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

| Subject | Grade Level |
|---|---|
| English Phonics | Kindergarten |

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

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

**Quality Review Overall Score:**      **219 / 307**

# 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 | 118 / 158 |

## 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.C.1 Alphabet Knowledge: Materials provide a systematic sequence for introducing letter names and sounds, with explicit instruction for letter identification and formation. They include activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and within meaningful print.

- 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

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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 lack a scope and sequence outlining the TEKS and ELPS taught in the course. Materials do not include a suggested pacing guide for various instructional calendars, guidance or templates for unit internalization, or resources for instructional coaches.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overviews with the academic vocabulary needed to effectively teach unit concepts.
- 1.3 Lesson-Level Design: Materials do not include comprehensive, structured, detailed lesson plans with daily objectives to meet content and language standards. Materials do not include a lesson overview listing the teacher materials needed for effective delivery.
- 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 on using tasks and activities to address student performance trends on assessments or

tools for students to track their own progress and growth.

- 3.1 Differentiation and Scaffolds: Materials lack teacher guidance for scaffolded lessons, pre-teaching supports for unfamiliar vocabulary and differentiated instruction. They do not include enrichment or extension activities for students who have demonstrated proficiency in grade-level content and skills.
- 3.2 Instructional Methods: Materials do not include support for multiple types of practice and recommended structures for 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 opportunities for immediate and corrective feedback and do not include a variety of opportunities for students to practice through collaborative learning.
- 4.5 Progress Monitoring and Student Support: Materials do not include guidance on accelerate student learning based on progress monitoring data.
- 5.B.1 Oral Language Development: Materials do not provide explicit and systematic guidance for developing oral language through diverse methods, including opportunities to engage in social and academic communication and authentic opportunities for students to

listen actively, ask questions, engage in discussion, and share information and ideas.

- 5.C.2 Letter-Sound Correspondence: 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 based on common errors and misconceptions.
- 5.D.1 Phonological Awareness: Materials do not offer explicit instruction for phonological awareness skills with recommended explanatory feedback based on common errors and

misconceptions nor include resources for students to develop, practice, and reinforce phonological awareness (through cumulative review).

- 5.D.2 Phonemic Awareness: Materials do not provide explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for common errors and misconceptions.
- 5.E.2 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 one-syllable or multisyllabic words (through cumulative review).

## 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, and fluency into every lesson. The curriculum provides scripted daily lessons, sequence, and routines including the I Do, We Do, You Do gradual release model for daily reading and writing application. Additionally, the program includes resources designed to support family engagement through a weekly Family Support Letter. This weekly letter includes learning objectives from the week regarding phonics skills and high-frequency words along with corresponding activities.

Campus and district instructional leaders should consider the following:
- Explicit scripting is provided for teachers on what they say and expected student responses. The two areas in the scripting are represented by two colors (black-teacher, blue-student). The program does not provide differentiated learning or small group guidance for reteaching, extension, and emergent bilinguals.
- The program consists of student manipulative pack for each student to utilize during the lesson such as letter-sentence strips and a student workbook. The program lacks a digital student component. Six unit assessments are provided in the materials. Materials lack a diagnostic assessment, progress monitoring, and 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. The 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 25 units, organizing primary skills into various categories. The categories include phonological awareness, primary skill, preview skill/word study, high-frequency words, and other skills taught in each lesson. However, the scope and sequence does not include a side-by-side document showing the TEKS.
- The grade K scope and sequence groups lessons by an overarching focus vowel while introducing other consonants. Each lesson spans one instructional week, as explained in a separate document. The scope and sequence shows how Lessons 1–4 focus on routine

building and the short *a* vowel. Lessons 5–8 introduce the short *i* vowel and other consonants. Lessons 9–12 cover the short *o* vowel, and Lessons 13–16 add the short *e* and short *u* vowels. Lessons 17–19 review short vowels, while the final lessons, 20–25, introduce the long vowel silent -*e*.

