IMRA Review Cycle 2024 Report

IMRA Instructional Materials Review and Approval

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

Subject	Grade Level
English Phonics	3

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

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

Quality Review Overall Score: **232 / 315**

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	131 / 166

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.

Challenges

- 1.1 Course-Level Design: Materials do not include a scope and sequence for TEKS and ELPS, a pacing guide for different instructional calendars, unit internalization protocols, and support resources for instructional coaches.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overviews with essential academic vocabulary for effective teaching.
- 1.3 Lesson-Level Design: Materials do not detailed lesson plans with daily objectives for content and language standards, and do not include an overview of required teacher materials.
- 2.1 Instructional Assessments: Materials do not include lesson-level summative assessments with varied tasks, definitions for assessment types, and alignment to TEKS.
- 2.2 Data Analysis and Progress Monitoring: Materials do not include guidance for using tasks and activities based on student performance trends and tools for student progress and growth tracking.
- 3.1 Differentiation and Scaffolds: Materials do not include guidance for differentiating instruction and activities for both struggling and advanced students.
- 3.2 Instructional Methods: Materials do not include recommended structures (e.g., whole group, small group,

individual) to support effective implementation.
- 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: Daily lessons do not include immediate corrective feedback and diverse opportunities for collaborative practice.
- 4.5 Progress Monitoring and Student Support: Materials do not include guidance on accelerating learning based on progress-monitoring data.
- 5.B.1 Oral Language Development: Materials do not provide explicit guidance on developing oral language and oracy, and do not provide opportunities for social and academic communication, active listening, questioning, discussion, and sharing ideas.
- 5.C.2 Letter-Sound Correspondence: Materials do not provide guidance for explicit instruction on connecting phonemes to letters and providing feedback on common errors.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials do not include a systematic sequence for high-frequency words and do not include cumulative reviews in isolation or context.
- 5.E.4 Morphological Awareness: Materials do not include varied activities

and resources for cumulative review of
grade-level morphological skills.

Summary

95 Phonics Core Program Classroom Kit is 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, comprehension, and fluency into every lesson. The curriculum provides scripted daily lessons, defined lesson sequences, and routines using the gradual release of responsibility instructional model. 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 leaders should consider the following:
- The program includes clear, color-coded scripting for teachers, with instructions and expected student responses distinguished by black and blue text. Each lesson is supported by an animated Digital Presentation File for projecting in the classroom, which helps guide instruction. However, the materials offer only minimal guidance on providing corrective feedback and do not include differentiated learning options or small group support for reteaching, extension, or supporting emergent bilinguals.
- Students receive a manipulative pack for each lesson, including a spelling mat, chips, and workbooks. While the program features seven unit assessments, it does not include a digital student component, diagnostic assessments, progress monitoring tools, or formative assessments.

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 to support administrators with implementing the materials as designed. Materials do not include guidance to support administrators. Materials do not include resources and guidance to support instructional coaches in 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, morphology focus, and other skills taught in each lesson. However, the scope and sequence does not include a side-by-side document showing the TEKS or ELPS.do
- The scope and sequence show that lessons are grouped based on an overarching focus. Lessons 1–5 focus on a review of grade 2 skills. Lessons 6–8 focus on closed syllable type. Lessons 9–12 focus on long vowel silent -*e* syllable type. Lessons 13–15 cover open syllable

type. Lessons 16–20 focus on vowel team syllable type. Lessons 21–24 focus on vowel-*r* and -*cle* syllable types. Lessons 25–30 focus on building fluency and the six syllable types.

- A separate document correlates grade 3 content to the TEKS but does not reference or include the scope and sequence.

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).

- 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 3 scope and sequence lists lesson numbers 1–30, covering 30 weeks with 20 minutes of instruction per day, and each lesson spans one week with five days of activities. This structure provides learning for 150 days, which does not cover all the school days in a calendar year. While the scope and sequence outline the curriculum's structure, it does not offer specific details regarding pacing for schools using calendars with a different number of instructional 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 guide 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.

- Materials provide an outline of how the program is divided into sections:
  - Lessons 1–5: Grade 2 review lessons
  - Lessons 6–8: Closed syllable lessons; simple, complex, and schwa
  - Lessons 9–12: Long vowel silent -*e* syllable lessons; single, simple, and complex
  - Lessons 13–15: Open syllable lessons; single, simple, and complex
  - Lessons 16–20: Vowel team syllable lessons; single, simple, and complex
  - Lessons 21–25: Consonant-*le* and vowel-*r* syllable lessons; single, simple, and complex
  - Lessons 26–30: Fluency building with all six syllable types and reviewing the morphology study from the year.
- The materials show the connections between concepts through systemic phonics instruction, following a sequence from simple to complex skills, and using explicit teaching methods.

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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 the project for students.
- The "Program Components," "Student Engagement," and "Alignment with the Science of Reading" sections at the beginning of all three grade 3 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.

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, morphology, and passage reading. For example, the background knowledge for morphology includes, "There is explicit instruction in grade 3 on using syllable chunks to read unknown words. The focus is on decoding the chunk with syllable division guidelines, pronouncing it correctly with knowledge of the vowel sound based on the syllable type, and attaching meaning to the affixes, roots, and base words. Students are taught to use sentence context clues to verify the meaning of the word."
- 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 3 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, "This week in our grade 3 classroom, we are reviewing how to read and spell words with vowel-*r* patterns: *e-r*, *i-r*, and *u-r*. Our goal is to reinforce students' understanding of these patterns and improve their reading and spelling skills." The activity encourages children to find and list words that include the vowel-*r* patterns by using a table to organize the words they find.

- The "Online Portal" includes downloadable "Grade 3 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 4, the letter guides parents in reviewing consonants, vowels, and closed syllables. It also introduces vowel-*r* syllables with *er, ir,* and *ur* making the /er/ sound. It provides examples of words in this phonics pattern: *stern*, *girl*, and *hurt*. The letter then includes a word sort with the /er/ phonics pattern and a place to record additional words that they find this week 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 to meet content and language standards. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include an overview listing the student materials necessary to effectively deliver the lesson. Materials do not include a lesson overview listing the teacher materials necessary to 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 12, the learning objective is "Students demonstrate understanding of the closed and long vowel silent -*e* syllable types in multi-syllable words by correctly identifying, reading, and writing pattern words in isolation and passages." Since each lesson lasts five days, the lesson's objective remains the same for one week.
- Daily lessons include comprehensive, structured, detailed lesson plans that include questions, tasks, and materials to meet the content standards of the lesson. For example, in Lesson 12, the teacher uses morpheme cards, gestures, "Syllable Mapping Charts," and passages to teach multisyllabic words with long and short vowels.
- The "Online Portal" includes a "Grade 3 Assessment Overview." This resource provides an assessment that meets the content standards of a span of lessons. Limited guidance is provided with ongoing observational assessments to guide daily or weekly instruction. Instructional assessments do not include language standards.

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Materials include a lesson overview outlining the suggested timing for each lesson component.

- Lessons begin with stated learning objectives and include activities with varying recommended times. The curriculum suggests a 20-minute duration per lesson, including all activities, though teachers can extend this time for a slower pace or additional practice opportunities.
- The *Teacher Edition* "Volume 1," under "Overview of Lesson Structure," provides daily timing for the entire lesson, with each lesson featuring red bands that indicate suggested timing for each component. For example, in Lesson 15, Day 1, the suggested pacing is two minutes for "Phonological Awareness Warm-Up," five minutes for "Phonics Pattern," seven minutes for "Morphology," seven minutes for "Writing," and five minutes for "Passage Reading."
- Each day's subheadings incorporate the timing. For instance, the subheading "Phonological Awareness Warm-Up" specifies a two-minute timeframe for that section.

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

- The right-side margins in the *Teacher Edition* of each lesson page have pictures of the teacher materials required. For example, in Lesson 15, teacher materials include the presentation tool, multisyllabic word reading bars, and the passage.
- An icon in the lesson indicates where the student workbook is needed. In Lesson 12, for example, the icon can be seen in the "Phonics Pattern," "Writing," and "Passage Reading" sections.
- The curriculum includes essential teacher materials like presentation files and student materials like the manipulative kit.
- Students receive workbooks specifically designed for phonics instruction, with each activity accompanied by clear guidance from the teacher. 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. However, individual lessons do not include an overview that lists teacher materials.

