

Core Program Summary

McGraw Hill, LLC, Emerge!, 2027



COLORADO
Department of Education

Information

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students, kindergarten through third grade and especially for students at risk of not reaching grade-level proficiency in reading by the end of third grade.

Included in the READ Act is the requirement that the department shall create an advisory list of evidence-based or scientifically based instructional programming in reading, pursuant to C.R.S. 22-7-1209.

The main purpose of the READ Act Advisory List of Instructional Programming is to provide districts and schools with a choice of instructional programming that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of the evidence-based literacy practices.

CDE Core Program Rating Summary

Kindergarten: Meets Expectations in all reading components

First Grade: Meets Expectations in all reading components

Second Grade: Meets Expectations in all reading components

Third Grade: Meets Expectations in all reading components

Usability: Meets Expectations

Vendor Information and Program Summary

Vendor: McGraw Hill, LLC

Publication year (or edition): 2027

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Vendor provided summary:

Emerge! is a comprehensive, holistic literacy program for students in Grades K-5 that is deeply rooted in the structured literacy practices that we refer to as the

This program was approved for use in:

- ✓ **Kindergarten**
- ✓ **First Grade**
- ✓ **Second Grade**
- ✓ **Third Grade**

Core (Universal) Programming: A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher's manuals with explicit lesson plans and provides reading and practice materials for students (FCRR, n.d.).

Please access the scored rubric online to review the specific criteria and feedback for each approved core reading program.

Rubrics are available for all instructional program reviewed from the CDE upon request. Please contact READAct@cde.state.co.us.

Science of Literacy, which melds the Science of Reading and Writing instruction, as well as building comprehension and knowledge, together through systematic instruction, routines, and a focus on the five pillars of early literacy. These practices emphasize explicit, research-based methods to empower students in discussing, analyzing, and writing critically about texts. The curriculum also focuses on collaboration, student motivation, making cross-curricular connections and expanding students' awareness of themselves and the world around them.

The *Emerge!* author team guided development of the program. Contributing expertise in all key aspects of literacy instruction, these scholars, researchers, and educators ensured the curriculum is grounded in the latest scientifically based research and incorporates classroom practices proven to be effective. Authorship of *Emerge!* includes the following:

- **Dr. Doug Fisher** - Comprehension, Foundational Skills, Vocabulary, Writing
- **Dr. Tim Shanahan** - Foundational Skills, Comprehension, Oral Reading Fluency, Writing
- **Dr. Diane August** - Multilingual Learners, Dual Language
- **Dr. Jana Echevarria** - Multilingual Learners, Dual Language, Oral Language Development
- **Dr. Jan Hasbrouck** - Oral Reading Fluency, Foundational Skills, Intervention
- **Dr. Katie Pace Miles** - Foundational Skills, Oral Language Development
- **Dr. Jeannette Mancilla-Martinez** - Multilingual Learners, Dual Language
- **Dr. Michelle Martin** - Children's Literature, Culturally Sustaining Pedagogy
- **Dr. Tanya Wright** - Vocabulary, Building Knowledge, Disciplinary Literacy
- **Dr. Karen Harris** - Writing, Spelling, Handwriting
- **Dr. Steven Graham** - Writing, Spelling, Handwriting
- **Dr. Jaleel Howard** - Culturally Sustaining Pedagogy
- **Dr. Brandy Gatlin-Nash** - Linguistically Diverse Learners
- **Dr. Kevin Colleary** - Building Knowledge, Disciplinary Literacy
- **Dr. Patrick Manyak** - Vocabulary, Morphology
- **Dr. Detra Price Dennis** - Media Literacy, Culturally Sustaining Pedagogy

Structured literacy practices in *Emerge!* are designed to address all aspects of literacy development, including reading, writing, speaking, listening, and language skills. These practices are grounded in updated research to ensure effective teaching and learning strategies for K-3 students. The program is built upon a systematic scope and sequence focused first and foremost on daily foundational skills practice, including explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction progresses from foundational skills to application of said skills through the inclusion of varied, authentic literature.

The goal of the *Emerge!* is to make teaching foundational literacy skills as easy and efficient as possible with explicit, systematic instruction—which research indicates is the most effective means of imparting foundational knowledge. Every day, the Foundational Skills strand within *Emerge!* has 45–50 minutes focused on explicit instruction around concepts of print, phonological awareness, word awareness, phonics, vocabulary development, syntax, and fluency through structured routines and research-based practices. The program emphasizes structured literacy practices grounded in the Science of Reading, ensuring foundational skills are taught through consistent routines and scaffolding.

Emerge! offers a connected and intentional learning experience that empowers teachers and students with flexible tools and resources to meet their unique needs. The program emphasizes building knowledge systematically through cross-curricular topics in science, social studies, literature, and the arts whereby students engage with complex texts to deepen comprehension and respond through writing and speaking tasks. *Emerge!* is designed to be student-centered with a multitude of instructional supports and peer interactions, with activities that ensure that students learn the reading, writing, and comprehension skills necessary to become lifelong learners.

Emerge! employs consistent instructional routines to scaffold learning. The gradual release of responsibility framework supports students in mastering literacy concepts by transitioning responsibility from teacher-led modeling to



independent practice. As students move towards mastery, formative and summative assessments are embedded into daily instruction, allowing teachers to monitor student progress and tailor instruction to individual needs. Through these research-based strategies, *Emerge!* ensures students have a strong literacy foundation to pave the way for academic success while developing the very higher-order thinking and communication skills that will be needed as they continue into the upper grades.

Emerge! incorporates formative evaluation in addition to summative assessments and an interim growth measure that supports teachers with data-informed recommendations. Teachers record student skills application on a digital observational checklist that monitors phoneme awareness, phonics, vocabulary, and fluency. This all feeds into student personalized profiles. *Emerge!* analyzes this data and recommends specific Focus Group and Study Group lessons to support individual skill development. This is a shift to an acceleration model rather than a deficit model of instruction that meets students where they are and moves them to meet grade level outcomes and beyond.