Publisher Name	Program Name
95 Percent Group LLC	*95 Phonics Core Program Classroom Kit*

Subject	Grade Level
English Phonics	1

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**

English Language Proficiency Standards (ELPS) Coverage: **N/A**

Quality Review Overall Score: **223 / 313**

Quality Review Summary

Rubric Section	Quality Rating
1. **Intentional Instructional Design**	**38 / 53**
2. **Progress Monitoring**	**20 / 28**
3. **Supports for All Learners**	**13 / 32**
4. **Phonics Rule Compliance**	**30 / 36**
5. **Foundational Skills**	**122 / 164**

Strengths

- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.

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Challenges

- 1.1 Course-Level Design: Materials do not adhere to TEKS, ELPS, concepts, and knowledge taught. They do not apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, or include resources to support administrators.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overview, provide content knowledge and academic vocabular for effective teaching, or suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Material do not support educators in effective implementation through intentional lesson-level design.
- 2.1 Instructional Assessments: Materials do not include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity, or offer guidance to educators on consistent administration of assessments.
- 2.2 Data Analysis and Progress Monitoring: Materials do not include guidance to interpret student performance and tools for students to interpret track their growth.
- 3.1 Differentiation and Scaffolds: Materials do not provide educators with guidance to pre-teach unfamiliar vocabular and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials do not guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 3.3 Support for Emergent Bilingual Students: Materials do not provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, or support for emergent bilingual students.
- 4.2 Daily Instructional Sequence and Routines: Materials and daily lessons do not provide explicit instruction with teacher modeling, guided practice with immediate feedback, or diverse opportunities for collaborative and independent student practice.
- 5.B.1 Oral Language Development: Materials do not provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.
- 5.C.2 Letter-Sound Correspondence: Materials do not explicitly and systematically introduce letter-sound relationships, or guide teachers in phoneme-letter instruction with corrective feedback.
- 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence for introducing phonological awareness, starting with simple skills and progressing to complex ones.
- 5.D.2 Phonemic Awareness: Materials do not follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit

instruction and feedback, connecting phonemic awareness to the alphabetic principle, and providing varied activities for cumulative practice and reinforcement.

- 5.E.2 Regular and Irregular High-Frequency Words: Materials do not systematically introduce and provide explicit instruction for regular and irregular high-frequency words.

- 5.E.4 Morphological Awareness: Materials do not systematically introduce grade-level morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text..

Summary

95 Phonics Core Program Classroom Kit an English K–3 phonics program that offers a comprehensive and structured approach to literacy and phonics instruction. The program integrates phonemic awareness, phonics, high-frequency words, and fluency into every lesson. The curriculum provides scripted daily lessons, sequences, and routines including the I Do, We Do, You Do gradual release model for daily reading and writing application. Additionally, the program includes resources designed to support family engagement through a weekly Family Support Letter. This weekly letter includes learning objectives from the week regarding phonics skills and high-frequency words along with corresponding activities.

Campus and district instructional leaders should consider the following:
- Explicit scripting is provided for phonics instruction. The two areas in the scripting are represented by two colors (black teacher, and blue student). Each lesson has an animated Digital Presentation File that can be projected to guide the instruction.
- The program consists of a student manipulative pack for each student to utilize during the lesson which contains a spelling mat and chips along with student workbooks.
- Teachers may need additional supports and resources for differentiation to meet the needs of all learners, including emergent bilingual students.

Intentional Instructional Design

1.1	**Course-Level Design**	**8/15**
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	**3/5**
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	**1/2**
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	**2/2**
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	**1/2**
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	**1/4**

The materials include a scope and sequence outlining the concepts and knowledge taught in the course. Materials do not include a scope and sequence outlining the TEKS and ELPS taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation. Materials do not include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days –165, 180, 210). Materials include an explanation for the rationale of unit order and how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for lesson internalization. Materials do not include guidance, protocols, and/or templates for unit internalization. Materials include resources and guidance to support administrators with implementing the materials as designed. Materials do not include resources and guidance to support instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

Materials include a scope-and-sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.

- The materials provide a downloadable year-long scope and sequence detailing the content and knowledge taught across the year for each grade level. This comprehensive document outlines the skills taught across all 30 units, organizing primary skills into various categories. These categories include the phonics skill focus, high-frequency words, and other skills taught in each lesson. The scope and sequence does not outline the TEKS and ELPS. Materials provide a separate correlation document, showing where grade 1 content correlates with the TEKS.
- The grade 1 scope and sequence groups lessons by phonics skill. Lessons 1–7 focus on short vowel CVC patterns. The following lessons cover consonant blends before moving on to consonant digraphs in Lessons 12–15. Grade 1 Lessons 16–21 teach long vowel silent -*e* patterns. Lessons 22–25 focus on phonograms, and the final lessons introduce grade 2 skills.

Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, and 210).

- A grade 1 scope and sequence shows that Lesson 1 reviews kindergarten letters, sounds, and blending. Lessons 7, 15, and 25 review previously learned skills. Five overview lessons at the end of the year introduce grade 2 skills. Each lesson spans one week; therefore, 21 weeks present new grade-level instruction.
- The materials guide teachers by specifying the day, lesson, and recommended time per lesson, but they do not include a specific pacing guide or calendar. The grade 1 scope and sequence lists lesson numbers 1–30. Each lesson spans one week, with five days of instruction covering 30 weeks and 20 minutes of instruction per day. This structure provides learning for 150 days, which does not cover all the school days in a calendar year. While this document outlines the curriculum's structure, it does not offer specific details regarding pacing for schools using calendars different from 150 days.
- 95 Phonics Core Program materials follow a scope and sequence with 25 lessons for kindergarten and 30 lessons for each of grades 1–3. Each lesson is designed to last for about 30 minutes per day. The *Teacher Edition* provides guidance on how to pace the lessons according to the school year and the students' progress. The program also allows for flexibility in pacing by providing review lessons, cumulative assessments, and optional activities. Suggested time allotments are provided for each lesson component. These are recommendations and are meant to provide guidance as teachers map out weekly lessons and instructional time frames. The program is designed to be met within one school year per grade level. Teachers have the autonomy to adjust the timing of lessons to meet students' needs and allow for interruptions to the schedule.

Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

- The "Volume 1 Teacher's Guide" notes how grade 1 material emphasizes systemic phonics instruction, follows a prescribed sequence from simple to complex skills, and uses explicit teaching methods. This approach illustrates how concepts like phonological awareness, phonics patterns, sound-spelling mapping, fluency, sentence dictation, passages, and comprehension are structured and interconnected throughout the curriculum.
- A scope and sequence outlines how the program is divided into sections:
  - Lessons 2–7: Short vowel lessons plus a review lesson
  - Lessons 8–11: Consonant blend lessons
  - Lessons 12–15: Digraph lessons plus Lesson 15 is a review lesson
  - Lessons 16–21: Long vowel silent -e lessons plus Lesson 21 is a review lesson
  - Lessons 22–25: Phonogram lessons plus Lesson 25 is a review lesson
  - Lessons 26–30: Lessons to introduce the grade 2 skills.

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Materials include guidance, protocols, and/or templates for unit and lesson internalization.

- The scripted lessons provide structured support for delivering and implementing lessons. Lessons include suggested minutes for each component and a visual of the correlating online resource to project for students. However, lessons lack guidance, protocols, or templates to help teachers process future lessons.
- The "Program Components," "Student Engagement," and "Alignment with the Science of Reading" sections at the beginning of the three grade 1 volumes provide additional lesson support. These sections offer access to training materials, provide an overview of upcoming lessons, and highlight teacher tips and resources. However, the materials lack specific guidance or protocols for internalizing units and lessons within the curriculum framework.
- An overview of lessons and the lesson structure of the phonics curriculum with explanations of each component's connection to research-based phonics instruction is provided in the "Introduction to Volume 1: Teacher's Edition" for grades K–3. Before the first lesson begins for each grade, there is a detailed "Teacher Tip" callout box that provides further explanation and instructional notes around Lesson 1, along with a quick map out of the phonics area/s of focus in all lessons. Additional "Teacher Tips" and "Notes to Teachers" occur throughout the *Teacher Editions* (grades K–3), which offer additional guidance and explicit explanation of the lesson, its activity, and its connection to phonics instruction. However, lessons lack guidance, protocols, or templates to help teachers process future lessons.

Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

- The materials serve as a teacher resource but do not provide specific support or guidance for administrators to support teachers with effective implementation.
- The materials do not include a structured plan or protocol for administrators or instructional coaches to assess the effectiveness of the materials in classrooms and offer constructive feedback to teachers.
- The materials provide an "Admin 'Look For'" form that informs administrators what they should be looking for in a classroom utilizing the 95 Phonics Core Program. The walkthrough form includes categories such as Instructional Delivery, and Observed Evidence of Effective Instruction. The criteria include a three-point scoring system: 1) Not at all..., 2) Some of the time..., 3) All the time....There is no guidance that accompanies the form to explain implementation or what to do with the forms when completed.

Intentional Instructional Design

1.2	Unit-Level Design	3/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	1/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

The materials include comprehensive unit overviews that provide the background content knowledge necessary to effectively teach the concepts in the unit. Materials do not include comprehensive unit overviews that provide the academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

- The teacher's guide explains how concepts develop within a unit. This guidance explains various unit concepts, including phonological awareness, orthographic mapping, fluency, high-frequency words, and passage reading. For example, the background knowledge for reading passages includes, "There are 2 passages for each weekly lesson except for Lesson 1, which is a review of letter-sound correspondences from kindergarten as well as blending CVC words. Each lesson includes 1 informational and 1 literary passage. Grade 1 curriculum includes 58 passages written for the lessons."
- The teacher guide provides vocabulary that supports instruction within lessons. In addition, one teacher's guide provides definitions of academic terminology presented throughout the course in a teacher glossary. However, the materials do not include academic vocabulary specific to each unit.

Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

- Grade 1 weekly "Family Support Letters" in the online materials are available in English and Spanish. These letters are distributed weekly for each lesson, offering families an overview and practical suggestions to support their child's phonics learning at home. For example, the parent newsletter for Lesson 5 informs parents that students used "consonant knowledge of *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x,* and *z* along with *y* at the beginning of a word" to learn to read and spell close syllable words with short *e*. The letter provides an overview of key concepts and suggests activities for home practice. An initial parent letter describes sample activities and questions designed for "Read Aloud Time," "Word Dictation," "Penny Spelling,"

and the "Questions" sections of each newsletter. Subsequent newsletters follow this structure by including the week's focus words for use in each section.

- The "Online Portal" includes downloadable "Grade 1 Weekly Phonics Focus" letters that provide information to parents on what students are learning and activities they can do at home to support their children. For example, in Lesson 17, the letter guides parents in practicing consonant sounds, vowels, and long vowels, such as silent -*e*. It gives some sample words for students to practice: *bite, drive, dine*, and *hike*. Additionally, there is space for them to record long vowel silent -*e*, long *i* words that they find from the books parents read with their child.

Intentional Instructional Design

1.3	Lesson-Level Design	27/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	24/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	1/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The materials include comprehensive, structured, detailed lesson plans that include questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the student materials necessary to effectively deliver the lesson. Materials do not include a lesson overview listing the teacher materials necessary to effectively deliver the lesson Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.