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

- On the "Customer Portal," teachers may download weekly "Family Support Letters" for homework, extension, or enrichment. These letters are intended for parents to assist students in completing tasks accurately.
- The "Online Portal" includes "Grade 3 Family Support Letters," including extended practice activities at home. For example, the Lesson 12 letter includes a guide to sorting syllables with

some sample words, including *contest, bagpipe, and flagstone.* It also includes phrases to read and a sentence dictation activity.

- The *Teacher Edition*, under "Parent Instructions," specifies the purpose of these instructions and directs teachers to download the weekly instructions for parents. These instructions are intended to help parents support their child.

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 include a variety of instructional assessments at the lesson level (including diagnostic and formative) that vary in types of tasks and questions. Materials do not include summative assessments at the lesson level 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 approximately one week. Units vary in length, ranging from three to seven 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 3 Assessment Overview" recommends administering summative unit assessments after each of the seven units.
- Unit assessments include various question types and tasks covering syllable mapping, sentence dictation, word sorts, morphology, and passage reading with comprehension. For example, Unit 3 measures syllable mapping. Teachers direct the students to tap the box on their paper for each syllable they hear and then write the letters that spell the sounds they hear in each syllable in the table and then write the whole word (first column students write

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the first syllable; second column students write the second syllable; and third column students write the whole word). The second part of the unit assessment is sentence dictation, where the teacher dictates a sentence for the students to write using the correct spelling and punctuation. The third part of the unit assessment is a word sort where the teacher instructs students to identify words that have 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 fourth part of the unit assessment is morphology. The teacher directs the students to look at the table, which contains two Latin roots. Students are to begin by reading each root and its meaning. Next, they read the sentence, reread the sentence in the chart, and write the meaning of the underlined word in the meaning section of the chart. In the final part of the assessment, students read a passage and then provide a written response to each comprehension question.

- The materials include formative assessments that also serve as diagnostic assessments at the lesson level. Each student uses the Student Workbook to complete a variety of tasks and questions that align with the lesson content. For example, Lesson 1, Day 5 in the Student Workbook asks students to practice timed whisper readings for words and phrases and circle the last word/phrase they can complete within one minute, reading from left to right. Finally, the materials include sentence dictation.
- While the materials do have formative assessments during the lesson, they do not include summative assessments for each lesson but rather include a summative assessment after a specific number of units.
- The materials include diagnostic and formative assessments at the unit level, including the Phonemic Awareness Screener for Intervention™ (PASI™). The materials state that this is "an informal diagnostic assessment of specific phonemic awareness skills." It is also a formative assessment for "monitoring a student's progress" throughout the program. While all done orally, the assessment does vary in questions and tasks, such as "We're going to isolate the first sound in a word" and "We're going to add a sound to the beginning of a word to make a new word."

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

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 assessment section and include specific scoring criteria. For example, in the section "Sentence Dictation," the scoring criteria states, "Scoring: Award 1 point for each correctly spelled word in the sentence, 1 point for a capital letter at the beginning of the sentence, and 1 point for the correct punctuation." There are a total of 20 points.
- The materials provide scripting for teachers to read during the administration of assessments, such as, "You are going to write two sentences 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 first sentence: The blackbird screeched as it flew by. Say it with me. The blackbird screeched as it flew by. Repeat the sentence one more time. The blackbird screeched as it flew by. Now write it. If you forget a word, raise your hand, and I will tell you." 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 3 objectives. 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: Multisyllable," "Predictable Vowel Teams & Unpredictable Vowel Teams," and "Simple and Complex Latin Roots, Prefixes and Suffixes" 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 formative, summative, or diagnostic assessments.
- The materials include diagnostic and formative assessments that are aligned to the objectives of the units, including the Phonemic Awareness Screener for Intervention™ (PASI™), which is outlined in the Resource Crosswalk that connects the skills in PASI™ to the course objectives for phonological awareness.
- The materials include formative assessments that also serve as diagnostic assessments at the lesson level. Each student uses the Student Workbook to complete a variety of tasks and questions that align with the objectives of the lessons.

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 3 Unit 6 Assessment" includes more complex tasks such as syllable mapping, sentence dictation, word sorts (using syllable division lines to determine syllable type for each syllable in the word), morphology (using affixes and roots along with a sentence to determine the meaning of a word), passage reading, and comprehension. The morphology task requires students to read each suffix and the meaning for each suffix, read the sentence, and write the meaning for the underlined word.

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 do not provide guidance or 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.
- 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 responding to (differentiated) students' needs when mastery is not reached.

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

- The materials provide an "Assessment Overview" guide, but the materials do 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.

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.	0/3
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)	2/2
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 do not 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. In the introduction, there is an overall narrative about students on IEPs for reading disabilities, which mentions gradual release and utilizing manipulatives to differentiate and scaffold learning. Yet, these are not considered differentiated instruction as all students participate in these components of the lesson.
- 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 include morphology instruction to help students understand the structure and meanings of complex words by breaking them down into prefixes, suffixes, and roots. This

approach directly supports students in deciphering unfamiliar vocabulary encountered in texts. Students are explicitly taught the meanings of prefixes, suffixes, and Latin roots and provided opportunities to apply them to determine the meaning.

- Morphology instruction effectively includes pre-teaching and embedded supports for unfamiliar vocabulary (prefix meanings and applications) and references (example sentences). Morphology instruction is found in every lesson through learning inflected endings, prefixes, suffixes, affixes, and Latin root words, with Lessons 12, 20, and 25–30 being review lessons. For example, the teacher begins by explaining that the Latin root of the lesson is *fac/fact* or *fect/fic*. The teacher explains how to read the Latin root and that the root means to make or do. Next, the teacher explains that when the parts *con* and *fect* come together, the word is *confect,* which means to make together or with. The teacher then displays the sentence, "Juan could not play ball because his hand was infected." Students then read this sentence and other sentences in their workbook while looking for words with Latin roots and affixes to help determine what the word and sentence mean.

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.

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 guidance to support the teacher in modeling, explaining, and communicating the concept directly and explicitly. For example, in Lesson 4, students learn to read and write words with vowel-*r* syllables. The script states: "In this lesson, we are practicing how to read and spell words with the vowel-*r* patterns *er*, *ir*, and *ur*. The vowel-*r* pattern has 1 vowel." The students repeat, "1 vowel followed by the consonant *r*, which affects the way the vowel sound is pronounced." Then the teacher shows students the gesture for the sound and the keyword.
- The teacher is given prompts to follow: "I'm going to look for the closed syllable pattern. To help us focus on the pattern, this activity will use nonsense syllables that are not real. Watch the steps I use." Another example of a prompt is, "The word is *contact*. Word? I tap 1 box for each syllable we hear. How many syllables? Now, I write the letters that spell the sounds in each syllable."
- Lessons use prompts to help the teacher demonstrate sound deletion. Each prompt directs the teacher to say a word, delete a specific sound, and state the new word formed. For example, prompts like "Say *bent*: (bent) Delete /t/. Word? *Ben*" clarify how changing one sound creates a new word, making sound deletion clear for students.

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, time management, and recommendations that support differentiated instruction and effective activity sequencing. 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, "The word is *contact*. Word? I tap 1 box for each syllable we hear. How many syllables? Now, I write the letters that spell the sounds in each syllable."
- The right-hand margins include teacher tips and guidance on the delivery of instruction to use with a variety of lessons, for example, "Routine for Multisyllabic Word Reading with Syllable Bars: First, underline the vowels. Next, determine how many consonants are between the vowels and where to divide the syllables. Then, for each syllable, ask: Syllable type? Vowel sound? Syllable. Last, 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; there are no opportunities for collaborative practice. Additionally, teachers present lessons in a whole-group instructional setting without guidance for small-group or individual instruction. The materials primarily focus on the instructional activity itself without addressing how it can be adapted for different group sizes or settings.
- Lesson delivery follows a gradual release of I do, we do, and you do, but it 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 emergent bilingual students, 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 emergent bilingual student. Students are asked to say prompts with the teacher and later repeat them as a 'we do' portion of the lesson. Additional scaffolds for emergent bilingual students 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 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.

- Materials are not designed for dual language immersion (DLI) 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.