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

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**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).**

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

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

- The materials connect concepts using systematic phonics instruction, following a sequence from simple to complex skills. The scope and sequence table outlines the order of lessons, with each lesson spanning five days, and shows how concepts like print awareness, letter-sound correspondence, and letter formation build on each other.
- The materials provide an outline of how the program is divided into sections:
  - Lessons 2–4: Introduction of letters *t*, *p*, *n*, and *a*
  - Lessons 5–8: Introduction of letters *m*, *d*, *g*, *i*, *s*, *h*, and *b*
  - Lessons 9–12: Introduction of letters *o*, *l*, *r*, *c*, *f*, *j*, and *w*
  - Lessons 13–16: Introduction of letters *e*, *z*, *k*, *y*, *v*, *u*, *q*, and *x*
  - Lessons 17–19: Application through reading, writing sentences, and short stories
  - Lessons 20–25: Short vowel sound practice plus the introduction of CVCe
- The materials include a rationale for the sequence and pacing of letter introduction. According to the rationale for vowel introduction order, "The program-writing team analyzed the sequence of letter instruction in the five most widely used core reading programs in the United

States. The result confirmed 95PCP's sequence of vowel instruction as *a, i, o, e*, and *u*. This sequence not only aligns very closely with popular programs, but it also matches the sequence used in our intervention programs."

- According to the rationale for consonant introduction order, a team studied the consonant sequence to introduce consonants based on their utility for reading and writing VC and CVC words and, through this study, discovered "there were some expected winners (*t, p, n*) as well as some surprises. For example, *h* and *g* were contained in more words than expected, and *j* and *k* were not contained in as many VC and CVC words as expected. All this research led to our sequence."

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

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

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

- The materials 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.
- 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.

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# 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 teachers' guide explains how concepts develop within a unit. This guidance explains various unit concepts, including print concepts, phonological awareness, letter-sound correspondence, letter formation, reading, writing, and high-frequency words. For example, the background knowledge for reading includes, "After introducing 3 consonants and the first short vowel (/ă/), teachers provide explicit instruction on how to blend sounds into words starting in Lessons 5 and 6. Students practice with the teacher and begin reading words independently at the end of Lesson 6. Reading noun phrases starts in Lesson 7, and reading sentences starts in Lesson 8. Students are reading short stories soon after that".
- Within lessons, the teacher guide provides vocabulary that is supportive of instruction. 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 K "Family Support Letters" are available weekly in English and Spanish in the online materials. Paced for weekly distribution, these letters provide families with an overview and practical suggestions to support their child's phonics learning at home. For example, the parent newsletter for Lesson 5 informs parents that students learned the sounds for *m*, *d*, and *g*. It includes activities for students to listen to these sounds and allows parents to help students review the high-frequency words *go*, *so*, *look*, and *want*. The parent letter for Unit 19 begins, "In our classroom this week, we will practice reading sentences and short stories. We

will also practice writing short sentences. Here is the information we will use to help us." The letter continues by explaining the main concepts and activities to practice at home. In "Parent Letter 17," for "Story Reading," the letter suggests various activities parents can do with their children, including, "Ask your child to read the story 'Fed in Bed' to you. Have your child use an index finger to track the text. Your child's finger should be under the word being read and move smoothly across the line while reading."

- A note in the teacher's guide explains how to use the weekly family support letters and advises teachers on when to send parent letters home. This document recommends that teachers print the "Family Support Letter" for each week's corresponding lesson. It also advises teachers to read the letter beforehand to ensure they provide all necessary materials. Some at-home activities require using decodable stories (starting with Lesson 13 in grade K) or handwriting paper.

# Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- Daily lessons provide the overall objective for the week but do not include daily objectives. For example, in Lesson 9, the learning objective states, "Students demonstrate understanding of the letters *o, l,* and *r* by correctly identifying and writing them as well as associating the correct sound with the letter. Students will write noun phrases." This objective remains the same across the five days of the lesson.
- Daily lessons include comprehensive, structured, detailed lesson plans, which include questions, tasks, and materials to meet the content standards of the lesson. For example, in Lesson 9, the teacher uses the "Sound-Spelling Card" to display the "Octopus Keyword Card." The lesson materials include questions about making the short *o* sound, such as "Is my mouth open or wide? Do you feel a vibration?" The lessons include a student task to listen for the sound and give a thumbs up or down if the word contains the target sound. Additionally, students use their workbooks to practice reading and writing words with the short *o* sound. Daily lesson plans include a list of all resources and materials needed for each lesson and

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specific explicit and systematic routines to develop grade K skills, including modeling, guiding practice, independent application, and assessment.