- Daily lessons provide the overall objective for the week. For example, in Lesson 11, the learning objective is "Students demonstrate understanding of the initial 3-letter blend pattern in closed syllables by correctly identifying, reading, and writing pattern words in isolation and passages." This objective remains the same across the five days of the lesson, and materials integrate content and language standards within lessons.
- For example, in Lesson 11, the students learn about initial three-letter blends. In this lesson, the teacher models, and the students use a word sort "Sound-Spelling Mapping" paper and a passage in Day 1 to practice reading and writing three-letter blends. Questions include "Is there a 3-letter blend? Which letters spell the 3-letter blend?"

Materials include a lesson overview outlining the suggested timing for each lesson component.
- The teacher's guide includes the timing of each daily instructional component indicated by an icon. The *Teacher Edition* "Volume 1," in the "Introductions and Overview of Lesson Structure"

section, provides daily timing for the entire lesson. It states, "A 20-minute lesson in grade 1 will include the following sections: a phonological awareness warm-up, phonics pattern, sound-spelling mapping, fluency, sentence dictation, passages, and comprehension." In each lesson, learning objectives are stated at the beginning, with activities having varied recommended times. The curriculum suggests a 20-minute duration per lesson, including all activities. Teachers can extend this time for a slower pace or additional practice opportunities.

- Lessons in Volumes 1–3 include components like "Writing," each with specified activity durations. These times are part of the suggested daily 20-minute lesson duration. They feature scripted teacher actions, recommended student actions, and an answer key when applicable. This guidance helps teachers pace lessons and complete the lesson cycle within the given timeframe.

Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

- The lessons include detailed, scripted instructions for teachers to review or introduce each lesson. The teacher's guide provides a right-hand margin with teacher tips and icons indicating additional supports needed for effective delivery. Essential teacher materials like presentation files and student materials, such as "Letter-Sound Strips" and "Sound-Spelling Cards," are detailed on the same page as the lesson activities, not in a compiled overview. For example, in Lesson 11, the teacher materials include the presentation tool, a three-letter blend chart, "Routines of Word Sorting," and "Sound-Spelling Mapping" paper.
- Students receive workbooks specifically designed for phonics instruction, with each activity accompanied by clear guidance from the teacher. An icon in the lesson indicates when the student workbook is needed. For example, in Lesson 11, the icon can be seen in the "Writing" and "Passage Reading" parts. This setup ensures students have the necessary materials and direction to participate and actively learn during the lesson.
- The teacher and student materials necessary to effectively deliver the lesson can be found in the "Materials" section in the "Introduction" and in the "Lesson Structure Overview," and they are explicitly called out in each lesson section. There are images in the text that refer to the specific materials used, along with callout boxes that restate the materials being used.

Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

- On the "Customer Portal," teachers can download weekly "Family Support Letters" to use as homework, extension, or enrichment. These letters help parents assist students in completing tasks accurately. The "Online Portal" includes "Grade 1 Family Support Letters" with extended practice activities for home use. For example, Lesson 11 includes examples of three-letter blends and a place for students to collect words with initial three-letter blends.

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- In the *Teacher Edition*, the "Parent Instructions" section explains the purpose of the "Family Support Letters" and directs teachers to download the weekly instructions for parents. These instructions aim to help parents support their students.

Progress Monitoring

2.1	Instructional Assessments	18/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	10/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	1/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	3/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	2/2

The materials include a variety of instructional assessments at the unit level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials do not include a variety of assessments at the lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the intended purpose for the type of instructional assessment included. Materials do not include definitions for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the objectives of the course, unit, or lesson. Diagnostic, formative, and summative assessments are not aligned to the TEKS. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

- Each lesson spans one week. Units vary in length, ranging from four to six weeks, with the final week of the unit reviewing previously taught content and including the summative unit assessment. The materials provide summative unit assessments measuring students' progress in learning unit content. The "Grade 1 Assessment Overview" recommends giving the summative unit assessment at the unit level after each of the five units.
- Unit assessments include various question types and tasks covering sound-spelling mapping, word sorts, sentence dictation, and passage reading with comprehension. For example, Unit 3 measures sound-spelling mapping, where teachers instruct students to finger stretch a word, tap a box for each sound, and place a dot in the bottom right corner of each box. Last, students write the letter that spells each sound. The second part of the unit assessment includes a word sort where the teacher instructs students to identify words with the closed or long vowel silent -*e* pattern. Students write the word under the correct heading in the chart,

either on the closed or long vowel silent -*e* heading. The third part of the assessment is sentence dictation, where the teacher dictates a sentence for the students to write using the correct spelling and punctuation. In the final part of the assessment, students read a passage and then provide a written response to each comprehension question.

- The materials do not provide evidence of diagnostic or formative assessments at the lesson and unit levels.

Materials include the definition and intended purpose for the types of instructional assessments included.

- The "Assessment Overview" explains the purpose of the one type of assessment offered in the grade 1 program: "Summative unit assessments are used to determine if students have mastered the critical skills within the unit lessons." The overview continues with, "If least 80% of the students in the class respond correctly to each section of the assessment, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group." The materials also state that if a student misses more than 1oneresponse in a section, check the student's understanding of the skill with additional items similar to those in the assessment. Students who do not have a complete understanding of the skill(s) may require extra practice opportunities, reteaching, or additional time to master the skill(s).
- The materials do not define summative assessment.

Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

- To ensure consistent and accurate administration of instructional assessments, the materials provide clear instructions for teachers on administering each section and include specific scoring criteria. For example, in the sound-spelling mapping section, the scoring states, "Award 1 point for each correctly spelled sound placed in the correct box. Example: Student receives 2 out of 3 points for *dig* if the letter *d* is reversed (*b*). Points are only deducted for any other letter reversals (only *b/d*) or if there are not dots in the boxes." There is a total of 15 points.
- The materials provide scripting for teachers to read during the administration of assessments, such as "Now it's your turn. I'll say a word. First, repeat the word. Next, finger-stretch while saying the sounds to yourself and place dots in the boxes. Then, write the letter or letters that spell each sound. Remember that each sound gets its own box. Finally, read the word." Assessments are administered after specific review lessons, indicating a structured and consistent approach to assessment scheduling.

Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

- The provided materials help teachers identify how the summative assessments align with the grade 1 curriculum. The assessment overview page includes a table that displays the skills assessed in each summative unit assessment. Under the teacher scripting subheading, titles such as "Phonics: Consonant Blends" indicate the skill being assessed. The summative assessments link to the review lesson, which connects to the content delivered in each lesson, demonstrating alignment between the assessments and the lesson objectives.
- The materials do not identify the TEKS assessed in the summative unit assessments. The materials do not provide evidence of diagnostic or formative assessments at the lesson and unit levels.

Instructional assessments include standards-aligned items at varying levels of complexity.

- Summative unit assessments offer a diverse range of tasks with varying levels of complexity. For instance, the "Grade 1 Unit 3 Assessment" includes tasks that span a range of complexity levels, from foundational phonics skills (writing of sound-letter correspondence) to more advanced phonics reading and comprehension skills (writing responses to questions from the text read).
- The sound-spelling mapping task requires students to spell words using sound-spelling mapping paper by finger stretching the sounds in words, dotting a box for each sound in a word, and then writing the letter(s) corresponding to the sound.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	2/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	2/2
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	0/1
2.2c	Materials include tools for students to track their own progress and growth.	0/1

The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials do not provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials do not include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.

- Instructional assessments and scoring materials guide teachers in interpreting student performance. They advise, "If a student misses more than one response in a section, check their understanding with similar items. Students who do not fully grasp the skills may need extra practice, re-teaching, or additional time to master the skills."
- The scoring materials advise teachers to modify core instruction (whole group or differentiated small group) based on the percentage of students correctly answering assessment items. If fewer than 80 percent of students respond correctly, teachers should provide additional instruction on the specific skill.

Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

- The materials neither offer guidance nor provide tasks and activities to address student performance trends on assessments. The instructions give general advice, suggesting that if a student misses more than one response in any section, the teacher should check the student's understanding by administering additional similar items. However, the materials do not specify which skills need to be retaught or provide detailed lessons for reteaching. They only suggest reteaching, giving more time, or offering other opportunities.
- The materials set a benchmark (80 percent correct responses) to determine whether core instruction is effective. If less than 80 percent of students respond correctly, it recommends additional teaching strategies during Tier 1 core instruction, either as a whole group or in differentiated small groups. However, the materials lack guidance on how to respond to (differentiated) students' needs when mastery is not reached.

Materials include tools for students to track their own progress and growth.

- Although the materials provide an "Assessment Overview" guide, the program does not include tools for students to track progress and growth. The "Assessment Overview" includes the number of assessments for each grade level, directions for administration, scoring instructions, and general suggestions for responding to data. To respond to data, the guide suggests reteaching skills scoring below 80 percent proficiency in either a whole-group or small-group setting.

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Supports for All Learners

3.1	Differentiation and Scaffolds	2/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	2/3
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	0/2
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	0/3

The materials do not include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials do not include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

- The materials contain teacher guidance for differentiated instruction, activities, and/or paired lessons for students who have not yet reached proficiency on grade-level content and skills. The introduction has an overall narrative about students with reading disabilities, which mentions gradual release and utilizing manipulatives to differentiate and scaffold learning. All students receive differentiated instruction through the strategies provided in the whole group lesson components.
- The right margins include teacher tips and guidance in general wording ("Note: More instruction on the soft *g* is coming in lesson 2"), but they do not include differentiated instructions.
- The materials provide a gradual release (I do, we do, you do) structure for lesson delivery, but there are no explicit instructions or guidance on addressing students who may be deficient or have not reached grade-level mastery.

Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

- The materials do not include preteaching or embedded supports, unfamiliar vocabulary, or references in text within the lessons. The grade 1 program emphasizes phonological awareness, phonics, and word study as its primary focus. While it mentions enriching other

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literacy strands, like vocabulary development and comprehension instruction, it does not detail specific strategies or supports for pre-teaching or embedding unfamiliar vocabulary or references in the text.

Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- The materials do not include teacher guidance for differentiated instruction, enrichment, or extension activities for students who have demonstrated proficiency in grade-level content and skills. The introduction of the "Teacher's Edition" offers a general framework for differentiating instruction, specifically for students on individualized education plans and English learners throughout the program. For example, the introduction to the course explains how the gradual release of responsibility in the lesson's structure supports differentiation. The "Assessment Overview" suggests reteaching skills to students who demonstrate less than 80 percent by "reteaching additional items that are similar to those in the assessment."

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Supports for All Learners

3.2	Instructional Methods	11/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	6/6
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	4/4
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	1/3

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials include guidance for teachers to support effective implementation. Materials do not support multiple types of practice (e.g., guided, independent, collaborative) to support effective implementation. Materials do not include recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- The materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. For example, students learn to read and spell words with the short *i* sound. The students repeat, "Closed syllable words have 1 vowel letter (hold pointer finger up) followed by 1 or more consonants (scoop with finger), and the vowel sound is short. (closed fist gesture)." The teacher then models how to look for the short *i* pattern in words using a list of words from the presentation tool.
- Teacher scripting provides the needed wording to explicitly model and teach the concept: "1. Say the word. 2. Say the first sound in the word. 3. Repeat the sound as you write the letter." The teacher is given prompts on what to say and model, such as, "The first word is spelled *r-e-d*. I say the sounds as I write the letters. /r/ /ĕ/ /d/."
- A phoneme segmentation lesson provides clear guidance for the teacher to explain and support students effectively. The lesson starts with instructions on introducing each word and includes tips for monitoring student progress, such as noting if longer words are more challenging. This guidance helps the teacher adjust teaching strategies as needed, ensuring all students grasp phoneme segmentation thoroughly. It aligns with the criteria for structured guidance in teaching this foundational skill to first graders.

Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

- The materials include effective teacher guidance and recommendations through structured instructions, modeling, and time management, as well as recommendations that support differentiated instruction and effective sequencing of activities. These aspects collectively contribute to effective lesson delivery and facilitation, ensuring that teachers can successfully implement the activity and support student learning in diverse educational settings.

- The materials provide teacher guidance and recommendations through a script for each lesson for teachers to read from. For example, phoneme segmentation prompts guide the teacher to model and teach clearly. For example, the teacher says a word like *shop* and prompts students to repeat it. Then, the teacher asks them to say the sounds in the word. These prompts ensure students engage directly with breaking down words into sounds, meeting the criteria for clear and direct instruction in phoneme segmentation.

- The right-hand margins include teacher tips and guidance on the delivery of instruction to use with a variety of lessons. For example, in "Routine for Multisyllabic Word Reading," students first find the vowels. Next, they determine how many consonants are between the vowels. Then, they determine where to divide the syllables. After dividing the syllables, they determine the syllable type, vowel sound, and syllable. Last, they read the word.

Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

- The materials include activities for guided and independent practice, but there are no opportunities for collaborative practice. Additionally, teachers deliver lessons in a whole-group instructional setting without guidance for small-group or individual instruction. The lesson guides primarily focus on the instructional activity itself without addressing how a lesson can be adapted for different group sizes or settings.

- Lesson delivery follows a gradual release of I do, we do, and you do but does not offer collaborative work such as partners or small groups.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	0/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	0/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	0/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

The materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

- The materials contain two documents, "95 Phonics Core Program and English Learners" and "Overview and Approach English Language Learners," which contain general overarching teacher guidance on providing linguistic accommodations for English language learners, such as scaffolding the learning and other components of the lesson that are not different or unique to second language learners as all students participate in the suggested items. For example, the materials state, "To help with language development, students are asked to echo words that are being used for phoneme manipulation. As many as 16 prompts are provided at different lesson segments that serve as practice scaffolds for the English learner. Students are asked to say prompts with the teacher and later repeat them as a 'we do' portion of the lesson. Additional scaffolds for English learners include pictures and illustrations that match words used as prompts for phonemic awareness skills. The most essential element to the effective instruction of all students is honoring the linguistic repertoire that all students possess as they

enter school. This is particularly true for the English learner. The 95 Percent Phonics Core Program honors and builds on all linguistic assets and ensures that through explicit instruction, students can learn to read and write." The materials do not reference ELPS or provide detailed strategies for different proficiency levels.

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The materials suggest overarching information, such as, "English Learners (ELs) often need instruction in the phonological structure of a new language, especially when those structures differ from their native language. For example, Spanish-speaking students often need support to help them move from the syllabic structure of their native language to the phonemic structure of English." This does not give explicit guidance on how to support the varying levels of language proficiency. The materials do not explicitly reference state-approved bilingual/ESL programs and do not mention specific state standards or guidelines, such as the Texas Essential Knowledge and Skills (TEKS) for bilingual/ESL education or any other state's guidelines.

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

- The materials do not effectively support academic vocabulary development through written discourse, as they focus on basic vocabulary without providing explicit guidance or activities for teachers. They also lack strategies to deepen comprehension through written discourse, such as encouraging summaries or reflections. Furthermore, there is no embedded guidance for teachers to connect content to students' prior knowledge or facilitate cross-linguistic connections through written activities, which is essential for comprehensive learning across languages.
- General reference supports are embedded regarding learning the English language but are not specific to supporting emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, or making cross-linguistic connections. Embedded supports for academic vocabulary and building background knowledge are unavailable to support emergent bilingual students.

If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

- The materials contain general guidance to support language development for phonemic awareness instruction: "The 95 Phonics Core Program follows a structured literacy approach that is explicit, systematic, and sequential at multiple levels, from phonemes and phoneme-

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letter relationships to vocabulary, sentence structure, and, eventually, text structure. The common fabric throughout this process is the integration of oral language development. To help with language development, students are asked to echo words that are being used for phoneme manipulation. As many as 16 prompts are provided at different lesson segments that serve as practice scaffolds for the English learner. Students are asked to say prompts with the teacher and later repeat them as a 'we do' portion of the lesson. These repetitions help store either words or phonemes in long-term memory."

- The materials are not designed for dual language immersion programs and do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

Phonics Rule Compliance

4.1	**Explicit (Direct) and Systematic Phonics Instruction**	**9/9**
4.1a	[Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.](#)	**4/4**
4.1b	[Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.](#)	**2/2**
4.1c	[Materials include practice of phonics skills both in isolation and through decodable texts.](#)	**2/2**
4.1d	[Materials include opportunities for cumulative review of previously taught skills.](#)	**1/1**

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills. Materials include practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for cumulative review of previously taught skills.

Evidence includes, but is not limited to:

Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.

- Materials include sequential instruction progressing from simple to more complex in a systematic sequence. Each lesson scaffolds to the next lesson with many opportunities to review and add to the new skill being taught. Daily lessons include a "Phonological Awareness Warm-Up." Each day starts with a 2-minute warm-up, phonics pattern, sound-spelling mapping, fluency, sentence dictation, decodable whisper-reading passages, and comprehension.
- In grade 1, students review grade K skills, including a review of letters/sounds and blending. Lessons 2–7 review short vowels and CVC words. Lessons 8–11 introduce students to initial and final two-letter and three-letter blends. Lessons 12–15 introduce digraphs and the floss rule. Lessons 16–21 introduce students to the long vowel silent -*e* words. Lessons 22–25 teaches common phonograms, including *and*, *ing*, *ong*, *ink*, *ank*, *onk*, *ild*, *ind*, *old*, *olt*, *ost*, *all*, *oll*, and *ank*. Finally, in Lessons 26–30, students learn vowel teams, vowel-*r*, and multisyllabic words with closed syllables.
- The introduction states, "Effective phonics instruction follows a prescribed sequence that progresses from simple to complex. Our phonics products follow a skills progression defined by 95 Percent Group's phonics continuum so that each lesson builds on earlier mastered concepts." The scope and sequence provides units with a focus on skill and multiple daily opportunities for practicing phonics skills. Lesson 1 reviews kindergarten phonics skills, Lessons 2–7 cover short vowels CVC; Lessons 8–11 cover consonant blends; Lessons 12–15

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cover consonant diagraphs; Lessons 16–21 cover long vowel silent -*e*; Lessons 21–25 cover phonograms; and Lesson 26–30 preview grade 2 skills like phonograms.

Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- The program uses an explicit approach where students are directly taught phonics concepts daily. It mentions that "explicit instruction produces the best results" and that the phonics products use an explicit approach where "students are directly told the phonics concept." The phonics patterns are emphasized and made more explicit through various methods such as manipulatives, gestures for syllable types, and reinforcements for learning with reading-writing connections in daily lessons.
- In Lesson 10, students are introduced to *r*-blends in the initial position. The teacher states the pattern, and the students repeat it: "An initial *r*-blend has two consonants side by side before the vowel. Each consonant in a blend is pronounced." The teacher models identifying a word with an *r*-blend with the word *drip*. The teacher then provides guided practice with the word *dip* as a nonexample. For independent practice, the students sort 10 words in their workbooks to identify *r*-blends, words include *trap, tap, trot*, and *rot*. The following days in Lesson 10 give students additional opportunities to read and write words with *r*-blends.

Materials include practice of phonics skills both in isolation and through decodable texts.

- Materials include practicing phonics skills both with words in isolation and through decodable text. Throughout the weekly lesson, students are given multiple opportunities to read and write words in isolation in word sorts, word dictation, sentence reading, sentence dictation, and passage reading.
- Lesson 8 teaches about *s*-blends by defining them, explaining how each consonant in a blend is pronounced, providing examples, and having students read words in isolation that contain *s*-blends, such as *cast*, *sled*, *stem*, *mask*, and *nest*. This approach isolates the phonics skill of recognizing and pronouncing *s*-blends.
- In Lesson 8, students also locate and underline words with initial and final *s*-blends in the decodable passage in their workbooks called "The Fast Stop" before reading it. This activity requires students to apply their phonics knowledge when reading a decodable text, reinforcing their understanding of *s*-blends within sentences. Daily lessons allow additional opportunities to practice reading and writing words with *s*-blends.
- In Lesson 12, students underline the target digraphs in decodable text from their workbooks, "Chip and Chad," and read the text. The directions for reading the text are "1. First, whisper-read all the underlined words in the rest of the passage. 2. Then, go back to the beginning and whisper-read the passage."

Materials include opportunities for cumulative review of previously taught skills.

- The first lesson reviews kindergarten skills, including consonants, short vowel sounds, and reading CVC words while revisiting letter formation, word writing, and blending. This five-day lesson leads into a unit six-week unit on short vowels. During this time, students review the concept of a syllable, apply knowledge of closed syllables to read and spell, and practice reading and writing high-frequency words.
- Materials include opportunities for cumulative review of previously taught skills at the end of each of the five units. Lessons 7, 11, 15, 21, 25, and 30 provide five days of unit review. Lesson 7 is a review of Lessons 2–6, which covers short vowel CVC, CVC blending, identifying a closed syllable pattern, inflected ending -ed, review of kindergarten high-frequency words, and the grade 1 high-frequency words *her, him, had, some, as, then, could, when, were,* and *them*. Lesson 21 reviews long vowel silent -e after students spent Lessons 16–20 learning the CVCe pattern with *a*, *e*, *i*, *o*, and *u*. Lesson 25 includes five days of review on the phonograms introduced in Lessons 22–24, including *ang, ing, ong, ink, ank,* and *onk* among others.
- Materials incorporate reading activities that use decodable texts. The "Passage" section has students read simple sentences containing high-frequency words and words that can be decoded based on their phonics knowledge. For example, Lesson 14 includes the decodable "The Buzz of the Sax in Jazz." Students apply knowledge of previously learned skills to decode words such as *best, man, band,* and *class*, along with words that contain the focus sound-spelling pattern.

Phonics Rule Compliance

4.2	**Daily Instructional Sequence and Routines**	**4/8**
4.2a	[Daily lessons include explicit (direct) instruction with teacher modeling.](#)	**1/1**
4.2b	[Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.](#)	**1/3**
4.2c	[Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.](#)	**2/4**

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction. Daily lessons do not include opportunities for immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through independent practice. Daily lessons do not include a variety of opportunities for students to practice through collaborative learning.

Evidence includes, but is not limited to:

Daily lessons include explicit (direct) instruction with teacher modeling.

- Materials are based on the gradual release model of I do, we do, you do this throughout every lesson. The teacher models every section of the lesson, and the students engage in a whole-class guided practice sample before independent practice. The materials use multiple techniques, such as pointing to vowels, using gestures for syllable types, and hands-on phonics chip movements to teach phonemic awareness and phonics patterns explicitly. The introduction emphasizes that the phonics instruction follows a systematic sequence designed to build upon previously mastered concepts. This allows for teacher modeling and explicitly teaching phonics concepts and patterns they need to learn.
- For example, in Lesson 9, Day 1, students learn initial and final *l-* and *t*-blends in closed syllables. The teacher has the students repeat, "An *l-* or *t*-blend has 2 consonants side by side, each consonant in a blend is pronounced." The teacher then explains that the blend can come in the initial or final position and reminds students that initial means beginning, and final means end. The teacher models sorting words with *l-* and *t*-blends. After sorting words with blends, the teacher models sound-spelling mapping using the finger stretch routine to segment sounds in words to determine the number of boxes needed. The teacher models placing a dot in each box for the sound and then writing the correlating letter for the sound in each box before reading the word.

Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.

- The materials provide daily instruction, which includes opportunities for direct and explicit guided instruction. They do not contain specific guidance for immediate and corrective

feedback. Teacher notes on the right margin of the *Teacher Edition* state that the gradual release model is to be used to provide feedback. The materials do not offer suggestions for feedback.

- Materials guide teachers in modeling various hand signals to represent syllable types, and the students practice this throughout the lessons. The lessons include various opportunities to practice with the whole group and independently. For example, the teacher begins the lesson by talking about the pattern silent -*e* and takes the word *brute* from the title to model and explain expectations for underlining pattern words in the passage "Jake the Brute." The teacher instructs students to read along as they make hand gestures with the pattern words. The students are taught to underline the pattern words independently. Students then read the story independently the following day. Materials do not contain specific guidance for immediate, corrective feedback.

Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

- Daily instruction includes various opportunities for students to practice in whole groups and independently in the student workbook; however, the materials do not guide small groups or practice through collaborative learning. Daily instruction includes a variety of opportunities for independent practice in the student workbook through word sorts (based on syllable types in the word), dictation of sentences, and passage reading; however, there are no opportunities for collaborative practice.
- Materials provide both whole-group and independent practice. For example, the teacher includes a review of long vowel silent -*e* and open-syllable words from a list. The teacher's script states, "We've been learning to read long vowel silent -*e* and open-syllable words. The vowel sounds are long. Look at this word grid. Please read it aloud chorally as a class. Ready?" Then, the teacher directs the students to independently practice by directing them to their student workbooks. "When I say begin, point to the first word. Begin whisper-reading across the page. If you finish before I say stop, start at the top and read the words again."
- The "Sound-Spelling Mapping" activity provides opportunities for independent practice. Students are guided through mapping sounds using phonics chips and then transferring that knowledge to writing in their workbooks independently. For example, students follow these steps: "1. I'm going to say a word. 2. You'll finger stretch it and place dots in your workbook. 3. Then, move chips on your mat. 4. Write the letters in your workbook. 5. Finally, whisper-read the word." Words to dictate include *dad*, *leg*, *sat*, *lot*, and *rug*. The "Sound-Spelling Mapping" activity focuses on phonemic awareness and spelling skills through hands-on manipulation and writing.

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	6/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	2/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include intentional cumulative review and practice activities throughout the curriculum. Materials include practice opportunities that include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

Materials include intentional cumulative review and practice activities throughout the curriculum.

- Cumulative review is included throughout the program. Lessons 7, 15, 21, 25, and 30 consist of review lessons for learning within each unit of lessons with intentional practice activities, including letter formation, initial sound practice, decoding, sentence reading, and word writing. Lesson 1 is a review of kindergarten skills. Lesson 7 is a review of Lessons 2–6, which covers short vowel CVC, phonological awareness: syllables, onset-rimes, phoneme segmentation, CVC blending, the concept of a syllable, identifying a closed syllable pattern, inflected ending -*ed*, comprehension: oral/written response, review of kindergarten high-frequency words, and the grade 1 high-frequency words *her, him, had, some, as, then, could, when, were,* and *them*.
- Lesson 7 provides students with a practice activity to review some letter names and sounds previously taught (*f, n, p, t, a*); the teacher says, "Here is the first Sound-Spelling Card. Watch me. Name: *f* Keyword: *fish* Sound: /f/ Now say it with me. Name? *f* Keyword? *fish* Sound? /f/." These review lessons provide structured opportunities to revisit and reinforce previously taught skills, ensuring ongoing retention and mastery.

Practice opportunities include only phonics skills that have been explicitly taught.

- The introduction states, "Our phonics products follow a skills progression that is defined by 95 Percent Group's phonics continuum so that each lesson builds on an earlier mastered concept." For example, in Lesson 14, the students learn the floss rule. When sorting words that contain this rule, the nonexample words contain blends, including *clasp* and *bent*, which were previously taught.

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- In Lesson 15, students read the decodable text "The Next Plan," which targets digraphs *ch*, *sh*, *th*, and *wh*. The text includes words with blends that have been previously taught, including *fast* and *splint*. Lessons progress over a five-day time span. The skills are explicitly taught from Days 1–4, and Day 5 reinforces the skills taught.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The materials explain how the 95 Phonics Core Program teaches phonics systematically from kindergarten through grade 3. It focuses on teaching students to connect phonemic sounds with their corresponding letters. The program includes weekly activities like sound-spelling mapping to reinforce these skills. By introducing two or three letters each week and ensuring a specific point teaches all letters, students continuously practice and build on their phonics knowledge. This systematic approach prepares them to read decodable texts effectively as they progress through the program.
- For example, students read a passage about a kid and two pets and identify two-syllable words with the closed-syllable pattern. Students learned about the closed-syllable pattern earlier in the material. The teacher's script states, "Practice finding closed-syllable words in a passage, including a few 2-syllable words, before we read the story." This practice ensures students apply their cumulative phonics knowledge in decodable text.
- In Lesson 16, the decodable text "The Lake Raft" focuses on practice with long vowel silent -e with long *a* and includes words such as *save* and *date*. It also provides a review of previously learned CVC words with blends, including *best* and *plan*.

Lessons include an instructional focus with opportunities for practice in isolation and connected text.

- Each passage is written to have a significant percentage of pattern words; the purpose of using decodable text is to provide students who have just learned and practiced reading words with the newly taught phonics pattern with sufficient practice applying their new knowledge to reading words in connected text.
- For example, students look for pattern words as practice for previously taught skills. The learning objective states, "Students demonstrate understanding of the closed syllable, short *i* pattern by correctly identifying, reading, and writing pattern words in isolation and in passages." In the workbook, students decide if the words given (*lid*, *pin*, *jig*, *lad*, *pan*, *rip*, *jag*, *wig*, *rap*, *wag*) have a short *i* or other vowel. The teacher gives instructions, saying, "Now it's your turn. Turn to page 13 in your *Student Workbook*. Decide if each word has the short *i* pattern or not. Then, write the word under the /ĭ/ *itch* or other short vowels column." Students then read a passage titled "The Tip for a Big HIt" about four friends who want to have fun and hit balls with a bat; students underline words in the connected text that contain short *i* such as *kid*, *hit*, *tip*, and *Kim*. The students then read the connected text, which contains words with short *i*.
- In Lesson 11, students work on three-letter blends. Through word sorts, they practice words in isolation, including *sprint* and *strap*. They have additional practice through sound-spelling

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mapping words like *strum* and *scram*. They practice reading three-letter blends in connected text using the decodable text "Scrub the Mud Out." This story contains words such as *scraps* and *scripted*.

Phonics Rule Compliance

4.4	Assessment	7/7
4.4a	[Materials include a variety of assessment tools that are developmentally appropriate.](#)	2/2
4.4b	[Materials include clear, consistent directions for accurate administration of assessments.](#)	2/2
4.4c	[Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.](#)	2/2
4.4d	[Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.](#)	1/1

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include progress-monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials include assessment opportunities across the span of the school year aligned to progress-monitoring tools.

Evidence includes, but is not limited to:

Materials include a variety of assessment tools that are developmentally appropriate.

- Materials include one type of developmentally appropriate assessment by offering five end-of-unit assessments. These assessments take place every five to seven weeks/lesson. Teachers administer end-of-unit summative assessments to the whole class in closed syllables, consonant blends, digraphs, long vowel silent -*e* syllables, open syllables, phonograms, and multisyllabic words. These are assessed through tasks such as word completion with pictures, word sorts, sound-spelling mapping, dictation, and passage reading and comprehension to determine if students mastered the unit content.
- The end-of-unit assessment overview shows the continuum from simple to complex skills throughout the year.
  - For example, the "End-of-Unit Assessment 1" skills assessed are a review of kindergarten skills and closed syllables.
  - "End-of-Unit Assessment 2" skills assessed are consonant blends and digraphs.
  - "End-of-Unit Assessment 3" skills are long vowel silent -*e* and open syllables.
  - "End-of-Unit Assessment 4" skills assessed are phonograms.
  - "End-of-Unit Assessment 5" skills assessed are an introduction to grade 2 skills and multisyllable words.

Materials include clear, consistent directions for accurate administration of assessments.

- Assessment materials include a script and scoring directions for clear, consistent, and accurate administration to ensure all teachers administer the assessments similarly.

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Teachers use directions in the "Administrator Overview" document on scoring assessment items based on the number of points per item.

- Administration guidance is for teachers to complete the assessment as a whole group. For example, the script for the dictation subtest states, "Now, you are going to write one sentence on your paper using correct spelling and punctuation. I'll say the sentence and you will repeat it. Then, you will have time to write the sentence on your paper. Here's the sentence: Don't trip on the slick path. Say it with me. (Don't trip on the slick path.) Repeat the sentence one more time. (Don't trip on the slick path.) Now write it. If you forget a word, raise your hand and I will tell you." Directions are also provided on how to score assessment items.

Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

- Workbook pages are used in daily instruction for students to individually demonstrate their acquisition and mastery of daily phonics skills of letter/sound correspondence in reading and writing words through identifying initial sounds/letters, letter formation, and reading and writing words and sentences.
- The Day 5 lessons include a spelling test of words that contain the spelling pattern for the week. In Lesson 12, students learn the digraphs *sh* and *ch*. The spelling test includes words such as *wish, shut,* and *chin*. T

Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

- Materials provide summative end-of-unit assessments at the end of each of the seven units spanning 30 weeks/lessons. "Summative Assessment 1" assesses closed syllables. "Assessment 2" assesses consonant blends and digraphs. "Assessment 3" assesses long vowel silent -*e* syllables and open syllables. "Assessment 4" assesses phonograms. "Assessment 5" assesses multisyllabic words.

Phonics Rule Compliance

4.5	**Progress Monitoring and Student Support**	4/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	**1/1**
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	**2/2**
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	**1/2**
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	**0/1**

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials do not include guidance on how to accelerate learning based on the progress-monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.

- Unit assessments evaluate students using individual recording sheets on which students mark/write their answers. These assessments include clear, scripted directions for administering and scoring student responses.
- The instructions provide a general overview of the summative unit assessments, informing teachers about sound/letter correspondence in decoding and encoding in isolation and connected text along with comprehension. The "Assessment Overview" states, "If at least 80% of the students in the class respond correctly to each section, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group."
- The materials include the One95 Literacy Platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of student's deficits and provide direction on which skills to teach in a small group setting. Additional data-management tools include the 95 Phonics Core Program Unit Assessment Data Tracker and the 95 Phonics Core Program Weekly Spelling Tests Data Tracker, custom-designed spreadsheets that offer teachers a means to document individual student progress.

Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

- The instructions provide a general overview of the summative assessments and state, "If at least 80% of the students in the class respond correctly to each section, it indicates that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group." The results of this assessment are included in a spreadsheet for analyzing patterns and needs.
- The materials provide a general overview of the summative assessments and state, "If at least 80% of the students in the class respond correctly to each section, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group." A data-management tool is not provided to track this data and analyze patterns and student needs.

Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

- The materials include general guidance on progress monitoring, which upholds "80% of the students responding correctly" as the basis for making instructional decisions. Beyond that, the materials do not provide specific guidance for progress monitoring based on students' strengths or needs are provided.
- The materials provide a general overview of the summative assessments and state, "If at least 80% of the students in the class respond correctly to each section, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group." However, no guidance is given to identify, track, or close gaps.
- The materials focus on responding to assessment outcomes rather than prescribing a specific frequency of monitoring based on strengths. Unit assessments evaluate learning with individual student recording sheets on which students mark/write their answers, and teachers then assess individual learning based on criteria in the "Assessment Overview." Here materials provide assessments and scoring guidance but do not provide guidance on progress monitoring.

Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

- At the end of each of the five units which span four to six weeks, unit assessments are completed by the students. They are evaluated at the student level using the individual student recording sheets where students mark/write their answers. Teachers use the scoring criteria in the "Assessment Overview" to individually score student answers.

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- After assessments, materials include no guidance on accelerating learning based on data. Materials instead provide the following general guidance; "If at least 80% of the students in the class respond correctly to each section, it indicates that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group." mastery of specific concepts.

Foundational Skills

5.B.1	Oral Language Development	0/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	0/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	0/9

The materials do not include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials do not include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials do not include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.

Evidence includes, but is not limited to:

Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

- Materials include explicit and systematic teacher-scripted instruction for phonics but not oral language. Lessons do not address developing oral language and oracy. In line with the gradual release model, direct instruction is accompanied by whole group, guided, and independent practice. Students have opportunities for choral response but not for developing oral language and oracy. In guided practice, when students decode a word, the students in the whole group say the letter names and sounds of each letter and then read the word.
- For example, teachers model sorting words with the floss rule, sound-spelling mapping, underlining pattern words in passages, reading pattern words, and writing pattern words. There is no modeling for oral language development or oracy. When the teacher guides students through word sorting, the teacher explains the process, and students chorally echo what the teacher says. There is guided practice in sorting words with the floss rule, sound-spelling mapping, underlining pattern words in passages, reading pattern words, and writing pattern words.

Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

- Materials do not include opportunities for students to engage in social or academic communication for different purposes and audiences. Lessons include opportunities for students to respond chorally and verbalize procedures.
- For example, after teacher modeling, lessons prompt students to choral read words. Students respond but do not have an opportunity to turn and talk or read words to a partner. As students complete their work, they verbalize the procedure by finger-stretching the sounds, tapping the letters and lines while saying the sounds, and whisper-reading the word after they write it.

Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

- Materials include opportunities for students to listen, chorally respond, and verbalize their learning in the whole group, but not to ask questions, engage in discussion, or share information and ideas. Student opportunities to talk in the lessons often are to chorally respond or to verbalize a process. Prompts are not provided in the teacher materials to allow students to process and share their learning during direct instruction or to ask questions throughout the lesson.
- For example, after modeling the procedure for sorting words the teacher asks the students questions and they respond chorally: "What do I do first? (find the vowel letters) How many vowel letters? (one) Is it followed by one or more consonants? (yes) Syllable type? (closed) How do you know? (one vowel followed by one or more consonants)." After a decodable text is read, the teacher says, "We'll discuss the story when you've finished reading." There are closed-ended questions following the text.

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Foundational Skills

5.C.2	Letter-Sound Correspondence	16/18
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)	12/12

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials do not include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text.

Evidence includes, but is not limited to:

Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)

- Materials include a scope and sequence that shows a progression that starts with letters that are most useful in decoding. For example, materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Teachers review short vowels and CVC syllables in the first unit (Lessons 1–7). In Unit 2 (Lessons 8–11), teachers introduce consonant blends such as initial/final *s*-blends, *l*-blends, *t*-blends, *r*-blends, and initial three-letter blends. In Unit 3 (Lessons 12–15), teachers introduce consonant digraphs, including *ch*, *sh*, *ck*, *wh*, *th*, and *ck* along with the floss rule. In Unit 4 (Lessons 16–21), teachers introduce the long vowel silent -*e* syllable. In Unit 5 (Lessons 22–25), teachers introduce phonograms including *ang*, *ing*, *ong*, *ink*, *ank*, *onk*, *ild*, *ind*, *old*, *ist*, *olt*, *all*, *oll*, *alk*, and *all*. In Unit 6 (Lessons 26–30), teachers introduce the predictable vowel teams *ee*, *igh*, *oe*, *oe*, *ai*, *ay*, *oi*, *oy*, *au*, and *aw*; the unpredictable vowel teams, which can have two sounds, *ea* and *ow*; vowel-*r* syllable; and simple, closed-closed multisyllable. In Lesson 16, students learn the long vowel silent -*e* pattern for long *a*. Students decode words such as *plane*, *glade*, and *cane*. Students encode words such as *make*, *fade*, and *brave*. Students decode sentences like "Bake sales are fun to go to if you are a fan of fresh cakes and baked goods." Students encode sentences like "You can make lots of cakes to sell." In Lesson 23, students learn the phonograms *ild*, *ind*, *old*, *olt*, and *ost*. In this lesson, they decode words

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such as *hold, post,* and *spoke*. They encode words such as *cold, grind,* and *blind*. They decode sentences like "Colt told his mom he could not go out in the cold." They encode sentences such as "The bold child likes to bolt."

- Materials provide specific language the teacher can use in each lesson to teach letter names and sounds explicitly. For example, there is a teacher script for each letter/sound that is introduced that follows the same sequence. The lesson follows an explicit and systematic approach to introduce letter-sound relationships. For example, when teaching initial *r*-blends, the teacher uses a script to explain the objective for the lesson in that when there are two consonants side by side before the vowel and one is the letter *r*, it is considered an initial *r*-blend and each consonant in a blend is pronounced. The teacher then goes on to model a word sort using the words *dip* and *drip* showing how to look for the *r*-blend, place it in the right column, and read the word using the routine for word sorting (find the vowel or vowels, determine how many vowels and if the vowel is followed by one or more than one consonant, determine the syllable type, place the word in the correct column). During additional days in the lesson, the teacher models how to use sound-spelling boxes when spelling words with *r*-blends, word chains with *r*-blend words, passage reading with *r*-blend words, and sentence dictation with *r*-blend words such as *brim*, *prod*, *drip*, and *gram*.

Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

- Materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words. However, the teacher guide does not include ideas and support to the teacher in providing explanatory feedback instead of correct/incorrect feedback. Materials include scripted lesson plans to provide direct and explicit instruction on initial *s*-blends on how to decode and encode words such as *snap*, *best*, *spot*, and *gasp,* but the teacher guide does not include ideas and support to the teacher in providing explanatory feedback.
- Materials include guidance for the teacher to provide explicit instruction connecting phonemes to graphemes within words but do not recommend explanatory feedback for students based on common errors and misconceptions. The teacher guide does not include a section with information on common decoding mistakes and suggestions on how to teach proactively. Although "Teacher Tips" and notes are provided in the *Teacher Edition*, none of them focus on common decoding mistakes or suggestions on how to teach proactively. For example, a note provides the teacher additional support to provide instruction focused on connecting the phonemes to letters within words such as in this lesson: "Note: /w/ is considered a glided phoneme because it glides immediately into the vowel sound that follows it. Often when letter a follows the /w/ sound, the vowel sound shifts to /ŏ/, as in *wash* and *wander*, or /ŭ/, as in *what*, *was*, and *water*."

Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)

- Materials include a variety of activities, such as sorting and syllable-mapping activities, for the application of letter-sound correspondence to decode one-syllable and multisyllable words in isolation. For example, students develop, practice, and reinforce initial and final *l-* and *t-* blends by reading words with this pattern while completing a word sort. In the student workbook is a chart with five rows (initial *s*-blend, final *s*-blend, initial *t*-blend, final *t*-blend, and a column titled "No" for words that do not fit in the sort or nonexamples). Students read and sort words such as *clap*, *help*, *twin*, *swept*, *cap*, and *set*. Students practice identifying and reading multisyllable words by breaking them into syllables and recognizing the vowel-consonant patterns in each syllable. Students use the syllable-mapping chart with columns in their workbooks to practice encoding and then decoding multisyllable words. Students follow the routine of saying the word, tapping a box for each syllable, and writing the letters that correspond to the syllable in each box. Students then write the multisyllable word in the last column and whisper-read the word. The teacher dictates the following words for the students: *comment*, *distant*, *sunrise*, *object*, and *unsafe*.

- Materials include a variety of activities for the application of letter-sound correspondence to decode one-syllable and multisyllable words in decodable connected text. For example, students develop, practice, and reinforce their learning by reading the decodable text titled "The Raft Club." In reading the decodable text, students read words based on the day's phonics pattern such as *clan*, *glad*, and *blast* as well as to practice and reinforce cumulative review reading CVC words like *fun, sit*, and *hop* from previous lessons. Students develop reading words in this pattern by learning the multisyllabic word reading routine. They read words such as *subject*, *tennis*, and *magnet*. Students learn to read multisyllabic words with closed syllables. They practice reading words with this pattern by underlining words with this pattern in the decodable text "Sunset," which includes words such as *upper*, *picnic,* and *dinner*. When reading this passage, they are also reinforcing reading one-syllable words such as *home*, *boat*, and *lunch*.

Foundational Skills

5.D.1	Phonological Awareness (K–2)	7/12
5.D.1a	Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	4/4
5.D.1b	Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.D.1C	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)	3/6

The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). Materials do not include resources (including the use of memory-building strategies) for students to develop, practice and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)

- The materials contain phonological awareness lessons that prioritize work at the phoneme level. In Unit 1, Lessons 1–7, students work at the syllable and onset-rime levels. According to state standards, grade K addresses the syllable and onset-rime levels of phonological awareness. The remaining units in the materials provide lessons at the phoneme level/phonemic awareness. The introduction states, "Because of the importance of PA in learning to read, the 95 Phonics Core Program includes a short, 2-minute warm-up of PA at the start of each lesson throughout grades K–3... As the lessons progress, the PA prompts, which contain advanced phonemic manipulation skills, increase in complexity from adding, deleting,

and substituting initial and final sounds (late K and grade 1)." In Lessons 1–3, students work at the syllable level to add and delete syllables in compound words (e.g., *horse* add *fly* is *horsefly*, *baseball* take away *base* is *ball*). In Lesson 4, students learn to add and delete an onset from a rime (e.g., add /f/ to /ig/ to make *fig* or *tip*—take away the /t/ to make *-ip*). In Lesson 5, students substitute the onset or rime (*cob* change *-ob* to *-ot* to make *cot* or *men* change /m/ to /h/ to make *hen*).

Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

- Teacher tips provide general, overarching guidance but not explanatory feedback. For example, the teacher tip in Unit 2 states, "Resist the temptation to skip the phonological awareness warm-up. Daily exposure to thinking about sounds in words is critical for later word learning. This lesson's syllable task with compound words should be easy for your students because syllable awareness typically develops during the preschool years. By including syllable-level tasks in this lesson, you can observe if any of your students have difficulty."
- Following explicit instruction with modeling, materials prompt teachers to continue using the same process if students respond accurately, but if they need support, use a gradual release for the next set of words. Materials do not provide specific feedback for misconceptions or error correction.

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

- Materials provide a variety of activities but not a variety of resources designed to help students develop, practice, and reinforce their understanding of phonological awareness skills as phonological awareness is only taught in Lessons 1–5. Students practice adding syllables to the beginning or end of a word. The teacher models by saying, "The word is *cow*. I add *boy* to the end. The new word is *cowboy*." The teacher practices with the class for the word *airplane* and then gives 16 words for practice. Students learn to delete syllables. The teacher says, "The instructions are the same, but instead of adding a syllable, you will delete, or take away, a syllable… The word is *baseball*. Delete *base*. The new word is *ball*." The teacher provides guided practice with the words *daylight* and *blackbird* before providing seven practice opportunities. Syllable-level phonological awareness instruction supports the grade K TEKS, not grade 1.
- Students practice adding an onset to a rime. The teacher reviews the instructions by saying, "I'll say a rime, or the last part of a word, and you repeat it. Next, I'll tell you the onset, or first sound, to add to the rime. Then, tell me the word. Ready?" The teacher provides 16 words for practice including *-og* add /l/ for *log* and *-at* add /r/ for *rat*. After Lesson 5 the activities move to phonemic awareness. For example, students segment phonemes in words such *dad* (e.g., /d/ /ă/ /d/), practice phoneme addition such as (e.g., "Say *last*. Now add /b/ at the beginning."

[*blast*]), and practice phoneme substitution (e.g., "Say *cap*. Now change the /p/ to /sh/." [*cash*]).

- The materials do not include a variety of resources specifically designed to help students develop, practice, and reinforce their understanding of phonological awareness skills as all tasks are at the phoneme level. The materials include a student practice book. The practice book does not include phonological awareness tasks.

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Foundational Skills

5.D.2	Phonemic Awareness (K–2)	11/13
5.D.2a	Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)	3/3
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.D.2C	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)	6/6

The materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)

- Materials include a systematic sequence of lessons that progress through identifying, blending, and segmenting phonemes through a gradual transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. Unit 2 includes phoneme addition and phoneme segmentation. Units 3 and 4 include phoneme manipulation including addition, deletion, and substitution. Units 5 and 6 include phoneme manipulation including addition and deletion in words with a blend.
- For example, in Lesson 16 on segmenting phonemes in a word, the teacher models finger-stretching the word *sit* (/s/ /ĭ/ t/) and provides guided practice with the words *hot* and *red*. Then, the teacher provides 16 words for practice. In a lesson on phoneme deletion, the teacher reviews the instructions: "I'll say a word and you repeat it. Next, I'll tell you what sound to delete, or take away, from the end of the word. Then, tell me the new word. Ready?" The teacher provides 16 words for practice including *seem/see* and *treat/tree*. In a lesson on

phoneme manipulation, the teacher models adding and changing phonemes in words to make new words, such as saying *rash* and then changing the /sh/ to /t/ to get the word *rat*. Additional examples for students to practice with are changing *burr* to *bird*, *pane* to *paint*, *nip* to *whip*, and *coat* to *boat*.

Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

- Materials include direct and explicit instruction for teaching phonemic awareness through a lesson script but do not include recommended explanatory feedback for students based on common errors or misconceptions. For example, in a lesson on phoneme segmenting, the teacher models using this script: "Listen, my turn. The word is *sit*. I finger-stretch while saying each sound in the word. (/s/ /ĭ/ /t/)." The teacher says this while finger-stretching the sounds beginning with the thumb. The teacher provides guided practice with the word *red* and provides 16 words for practice. In another lesson on substitute phonemes, the teacher gives the students the following directions: "I'll say a word and you repeat it. Next, I'll tell you what sound to substitute, or change, in the word. Then, tell me the new word. Ready?" The students then practice with 16 words including *bad*/*mad* and *mix*/*six*.
- The teacher tip provides a general reminder of a look-for, but not of specific feedback, where it states, "In the PA warm-up in this lesson students will be asked to segment phonemes. Because fluency in phoneme segmentation is important for word reading, this skill is reviewed from time to time."

Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)

- The materials include explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text through the lesson script. For example, for the routine for sound-spelling mapping which models encoding (segmenting sounds) and decoding (blending sounds), the lesson script states, "Finger-stretch sounds. How many sounds? How many boxes? Dot boxes in the workbook. Sound? Chip? (repeat for each sound) Which letter spells the /_/ sound? (repeat for each sound) Word?" The teacher models with the word *gum*. The teacher finger-stretches the sounds /g/ /ŭ/ /m/ and represents the consonants with blue chips and vowels with red chips. The teacher places one chip in each sound-spelling box, replaces the chips with letter(s) associated with the sound *g-u-m*, and reads the word *gum*.
- In word-chaining activities, the teacher models using phoneme substitution in changing the sounds in words to form new words based on the lesson script. Then, the teacher writes the letters associated with the sounds. For example, with the word *side,* the teacher changes the /ī/ to /ă/ to form the new word *sad*. The teacher writes the word *sad* under the word *side* on the chain and then reads the word *sad*.

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Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)

- The materials in Lesson 20 include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills (through cumulative review). For example, in phoneme segmenting, students develop the skill through gradual release and independent practice. Materials include a warm-up and wrap-up daily to practice and reinforce phonemic awareness skills. For example, students isolate the final sound in words. The students repeat a word the teacher gives them and then isolate the final sound in 16 words. In the wrap-up, the students work on the same skill with an additional 16 words. Students practice segmenting sounds in words with four phonemes. The teacher models finger-stretching the sounds in the word *slip* and *slick*. Then, the materials include 16 practice opportunities for the skill. The wrap-up at the end of the lesson provides an additional 16 practice opportunities.
- Lesson 10 is a review of phoneme addition and deletion using the following words: *at* to *sat*, *goal* to *gold*, and *chart* to *art*. This reinforces skills taught throughout this unit covering Lessons 8–10. Lesson 15 is a review of the unit covering Lessons 12–14 with phoneme substitution. Some of the words included are *side* to *sad*, *hit* to *hut*, and *mean* to *man*. Students have the opportunity to reinforce the skill throughout the week and have opportunities for reinforcement in preceding lessons.

Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)	1/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)	6/6
5.E.1d	Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)

- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example, in Unit 1, students review CVC words. In Unit 2, students learn blends. In Unit 3, students learn diagraphs and the floss rule. In Unit 4, students learn long vowel silent -*e* syllables. In Unit 5, students learn phonograms *ang, ing, ong, ink, ank, onk, ild, ind, old, olt, ost, all, oll,* and *alk*. In Unit 6, students learn vowel teams and vowel-*r* syllables. For example, lessons include a phonics pattern routine for identifying vowels, determining syllable types, and recognizing digraphs before reading words. For example, the materials state, "When I show you a word, follow these steps: Find the vowel or vowels and say the number of vowel letters. Is the vowel followed by 1 or more consonants? Say the syllable type and show the gesture. Say the vowel sound. Say 'initial' or 'final' and the digraph, if there is one. Read the word."
- The lesson objectives align to the grade-level TEKS sound-spelling patterns. For example, the teacher uses chips, boxes, dots, and letters to demonstrate the new sound-spelling pattern with the word *hip*. The teacher follows these scripted steps: "I'm going to say a word. You'll finger-stretch it and place dots in your workbook. Then, move the chips on your mat. Write the

letters in your workbook. Finally, whisper-read the word." The lesson provides the teacher explicit instructions on consonant digraphs *ch* and *sh*, with clear definitions and examples such as, "How do you pronounce the consonant digraph *ch*? (/ch/) The consonant sounds are not /k/ and /h/. The 2 letters *c* and *h* are pronounced as 1 sound, /ch/." This clarity is reinforced through practice activities where students read and spell words containing these digraphs.

- The materials include a scope and sequence of sound-spelling patterns skills that show progression throughout the school year. The progression of skills is seen weekly in the unit's learning objective. For example, the materials state, "Students demonstrate understanding of the long *a* silent -*e* pattern by correctly identifying, reading, and writing pattern words in isolation and in passages."

Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)

- The materials include detailed guidance integrating the teacher's actions for teachers to use during phonics instruction. For example, lessons incorporate a structured phonics pattern routine involving consonant digraphs *ch* and *sh*. Teachers model sound-spelling mapping activities using phonics chips, with specific instructions like the following: "Remember, the orange chip represents a consonant digraph, which has 2 consonants pronounced as 1 sound. We will practice identifying only the consonant digraph *ch* today." This approach reinforces the pronunciation and spelling of these digraphs and provides a tactile and visual method for learning, ensuring comprehension through hands-on manipulation of phonetic elements. Materials include teacher-guided word chaining using phonics patterns to change words such as *plan* to *plane*, *can* to *cane*, *glad* to *glade*, and *van* to *vane*.

- The materials provide sample scripts or bulleted teaching points and explicitly defined language with consistent routines for systematic and explicit instruction on sound-spelling correlations. For example, the teacher introduces short *u* using the "Sound-Spelling Card" *umbrella* and a script to guide a discussion about the sound's place and manner of articulation along with the sound-spelling pattern. This is a repeated process for each sound-spelling pattern that is taught throughout the year. Lessons provide a script for teachers to sort words with targeted sound spelling, which includes teacher modeling and contrasting with minimal pairs. The script explicitly teaches students how to compare the words *let* and *lot* to find the word with the short *e* sound.

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)

- The materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns and through cumulative review. For example, in a lesson on short *u* sound and reviewing previously learned sound spellings, the teacher uses a script to introduce the keyword up and to model sorting words into two columns, words with short *u* and other vowels. Students complete the sort with words like *cup*, *dug*, *fan*, *cap*, *pop*, and *fun*. Then, students complete words by adding the medial vowel sound in words like *nut*,

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rug, and *tub*. When teaching vowel-*r* syllables, the teacher introduces students to the keywords *car*, *oar*, and *bird*, and students sort words based on the vowel-*r* syllable type (*ar*, *or*, and *ir*), including *mark*, *horn*, *verb*, *blur*, and *third*. The teacher models sound-spelling mapping using boxes, and the students practice with six words, including *growl*, *swirl*, and *porch*. Lessons include word chains in which the teacher says one word at a time, and the student writes the new word below the old word, changing one part in the word (e.g., *grim* to *rim*, *rim* to *ram*, and *ram* to *gram*).

- The materials include designated review weeks with various multimodal activities and resources for guided and independent cumulative review during the school year. After the teacher models sound-spelling mapping with chips, students, through guided practice, use chips and sound-mapping paper to map on the boxes how many sounds are in a word before writing the corresponding letter(s) for each sound and then reading the word. This same activity is completed with syllables using syllable-mapping paper in which students write a syllable in each box and then read the word. During independent practice, students use the pages in their student workbooks to complete activities such as word sorts by writing a word from the word bank in the correct column based on the sound-spelling pattern; reading decodable words, phrases, and text; sound spelling and syllable mapping; using word chains; and writing dictated words, phrases, and sentences.

Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- The materials provide a variety of activities and resources to decode and encode words in isolation that build on previous instruction. For example, when learning the *s*-blend sound-spelling pattern, students read words in isolation during a word sort, including *stop*, *splat*, *task*, and *rust,* to determine if the *s*-blend is at the beginning or the end of the word. Students encode words in isolation when sound-spelling mapping includes *lost*, *fits*, *skip*, and *stun*. Students finger-stretch the word, name the sounds in the word, name the letter that makes each sound, write the letters in the word, and read the word. As students read and write words, previous sound-spelling patterns are infused in the words being encoded and decoded in isolation. Materials include reading multisyllabic words in isolation by breaking down the syllables and then reading the word. The teacher has a five-step guidance for the students to utilize for this purpose: "Step 1: Find the vowels. Step 2: Underline the vowels. Step 3: Draw a line between the syllables. Step 4: Read each syllable. Step 5: Read each syllable." This is utilized with words such as *sunset* and *kitten*. When encoding multisyllabic words, students write the words one syllable at a time on a syllable-mapping paper while identifying each type of syllable. For example, the lesson integrates syllable-mapping activities, focusing on closed-syllable patterns (e.g., "The word is *bathtub*. I tap one box for each syllable I hear: *bath/tub*"). This approach reinforces syllable segmentation and aids in spelling through explicit instruction on segmenting and spelling multisyllabic words using phonetic knowledge.

- The materials provide a variety of activities and resources to decode and encode words in decodable connected text that builds on previous instruction. Lessons include a decodable passage reading activity where students apply their decoding skills to read connected text. Students are instructed to identify and underline words that follow the newly learned sound-syllable pattern. As students read and write in connected text, they encounter words with previously taught sound-spelling patterns to ensure text builds on previous instruction. For example, lessons include encoding practice through dictation exercises where students spell words with taught sound-spelling patterns in connected text. In a lesson on *s*-blends, students encode words in context in dictated sentences, including "Spot was too fast for her" and "The sun can be a risk to skin." Students also decode words in context in the decodable text "Skin Spots." Sentences they read include "Skin can have spots and scabs" and "The sun can be a risk to skin too." When learning the *ai* and *ay* sound-spelling pattern, students decode sentences with vowel teams words in the decodable story "The Claim on Gray Lake" including "Gail crawled in the boat with the pail of bait" and "May had just laid back with a big yawn when she felt a tug." Students encode words in the connected text by writing dictated sentences, including "The fix will claw at the bait" and "The foal lay in the fresh straw."

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	32/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	0/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)	4/4
5.E.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	16/24
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1) (S)	12/12

The materials do not include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words. Materials do not include a cumulative review of reading and writing high-frequency words in isolation or connected text. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)

- The materials do not include a consistent, coherent sequence for introducing regular and irregular words that align with the sound-spelling patterns being learned in phonics. For example, high-frequency words taught in Unit 1 include *her, him, had, some, as, then, could, when, were,* and *them*. In Unit 3, students learn the words *put, take, every, old, by,* and *after*. In Unit 5, students learn the words *once, open, has, live,* and *thank*.
- High-frequency words with like spelling patterns are not grouped together and are not taught in a sequence of letters or phonemes found in the word. For example, *could* is taught before *put*. The scope and sequence show that *her* is a high-frequency word in Lesson 1, vowel-*r*/-*er* is not taught until Lesson 30. The word *then* is a high-frequency word in Lesson 4. Digraph *th* is not taught until Lesson 13.
- The materials do not organize or sequence the introduction of words within a lesson or across the week, introducing too few words or words without any patterns for students to effectively master. The scope and sequence show that only 39 high-frequency words are taught in grade 1, and there is not a pattern or sequence in which the words are taught. High-frequency words

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taught in Unit 1 include *her*, *him*, *had*, *some*, *as*, *then*, *could*, *when*, *were*, and *them*. In Unit 3, students learn the words *put*, *take*, *every*, *old*, *by*, and *after*. In Unit 5, students learn the words *once*, *open*, *has*, *live*, and *thank*.

Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)

- The materials provide teachers with important points to emphasize about introducing regular and irregular words to students including decoding the decodable parts of words and memorizing the irregular parts of words. The "95 Phonics Core Program" uses high-frequency word practice throughout the grades (based on the Dolch grade-level list). The "95 Phonics Core Program" uses both regular and irregular high-frequency words. Materials teach irregular high-frequency words as heart words by drawing a heart above a non-phonetic, high-frequency word to indicate the portion of the word where the spelling is unexpected. Teachers utilize the "Presentation File" to project the high-frequency word. The teacher finger-stretches the sounds in the high-frequency word, explains the spelling of words by connecting the sounds to letters by writing the letters in the sound-mapping boxes (identifying any irregularly spelled sounds by placing a heart above the letter), provides the word in a phrase or sentence for context, and then asks students to repeat the word.

- The materials include sample scripts and explicitly defined strategies for direct instruction of reading and spelling high-frequency words. For example, In Lesson 1, the teacher uses the following script to introduce the high-frequency word *I*: "When you start reading phrases and stories, there may be words that you have not yet learned to read by sounding them out. Each week, I will share a few of these words with you so that you can read them when you see them in the phrases and stories we read. These are all words that you'll see often when you read, so they are called high-frequency words. Now I'm going to show you how to read a new word. Watch me, my turn. (Display *I*.) The word is *I*; this word is the one you hear in the sentence 'I like bikes.' Watch me finger-stretch the sounds. (/ī/) (Show thumb for /ī/.) There is 1 sound in the word *I*. This word is spelled with 1 letter, *I*. Now it's your turn. Word? (*I*) How many letters? (1) The letter name is *I*. Say it with me."

- In Lesson 20 the teacher uses the following script to introduce the high-frequency word *our* and to review two previously learned words: "Now, I'm going to show you how to read a new high-frequency word. Watch me, my turn. (Display *our*.) The word is *our*; this word is the one you hear in the sentence 'This is our car.' Watch me finger-stretch the sounds. (/ou/ /r/) (Show thumb for /ou/ and pointer finger for /r/.) There are 2 sounds in the word *our*. This word is spelled with 3 letters, *o-u-r*. Now it's your turn. Word? (*our*) How many letters? (3) The letter names are *o-u-r*. Say them with me. (*o-u-r*) Let's review 2 other high-frequency words that we have learned. (Display *now*.) This is the word *now*, as in 'Now we can go.' Repeat the word *now*. (*now*) (Display *new*.) This is the word *new*, as in 'This is my new truck.' Repeat the word *new*. (*new*)."

Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. The teacher models, and then students through direct instruction and independently use finger-stretching to hear and identify the regular and irregular sounds in high-frequency words. Teachers and students place a heart above the irregular part of the word. Students utilize the projection file and student workbooks, which include fluency grids of words and decodable text (phrases, sentences, and passages) when decoding regular and irregular high-frequency words. Students encode regular and irregular high-frequency words through the use of sound-spelling boxes and charts based on the number of letters in the word and during sentence dictation.

- Students have opportunities to practice and reinforce skills to decode and encode high-frequency words, but there are no opportunities or activities for students to encode and decode regular and irregular high-frequency words through cumulative review. For example, in Lesson 12, students learn the high-frequency word *take*, and students read the new word along with previously learned high-frequency words in the high-frequency grid in their student workbooks. Students read the word *take* in the phrase "take the cash." Students read *take* in the decodable text "How to Make a Fish Dish in a Dash" ("Take out a pinch of mint and drop it in."). *Take* is included in the lesson spelling assessment. In Lesson 16, students learn the high-frequency word *you*. They use their knowledge of the word to spell sentences, such as "You can bake a cake."

- In Lesson 5, students decode and encode the following high-frequency words: *who*, *as*, *when*, *want*, *his*, *of*, and *now*. The students use a table with the number of letters in the words (two, three, and four letters) as the column headers and write the high-frequency word in the correct part of the table based on the number of letters in the word. The steps are as follows: "Turn in your *Student Workbook*. For each word, follow these steps: 1. Read the word. 2. Count the letters. 3. Write the word under the correct column, saying the letters as you write them. 4. Read the word."

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1) (S)

- The materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words. For example, students read high-frequency words multiple times when completing the word grid activity in the interactive file and in their workbooks: "Display the high-frequency word grid. Prompt students by saying 'Word?' at each box. Such as *put*, *take*, *how*, *know*, *come*. Now it's your turn. Turn to page 85 in your *Student Workbook*. When I say, 'Begin,' tap under the first word and whisper it. Read across the rows until I say, 'Stop.' Circle the last word you read. If you finish before I say, 'Stop,' go up to the top and read the words again. Note: Time students for 1 minute. Say, 'Stop,' and ask students to circle the last word that was read. (*could*, *put*, *under*, *just*, *take*, *any*, *there*, *some*, *come*, *over*,

down, *soon*, *from*, *know*, *how*, *where*)." Students also encounter reading high-frequency words in sentences and decodable passages. Students encode words while repeating the sounds and letters of words when spelling high-frequency words by using the sound-spelling mapping paper and in writing dictated sentences.

- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. For example, in Lesson 9, students learn the high-frequency word *over*. It is in the fluency high-frequency word grids for the students to read. *Over* is one of the words students use in the number of sounds in high-frequency words. It is in the decodable passage "Kids of the Past" in the sentence "When the jobs were over, they fled fast to play tag and hunt for nests." It is also included to encode in the lesson spelling assessment. Students encode words using spelling-mapping paper using the finger-stretching routine to hear sounds in words and then write the corresponding letters.

- For the irregular spelling part of words, a heart is placed above the letter(s). For example, in Lesson 13, students follow these steps for encoding words through finger-stretching: Say the word *they*. Finger-stretch the sounds /th/ /ā/. Students identify the words that have 2 sounds and place a dot in the bottom right-hand corner of 2 boxes. Students write *th* in the first box and *ey* in the second box and place a heart above the *ey* since it is irregular for spelling. Then, read the word *they*.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	23/23
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)	2/2
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	12/12
5.E.3d	Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)	8/8

The materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)

- The sequence for introducing syllable patterns and syllable division principles is aligned with grade-level TEKS. Syllable instruction progresses from less complex to more complex. In grade 1, students learn to encode and decode words with closed syllables, open syllables, VCe syllables, vowel teams including vowel digraphs and diphthongs, and *r*-controlled syllables. In Units 1–3, students learn to decode and encode words with closed syllables and digraphs. In Unit 4, students decode and encode words with long vowel silent -*e* syllables. In Unit 6, students learn to decode and encode words with predictable vowel teams and vowel-*r* syllables.