- The program's phonics approach is grounded in research supporting systematic instruction. This is evident in its structured methodology and the gradual progression of skills from basic to more advanced levels, emphasizing a systematic approach to developing foundational reading skills. Each day starts with a phonological awareness warm-up, ensuring daily practice. The phonics pattern is systematically taught, reviewed, and applied over multiple days. Syllable-mapping activities provide further phonics practice by breaking down words into syllables and manipulating prefixes and suffixes. Additionally, sentence dictation and reading passages incorporate phonics skills into broader reading and writing exercises, reinforcing phonics instruction daily.
- Materials include lessons that are systematic and sequential, materials go from simple to more complex in a systematic sequence. Each lesson scaffolds to the next lesson with many opportunities to review and add on to the new skill being taught. For example, materials state, "Phonics instruction that is systematic is better than no preplanned order of skill instruction. Effective phonics instruction follows a prescribed sequence that progresses from simple to complex." Materials include a systematic and sequential daily lesson with the following components: "Phonics Pattern," "Syllable," "Fluency," "Sentence," "Morphology," "Passage Reading," and "Comprehension."
- Materials state, "Effective phonics instruction follows a prescribed sequence that progresses from simple to complex. Our phonics products follow a skills progression that is defined by 95 Percent Group's phonics continuum so that each lesson builds on earlier mastered

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concepts." Materials provide teachers with the sequenced instruction of sound-symbol correspondence for all 30 lessons.

- In Lessons 1–5, students review blends, digraphs, long vowel silent -e syllables, open syllables, vowel teams, and vowel -r syllables. In Lessons 6–8, students learn multisyllabic words with closed syllables. In Lessons 9–10, students learn multisyllabic words with long vowel silent -e syllables. In Lessons 13–15, students learn to read multisyllabic words with open syllables. In Lessons 16–20, students learn to read multisyllabic words with vowel teams. In Lessons 21–24, students learn to read words with vowel -r and consonant -le syllables. Finally, in Lessons 25–30, students build fluency by reading all syllable types.

- The scope and sequence provide units with a focus on a skill and multiple daily opportunities for practicing phonics skills. Lesson content includes the following: Lessons 1–5 review grade 2 skills; Lessons 6–8 cover closed syllables; Lessons 9–12 cover long vowel silent -e; Lessons 13–15 cover open syllables; Lessons 16–20 cover vowel team syllables; Lessons 21–24 cover 20 C -le and vowel team syllables; and Lessons 25–30 cover "Building Fluency" and the six syllable types.

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 within daily lessons. The introduction states, "Explicit instruction produces the best results," and mentions 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 reinforcement for learning with reading-writing connections. Each day starts with a phonological awareness warm-up, ensuring daily practice. The phonics pattern is systematically taught, reviewed, and applied over multiple days. Syllable-mapping activities provide further phonics practice by breaking down words into syllables and manipulating prefixes and suffixes. Additionally, sentence dictation and reading passages incorporate phonics skills into broader reading and writing exercises, reinforcing phonics instruction daily.

- Materials include daily explicit instruction and opportunities to read and write words with targeted phonics concepts. In Lesson 11, students practice reading and writing multisyllabic words using the long vowel silent -e syllable type. The teacher models how to find this syllable type in the nonsense word *plame*. Then, as a class, they contrast this with the closed syllable *snep*. The students then sort 10 nonsense syllables in their workbooks as closed or long vowel silent -e. Later in the lesson, the teacher models syllable mapping with the word *milestone*, and the students map five dictated words with a long vowel silent -e syllable in their workbooks. Finally, they underline words with this syllable pattern in a passage from their workbooks. The rest of the days in Lesson 11 provide additional opportunities for students to practice reading and writing words with the target sound.

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

- In Lesson 8, materials include practicing writing multisyllabic words with closed syllables in isolation, including *problem*, *canvas*, and *dental*. The following day, they decode and define unknown words with affixes and roots, including *teachable* and *dental*. In Lesson 8, students read passages with multisyllabic words. For example, the passage in this lesson includes the following words: *ransom*, *contrast*, *crimson*, *canvas*, *phantom*, *effect*, *central*, *remnant*, *fraction*, *seldom*, *infection*, *possible*, and *principal*.

- In Lesson 12, students read and write multisyllabic words with closed and long vowel-silent -*e* syllable types. They sort nonsense words based on these two syllable types (e.g., *whug* and *froke*). Students also write real words using syllable mapping (e.g., *shameful*, *statement*). In Lesson 12, students underline words with long vowel silent -*e* syllables in the decodable passage "Making a Campsite" before reading it. 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." In Lesson 20, students learn prefixes in the decodable text "Wild and Crazy Facts." This text includes pattern words like *beneath*, *decrease*, *increase*, and *painful*.

- The lesson integrates a structured activity where students underline words featuring consonant blends within a passage centered on a ranch. This task prompts students to utilize their comprehension of initial and final consonant blends in the context of coherent text. By highlighting terms such as *camp* (with the consonant blend /mp/), students apply phonics principles practically within authentic sentences, strengthening their capacity to decode words in meaningful settings.

Materials include opportunities for cumulative review of previously taught skills.

- The first unit reviews grade 2 skills. These include short vowels, consonant blends and digraphs, silent letters, complex consonants, hard and soft *c/g*, long vowel silent -*e*, vowel teams, and vowel -*r* patterns. In Lesson 1, students begin by reading words with short vowel sounds and consonant blends. The *Teacher's Guide* directs teachers to share: "Let's review the closed-syllable pattern because the words in this activity are closed syllables. Closed-syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short." After students review closed syllables, they spell words with consonant blends and end by reading a passage that includes words with short blends.

- Materials include opportunities for cumulative review of previously taught skills during Weeks 12, 20, and 25. For example, in Lessons 6–8, students learn about closed syllables in single and multisyllabic words; in Lessons 9–11, students learn about silent -*e* syllables in single and multisyllabic words; and in Lesson 12, students review closed and silent -*e* syllables. In addition, Lessons 22–30 revisit previously introduced high-frequency words without the introduction of new high-frequency words.

- In the student workbook, students read passages with a phonics skill focus and previously introduced skills. For example, in Passage 17, "Elroy's Draft Book," students read words with the lesson's focus on predictable vowel teams while also reading words with phonics skills addressed in prior units, such as words with blends, short vowels, and digraphs. The passage

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includes the following: "All at once, Elroy awoke from his daydream in a tailspin. He forgot he was in class. Odd antics, sailboats, and a boatload of crabs had taken his mind away from the lesson." In grade 3, daily lessons have students read an informational and literacy passage with this format.

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Phonics Rule Compliance

4.2	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 chorally practice with the teacher before they complete independent practice. For example, the introduction states, "The 95 Phonics Core Program has the I DO, WE DO, YOU DO modeling cycle. This cycle provides a gradual release from teacher modeling to students successfully doing the task independently."
- The material uses multiple techniques, such as pointing to vowels, using gestures for syllable types, and hands-on phonics chip movements, to explicitly teach phonemic awareness and phonics patterns. It emphasizes that phonics instruction follows a systematic sequence designed to build upon previously mastered concepts. This allows for teacher modeling and explicit teaching of the phonics concepts and patterns students need to learn.
- For example, in Lesson 10, Day 1, students learn to read and write multisyllabic words with the long vowel silent -*e* syllable. The teacher says, and then students repeat, that the syllable type has "1 vowel letter, 1 consonant, and an *e* at the end, and the vowel sound is long." Then, the teacher models sorting words with this syllable type. After sorting words, the teacher introduces the Latin roots *scrib/script/scribe* and explains that they are closed syllables, and the vowel sound is long and means "to write." The teacher then explains the prefixes *sub* and *trans*. The teacher models decoding and defining the word *subscribe* and looks at the word in the context of a sentence. The teacher models spelling multisyllabic words with the long vowel silent -*e* pattern using syllable mapping.

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; however, they do not contain specific guidance for immediate and corrective feedback.
- The teacher notes on the right margin of the *Teacher Edition* state that the gradual release model is to be used to provide feedback. They do not provide any guidance for providing feedback.
- Materials direct teachers to provide direct instruction in reading multisyllabic words with affixes. The teacher models how to divide the affix from the rest of the word and write it in the correct box in a morphology table. Then, the teacher points out that the root has two syllables. The first syllable is open and pronounced long *i*; the second syllable is closed, and a schwa is pronounced *təm*, so that part of the word is *item*. Once the root has been decoded, the teacher writes the suffix *-ize* in the morphology table and points out that it has a long vowel consonant *-e* syllable pronounced *-ize*. Using the morphology table, the teacher defines each word part: *item-* (an individual unit) and *-ize* (to become or change). So, based on the word parts, *itemize* means to change into separate units. The final step the teacher models is confirming the definition using context. The sentence is, "We wanted to itemize the bill so we could each pay our share." Then, students can use this method to decode and define the word *hatchery* independently in their workbooks.

