 2005	<i>ON OUR WAY TO ENGLISH</i> Rigby, 2004
decodability ¹ of main program (except for phonics component)	54% (12 Student Edition stories) 66% (12 Take-Home Books) 45% (2 Big Books plus Practice Book pages) — Leveled Books and Theme Library not submitted for Texas approval average 55%	51% (30 Student Edition selections) 46% (14 Big Book selections plus 6 units in Practice Book) 52% (30 Leveled Books) average 50%	33% (44 Guided Reading selections) 17% (Thematic Units: 8 Newcomer Books plus teaching masters) average 25%
decodability ¹ of phonics component	92% (51 Read-Along Phonics Stories)	94% (24 Decodable Books)	61% (33 Phonics and Decodable Stories)
opportunities ² to read decodable text	57	33	15
comprehensiveness ³ of phonics instruction	93%	80%	50%
comparative intensiveness ⁴ of practice of selected sound-spellings	100%	67%	46%
integration of phonics teaching instructions into the main program	Phonics instructions located in separate <i>Phonics Street Teacher's Guide</i>	Phonics instructions divided among ½ page in <i>Teacher Edition</i> and Routine Cards, <i>Practice Book</i> , and <i>Teacher's Resource Book</i>	Phonics instructions located in separate section of <i>Teacher's Guide</i>
total overall ranking ⇨	BETTER	FAIR	POOR

¹ DECODABILITY: For each series we added phonetically regular words, all of whose sounds have been taught so far in Grade 1, plus phonetically irregular words taught so far in Grade 1, and divided by the total number of words in each reading selection.

² OPPORTUNITIES: Each story that is at least 80% decodable (see footnote 1) counts as one opportunity to read decodable text. Stories are either Student Edition readings or small take-home books. Exercises in Practice Books are not counted here.

³ COMPREHENSIVENESS: We identified 70 basic sound-spellings often taught in Grade 1, and counted how many each program covers. Our documentation of these percentages also lists any additional sound-spellings each series teaches in Grade 1.

⁴ INTENSIVENESS: We counted how often students practice (i.e., see, hear, say, and write) 3 selected sound-spellings in their introductory lessons. These percentages compare each program with *Avenues – Phonics Street*, which is the most intensive.

For full documentation, contact: