

## ***ELS* Correlation to the Texas Education Agency’s “Guide to the Evaluation of Digitally Based Reading Programs”**

Does the program have evidence of efficacy established through carefully designed experimental studies? *Yes.*

Does the program reflect current and confirmed research in reading? *Yes.*

Does the program provide explicit, systematic instruction in the primary grades (K-3) in the following dimensions:

- phonemic awareness
- phonics
- decoding
- word recognition
- spelling
- vocabulary
- comprehension (listening and reading)
- writing
- oral and written language

*Yes. See Chapter III of “Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base.”*

Was the program tested in schools and classrooms with similar demographic and learner profiles as your school? *Yes. The program has been successfully implemented in more than 5000 diverse schools across the country. See Chapter VI of “Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base” for evidence of results.*

### **Stage II Critical Elements for Analysis of a Digitally Based Program**

ELS “Meets Expectations” for the following elements. Chapters cited are from “*Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base.*”

#### **Uniqueness of Technology**

|                                                                                                                                                         |                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Teach phonemic sounds and phonics with or without letter representation.                                                                                | See Chapter 3.            |
| Provide learners the ability to record and listen to their own voice as they learn to hear, identify and manipulate individual sounds and spoken words. | See Chapters 2, 3, and 4. |

|                                                                                                                                            |                       |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Use color and animation to provide an effective way to teach phonological awareness, phonics, vocabulary, fluency, and text comprehension. | See Chapters 3 and 4. |
| Provide immediate assessment, feedback, prescriptions and documentation.                                                                   | See Chapters 2 and 4. |

### **Curriculum Integration**

|                                                                                                                                                                                                  |                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| System provides a lesson based curriculum—all activities and lessons can be assigned by learning objective to supplement the classroom instruction.                                              | See Chapter 3.            |
| Demonstrated ability to support multiple classroom use models, including unit-based instruction, diagnostic/prescriptive, and project-based learning, and individualized/objective-based models. | See Chapters 2, 3, and 4. |
| Can be easily used to support basal texts and other learning materials.                                                                                                                          | See Chapters 2 and 3.     |
| Can be used to introduce concepts and skills, as well as reinforce concept acquisition and skills.                                                                                               | See Chapters 2 and 3.     |
| Curriculum can be broken down to individual learning activities.                                                                                                                                 | See Chapters 2, 3, and 4. |
| Can be used in varied settings including whole-group, small group, or individual.                                                                                                                | See Chapter 5.            |

### **Systems Integration and Technical Support**

|                                                                                                                                                     |                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Open systems design—supports modern network and desktop operating systems                                                                           | See Chapters 4 and 5.                         |
| Allows system maintenance functions and security to be performed by non-technical users.                                                            | See CEI Implementation Toolkit.               |
| Provides integrated desktop security—safeguards system files and programs without the need to purchase or install and maintain additional software. | See CEI Implementation Toolkit.               |
| Technical support available in varied models to support district including web, telephone, and on-site models.                                      | See Chapter 5 and CEI Implementation Toolkit. |

### **Management and Reporting**

|                                                                                                      |                              |
|------------------------------------------------------------------------------------------------------|------------------------------|
| Management system provides automatic lesson sequencing.                                              | See Chapters 1, 2, 3, and 4. |
| System allows teachers to easily find and assign activities or lessons by state learning objectives. | See Chapters 1 and 2.        |

|                                                                                                                              |                                 |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Allows educators to easily individualize instruction to support the learning objectives of an Individualized Education Plan. | See Chapters 2 and 4.           |
| Provides instructor with ability to adjust mastery level of instructional activities as appropriate.                         | See Chapters 2, 3, and 4.       |
| Allows teachers and administrators to track the progress of individual students and classes by designated subgroups.         | See Chapters 1, 2, and 4.       |
| Student database demographics are customizable, extensible, exportable student demographics.                                 | See CEI Implementation Toolkit. |
| Student database would allow for the automatic import/export of data.                                                        | See CEI Implementation Toolkit. |
| Student self analysis.                                                                                                       | See Chapter 4.                  |
| Parental communication and involvement.                                                                                      | See Chapter 5.                  |