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 through word sorts, dictation, and passage reading; however, there are no opportunities for collaborative practice.
- Materials include various opportunities to practice in whole groups and independently in the student workbook. The collaboration is strictly a whole group. There is no guidance for small-group or partner collaboration. Using hand gestures, the students repeat the definition of the open-syllable pattern and the definition of the vowel team. Then, the students move to whole-group hand gestures for nonsense words. The students are then instructed to turn to their student workbooks to independently sort the words into the columns of open syllable and vowel-team syllable.
- Materials direct the teacher and students to work together in whole groups to identify and underline words with the passage's vowel-*r* patterns (*e-r*, *i-r*, and *u-r*). The teacher models the process, and students actively participate by holding up the vowel-*r* gesture when they identify relevant words. Students independently continue the underlining activity in their workbooks, starting from a specific point in the passage and applying the same criteria to find and underline words with *e-r*, *i-r*, or *u-r* patterns.

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 12, 20, and 25 consist of phonics skill focus review lessons for learning within each unit of lessons. Lessons 9, 20, 22, 23, and 25–30 consist of a morphology focus review.
- Unit 7 covers Lessons 26–30, with Lesson 30 as a morphology focus review. The lesson begins with the teacher stating, "Today we will begin a review of the morphemes you have learned over the last several lessons." During this lesson, the teacher directs the students about the colors of the cards, saying, "The color of the cards reminds you of the placement of each morpheme in a word. Green represents the prefixes, which are found at the beginning of a word. Red represents suffixes/endings found at the end of a word. The yellow card is for the roots. The roots are the foundation of all words you will build." The teacher models the word *productive* and instructs them to write it in their workbooks on the root word table under the heading *duc*, *duce*, *duct*. The students utilize whiteboards for word creation before writing in the workbook, utilizing a "Morphology Key," which gives the morpheme and the meaning of the morpheme. Some morphemes come from Lesson 5 prefix *de-* and Lesson 3 prefix *dis-*.
- In Lesson 12, students review close and long vowel silent -*e* syllable types in multisyllabic words by identifying, reading, and writing words with these patterns in isolation and in the text through activities such as word sorts, morphology instruction, syllable mapping, passage reading, morphology application in context, reading multisyllabic words with syllable bars, written response, word construction with morpheme cards, word chains, sentence dictation, and multisyllabic word building. 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 defined by 95 Percent Group's phonics continuum so that each lesson builds on earlier mastered concept." For example, materials indicate, "(Display *over-*, *sub-*, *trans-*, and *under-*.) Remember, a prefix is a part added to the beginning of a base word or root that changes its meaning and/or part of speech. Today, we will practice the 4 prefixes *over-*, *sub-*, *trans-*, and *under-*. To begin, let's review these prefixes and their meanings." Students then turn in their workbooks and complete activities, reading and writing words along with determining the meaning of words using the four prefixes learned. Lessons progress over 5 days. The skills are explicitly taught from Days 1-4, and Day 5 reinforces the skills taught.
- In Lesson 8, students learn about schwa in closed-syllable multisyllabic words. They use their knowledge of previously learned syllable types by sorting words into closed syllables and other syllable types. In this lesson, they also read the decodable text "The Matchstick Contest." In this text, they practice the skill of multisyllabic words with a schwa in words like *bottom* and *concoct* and review previously learned vowel team syllables such as *bowl* and *glue*.
- In Lesson 21, students learn consonant *-le* syllables. They use their knowledge from previously learned syllables to read syllables such as *dri*, *thel*, and *sile* when sorting syllables. They practice reading consonant *-le* syllables in the decodable text "Puzzle Pictures." This text also allows for a review of reading words with vowel consonant *e* syllables in words like *something* and *future*.

Decodable texts incorporate cumulative practice of taught phonics skills.

- 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 earlier mastered concepts." For example, in daily instruction with phonics skills focus on open, simple, multisyllable decodable text, words such as *rodent* and *human* are used, along with words of previously taught phonics skills such as *birds, coasts,* and *glide*. This practice ensures students apply their cumulative phonics knowledge in decodable text.
- In Lesson 13, the students read the decodable text "The Sly Fox at Flagstone Creek." The focus skill for this lesson is open single-syllable words. Students also review previously learned phonics skills, including words with vowel teams, such as *creek, joining,* and *loud*.
- In Lesson 20, the students read the decodable text "Landscape." In this informational text, students practice reading syllables with the long vowel silent -e pattern, such as *update*, *midsize*, and *cultivate*. The text also provides students with a chance to review reading words with open syllables, including *promote* and *provide*.

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 read the connected text "Logan and Caleb's Trip," which contains the words *decent, motor, open,* and *rusty* that align with the instructional focus of open syllable, simple multisyllable. Earlier in the lesson, students utilized activities in their workbooks, such as syllable mapping and word sorts (to determine syllable types) with words such as *moment, presume,* and *human*.

- In Lesson 17, students practice reading vowel team syllables. They read these in isolation while sorting words using nonsense syllables such as *vait*, *noy*, and *ree*. They also read words with long vowel syllables in the decodable text "Flatboats and Keelboats," including *floating, endpoint*, and *hoisted*.

- In Lesson 24, students practice encoding and decoding multisyllabic words with the vowel *-r* pattern. They use syllable mapping with words including this pattern, such as *arcade, transform*, and *surprise*. In the decodable text in this lesson, "A Whirlwind of a Day," students practice this pattern further by reading words including *startled, trailer*, and *performed*.

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 one assessment tool that is developmentally appropriate. Materials include additional 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 seven end-of-unit assessments. These assessments take place every three to six weeks/lesson. Teachers administer end-of-unit summative assessments to the whole class in syllable types, prefixes, suffixes, base words schwa, and Latin roots. These are assessed through tasks such as word sorts, sound-spelling mapping, dictation, morphology, 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, "End-of-Unit Assessment 1" skills assessed are a review of grade 2 skills: closed, open, and long vowel silent -*e* syllables; vowel team; vowel -*r*; prefixes; and base words.
    - "End-of-Unit Assessment 2" skills are multisyllable, closed (simple and complex), schwa, Latin roots, prefixes, and suffixes.
    - "End-of-Unit Assessment 3" skills are multisyllable, long vowel silent -e (simple and complex), Latin roots, prefixes, and suffixes.
    - "End-of-Unit Assessment 4" skills assessed are multisyllable, open (simple and complex), Latin roots, prefixes, and suffixes.
    - "End-of-Unit Assessment 5" skills assessed are multisyllable, predictable vowel team, unpredictable vowel teams (simple and complex), Latin roots, prefixes, and suffixes.

- "End-of-Unit Assessment 6" skills assessed are multisyllable, consonant -*le* and vowel -*r* (simple and complex), Latin roots, prefixes, and suffixes.
- "End-of-Unit Assessment 7" skills assessed are multisyllable, all syllable types, and morphology review.

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. 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, in the subtest "Morphology," the script states, "Look at the table. There are two prefixes. 1) Begin by reading each prefix and its meaning. 2) Next, read the sentence with the underlined word that contains the prefix. 3) For the final step, reread the sentence and write the meaning of the underlined word in the space provided". 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.

- Materials include summative unit assessment. Workbook pages are used in daily instruction for students to individually demonstrate their acquisition and level of 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 of words and sentences.
- Day 5 lessons include a spelling test of words containing the week's spelling pattern. In Lesson 20, students learn to read and write words with open and vowel team syllables. The spelling test includes words such as *approach, proclaim,* and *indeed*.

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, open, long vowel silent -*e*, vowel teams, vowel-*r* syllables; prefixes; and base words. "Assessment 2" assesses multisyllable, closed (simple and complex), schwa, Latin roots, prefixes, and suffixes. "Assessment 3" includes multisyllable, long vowel silent -*e* (simple and complex), Latin roots, prefixes, and suffixes. "Assessment 4" includes multisyllable, open (simple and complex), Latin roots, prefixes, and suffixes. "Assessment 5" includes mutlisyllable, predictable vowel teams, unpredictable vowel teams (simple and complex), Latin roots, prefixes, and suffixes. "Assessment 6" includes multisyllable, consonant-*le* and vowel-*r* (simple and complex), Latin

roots, prefixes, and suffixes. "Assessment 7" includes multisyllabic words, all syllable types, and morphology reviews.

