In 2008 and 2009 respectively, California and Texas approved new 1st 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 1st grade Reading programs must teach.
- Minimum average decodability of 1st graders' reading selections must be 75%.
- Some 1st grade student reading selections may not count toward this 75% figure.
- Total average decodability of five 1st grade Reading programs is 89.6%.
- 65% of all student reading selections in five 1st 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 1st graders to "read" still-undecodable words while developing oral vocabulary.

**TEXAS**

- 1st grade Reading programs must teach at least 70 specified letter-sound correspondences.
- Minimum average decodability of 1st graders' reading selections must be 80%.
- All 1st grade student reading selections count toward this 80% figure.
- Total average decodability of four 1st grade Reading programs is 94%.
- 82.5% of all student reading selections in four 1st 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 1st 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.

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

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

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