

# Texas 1<sup>st</sup> grade Reading upgrades edge California counterparts

In 2008 and 2009 respectively, California and Texas approved new 1<sup>st</sup> grade Reading programs for subsequent local adoption. Pure phonics pedagogy has students read no phonetically-regular word before they know all its letter-sound correspondences. None of the California or Texas submissions scored perfectly on this, but overall Texas' standards and programs both measurably bested California in promoting decodability.

## CALIFORNIA

No specific list or minimal number of letter-sound correspondences exists that 1<sup>st</sup> grade Reading programs must teach.

Minimum average decodability of 1<sup>st</sup> graders' reading selections must be 75%.

Some 1<sup>st</sup> grade student reading selections may not count toward this 75% figure.

Total average decodability of five 1<sup>st</sup> grade Reading programs is 89.6%.

65% of all student reading selections in five 1<sup>st</sup> grade Reading programs are at least 90% decodable.

Five programs teach an average of 95 still-undecodable phonetically-regular words as sight words.

Five programs teach an average of 74 phonetically-irregular words as sight words.

Two programs wrongly ask 1<sup>st</sup> graders to "read" still-undecodable words while developing oral vocabulary.

Four of these five California programs unsoundly teach more phonetically-regular than irregular words as sight words.

## TEXAS

1<sup>st</sup> grade Reading programs must teach at least 70 specified letter-sound correspondences.

Minimum average decodability of 1<sup>st</sup> graders' reading selections must be 80%.

All 1<sup>st</sup> grade student reading selections count toward this 80% figure.

Total average decodability of four 1<sup>st</sup> grade Reading programs is 94%.

82.5% of all student reading selections in four 1<sup>st</sup> grade Reading programs are at least 90% decodable.

Four programs teach an average of 74 still-undecodable phonetically-regular words as sight words.

Four programs teach an average of 79 phonetically-irregular words as sight words.

No programs wrongly ask 1<sup>st</sup> graders to "read" still-undecodable words while developing oral vocabulary.

One of these four Texas programs unsoundly teaches more phonetically-regular than irregular words as sight words.

All these programs' Language Arts components misalign with their Phonics strands because they ask 1<sup>st</sup> graders to "read" and/or write still-undecodable phonetically-regular words.

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