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 based on students' strengths and needs. Materials do not include specific guidance on progress monitoring. 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 continuous 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 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 students' deficits and provide direction on which skills to teach in a small group setting. The publisher states "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 their class's progress."

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.
- 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.

- 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 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."

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 do not include step-by-step lesson plans that guide teachers through oral language activities. Materials do not include oral language and oracy practice through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include explicit and systematic teacher-scripted instruction including modeling, guided practice, and independent practice in letter-sound correspondence, phonemic awareness, decoding, encoding, and morphology both in the whole group and independently. Lessons do not address developing oral language and oracy as teachers explicitly teach the lesson and students in the whole group chorally repeat what the teacher says or respond to questions as a whole group. Students complete work independently in their workbooks. When the teacher guides students through a word sort, the teacher explains the process and students chorally echo what the teacher says. There is guided practice in phoneme substitution, word sorts, morphology, decoding, sound-spelling mapping, syllable mapping, and underlining passage words. Still, there is no guided practice for oral language development or 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 they read the word. Teacher-scripted lessons do not include any scripting or guidance on coaching or feedback to students.

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

- Materials include opportunities for students to respond chorally and verbalize procedures. For example, students respond chorally to teacher questions: "The word is *rainbow*. Word? (*rainbow*) How many syllables? (2) First syllable? (*rain*) First sound? (/r/) Letter? (*r*) Second sound? (/ā/) Letters? (*a-i*), Third sound? (/n/) Letter? (*n*) Syllable type and gesture? (vowel team) Syllable? (*rain*) Second syllable? (*bow*) First sound? (/b/) Letter? (*b*) Second sound? (/ō/) Letters? (*o-w*) Syllable type and gesture? (vowel team) Syllable? (*bow*) Word? (*rainbow*)." The teacher says a word, and the students repeat it. Then, they tap one box for each syllable they hear. For each syllable, students say the sounds, write the letters, and say the syllable type while showing the gesture. Students write the multisyllable word in the last column and whisper-read it to themselves. Materials do not include scripted lesson plans to give students opportunities to engage in communication for different purposes and audiences. Materials do not include opportunities for students to engage in social or academic communication.

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 there are no opportunities for students to ask questions, engage in discussion, or share information and ideas. There are opportunities for students to talk in the lessons, but it is to chorally respond or to verbalize a process. For example, the teacher asks questions about the morphology words: "What are you doing if you are a cyclist? (riding a cycle or bike) If *dict* means to say or tell and *-ate* means to cause or make; rank or office, what does *dictator* mean? (a person of rank who tells others what to do)." After reading the decodable texts "The Matchstick Contest" or "Custom Costumes," rather than responding to comprehension questions orally, students write their response to comprehension questions in their student workbooks, such as "What problem did Abbot have with his tandem bike shape? How was this problem solved?" and "What does the writer want you to know about costumes?" The guide contains discussion questions, conversation starters, and guidelines for effective discussions. Materials do not include read-aloud or a discussion guide with prompts that include frameworks for structured academic and social conversations. Materials do not include authentic opportunities for students to share information and ideas with their peers about what they already know on a topic before a read-aloud or talk through a response before sharing their answers with the class. Materials do not promote active listening during lessons nor provide opportunities to build student oracy by responding to text and asking questions with peers during direct instruction. 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.

Foundational Skills

5.C.2	Letter-Sound Correspondence	28/30
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)	24/24

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 most useful in decoding. For example, materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. In Unit 1 (Lessons 1–5), teachers review blends, consonant digraphs, complex consonants, long vowel silent -*e*, open syllables, vowel teams, and vowel-*r* syllables. In Unit 2 (Lessons 6–8), teachers introduce closed-simple multisyllable, closed-complex multisyllable, and closed-schwa multisyllable. In Unit 3 (Lessons 9–12), the teacher introduces silent -*e* single syllable, silent -*e* multisyllable, and silent -*e* complex multisyllable. In Unit 4 (Lessons 13–15), the teacher introduces open-single syllable, open-simple multisyllable, and open-complex mutlisyllable. In Unit 5 (Lessons 16–20), the teacher introduces predictable vowel teams—single syllable, predictable vowel teams—multisyllable, unpredictable vowel teams—single syllable, and unpredictable vowel teams—multisyllable. In Unit 5 (Lessons 21–24), the teacher introduces consonant -*le*—mutlisyllable, vowel-*r*—single syllable, vowel-*r*—simple multisyllable, and vowel-*r*—complex multisyllable. In Unit 6 (Lessons 24–30), the teacher introduces how to build fluency on all syllable types learned. Materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. In Lesson 1, students review the trigraphs *tch* and *dge*. They encode words such as *bridge*, *pledge,* and *stitch*. They encode

words such as *lodge*, *match*, and *smudge*. They decode phrases like "Please don't judge." They encode sentences such as "Their wrists were wedged and felt numb." Materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. In Lesson 9, students review the long vowel silent -*e* pattern. They encode nonsense word syllables including *slebe*, *flibe*, and *chate*. They encode words such as *spike*, *plate*, and *wrote*. Students read sentences like "Lanes can be found all over the globe." Students encode sentences like "I hope they extend an invite to the lake."

- 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 and follows the same sequence. For example, the lesson provides a script for the teacher to explicitly introduce predictable vowel teams in a multisyllable word through explicit and systematic instruction in encoding and decoding such as *oe*, *ee*, *oy*, *ai*, *ay*, and *igh*. The teacher begins the lesson by explaining they will practice reading and spelling words with the vowel team syllable type. The teacher models reading the word *contain* by underlining the vowels *o*, *a*, and *i* in the word and explaining that there are two vowel sounds and two syllables. The teacher then explains there are two consonants between the vowel sounds and draws a line between the *n* and *t*. Next, the teacher identifies and reads each syllable and reads the whole word. In encoding, the teacher uses a four-column chart with the column titles "Word," "Closed," "Silent -*e*," and "Vowel Team." The teacher models a word chain by changing a syllable in a multisyllable word to spell a new word. The teacher starts with the word *enjoy* and says, "Let's change *enjoy* to *joyful*." The teacher talks about which syllable to change and how to spell the new word. The teacher continues to model this process with *joyful* to *lawful* and *lawful* to *unlawful*.

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 vowel teams *ai*, *ay*, *oi*, and *oy* on how to decode and encode words such as *play*, *joy*, *join*, and *plain*, 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: To

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differentiate between the 2 sounds for the digraph *th*, the underlined /th/ indicates the voiced pronunciation. Also, /wh/ is called a glide because the sound glides immediately into the vowel. The sound is created as though it were /hw/, with a slight puff of air." 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.

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 mutisyllable words in isolation. For example, students develop, practice, and reinforce the soft and hard sounds for *c* and *g*. Activities to practice and reinforce reading this pattern include a word sort in the student workbook. The word sort has a chart with four columns—hard *c* with a picture of a cat, soft *c* with a picture of a circus, hard *g* with a picture of a goat, and soft *g* with a picture of a giraffe. Students read words such as *page*, *cope*, *gist*, and *spice* to determine which column the word fits in and write the word under the correct column. Students use the syllable-mapping chart in their workbooks to write the teacher-dictated word into syllables based on the syllable type (closed, open, silent -e). Students then write the whole word and whisper-read the word. The teacher dictates words such as *moment*, *insist*, *vibrant*, and *reduce*.
- Materials include a variety of activities for the application of letter-sound correspondence to decode one-syllable and mutisyllable words in decodable connected text. After learning about hard sounds for *c* and *g*, students read the decodable text titled "Germs," where students practice reading pattern words such as *germs*, *cells*, and *place*. Students also reinforce their learning by reading words with the hard *c* and *g* sounds learned previously such as *close*, *cleaning*, and *good*. In the decodable text "My First Baseball Game," students read multisyllable words such as *homemade*, *rustic*, and *bedside* along with reinforcing previously learned concepts in words such as *back*, *bright*, and *think*.