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Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)

- The materials include specific and precise terms, phrasing, and statements that teachers should use during core instruction. In Lesson 2, teachers tell students they are learning the first syllable type, closed syllables. The teacher uses the script to introduce a closed syllable: "Closed-syllable words have 1 vowel letter (hold the pointer finger up) followed by 1 or more consonants (scoop with finger), and the vowel sound is short. The gesture for the closed syllable is a closed fist." The teacher looks for the short vowel sound while decoding and sorting words. In this lesson, students look for words with a short *a*, and they identify the short medial vowel in closed syllables of the other words in the sort, including *rip* and *fed*, as well as words with the target short, including *rap* and *fad*. In Lesson 7, the teacher models how to read words with two closed syllables using the following script: "Let me show you the routine for reading multisyllabic words. The word is *catnip*. (Display *catnip*.) Step 1: Find the vowels. I use both hands to find the vowels in each syllable. I point to the letter *a* with my left pointer finger and the letter *i* with my right pointer finger. There are 2 vowel sounds. Step 2: Underline the vowels. Next, I underline the vowels. This word has 2 syllables because it has 2 vowel sounds. Step 3: Draw a line between the syllables. I look for the number of consonants between the vowels. There are 2, *t* and *n*. When there are 2 consonants between the 2 vowels, divide the word between them. I draw a line between the letters *t* and *n*. Step 4: Read each syllable."
- In Lesson 10, The teacher models how to encode a word by reading the teacher's script: "Now we're going to spell words with an initial *r*-blend. Watch how I use the 'Sound-Spelling Mapping' paper. Each box holds only 1 sound. The word is *trip*. First, I finger-stretch and say the sounds: /t/ /r/ /ĭ/ /p/—4 sounds. I need 4 boxes. I tap and mark a dot in the bottom right corner for each sound I hear: /t/ /r/ /ĭ/ /p/. Now, I write the letters that represent each sound. Letter *t* in the first box. Letter *r* in the second box. Letter *i* in the third box. Letter *p* in the fourth box. Syllable type? (closed) Is there an initial *r*-blend? (yes) Sounds? (/t/ /r/ /ĭ/ /p/) Word? (*trip*) The teachers also model the word prep following this same procedure.

Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The materials include a variety of activities to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words. For example, in Lesson 7, students review words with closed syllables. Materials include word sorts with all short vowels, including words like *pat*, *pet*, *pit*, *pot*, and *nut*. Students encode words in word completion with pictures, including words like *pag*, *pig*, *web*, *tub*, and *mop*. Students encode words in sound-spelling mapping with phonics chips—words include *him*, *got*, and *sat*. Students read the decodable story "Gus and Peg," which includes words like *pet*, *dig*, and *catnip*. Students circle words with closed syllables to find pattern words in sentences (words like *vet*, *has*, and *red*).
- In Lesson 10, students use the word grid in their workbooks to read the words in the grid for one minute. Students are to whisper-read across the page. If they finish before the teacher

says to stop, students start at the top and read the words again. Words such as *crust*, *trot*, *brag*, and *crib*. In Lesson 10, students use sound-spelling mapping to use sound boxes to correctly spell the words using the following steps: "The word is *drag*. Word? (*drag*) Finger-stretch and say the sounds. (/d/ /r/ /ă/ /g/) How many sounds? (4) How many boxes? (4) We need 4 boxes. We tap and mark a dot in the bottom right corner for each sound: /d/ /r/ /ă/ /g/. Now we write the letters. Which letter spells the /d/ sound? (*d*) Where do I write it? (in the first box) Which letter spells the /r/ sound? (*r*) Where do I write it? (in the second box) Which letter spells the /ă/ sound? (*a*) Where do I write it? (in the third box) Which letter spells the /g/ sound? (*g*) Where do I write it? (in the fourth box) Syllable type? (closed) Is there an initial *r*-blend? (yes) What are the letters that spell the *r*-blend? (*d* and *r*) Sounds? (/d/ /r/ /ă/ /g/) Word? (*drag*)."

Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)

- The materials provide a variety of activities and resources for decoding and encoding one-syllable or multisyllabic words in isolation. For example, in Lesson 9, students read closed-syllable words in isolation in word sorts with words like *cap*, *help*, *twin*, and *swept*. Students encode words during sound-spelling mapping, including *twin*, *test*, and *slap*. In Lesson 18, students practice encoding words using knowledge of syllable types in isolation. The "Sound-Spelling Mapping" section demonstrates how to spell words with the long *e* silent -*e* pattern, using examples like *these* and *eve*. In this section, students break down *these* into sounds (/th/ /ē/ /z/), map each sound to boxes, and do the same with *eve*, placing *e* and the silent -*e* in separate boxes. This encoding practice helps students understand and apply syllable types independently. In Lesson 27, students read words with vowel teams *ai*, *ay*, *oi*, *oy*, *au*, and *aw*. Students read words in isolation during a word sort, including words like *braid*, *haunt*, *gray*, *claw*, *coin*, *toy*, and *law*. Students encode words in isolation in sound-spelling mapping words like *paw*, *fail*, *claim*, and *spoil*.
- The materials provide a variety of activities and resources for decoding and encoding one-syllable or multisyllabic words in decodable connected text. For example, in Lesson 9, students read the decodable text "Kids of the Past," where they read words like *facts*, *raft*, and *went*. Students read phrases including "had a blast" and "on the sled." Students encode sentences like "The ant can lift the little twig." In Lesson 16, students encode words in context in sentence dictation with sentences like "Do you think bake sales are fun?" and "You can make lots of cakes to sell."
- In Lesson 27, Students read the decodable text "The Claim on Gray Lake" and decode words including *hauling*, *day*, *dawn*, and *waited*. Students encode words with vowel teams during word building including *bail*, *ray*, *broil*, and *crawl*. Students read words in phrases including "could be his fault" and "going to rain." Students encode words in context in sentence dictation, including "The fox will claw at the bait" and The foal lay in the fresh straw."

Foundational Skills

5.E.4	Morphological Awareness (1–3)	17/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)	4/4
5.E.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	4/6
5.E.4d	Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)	8/8

The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. Materials include a variety of activities and resources for students to develop and practice grade-level morphological skills. Materials do not include a variety of activities or resources for students to reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)

- The materials include a "Scope and Sequence" document that identifies grade-level morphemes. Students learn inflectional ending -*ed* in Unit 1. Students learn inflectional endings -*er* and -*est* in Unit 3. Students learn inflectional endings -*s*, -*es*, -*ed,* and -*ing* in Unit 4. The "Scope and Sequence" outline in Lesson 7 introduces the inflected ending -*ed*. Lesson 15 introduces the inflected endings -*er* and -*est*. Lesson 21 introduces the inflected endings -*s*, -*es*, and -*ing*.
- Instruction in morphological units, including derivational and inflectional suffixes, the most common prefixes and suffixes, takes place in grades 1–3, and the most common Latin roots occur in grade 3. This program includes instruction on extracting meaning from the morphological units of base words, roots, and affixes related to the three layers of language (Anglo-Saxon, Latin, and Greek).

- The materials include a routine for introducing morphemes. For example, Lesson 15 includes the morphology of inflected endings -*er* and -*est* added to an adjective. The teacher displays a table with the three spelling rules for the inflectional endings with examples of the rules. Rule 1 explains that, for words spelled with two or more consonants at the end, students add -*er* or -*est* (e.g., *harder* and *hardest*). Rule 2 states that, for words spelled with *y* at the end, students drop the last *y* and add *i* before adding -*er* or -*est* (e.g., *pretty*, *prettier*, and *prettiest*). Rule 3 states that, for words spelled with a single vowel followed by one consonant, students double the final consonant before adding -*er* or -*est* (e.g., *hot*, *hotter*, and *hottest*). The teacher models with the word *big* and reiterates rule 3. The students use their workbooks with the words *funny*, *rich*, and *wet*. The students add the respective endings following the rules provided. The lesson finishes with the following note: "To check for understanding of the spelling rules, have students write the number of the rule they used next to each base word."

Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

- The lesson plans include teacher tips or explanations of the morphological objective of the lesson. For example, in Lesson 15, students learn the inflectional endings -*er* and -*est* as teachers read from the script: "Now we learn how to add the endings -*er* and -*est* to an adjective, which is a describing word. Let's review this table, which explains the rules for adding -*er* and -*est* to words." The teacher models spelling rules like doubling and changing *y* to *i*. Students read words like *bigger/est*, *funnier/est*, *richer/est*, and *wetter/est*.
- In Lesson 21, teachers are provided with the rules for adding the inflected ending -*ed*. The teacher script states, "There are 3 rules explaining how a spelling changes when the past tense -*ed* is added at the end of a verb. Let's review the 3 rules. (Display the rule table.) Watch the steps I use to change a present tense verb to past tense by adding the past tense ending -*ed*. The verb is *like*. (Display *like*.) First, I find the vowel or vowels and identify the syllable type. The verb *like* has a long vowel silent -*e* pattern. It has the same syllable pattern as the verb *bake* in the table, which also has the long vowel silent -*e* pattern. The verb *like* ends in the letter *e*. Rule 2 is 'drop the last *e* before adding -*ed*.' I write the past tense verb liked in the 'Verb + *ed*' column. Finally, I slide my finger under the past tense verb and whisper, 'liked.'"
- Lesson 21, Day 5 involves building multisyllabic words by combining syllables from different categories (closed and silent -*e*). Words include *inside*, *explode*, *input*, and *online*. This activity helps students understand how different syllables and morphemes combine to form words, reinforcing the concept of morphemes and their application in word formation.

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- Materials include activities to develop and practice grade-level morphological skills; however, the activities lack cumulative review and ongoing resources and activities for reinforcement. Materials include activities to develop and practice grade-level morphological skills; however,

the activities do not include cumulative review. For example, in Lesson 7, students practice the spelling rules of adding -ed endings in their workbooks. The teacher's tip says that it is a hard concept to master and that students will see it and master it more in future lessons.

- In Lesson 15, students learn inflected endings -er and -est and the adding, doubling, and dropping rule for spelling. Students review a table that explains when to add -er and -est to an adjective. In their workbooks, students practice spelling words with these endings.
- In Lesson 21, students use their workbooks to add endings to words by following these steps: "1. Read each verb. 2. Find the vowels and identify the syllable type. 3. Decide which spelling rule fits the pattern. 4. Write the past tense verb in the "Verb + ed." Write the verb with the endings -s or -es, -ed, and -ing in the appropriate column. 5. Whisper-read the past tense verb." Students make words such as *stopped*, *helped*, *bikes*, and *pinches*.

Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- The materials include instructional routines, such as dictation, that emphasize encoding and decoding in isolation. For example, in Lesson 7, students whisper-read words they have written in their workbook, including lugged, jogged, jetted, and batted. Students read the words that they write in their workbooks with inflectional endings, including funniest, richest, and wettest.
- In Lesson 15 students build words with inflectional endings in sound-spelling mapping with student phonics chips, including slots. Students use the morphology chart in creating and writing words with suffix -er and -est following these steps: "1. Read the base word. 2. Check for the number of consonants or the letter *y* after the vowel. 3. Then, decide which rule to use and write the number next to the base word. 4. Write the base word plus the -er and the -est using the correct spelling rule. 5. Finally, read the words." Students create words such as *funnier*, *funniest*, *richer*, and *richest*.
- The materials include instructional routines, such as dictation, that emphasize encoding and decoding in connected text. For example, decodable text in Lesson 9, "The Raft Club," includes words with inflectional endings like *plans*, *casts*, and *trapped*. Lesson 25 students read the connected text "A Walk in the Mall," which contains words with suffix -ing, such as *string, walking*, and *bling*. In Lesson 26, students read "Doe the Goat and Kids," where they read words like *seeking*, *roamed*, and *groaned*. In Lesson 22, students write inflectional endings in connected text in sentence dictation with the sentence "The king was flinging his bling" and in Lesson 28 with the sentence "How I dread running in the heat."