## Assessment

|                                                                                                                                                                                                                                                                                                       |                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Assessment tool should consist of items that not only cover objectives contained on the NAEP, State assessments and AYP measures, and also identify the prerequisite skills needed for success.                                                                                                       | See Chapters 1, 3, and 4. |
| Assessment items should be validated items.                                                                                                                                                                                                                                                           | See Chapter 4.            |
| Assessment tool should allow teachers to identify objectives to be assessed and the resulting test results should create an individualized student prescription in reading, for every student based on the mastery/non-mastery of objectives, irrespective of whether previous mastery was exhibited. | See Chapter 4.            |
| Ability to create benchmark assessment to monitor on-going progress (data driven decisions).                                                                                                                                                                                                          | See Chapter 4.            |
| Test items should mirror both content and format to those on the NAEP and the other major standardized assessments.                                                                                                                                                                                   | See Chapter 4.            |
| System automatically prescribes instruction based on student performance.                                                                                                                                                                                                                             | See Chapter 4.            |
| System automatically creates and assigns an individualized cumulative review for students.                                                                                                                                                                                                            | See Chapter 4.            |
| Assessment tools allow educators to adjust mastery levels for courses, classes and individual students to support high standards for all students.                                                                                                                                                    | See Chapter 4.            |
| Provides summative data.                                                                                                                                                                                                                                                                              | See Chapter 4.            |

## General Curriculum

|                                                                                                      |                |
|------------------------------------------------------------------------------------------------------|----------------|
| Provides a consistent scope and sequence with depth and breadth that is developmentally appropriate. | See Chapter 3. |
|------------------------------------------------------------------------------------------------------|----------------|

|                                                                                                                                            |                           |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Appropriate instructional design strategies used to develop consistent curriculum content.                                                 | See Chapter 3.            |
| Courses and lessons are highly interactive and engaging—goes beyond “question and answer” format and follows effective teaching practices. | See Chapters 3, 4, and 5. |
| Students are required to apply multiple skills in solving complex problems.                                                                | See Chapter 3.            |
| Activities provide real world, cross-curricular learning opportunities.                                                                    | See Chapters 2, 3, and 4. |
| Lessons provide all learners with opportunities to apply higher order skills and demonstrate performance.                                  | See Chapters 2, 3, and 4. |
| Students are required to perform by writing in all curriculum areas, not just reading.                                                     | See Chapter 3.            |
| Allows individual students to determine speed of lesson completion.                                                                        | See Chapters 2 and 4.     |

### **Phonemic Awareness/Phonics**

|                                                                                                                                                                                                        |                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Uses visual cues and auditory discrimination to present the sounds of phonemes.                                                                                                                        | See Chapters 2 and 3.        |
| Provides picture cues that do not use letter representation.                                                                                                                                           | See Chapters 2 and 3.        |
| Provides visual and auditory modes of phonemic isolation.                                                                                                                                              | See Chapters 2 and 3.        |
| Recognition of the same sound phonemes in the beginning or ending of a word.                                                                                                                           | See Chapter 3.               |
| Blending of separate sounds into a word.                                                                                                                                                               | See Chapter 3.               |
| Breaking or segmenting a word into unique sounds.                                                                                                                                                      | See Chapter 3.               |
| Use of oral rhymes to facilitate phonemic awareness.                                                                                                                                                   | See Chapter 3.               |
| Provides activities for phoneme blending and segmentation.                                                                                                                                             | See Chapter 3.               |
| Emphasize alphabetic knowledge by the use of activities that teach learners their ABCs including activities for awareness, sound, shape, alphabetic order, and words associated with beginning sounds. | See Chapter 3.               |
| Provides phonics instruction that is systematic and explicit.                                                                                                                                          | See Chapter 3.               |
| Improve word recognition and spelling.                                                                                                                                                                 | See Chapter 3.               |
| Improve reading comprehension.                                                                                                                                                                         | See Chapter 3 and 6.         |
| Prove effective for children from various social and economic levels.                                                                                                                                  | See Chapters 1, 2, 3, and 6. |
| Practice in writing letters, words, messages, and stories through the use of extended activities and materials.                                                                                        | See Chapter 3.               |