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 learn blends, digraphs, silent letters, complex consonants, the soft sound for *c* and *g* vowel teams, and vowel-*r* syllables. In Unit 2, students learn closed syllables. In Unit 3, students learn long vowel silent-e syllables. In Unit 4, students learn open syllables. In Unit 5, students learn vowel teams. In Unit 6, students learn consonant-le syllables. In Unit 7, students review all syllable types.
- The lesson objectives are aligned with the grade-level TEKS sound-spelling patterns. For example, materials cover the closed and silent -e syllable patterns. The teacher demonstrates encoding with these syllable patterns utilizing the words spike and stop following these steps, "Finger-stretch and place a dot in the bottom right corner of the boxes you'll need. Write the letters. Remember that each sound gets its own box. Mark a V connecting the vowels if the word follows the silent-e pattern. Read the word to yourself." Students then independently practice this skill with the words plate, spruce, wrote, strap, knave, and gene. The teacher introduces gestures for each of the syllable types and sorts words based on the pattern.

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Words include flake, flute, she, and my. Students practice reading words with vowel-r syllables. The teacher models looking for this sound-spelling pattern to sort words. Then, the students sort nonsense words like dern, blir, and vorp.

- The materials include a scope and sequence of sound-spelling patterns skills that show progression throughout the school year. The progression is presented weekly in the unit's learning objective. For example, "Students demonstrate understanding of the open syllable type in multisyllabic words with complex syllable division 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 specific and precise terms, phrasing, and statements that teachers can use during core instruction. For example, materials provide guidance for the teacher to explain that the house sound is the most common, and models decode words using that sound first and flipping to the other sound if the first way the word was decoded does not produce a word. The script gives a phrase for context, so students can more easily decide if the word was read correctly. The students read and sort words based on the sound of the ou. Words include mouse, young, cloud, and tough. In a word chaining activity, the teacher models changing sounds/letters in a word to create a new word "The first word is sleet. The long e sound in this word is spelled with the vowel team e-e. Let's change sleet to fleet. Which sound changes? /s/ changes to /f/ Which letter changes? change the letter s to f I write the word fleet under sleet. Next, I change fleet to flat. Which sound changes? /ē/ changes to /ă/ Which letters change? change the letters e-e to a I write the word flat under fleet. Finally, I change flat to float. Which sound changes? /ă/ changes to /ō/ Which letter changes? change the letter a to o-a I write the word float under flat."

- 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 and syllable combinations. For example, the teacher's script provides explicit instruction in sorting words by their long vowel patterns. Words include bleed, fight, coat, and doe. Teachers then model encoding with sound-spelling mapping and give students 7 words to map and spell, including groan, foe, fright, and float. In forming multisyllable words, the teacher is provided with the following script "Watch me build a multisyllable word. I begin at the top of the First Syllables list with the syllable pre. I write the syllable pre in the Multisyllable Words table. Next, I try combining my first syllable with syllables from the Second Syllables list, starting at the top, until I build a word I know. – pregry – That isn't a word. – predict – That makes a word I know. I write the syllable dict next to the syllable pre. Finally, I slide my finger under the multisyllable word and whisper, "predict." The teacher reiterates the steps and explains that the student will produce 9 multisyllabic words. The First Syllables are pre, hob, ug, pro, hun, safe, re, stud, fan, and ti. The Second Syllables are gry, dict, cy, ly, sist, ty, ny, gram, by, and y.

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 through cumulative review. For example, when reviewing vowel-r, er, ir, and ur, activities include word sorts, sound-spelling mapping, reading of decodable passages, and sentence dictation. Words used in this lesson include swirl, term, quirk, splurge, and nerve. Practice is found in word fluency practice, where students read words like germs, blur, term, and birds. Additional practice is in phrase reading with phrases such as "twirls her skirt" and "thank a nurse." To reinforce, students read the decodable text "Pet Birds" where students read words such as splurged, trainer, and swerved. Lessons incorporate multiple activities for students to practice these patterns. Students categorize words based on vowel team patterns, such as "wait," "gray," "join," "joy," "pause," "paws," "grape," "grain," "laud," "law," and "paste" in the correct columns corresponding to the vowel team sounds. Additionally, the lesson includes cumulative review activities, such as reading and underlining vowel team words in a passage about pond life. Students learned about vowel teams in prior lessons and in previous days in this lesson.
- The materials include 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; 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 about multisyllabic words, students decode words in isolation when sorting syllables. Words include *subside*, *complete*, and *dispel*. Students encode words in isolation in word chains. Words include *safe/unsafe/unmade/handmade*. Students decode words in isolation when reading with syllable bars. Words include *contemplate*, *mundane*, and *absolutely*. Students encode words in writing and sorting syllables. Words include *populate*, *collector*, and *transcribe*.
- 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, when learning about multisyllabic words, students encode words in context with sentence dictation, including "My advice is [to] bring your book on your commute" and "Our lunch includes a drink and a cupcake." Students decode in context in the passage "Handmade Pie Crust" in sentences such as "Handmade pie crust is the best!" and "Cut and dispose of the excess crust that hangs over the pan." Students encode words in context with sentence dictation, including "The music played for only a moment" and "I can protect myself if I resist driving fast." Students decode the connected text in the passage "Ravens" in sentences such as "Ravens are large, regal black birds with four-foot wingspans" and "These birds roost on craggy cliff ledges or large trees."

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 *if*, *pick*, *long*, *got*, *light*, *keep*, *start*, *show*, *hurt*, and *far*. High-frequency words taught in Unit 3 include *together*, *ten*, *bring*, *drink*, *hold*, *full*, and *people*. High-frequency words taught in Unit 5 include *own*, *clean*, *draw*, *grow*, *fall*, *small*, *carry*, *hot, never*, and *laugh*. The scope and sequence show there are 34 regular high-frequency words and eight irregular high-frequency words, known as heart words.
- 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 there are 34 regular high-frequency words and eight irregular high-frequency words, known as heart words. Only one or two high-frequency words are taught each week in 21 of the 30 lessons. The high-frequency words *try* and *today* are both taught in Lesson 13 with open single syllable as the phonics skill taught. A three-syllable high-

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frequency word *together* is taught in Lesson 9, and then the single high-frequency word *hot* is taught in Lesson 19.

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 7, the high-frequency word *eight* is listed in the fluency high-frequency word grid for students to decode along with other high-frequency words. Students decode phrases such as "eight bashful kittens." Students encode the high-frequency word for the lesson in sentence dictation, such as "We will commit to the eight options." In Lesson 1, the teacher gives explicit instruction in the sound-spelling mapping of heart words to guide encoding of the words *friend* and *again* utilizing the teacher's script: "Watch me write the letter or letters that spell each sound. What is the first sound? (/ŭ/) In this word, the /ŭ/ vowel sound is spelled with the letter *a*. The vowel is an unstressed syllable in the word again, making it a schwa. I draw a heart in the box for this unexpected spelling. Second sound? (/g/) Which letter? (*g*) Which box? (second) Third sound? (/ĕ/) The /ĕ/ vowel sound is spelled with the letters *ai* in the word *again*. I write these letters in the third box. I draw a heart in the box for this unexpected spelling. Fourth sound? (/n/) Which letter? (*n*) Which box? (fourth) Word? (*again*)."

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 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,

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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 3, students use the word fluency grid in their workbooks to practice decoding high-frequency words. When the teacher says to begin, the students tap under each word and whisper-read the word going across the rows. If the students complete reading the grid before the minute is over, they go back to the top and read the grid again.
- In Lesson 14, students read the lesson's high-frequency word *myself* in a high-frequency word fluency grid. In this lesson, students also read the high-frequency word *myself* in the phrase "to protect myself." Students encode themselves in sentence dictation: "I can protect myself if I resist driving fast." In Lesson 22, the students read the decodable text "A Star is Born" ("Shall I call her Storm?"), which contains the high-frequency word *shall* from the lesson.