- The "Online Portal" includes a "Grade K Assessment Overview." This resource provides an assessment that meets the content standards of lessons. Instructional assessments do not include language standards.

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

- The weekly learning objectives appear at the beginning of each lesson, along with the recommended times for each lesson activity. One lesson spans five instructional days. The curriculum suggests a 20-minute duration per daily instruction, including all activities. Teachers can extend this time for a slower pace or additional practice opportunities.
- Volumes 1–3 include components like "Writing," each with specified activity durations as part of the suggested daily 20-minute lesson. These components feature scripted teacher actions, recommended student actions, and an answer key when applicable. Each lesson has red bands indicating the suggested timing for each component. For example, in Lesson 9, Day 1, the suggested pacing is two minutes for "Phonological Awareness Warm-Up," two minutes for "Letter-Sound Correspondence," five minutes for "Letter Formation," six minutes for "Reading," two minutes for "Writing," one minute for "High-Frequency Words," and two minutes for "Phonological Awareness Wrap-Up."

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

- The lessons include detailed, scripted instructions for teachers to review or introduce each lesson. The teacher's guide provides a right-hand margin with teacher tips and icons indicating additional supports needed for effective delivery. Essential teacher materials like presentation files and student materials, such as letter-sound strips and sound-spelling cards, are detailed on the same page as the lesson activities, not in a compiled overview.
- Students receive workbooks specifically designed for phonics instruction, with each activity accompanied by clear guidance from the teacher. An icon in the teacher's guide indicates when the student workbook is needed. For example, in Lesson 9, this icon appears in the "Letter Formation" and "Reading" sections. The right side of each lesson page includes a picture of the required teacher materials. For example, in Lesson 9, Day 1, the teacher materials include the "Presentation Tool," the "Octopus Sound-Spelling Card," and the "Routine for Sound Articulation." This setup clearly provides the list of all resources and materials needed for each day of instruction.
- 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.

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

- On the "Customer Portal," teachers can download weekly "Family Support Letters" to use as homework, extension, or enrichment. These letters help parents assist students in completing tasks accurately. The "Online Portal" includes "Grade K Family Support Letters" with extended practice activities for home use. For example, the Lesson 9 letter features a phoneme identification activity for the short *o* sound and a chance to practice reading high-frequency words. In the *Teacher Edition*, the "Parent Instructions" section explains the purpose of the "Family Support Letters" and directs teachers to download the weekly instructions for parents. These instructions aim to help parents support their students.

## Progress Monitoring

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

**The materials include a variety of instructional assessments at the unit level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include a variety of 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 one week. Units vary in length, ranging from three to five 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 "Kindergarten Assessment Overview" recommends administering summative unit assessments at the unit level after each of the six units.
- These unit assessments include various question types and tasks covering phonological awareness, letter names, sounds, and letter formation. For example, Unit 3 measures onset-rime by asking students (whole group) if the last part of two words (rime) is the same or different (e.g., *ship/lip* and *toe/top*). Teachers instruct students to circle the thumbs-up or thumbs-down on a recording sheet to indicate their response. The following assessment task asks students to form a letter on a recording sheet. To do this, the teacher says a letter sound

and name, presents either a lowercase or uppercase letter and then asks students to write the letter case that is not given. The third part of the assessment asks students to record the initial sound represented in a word. In the final part of the assessment, the teacher dictates words *lot*, *log*, and *on* for students to write on the recording sheet.

- 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 K 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 assessments. The materials do not include diagnostic or formative assessments.

