



October 2021

McGraw Hill
Response to EdReports Evaluation
***Open Court Reading* Foundational Skills Kits, Grades K-2**

Summary

McGraw Hill appreciates the opportunity to provide a response to the EdReports review of our *Open Court Reading* Foundational Skills Kits (Grades K-2). We are pleased to see that its reviewers recognize many aspects of the program's research-based foundational skills development and explicit and systematic instruction as this is exactly what customers are looking for in a Foundational Skills supplemental program. Despite noted areas of strength, including a highly rated Gateway 1 for grade K, we received Partially Meets for all other Gateways in grades K-2. We are disappointed to have received overall ratings of Partially Meets Expectations across grades K-2.

Positive student outcomes are the primary measure to which McGraw Hill holds itself and its programs. In this regard, we are proud of *Open Court Reading* Foundational Skills Kits and the decades-long history of research-based pedagogy, efficacy, and success for learners across the country. We urge teachers and administrators to review the *Open Court Reading* Foundational Skills program for themselves. For more information regarding the program, its research basis, and its history of success, please visit opencourtreading.com.

Gateway 1

We are pleased to see strong marks for Gateway 1. These marks indicate that users can have confidence that many aspects of *Open Court Reading* Foundational Skills Kits are aligned to standards and utilizing research- and evidence-based practices. With a long history of systematic and explicit research-based instructional practices, *Open Court Reading* Foundational Skills Kits offer users a robust supplement for foundational literacy skills instruction.

In grade K, *Open Court Reading* Foundational Skills Kits earned 52/58 and Meets Expectations for Gateway 1 and was very close to earning Meets Expectations for Gateway 1 across the K-2 grade band. In grade 1 the program earned 48/60 for Gateway 1, only 4 points away from Meets. In grade 2 the program earned 30/40 for Gateway 1, only 2 points away from Meets.

We are pleased to see these areas of strength recognized by EdReports:

- Support for concepts of print, systematic and explicit instruction for letter recognition
- Systematic and explicit instruction for research-based phonological awareness
- Systematic and explicit instruction of research-based phonics
- Systematic and explicit instruction in fluency by focusing on accuracy, automaticity, rate, and expression



While we appreciate that these areas of strengths in Gateway 1 have been noted, we believe that the program deserves higher ratings for the following Indicators at the grades listed below. We have provided EdReports reviewers with detailed counterevidence for each of these Indicators; however, the scores have not been increased. Due to word count limits for this response, evidence could not be included here. McGraw Hill is happy to share this counterevidence upon inquiry.

Grade 1

- 1B - Materials provide instructional support for general concepts of print and connect learning of print concepts to books and provide cumulative review of print concepts, letter identification, and printing letters.
- 1J - Materials provide application and encoding of phonics in activities and tasks.
- 1K - Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words.
- 1O - Instructional opportunities are built into the materials for systematic, evidence-based explicit instruction in fluency.

Grade 2

- 1K - Materials include systematic instruction of high-frequency words and opportunities to practice reading of high-frequency words to develop automaticity.
- 1M - Materials explicitly teach word analysis strategies (e.g., phoneme/grapheme recognition, syllabication, morpheme analysis) based on the requirements of the standards and provide students with frequent practice opportunities to apply word analysis strategies.

We encourage reviewers to conduct their own review and make their own determination of how the program addresses the bulleted items above.



Gateway 2

Open Court Reading Foundational Skills Kits received a Partially Meets Expectations rating for Gateway 2, Implementation, Support Materials & Assessment, across Grades K-2.

Areas of strength noted:

- Teacher editions with ample and useful annotations and suggestions, guidance included for use of embedded technology
- Adult-level explanations and examples of foundational literacy skill concepts so teachers can improve their own knowledge
- Scope and sequence shows clear, evidence-based explanation for expected hierarchy of phonemic awareness competence, and intentional sequence of phonics skills
- Decodable texts align to scope and sequence
- Decodable texts include high-frequency words aligned to scope and sequence

As with Gateway 1, the strengths noted speak to the fact that *Open Court Reading* Foundational Skills Kits are built upon decades of research, field testing, and time-tested instructional models.

While the program received Partially Meets Expectations for this Gateway, McGraw Hill believes that educators using *Open Court Reading* Foundational Skills Kits receive best-in-class training and support that will help them implement with fidelity throughout their adoption of the program. Professional development and teacher support is embedded in the digital platform as well as print teacher materials, including teaching videos, point of use differentiated instruction, and materials to support language development. Assessment tools and materials help teachers track students' progress toward mastery of foundational literacy skills throughout their implementation of the program.



The Science of Learning and the Science of Reading

A McGraw Hill, we're dedicated to the application of basic and pedagogical research toward the development of products designed to improve student and educator outcomes. As such, we have drawn upon decades of rigorous literacy research, as well as our collaborative work with preeminent reading researchers and experts, to inform the design, development, and ongoing efficacy testing of our literacy solutions. How do students learn? This question is at the core of learning science—and at the core of our approach to optimizing learning. We recognize that equitable literacy education provides learners with the instruction they need, when they need it, while also providing a robust learning experience that addresses each of the skills and competencies identified as critical for successful literacy development.

Open Court Reading Foundational Skills Kits are built upon decades of research, field testing, and time-tested instructional models. The authors, who are educators and researchers, continuously update the program to include the latest research findings about the most effective ways to teach children to read. Key instructional areas build across grade levels to ensure students become confident and effective readers by the end of grade 3.

Open Court Reading has had a long and successful history of teaching critical foundational skills using research-based materials that integrate findings from learning theory and cognitive science, also known as The Science of Reading, as well as literacy development and teacher expertise.

While we appreciate EdReports giving us the opportunity to respond to their review, we encourage you to review the *Open Court Reading* Foundational Skills program for yourself. For more information regarding the program, its research basis, and its history of success, please visit opencourtreading.com.