

# IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
HEC Software, Inc. (d/b/a Reading Horizons)	Reading Horizons Discovery, Grade 1
Subject	Grade Level
English Phonics	Grade 1

<b>Texas Essential Knowledge and Skills (TEKS) Coverage:</b>	<b>100%</b>
<b>English Language Proficiency Standards (ELPS) Coverage:</b>	<b>N/A</b>
<b>Quality Review Overall Score:</b>	<b>313 / 313</b>

## IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	0	0
2. Alignment with Public Education’s Constitutional Goal	0	0
3. Parental Rights and Responsibilities	0	0
4. Prohibition on Forced Political Activity	0	0
5. Protecting Children’s Innocence	0	0
6. Promoting Sexual Risk Avoidance	0	0
7. Compliance with the Children’s Internet Protection Act (CIPA)	0	0

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education’s Constitutional Goal, 2.1.1	0	0
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	1	1

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	2	0

**Count of Publisher Submitted Changes** **0**

## Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	1

## All Feedback Items from IMRA Reviewers Remaining After Update

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The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list “None”.

### Flags for Suitability Noncompliance After Updates

- None

### Flags for Suitability Compliance After Updates

- None

### Factual Errors Remaining After Updates

- [IMRA Reviewer Error ID 8399616](#)

### Feedback Not Responded After Updates

- None

## All Feedback Items by Category

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### IMRA Reviewer Suitability Noncompliance

- None

### IMRA Reviewer Suitability Compliance

- None

### IMRA Reviewer Factual Errors

#### IMRA Reviewer Error ID 8399616

**Component:** Reading Horizons Discovery Software (9781623823382)

**Page Number(s):** 5

**Location:** lesson 103 pg. 5

**URL to Content:** <https://app.readinghorizons.com/rhd-admin>

**Description of Error:** The vowel pairing of o-o is not a diphthong. It is a digraph.

**Publisher Response:** Reject

The Reading Horizons Discovery program doesn't teach diphthongs as a separate concept. Instead, we categorize these and some other vowel sounds and spellings as Special Vowel Sounds--vowel sounds that are neither long nor short. We focus exclusively on consonant digraphs to reduce complexity, allowing us to progress from simple to more complex skills. Additionally, we ensure that teachers are fully supported by consistently incorporating both program-specific and academic terms in our teacher materials (e.g., Lesson Summary pages, Real-Time Coaching videos). This dual approach enables us to maintain our commitment to student-centered learning while also preparing students and teachers for future academic demands.

### IMRA Reviewer Feedback

#### IMRA Reviewer Feedback ID 8374051

**Component:** Reading Horizons Discovery Software (9781623823382)

**Reviewer Feedback:** It is preferable to use the word "diphthong" instead of "special vowel sound". Using accurate terminology is better for alignment, continuity, and for teacher understanding.

**Page Number(s):** 7

**Location:** N/A

**URL to Content:** <https://app.readinghorizons.com/rhd-admin>

**Publisher Response:** Reject

Thank you for your thoughtful feedback and commitment to ensuring alignment and continuity in terminology. We understand the importance of using accurate academic language like "diphthong" in educational settings. However, our program is intentionally designed to use student-friendly language, such as "special vowel sound," to make learning more accessible and engaging for students. This approach is a key part of our methodology and unique offering, as it helps students more easily grasp and apply concepts in the simplest forms and as they progress through more complex skills. As students progress through our program, we gradually introduce more academic language to bridge their learning with more complex terminology. Additionally, we ensure that teachers are fully

supported by consistently incorporating both the program-specific and academic terms in our teacher materials (e.g., Lesson Summary pages, Real-Time Coaching videos). This dual approach allows us to maintain our commitment to student-centered learning while also preparing students and teachers for future academic demands. We appreciate your understanding and ongoing support as we strive to balance student engagement with academic rigor.

## IMRA Reviewer Feedback ID 8364076

**Component:** Reading Horizons Discovery Software (9781623823382)

**Reviewer Feedback:** This breakout would be more effective for student TEKS alignment and continuity if the word "open syllable" is used instead of "phonetics skill 3".

**Page Number(s):** 3

**Location:** N/A

**URL to Content:** <https://app.readinghorizons.com/rhd-admin>

### **Publisher Response:** Reject

Thank you for your thoughtful feedback and commitment to ensuring alignment and continuity in terminology. We understand the importance of using accurate academic language like "open syllable" in educational settings. However, our program is intentionally designed to use student-friendly language, such as "Phonetic Skill 3," to make learning more accessible and engaging for students. This approach is a key part of our methodology and unique offering, as it helps students more easily grasp and apply concepts in the simplest forms and as they progress through more complex skills. As students progress through our program, we gradually introduce more academic language to bridge their learning with more complex terminology.

Additionally, we ensure that teachers are fully supported by consistently incorporating both the program-specific and academic terms in all our teacher materials (e.g., Lesson Summary pages, Real-Time Coaching videos). This dual approach allows us to maintain our commitment to student-centered learning while also preparing students and teachers for future academic demands.

We appreciate your understanding and ongoing support as we strive to balance student engagement with academic rigor.

### **Publisher Submitted Changes**

- None

### **Public Alleged Factual Errors**

- None

### **Public Suitability Flags**

- None

### **Public Comments**

#### Public Comment ID 9606191

**Comment:** Reading Horizons does not follow a Systematic, explicit phonics scope and sequence. It holds children in K and 1st back by only focusing on letter names and sounds for a long period of time, although research shows that we need to link letters to sounds to words as quickly as possible so that children can learn to decode.

**Component:** Reading Horizons Discovery Software (9781623823382)

**Page Number(s):** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Rebecca Loera, 77009

**Publisher Response:** Accept without change

Reading Horizons follows an evidence-based scope and sequence for teaching phonics. It's designed to build from simple to more complex skills, ensuring a logical and appropriate progression that supports student learning.

Kindergarten:

In Lessons 4 - 29, the materials introduce all 26 letters alphabetically. The lessons use a speech-to-print approach for teaching reading by using Sound-Spelling Walls. The lessons introduce the sound, manner, and place of articulation to increase phoneme-grapheme connection before teaching the letter name and formation. One letter is introduced each day in a 27-minute lesson.

In Lessons 30 - 63, the materials reintroduce all 26 letters, and students use those letters to begin forming simple, meaningful words. The lesson structure includes a lesson per letter, with an emphasis on decoding and encoding words using the cumulative set of letters learned up to that point. Before moving to the next working group, there is a Review and Transfer Day to check for retention and application of skills.

This example shows how the lessons link letters to sounds to help students build words quickly:

In Lessons 30 - 36, the materials group the following letters: a, m, s, t, p. Each daily lesson explicitly reteaches one letter and its corresponding sound at a time and provides opportunities for students to practice reading and spelling words that follow the letter focus of the lesson. Lesson 36 guides students to use the letters they have learned to build words.

First Grade:

In Lessons 1 - 3, the materials group the following letters: a, m, s, t, p. Each daily lesson explicitly teaches one to two letters and their corresponding sound at a time. Lesson 4 teaches students how to use the letters they've learned to form simple, meaningful words.

Each lesson after lesson 4, follows a similar structure that includes teaching one to two letters and their corresponding sounds. The emphasis of each lesson is to provides opportunities for students to practice reading and spelling words that follow the letter focus of the lesson. Each lesson ends with providing students opportunities to apply and transfer the knowledge of the learned skills to decodable text.