

November, 2019

**Catawba Press Response to EdReports Evaluation**  
**Puzzle Piece Phonics**  
**Grades K-2**

Thank you to EdReports for the opportunity to respond to the evaluation of Puzzle Piece Phonics. We appreciate all the time and attention the team made to review the curriculum-- the review process was intentional and thorough. We are pleased to see high marks in all grade levels for the criterion: Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonics. Created by teachers for teachers, Puzzle Piece Phonics centers the classroom on researched-based phonics. Our goal in creating Puzzle Piece Phonics was to have a well-rounded, explicit, engaging phonics program. Having EdReports see this in our work makes us immensely proud.

Puzzle Piece Phonics is a routine-based program that is designed to target the following elements each week / day:

- **Phonemic Awareness:** The ability to focus on and manipulate individual sounds (phonemes) in spoken words
- **Developmental Scope and Sequence:** Effective way to cover all grade-level phonics concepts within one year
- **Clear Weekly Focus:** Related Sound-Spelling Patterns that students practice hearing, reading, and writing for one week at a time
- **Blending:** Stringing together letter sounds to read (decode) a word
- **Dictation:** Guided spelling practice (encoding words)
- **Sorting:** Placing pictures that represent words (sound sorting) or word cards into categories according to their sound-spelling patterns
- **Practice:** Direct application of sound-spelling patterns to decode and encode words in an authentic way
- **Fluency:** The ability to read with ease and accuracy so the reader can focus attention on meaning
- **Assessment:** Evaluation of mastery

The routines of Puzzle Piece Phonics are embedded with teacher extensions, teachable moments, and re-teaching opportunities. These can be found in the “Preparing for your Week” section before each week of instruction. Puzzle Piece Phonics meets the needs of students by being adaptable and custom—teachers are directed to make their lesson fit their teaching style and the group of students they have. Below we have listed the criterion EdReports used to complete their review and have added our response to the indicators.

**Kindergarten:**

*Gateway 1*

**Criterion 1A-B:**

Materials and instruction provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition in early Kindergarten. – **Meets expectations**

**Criterion 1C-E:**

Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonological awareness. – **Meets expectations**

**Criterion 1F-J:**

Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonics. – **Meets expectations**

**Criterion 1K-M:**

Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words. – **Partially meets expectations**

- Puzzle Piece Phonics addresses these indicators through the **Blending** (sentence), **Dictation**, **Sorting with Words**, **Comprehension Check**, and **Fluency** routines. Students also practice high-frequency words independently while working on many **Practice Pieces**, especially **Super Sentences**.

**Criterion 1N-Q:**

Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words. – **Partially meets expectations**

- Puzzle Piece Phonics addresses these indicators through the **Blending** (lines and sentence), **Fluency**, and **Comprehension Check** routines. Students also work on reading accurately as part of their **Practice Pieces**.

*Gateway 2*

**Criterion 2A-E:**

Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics and word recognition, fluency, and print concepts. – **Meets expectations**

**Criterion 2F-F.II:**

Program includes work with decodables in K and Grade 1, and as needed in Grade 2, following the grade-level scope and sequence to address both securing phonics and making meaning from reading. – **Partially meets expectations**

- Puzzle Piece Phonics addresses these indicators through the **Fluency** decodable resources. High frequency words are embedded throughout the chants, passages, and poems in Kindergarten.

**Criterion 2G-2I.III:**

Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials also provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards. – **Does not meet expectations**

- Puzzle Piece Phonics provides teachers with weekly assessment checks for mastery of sound-spelling patterns (**Spelling Checks**). The program also contains **pre and post assessments** before and after major concepts are taught to evaluate mastery.
- Informal observations and checks are also noted and encouraged during **Phonemic Awareness**, **Blending**, **Dictation**, and **Word Sorting**.

**First Grade:**

*Gateway 1*

**Criterion 1A-B:**

Materials and instruction provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition in early Kindergarten. – **Meets expectations**

**Criterion 1C-E:**

Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonological awareness. – **Meets expectations**

**Criterion 1F-J:**

Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonics. – **Meets expectations**

**Criterion 1K-M:**

Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words. – **Partially meets expectations**

- Puzzle Piece Phonics addresses these indicators through the **Blending** (sentence), **Dictation**, **Sorting with Words**, **Comprehension Check**, and **Fluency** routines. Students also practice high-frequency words independently while working on many **Practice Pieces**, especially **Super Sentences**.

**Criterion 1N-Q:**

Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words. – **Does not meet expectations**

- Puzzle Piece Phonics addresses these indicators through the **Blending** (lines and sentence), **Fluency**, and **Comprehension Check** routines. Students also work on reading accurately as part of their **Practice Pieces**.

*Gateway 2***Criterion 2A-E:**

Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics and word recognition, fluency, and print concepts. – **Meets expectations**

**Criterion 2F-F.II:**

Program includes work with decodables in K and Grade 1, and as needed in Grade 2, following the grade-level scope and sequence to address both securing phonics and making meaning from reading. – **Partially meets expectations**

- Puzzle Piece Phonics addresses these indicators through the **Fluency** decodable resources. High frequency words are embedded throughout the differentiated poems in First Grade.

**Criterion 2G-2I.III:**

Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials also provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards. – **Does not meet expectations**

- Puzzle Piece Phonics provides teachers with weekly assessment checks for mastery of sound-spelling patterns (**Spelling Checks**). The program also contains **pre and post assessments** before and after major concepts are taught to evaluate mastery.
- Informal observations and checks are also noted and encouraged during **Phonemic Awareness**, **Blending**, **Dictation**, and **Word Sorting**.

**Second Grade:***Gateway 1***Criterion 1F-J:**

Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonics. – **Meets expectations**

**Criterion 1K-M:**

Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words. – **Does not meet expectations**

- Puzzle Piece Phonics addresses these indicators through the **Blending** (sentence), **Say**, **Spell**, **Sort**, **Sorting with Words**, **Comprehension Check**, and **Fluency** routines. Students also practice high-frequency words independently while working on many **Practice Pieces**, especially **Super Sentences**.

**Criterion 10-Q:**

Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words. – **Does not meet expectations**

- Puzzle Piece Phonics addresses these indicators through the **Blending** (lines and sentence), **Fluency**, and **Comprehension Check** routines. Students also work on reading accurately as part of their **Practice Pieces**.

*Gateway 2***Criterion 2A-E:**

Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics and word recognition, fluency, and print concepts. – **Meets expectations**

**Criterion 2F-F.II:**

Program includes work with decodables in K and Grade 1, and as needed in Grade 2, following the grade-level scope and sequence to address both securing phonics and making meaning from reading. – **Partially meets expectations**

- Puzzle Piece Phonics addresses these indicators through the **Fluency** decodable resources. High frequency words are embedded throughout the differentiated Reader's Theaters and Informational Texts in Second Grade.

**Criterion 2G-I.III:**

Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials also provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards. – **Does not meet expectations**

- Puzzle Piece Phonics provides teachers with weekly assessment checks for mastery of sound-spelling patterns (**Spelling Checks**). The program also contains **pre and post assessments** before and after major concepts are taught to evaluate mastery.
- Informal observations and checks are also noted and encouraged during **Phonemic Awareness/Listening, Blending, Say, Spell, Sort, and Word Sorting**.

After developing Puzzle Piece Phonics within our own classrooms and seeing the difference it made we went on a mission. Our mission: ***To support educators and school leaders in understanding the components of effective foundational skills instruction and provide tools to successfully plan for and implement each piece.*** We are proud of the impact and growth that Puzzle Piece Phonics has made in classrooms across the country.