



NATIONAL GEOGRAPHIC LEARNING, REACH FOR READING, GRADE 4

Section	Indicator Number	Publisher Comments	Evidence
PHONICS (P)	#3	<p>Reviewers felt coordinated instructional sequences and routines are not available in the core reading program.</p> <p>Please refer to the Reach for Reading-CCSS correlation for Grade 4 where over 100 TE page references are listed for both CC.4.Rfou.3 and 3.a.</p>	<p>The Daily Spelling and Word Work section of each week's instructional plan incorporates phonics, which follows the Reach Into Phonics Scope & Sequence (see for example, T71l of Grade 4 Unit 2 TE).</p> <p>Reach for Reading also includes a Phonics Game in the Intervention section of the Learning Stations (see for example pg. T71j of Grade 4 Unit 2 TE).</p> <p>Finally, Reach Into Phonics provides deeper interventions for students who need it.</p>
PHONICS (P)	#4	<p>Reviewers felt phonics instruction was not scaffolded.</p> <p>Please refer to the Reach for Reading-CCSS correlation for Grade 4 where over 100 TE page references are listed for both CC.4.Rfou.3 and 3.a.</p>	<p>The Daily Spelling and Word Work section of each week's instructional plan incorporates phonics, which follows the Reach Into Phonics Scope & Sequence, which is clearly scaffolded (see for example, T71k -T71l, T97k-T97l, T105s-T105t, T129i-T129j of Grade 4 Unit 2 TE).</p>
PHONICS (P)	#5	<p>Reviewers felt phonics instruction does not include cumulative review.</p> <p>Please refer to the Reach for Reading-CCSS correlation for Grade 4 where over 100 TE page references are listed for both CC.4.Rfou.3 and 3.a.</p>	<p>The Daily Spelling and Word Work section of each week's instructional plan incorporates phonics and assesses this instruction with the weekly Spelling Test (see for example T1i -j and T27i-j of Grade 4 Unit 1 TE).</p>



NATIONAL GEOGRAPHIC LEARNING, REACH FOR READING, GRADE 4 (continued)

Section	Indicator Number	Publisher Comments	Evidence
PHONICS (P)	#6	<p>Reviewers felt assessments included to measure and monitor progress in phonics were not available in core reading program.</p> <p>Please refer to the Reach for Reading -CCSS correlation for Grade 4 where over 100 TE page references are listed for both CC.4.Rfou.3 and 3.a.</p>	<p>The Daily Spelling and Word Work section of each week's instructional plan incorporates phonics and assesses this instruction with the weekly Spelling Test (see for example T1i-j and T27i-j of Grade 4 Unit 1 TE).</p>
PHONICS (P)	#9	<p>Reviewers felt instruction does not progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words).</p> <p>Please refer to the Reach for Reading -CCSS correlation for Grade 4 where over 100 TE page references are listed for both CC.4.Rfou.3 and 3.a.</p>	<p>The Daily Spelling and Word Work section of each week's instructional plan incorporates phonics, which follows the Reach Into Phonics Scope & Sequence (see for example, T71l of Grade 4 Unit 2 TE). More complex features are taught as students progress through the units (example, short vowel sounds and consonant blends in Grade 4 Unit 1 TE, multisyllabic words in Grade 4 Unit 8 TE)</p>
PHONICS (P)	#10	<p>Reviewers felt reviews of previously taught concepts and words are not available in core reading program.</p> <p>Please refer to the Reach for Reading -CCSS correlation for Grade 4 where over 100 TE page references are listed for both CC.4.Rfou.3 and 3.a.</p>	<p>The Daily Spelling and Word Work section of each week's instructional plan incorporates phonics, including repeated patterns and phonics games (see for example, T71k-T71l of Grade 4 Unit 2 TE). Review of the week's phonological focus (e.g. short e) is built into each activity.</p>
PHONICS (P)	#11	<p>Reviewers felt emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading) was not available in core reading program.</p> <p>Please refer to the Reach for Reading -CCSS correlation for Grade 4 where over 100 TE page references are listed for both CC.4.Rfou.3 and 3.a.</p>	<p>The Daily Spelling and Word Work section of each week's instructional plan incorporates phonics, including repeated patterns and phonics games (see for example, T71k-T71l of Grade 4 Unit 2 TE). Fluency practice of the week's phonological focus (e.g. short e) is built into each activity.</p>



NATIONAL GEOGRAPHIC LEARNING, REACH FOR READING, GRADE 4 (continued)			
Section	Indicator Number	Publisher Comments	Evidence
PHONICS (P)	#15	<p>Reviewers felt that a section of the program devoted to advanced phonics (structural analysis) skills is not available in core reading program.</p> <p>Please refer to the Reach for Reading -CCSS correlation for Grade 4 where over 100 TE page references are listed for both CC.4.Rfou.3 and 3.a.</p>	<p>The Daily Spelling and Word Work section of each week's instructional plan incorporates phonics, including vocabulary and spelling words that feature orthography (prefixes, suffixes, roots, etc)--which is also fully covered in the SE and TE.</p>
PHONICS (P)	#16	<p>Reviewers felt that advanced phonics skills are not taught explicitly, first in isolation and then in words and connected texts.</p> <p>Please refer to the Reach for Reading -CCSS correlation for Grade 4 where over 100 TE page references are listed for both CC.4.Rfou.3 and 3.a.</p>	<p>The Daily Spelling and Word Work section of each week's instructional plan incorporates phonics, including vocabulary and spelling words that feature orthography (prefixes, suffixes, roots, etc)--which is also fully covered in the SE and TE. Additionally, vocabulary (Word Work) features contain orthography (prefixes, suffixes, roots, etc) which have full coverage in the SE and TE.</p>



NATIONAL GEOGRAPHIC LEARNING, REACH FOR READING, GRADE 4 (continued)

Section	Indicator Number	Publisher Comments	Evidence
PHONICS (P)	#21	<p>Reviewers felt that once advanced phonics strategies have been mastered, they are not immediately applied to reading and interpreting familiar and unfamiliar connected texts</p> <p>Please refer to the Reach for Reading -CCSS correlation for Grade 4 where over 100 TE page references are listed for both CC.4.Rfou.3 and 3.a.</p>	<p>The Daily Spelling and Word Work section of each week's instructional plan incorporates phonics, including vocabulary and spelling words that feature orthography (prefixes, suffixes, roots, etc)--which is also fully covered in the SE and TE. Additionally, vocabulary (Word Work) features contain orthography (prefixes, suffixes, roots, etc) which have full coverage in the SE and TE.</p>
PHONICS (P)	#22	<p>Reviewers felt that words used in advanced phonics activities are not found in student texts</p> <p>Please refer to the Reach for Reading -CCSS correlation for Grade 4 where over 100 TE page references are listed for both CC.4.Rfou.3 and 3.a.</p>	<p>The Daily Spelling and Word Work section of each week's instructional plan incorporates phonics, including vocabulary and spelling words that feature orthography (prefixes, suffixes, roots, etc)--which is also fully covered in the SE and TE. Additionally, vocabulary (Word Work) features contain orthography (prefixes, suffixes, roots, etc) which have full coverage in the SE and TE.</p>