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." Once students complete this activity as a class using the digital display, they turn in their workbooks and complete a high-frequency word grid activity on their own. For example, in Lesson 19 the teacher prompts students to point under each word and whisper the word silently. This is completed for a minute reading across the rows in the grid using words such as *carry*, *hot*, *fall*, *small*, and *better*.
- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. Students read high-frequency words in isolation in fluency grids. They use them in sound-spelling mapping for heart words. They read words in context in sentences and decodable passages. They also spell high-frequency words in context in dictated sentences and words that are isolated in spelling assessments.
- In Lesson 6, students read the high-frequency word *six*. Students read *six* in isolation in the high-frequency word fluency grids. Students decode the words in context with the phrase "six splendid trumpets." Students decode the word in context in the decodable story "The Pool Shindig" ("He knew it would insult Anton, Kristen, and Milton if they could not come too, so all six were on his list.") They encode the word in isolation in the lesson spelling test.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	38/38
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)	2/2
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)	8/8
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)	16/16

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. In grade 3, students learn how to decode and encode multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables. In Unit 2, students learn to decode and encode multisyllabic words with closed syllables. In Unit 3, students learn to decode and encode multisyllabic words with long vowels silent -*e*. In Unit 4, students learn to decode and encode multisyllabic words with open syllables. In Unit 5, students learn to decode and encode multisyllabic words with vowel teams. In Unit 6, students learn to decode and encode vowel-*r* and final stable syllables. In Unit 7, students review all six syllable types.

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. For example, in Lesson 19, the phonics pattern is decoding and reading two-syllable words utilizing the following words: *below, renowned*, and *discount*. The teacher's script states, "Let's begin by reviewing the rule for the syllable pattern. Words with the vowel team syllable pattern have (repeat it with me) 2 or more letters side by side that are pronounced as 1 vowel sound. Practice the gesture with me. (vowel team) Read "Pattern Words." Now, we're going to read 2-syllable words. Remember, some vowel teams can be pronounced 2 different ways. For each word, read the first syllable, read the second syllable, and then blend both syllables to read the word."

- In Lesson 23, students learn how to read multisyllabic words. The materials include the following teacher script: "Now we will practice reading multisyllabic words. Let's try the first word together. I'll answer and gesture with you. (Students should be gesturing throughout the routine.) (Display *unfairly*.) Step 1: Underline the vowels. Which letters should I underline to represent the vowel sounds? (*u, a-i-r*, and *y*) Yes, since the consonant *r* affects the vowel sound, we underline the *r* with the vowel letters. How many vowel sounds? (3) How many syllables? (3) Step 2: Draw a line between the syllables. How many consonants between the first 2 vowel sounds? (2) Where do I draw a line? (between the *n* and *f*) How many consonants between the second 2 vowel sounds? (2) Yes, although the *r* is part of the vowel sound, it is still considered a consonant when we think about where to divide the word. Where do I draw a line? (between the *r* and *l*) Step 3: Identify and read each syllable using syllable bars. Since this word has 3 syllables, I will use the 3-syllable row on the 'Syllable-Mapping Mat.' Step 4: Read the word. Word? (*unfairly*)."

- In Lesson 5, the teacher reads the script and models how to decode multisyllable words: "Today we're going to practice spelling multisyllable words with the closed-closed syllable pattern, which means that each syllable follows a closed-syllable pattern. We've done syllable mapping before, so let's do one together. The word is *contact*. Word? (*contact*) Tap 1 box for each syllable we hear. (*con/tact*) How many syllables? (2) Now, I write the letters that spell the sounds in each syllable. First syllable? (*con*) First sound? (/k/) Letter? (*c*) Second sound? (/ŏ/) Letter? (*o*) Third sound? (/n/) Letter? (*n*) Syllable type and gesture? (closed) Syllable? (*con*) Second syllable? (*tact*) First sound? (/t/) Letter? (*t*) Second sound? (/ă/) Letter? (*a*) Third sound? (/k/) Letter? (*c*) Fourth sound? (/t/) Letter? (*t*) Syllable type and gesture? (closed)."

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 multisyllabic words. For example, in Lesson 12, students review closed and long vowel silent -*e* syllables. Students decode in a word sort with nonsense syllables like *whug*,

wrick, *stime,* and *froke*. Students encode syllables in syllable mapping with words such as *explode*, *transcribe*, and *compile*. Students read the decodable text "Making a Campsite," which includes words like *landscape*, *hillside*, and *inspect*. In Lesson 25, a review of closed and silent -*e* complex syllables, the teacher dictates two sentences: "Can you describe the excitement at the ballgame?" and "Would you dictate the lines of the transcript?" The students encode the sentences and decode the sentences when they complete the correction process.

- In Lesson 20, students decode multisyllabic words with syllable types such as open and vowel team syllables. Students practice reading and building multisyllabic words by combining syllables from provided lists, such as creating *beneath* from *be* and *neath* and *protect* from *pro* and *tect*. The teacher models this process, and students independently practice, reinforcing their ability to decode multisyllabic words. The word grid activity also supports this by having students read and identify multisyllabic words like *maintain*, *proclaim*, and *approach*.

- In Lesson 5, students use their student workbooks to decide if each syllable is a closed syllable or another syllable type, and then students write the word under the correct column. Students have an opportunity to practice sorting words based on a skill learned following these steps: "1. Find the vowels and underline them. 2. Mark a V connecting the vowels if the syllable follows the silent -*e* pattern. 3. If there are 2 consonants between the vowel sounds, draw a line between them. 4. For each syllable, say the syllable type while showing the gesture, say the vowel sound, and read the syllable. 5. Read the word. Students sort words such as *corner*, *cirus*, *advice*, *workbook*, and *reptile*.

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 4, students have the opportunity to practice a previous skill taught given the word list. Students look at the word, hold up the vowel team or vowel-*r* gesture, and read the word (e.g., *thirst*, *germ*, *squirt*, and *thread*). In Lesson 5, students work with *r*-controlled vowels. Students decode words in isolation in the word sort, like *charm*, *hard*, *cord*, and *horn*. Students encode words in isolation in sound-spelling mapping, including *stork*, *swarm*, and *world*.

- In Lesson 15, students work with open multisyllabic words. Students decode words in isolation, reading multisyllabic words with open syllables, including *vacancy*, *projectile*, and *cyclone*. Students encode words in isolation in multisyllabic word building, including *vacant*, *impound*, and *defrost*.

- 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 5, students work with *r*-controlled vowels. Students decode words in context in the decodable text "World Sea Turtle Day," including *covers*, *hurling*, and *warding*. Students encode words in context in sentence dictation, including "Marta flew far to get to the porch" and "Doctor Carr

wrote letters warning the world." In Lesson 15, students work with open multisyllabic words. Students decode words in context in the decodable text "Misty's Yoga Class" including *local*, *replied*, and *gently*. Students encode words in context in sentence dictation, including "On a warm April day, fragrant lilacs bloom" and "How can we be better at preventing a crisis?"

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. For example, in Unit 1, students review grade 1 prefixes and suffixes. Students review grade 1 affixes and Latin roots and then learn the additional affixes *-ive*, *-ion/-tion/-sion*, *-al*, and *-able/-ible* along with the Latin roots *pel/puls* and *fac/fact/fec/fic* in Unit 2. In Unit 3, students learn the Latin roots *tend/tent/tnese*, *scrib/script/scribe*, and *vis/vise* along with the affixes *-ize*, *-ary/-ery/-ory*. Students learn the affixes *re-*, *de-*, *pro-*, *pre-*, *-ity*, *-ancy/-ency*, *-ate*, *-ist*, *-er/-or*, *-ant/-ent*, *-ive*, and *ab-* along with the Latin roots *duc/duct*, *sist/stat/stant/stand*, *pos/pound*, *clam/claim*, and *sent/sense* in Unit 4. In Unit 5, students learn the affixes *-ure/-ture*, *-able/-ibel*, and *-ary/-ery/-ory* along with the Latin roots *vent*, *port*, *cur/curs*, and *form*. Unit 6 is a review of all affixes and Latin roots.
- 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 morphological units. Lesson 13 includes the introduction of the root words *duc*, *duct*, and *duce* with the prefixes *re-*, *de-*, and *in-*. The teacher begins by stating the syllables and how to read unknown words. The teacher displays *duc*, *duct*, *duce* with the following guidance: "Note: The crossed-out *e* is to remind students that when a Latin root ends in a silent *-e*, the *e* is dropped before adding a vowel suffix. This is called the drop and add rule." The teacher continues by building the word *deduct* with the definition "to lead (or take) away from." The teacher displays a sentence with *deduct* in it to reinforce learning. In the next part, the teacher explains how to figure out an unknown word and displays a sentence containing *induct* with the following script: "The underlined word has the Latin root *duct*. Using what I know about the meaning for the prefix *in-* and the root *duct*, I will try to define this word. The prefix *in-* means 'in.' The root *duct* means 'to lead.' I think the word *induct* means 'to lead in.'" The students are then guided to their workbooks with a morphology key that shows morphemes and their meanings, such as *con-/com-* ("together, or with"), *de-* ("away from, down"), *in-/im-* ("in"), *re-* ("again, back,"), *duc/duce/duct* ("to lead"), and *-ion/-sion/-tion* ("state of being, quality, or action"). The key is to be utilized as an aid to define the words *reduce* and *induction*.

