

# From Sounds to Spelling® Publisher Response

June 2024

From Sounds to Spelling® was designed with a specific focus on **phonics** instruction, and therefore does not fully address all criteria within EdReports' Foundational Skills program rubric. EdReports' rubric encompasses a broader range of foundational skills, so in many examples, From Sounds to Spelling® was evaluated against criteria that it was never designed to include.

Below, please find some additional concerns we have with EdReports' evaluation criteria:

## **Level K (Kindergarten)**

- EdReports states that “Materials contain limited explicit instruction of syllable types and routines for syllable division that promote decoding and encoding of words.”
  - We do not believe that average Kindergarten students (ages 5 and 6) should be engaged in dividing multisyllabic words or learning syllable types. At this age, a student is still very early on in their journey to decode single-syllable words. In Dr. Luisa Moats' well-respected text Speech to Print (2020), she recommends (on p. 288), that syllable type and instruction begin in Grade 1 and continue into Grades 2 & 3.

## **Level 1 (1st Grade)**

- EdReports states, in regards to high frequency word instruction: “However, there is no explicit instruction on how or what to review in Unit 4, which is left to the teacher's discretion.” This is inaccurate, as there are only two final weeks of review, not an entire unit. We believe that after being guided in 33 weeks of high frequency word instruction, educators are completely capable of choosing words for two final weeks, based upon students' needs.

## **Level 2 (2nd Grade)**

- EdReports states, in regards to high frequency word instruction: “However, there is no explicit instruction on how or what to review in Unit 5, which is left to the teacher's discretion.” This is inaccurate, as there is only one final week of review, not an entire unit. We believe that after being guided in 34 weeks of high frequency word instruction, educators are completely capable of choosing words for the final week, based upon students' needs.

## **All Levels**

- EdReports states that “There are no interim assessments throughout the units to regularly and systematically assess students.”
  - While we agree that not all of the types of assessments EdReports was looking for are included between the end-of-unit assessments, it is inaccurate to say that there are no interim assessments at all. Weekly dictations are an important tool we include so that teachers can monitor students' encoding progress each week. Moreover, encoding ability also represents a high level of orthographic mapping skill (higher, even, than decoding ability). A dictation is also an efficient means of measuring progress because it can be simultaneously administered to an entire class or group of children at the same time.

We encourage educators to learn about From Sounds to Spelling® and make decisions about the program based on their specific curriculum needs, not just the criteria that EdReports covers. Read more about the program and its impact on students' literacy achievement here: [https://](https://www.fromsoundstospelling.com/)

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