

Kindergarten and First-Grade HQIM Alignment with Research on Code-Focused Instruction

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Purpose: Provide detailed information about how the four most commonly adopted HQIM align to research-based recommendations for code-focused instruction from the What Works Clearinghouse [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#).

HQIM Reviewed

- 1 Amplify Core Knowledge Language Arts (CKLA)
- 2 Benchmark Education Benchmark Advance
- 3 Imagine Learning EL Education
- 4 McGraw Hill Wonders



Alignment with Phonological Awareness and Sound-Symbol Recommendations by HQIM and Grade Level

	Benchmark		CKLA		Imagine Learning EL Education		Wonders	
	K [†]	1 [†]	K	1	K	1	K	1
Focus on Phonemic Awareness	Green	Green	Green	Green	Green	Green	Green	Green
Use of Articulatory Gestures	Green	N/A	Yellow	N/A	Green	N/A	Green	N/A
Appropriate Pacing for Letter-Sound Instruction	Red	N/A	Green	N/A	Green	N/A	Yellow	N/A
Explicit Instruction for Letter-Sounds	Green	Green	Green	Green	Green	Green	Green	Green
Instructional Progression of Letter-Sound Instruction	Green	N/A	Green	N/A	Green	N/A	Green	N/A
Connecting Phonemic Awareness and Print	Yellow	Yellow	Yellow	Green	Yellow	Yellow	Yellow	Yellow
Dosage of Isolated Phonemic Awareness	Green	Green	Red	Green	Green	Green	Yellow	Green

Note. K = kindergarten, 1 = Grade 1. Green = the practice was clearly evident; yellow = the practice was partially evident; red = little evidence of the practice being implemented; N/A = not applicable to that grade level.

Alignment with Word Reading Recommendations by HQIM and Grade Level

	Benchmark		CKLA		Imagine Learning EL Education		Wonders	
	K [†]	1 [‡]	K	1	K	1	K	1
Focus on Blending and Segmenting Skills	Green	Green	Green	Green	Yellow	Yellow	Yellow	Green
Systematic Phonics Instruction	Yellow	Green	Green	Green	Yellow	Green	Yellow	Green
Encoding	Green	Green	Green	Green	Green	Green	Green	Green
Decodable Text	Green	Green	Green	Green	Red	Red	Green	Green
High-Frequency Word Instruction	Green	Green	Green	Green	Green	Green	Green	Green

Note. [†]K = kindergarten, [‡]1 = Grade 1. Green = the practice was clearly evident; yellow = the practice was partially evident; red = little evidence of the practice being implemented.

Recommendations by HQIM

Benchmark Advance	CKLA	Imagine Learning EL Education	Wonders
Increase pacing of letter-sound instruction in kindergarten	Reduce time on isolated PA ^a instruction	Focus on blending and segmenting sooner	Focus on one or two PA skills per day, connecting to print more frequently
Guide the use of predictable text	Introduce GPC ^b sooner	Connect PA ^a & print more frequently	Increase pacing of letter-sound instruction in kindergarten
Connect PA and print more frequently	Add articulatory gesture guidance	Increase reading of decodable text	Guide the use of predictable text

Note. ^aPA = phonemic awareness, ^bGPC = grapheme-phoneme correspondences.