## Vocabulary

|                                                                                                        |                       |
|--------------------------------------------------------------------------------------------------------|-----------------------|
| Introduces specific words before reading.                                                              | See Chapter 3.        |
| Provides extended instruction to promote active engagement with vocabulary.                            | See Chapter 3.        |
| Provides working age appropriate dictionaries for vocabulary development.                              | See Chapter 3.        |
| Provide opportunities to see the word, hear the word, say and record the word, hear the word repeated. | See Chapters 2 and 3. |
| Provides for definition and application of the word.                                                   | See Chapter 3.        |
| Teaches the use of context clues in vocabulary instruction.                                            | See Chapter 3.        |
| Teach sounding the word out.                                                                           | See Chapter 3.        |

## Fluency

|                                                                                                                               |                           |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Models fluency.                                                                                                               | See Chapter 3.            |
| Asks the learner to read with the computer or choose to read aloud.                                                           | See Chapter 3 and 4.      |
| Highlights by phrases and clauses, turning to chunks.                                                                         | See Chapters 3 and 4.     |
| Provides voiced passages in all PK-3 reading instruction for the understanding of intonation and emotion in reading passages. | See Chapters 2, 3, and 4. |
| Ability to record the student's voice to provide practice as the learner reads connected text.                                | See Chapters 2 and 4.     |
| Models fluency at different rates and with the use of different tones.                                                        | See Chapters 2, 3, and 4. |
| Provides learner the opportunities to read and hear the readings as many times as necessary.                                  | See Chapters 2 and 4.     |

## Text Comprehension

|                                                                                                                                                              |                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Teaches strategies for text comprehension.                                                                                                                   | See Chapter 3.            |
| Provide comprehension strategies beginning with word analysis and evolve into comprehension.                                                                 | See Chapter 3.            |
| Include use of before reading, during reading, and after reading activities.                                                                                 | See Chapter 3.            |
| Use of direct instruction to teach learner to monitor text by taking student back to story and uses a direct explanation to help learner apply the strategy. | See Chapter 3.            |
| Uses guided practice as a strategy for text comprehension.                                                                                                   | See Chapters 3 and 4.     |
| Use of sound, animation, and colorful graphics to help the learner create a mental image of reading.                                                         | See Chapters 2, 3, and 4. |
| Encourages students to visualize and imagine as they read with exploratory sessions.                                                                         | See Chapters 2 and 3.     |

## Instructional Programs and Materials Materials and Programs

|                                                                                                    |                           |
|----------------------------------------------------------------------------------------------------|---------------------------|
| Prioritize essential skills and strategies.                                                        | See Chapters 2 and 3.     |
| Sequence skills and strategies in a logical, coherent manner.                                      | See Chapter 3.            |
| Demonstrate and build the relationships between fundamental skills leading to higher order skills. | See Chapter 3.            |
| Focus on activities that relate directly to the learning objectives.                               | See Chapter 3.            |
| Provide specific suggestions for learners with special needs.                                      | See Chapters 2, 3, and 4. |
| Provide a combination of online and offline materials.                                             | See Chapters 3 and 5.     |
| Provide extension through parental involvement materials for home use.                             | See Chapter 5.            |

## **Differentiated Instruction Instructional Materials**

|                                                                                                                                                                           |                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Provide a range within the instructional materials which allow flexibility to start students at different entry points in the materials depending on student performance. | See Chapters 2, 3, and 4.          |
| Suggest appropriate grouping based on students' performance.                                                                                                              | See Chapter 4.                     |
| Recommend and accommodate flexible groupings to maximize student performance.                                                                                             | See Chapter 4.                     |
| Present comprehensive guidance for teachers in providing effective, efficient instruction for students with special needs.                                                | See Chapters 2, 3, 4, and 5.       |
| Provide explicit and systematic instruction and practice materials to accelerate reading achievement for students who are reading significantly below grade level.        | See Chapters 1, 2, 3, 4, 5, and 6. |

## **Professional Development**

|                                                                                        |                |
|----------------------------------------------------------------------------------------|----------------|
| Provides professional development support for use of technical components of programs. | See Chapter 5. |
| Provides alignment to state and district standards.                                    | See Chapter 1. |
| Offers integration strategies for use of digitally based programs into core reading.   | See Chapter 3. |