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 10, the teacher's script provides explicit instruction on determining the meaning of words using the morphology of the word: "I will begin by decoding the word. Divide the affix or root from the rest of the word and write it in the correct box. I write the remaining part of the word in the box under the word and next to *trans-*. This word part has 1 vowel, 1 consonant, and an *e* at the end. It is a long vowel silent *-e* syllable. Now, I will write the meanings of the word parts to help me define this unknown word. The prefix *trans-* means 'across, beyond.' I write it in the box under *trans-*. The word part *pose* means 'to put, place, or set.' It is already written in the box for us. Based on the meanings of these word parts, I think the definition for the unknown word *transpose* is 'to put across, or beyond where they should be.' The final step is to confirm, or correct, my definition by using context clues from the sentence. 'My teacher said to be careful not to transpose the two numbers.'"
- In Lesson 1, the teacher's script provides explicit instruction on spelling rules when adding affixes to a word: "We will practice adding suffixes to a verb to change the tense. A suffix is a word part added to the end of a base word, changing the meaning of the word. Today we will add the suffixes *-s*, *-es*, *-ed*, and *-ing* to verbs to change the tense. These suffixes are also known as inflected endings. Verbs are used to describe an action. Some examples of verbs are *jump*, *write*, *watch*, and *ride*. Help me think of a few more verbs. (Allow the students to share

examples of verbs.) A verb changes to either past tense or present tense when -*s*, -*es*, -*ed*, or -*ing* are added. To begin, let's practice building words with endings."

- The lesson includes explicit instructions for identifying and manipulating morphemes. For example, in the section "Decode and Define Unknown Words," the teacher demonstrates how to break down the word *respect* into its morphemes (*re-* and *spect*) and explains the meaning of each morpheme. The teacher models how to divide the word into morphemes and write them in boxes, providing visual support to help students recognize these morphemes. The teacher says, "I will begin by decoding the word. I divide the affix or root from the rest of the word and write it in the correct box." This step-by-step breakdown helps students visually and conceptually recognize morphemes.

- The lesson demonstrates how understanding morphemes contributes to reading comprehension. For example, after decoding *respect*, the teacher uses context clues from a sentence to confirm the definition, helping students see how morphemes contribute to understanding word meaning in context. The teacher says, "I have confirmed that my definition for the word *respect* is correct, so I check the box." This step shows how decoding and understanding morphemes help in comprehending the word's meaning within the context of a sentence.

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. For example, in Lesson 6, students learn the Latin root *struct* and the prefixes *con-/com-* and *im-/in-* and build the words *construct*, *constructed*, and *instruct*. They have a morphology key in their student workbook that they use to find the meaning of the word. Using the morpheme key, they find that the word *instruct* means "to build knowledge in" and *construct* means "to build." In Lesson 18, students learn the Latin root *flect/flex*; the prefixes *de-*, *in-*, and *re-*; and the suffixes -*ion/-sion/-tion*. They use the morphology key in their workbooks to create definitions for *deflect* ("curve away from"), *reflex* ("bending again or back"), and *inflection* ("an action of bending or changing"). Lesson 17 provides a morphology key to define morphemes and includes exercises where students determine if parts of words are suffixes (e.g., by comparing *flutist* to *fist*). This helps students practice identifying and applying morphemes in different contexts.

- Lesson 8 includes a review and application activity with the morphemes worked on this week. The teacher displays a morphology key with morphemes and meanings listing these examples: *con-/com-* ("together, or with"), *de-* ("away from, down"), *dis-* ("not, apart"), *in-/im-/in-*, *fac/fact/fect/fic* ("to make or do"), *struc/struct* ("to build"), -*able/-ible/-able* ("can do"), -*al* ("related to or like"), and -*ion/-sion/-tion* ("state of being, quality, or action"). The materials state, "Define each morpheme as it is displayed." The teacher reviews the steps, and the students complete the words with missing morphemes. At the end of the lesson, students read the passage "The Matchstick Contest" with *central* and *mental*.

- Lesson 19 includes a review with a morphology key for the following morphemes and meanings: *con-/com-* ("together, or with"), *dis-* ("not, apart"), *in-/im-/in-*, *duc/duce/duct* ("to lead"), *tend/tense/tent* ("to stretch or strain"), *sense/sent* ("to feel, perceive, or know"), -*able/-*

ible/-able ("can do"), *-ing* ("now"), and *-less* ("without"). The materials state, "Define each morpheme as it is displayed." The teacher asks students to define *senseless, consent, conduct, distend,* and *dissenting.* The students fill in the missing morpheme in their workbooks. Then, to end the lesson, the students choose one of the following passages to reinforce the morphemes learned this week: "An Upbeat Outlook" ("Note: The words *absent, nonsense,* and *senseless* have been included in the passage to support the lesson's morphology focus.") and "Seafood Places" ("Note: The words *nonsense, sense,* and *sensational* have been included in the passage to support the lesson's morphology focus.")

- Lesson 8 provides a review of previously taught skills in Lessons 6–8 as it reads, "Let's build some words with the Latin root *fact/fect*, some prefixes we already know, and the new suffixes *-al* and *-able/-ible.* If we add *con-* to *fect*, what's the new word? (*confecti*) If we put the two morphemes together, what does this word mean? (to make together or with)." The lesson continues by adding the suffix *-ed* to a word and discussing its new meaning, which indicates an action made together or within the past. Next, students use their knowledge of the root *fect* and the prefix *in-* to decipher a new word. The underlined word *infected* is analyzed in the displayed sentence "Juan could not play ball because his hand was infected." Students are reminded that the prefix *in-* means *in* and the root *fect* means "to make or do." They use context clues from the sentence to determine that *infect* likely means "to make something bad go in or inside." Re-reading the sentence, students note the clues "could not play" and "hand," which support their definition. Thus, *infect* is understood to mean "to make something bad go in." The lesson concludes with a "Review and Apply" section, where students work with various morphemes, including prefixes (*dis-*, *re-*), suffixes (*-er*, *-ist*), and roots (*spect*). This section helps students develop their skills in identifying and understanding common morphemes.

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, which emphasize encoding and decoding words in isolation. For example, in Lesson 18 materials provide practice for encoding with decoding and defining unknown words including *flexible.* Students practice encoding with morpheme cards including *reflective, deflect,* and *inflected.* Students encode words in word chains including *deflect/reflect/reflex/flexing.* In Lesson 24, materials provide practice for encoding with morphology including the words *perform* and *conform.* Students decode and define unknown words including *reform* and *transform.* Students encode words with word construction morpheme cards including *formed, formless, inform,* and *performed.*
- The materials include instructional routines, such as dictation, which emphasize encoding and decoding words in connected text. For example, Lesson 7 includes a review of these morphemes *dis-, in-, pel/puls, -ion/-sion/-tion,* and *-ive.* The students move to adding morphemes *-tion, -ive,* or *pel.* After they have completed those words, they move on to decoding multisyllabic words with the morphology focus, such as *compel, expel,* and *instruction.* Then, they move on to phrases such as "not much fashion" and "construct the

mansion." Lesson 20 includes a review of Lessons 13–19 morphology patterns. The "Writing Challenge" is a writing activity where the students decode the words on a word list, and then they encode sentences using the words from the list. In "Passage Reading" the students choose a passage to read that contains morphology patterns from Lessons 13–19.

- In Lesson 3, in the student workbook, students follow these steps in encoding a word: "1. Choose a base word from the 'Word Part Bank' and write it in the large middle box. 2. Try pronouncing words that start with 1 of the prefixes. 3. When you build a word you know, write the prefix in the first box. 4. Next, try adding suffixes to the new word. 5. When you build a word you know, write the suffix in the last box. 6. Finally, use the spelling rules for adding suffixes and write your new word in a sentence." Students practice encoding.