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

- The materials offer guidance on the one type of assessment provided in grade K. To ensure consistent and accurate administration of the summative unit assessments, the materials provide clear instructions for teachers on administering each section of the summative unit assessment and include specific scoring criteria. For example, in the section "Write Words," the scoring states, "Scoring: Award 1 point for each correct letter-sound correspondence in the word. Example: Students receive two out of three points for *log* if it is spelled *loj*; one point is deducted for spelling the /g/ sounds with the letter *j* instead of the letter *g*. Points are not deducted for reversals or if the student uses an uppercase letter instead of a lowercase letter." There is a total of five points for this section of the summative unit assessment.
- "Assessment Overview" provides a teacher script to ensure the administration is consistent and standardized across examiners. For example, the "Unit 8 Letter Formation" section provides teachers with the following script: "Now, you will write the first sound for the word that names each picture on your paper. After I say the word for the picture, you will write the lowercase letter that spells the first sound of the word in the box next to the picture. Let's do the first one together. Put your finger on the picture of the map. (Model pointing to the map.) The word is a map. Repeat. (map) What is the first sound in the word *map*? /m/ Yes, the first sound is /m/. Which letter spells the sound /m/? (*m*) Let's say /mmmm/ while we write the letter *m* next to the picture of the map. (Model how to write the letter *m* on the line next to the picture.) Does your letter *m* look like mine? If not, take a minute to correct it." The script then guides students to form specific letters individually.
- The teacher's guide offers guidance to ensure consistent administration of summative unit assessments by recommending specific times to give the summative assessments, which should be administered after specific review lessons.

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**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 2 curriculum. The assessment overview page includes a table that displays the skills assessed in each summative unit assessment. Under the teacher scripting subheading, tiles such as "Phonics: Vowel -r," "Prefixes/Suffixes," and Multisyllable Words" 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 "Kindergarten Unit 2 Assessment" includes activities that range from basic tasks like phonological awareness (syllable counting) and letter formation (matching uppercase and lowercase letters) to more advanced tasks involving initial sound recognition.
- The "Initial Sound" task requires students to identify and write the initial sound associated with pictures (e.g., writing *m* for *map* or *t* for *tent*). This activity prompts students to recognize and produce the beginning letter sounds of words accurately, linking phonological awareness directly to letter-sound correspondence.

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# Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

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

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

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

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differentiated small groups. However, the materials lack guidance on responding to (differentiated) students' needs when mastery is not reached.

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

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

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# Supports for All Learners

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

**The materials include teacher guidance for differentiated instruction and activities for students who have not yet reached proficiency on grade-level content and skills. Materials do not include teacher guidance for paired (scaffolded) lessons for students who have not yet reached proficiency on grade level content and skills. Materials do not 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.
- 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 is no explicit teacher guidance for 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). (T/S)**

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

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

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

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

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## Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. For example, the materials include an introduction to the letter *P* along with a review of the /p/ sound, including the place and manner of articulation. The teacher models the sound first and says, "Look at my mouth when I make the /p/ sound. /p/ My lips are together. I put my hand on my throat. /p/ Because I don't feel a vibration, /p/ is an unvoiced sound. When I say /p/, I feel a slight puff of air. The air stops." Then, the students repeat the process.
- Teacher scripting provides the needed definition of skills to explicitly teach the concept. In the area of phonological awareness for the skill of segmenting syllables in compound words, the teacher script defines segmenting by stating, "segmenting, or taking apart, a longer word to make 2 smaller words."
- The lesson uses clear prompts to model, explain, and communicate book parts and reading directions. Prompts like "What do we call the outside of the book? (cover)" and "Do I start reading on this page (left) or this page (right)?" guide the teacher in demonstrating and explaining each concept. Repetitive questions ensure the teacher communicates these concepts clearly, reinforcing student understanding through direct, structured interaction.

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

- The materials include effective teacher guidance and recommendations through structured instructions, modeling, and time management, as well as recommendations that support differentiated instruction and effective activity sequencing. These aspects collectively contribute to effective lesson delivery and facilitation, ensuring 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, during a phonological awareness lesson, the teacher is given the exact placement of hands from the students' perspective. The script states, "Position your hands from the perspective of the child. If you are facing the students, use your right hand for the first word and left for the second. That way, students see the direction of the print, which is left to right."
- The right-hand margins include teacher tips and guidance on the delivery of instruction to use with a variety of lessons, such as "Routine for Sound Articulation: Place -Lip?, Tongue? Manner—voiced/unvoiced (vibration in throat)? Continuant/stop (length of sound)?"

**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 both guided and independent practice, but they lack opportunities for collaborative practice. Lessons are presented to the whole group without guidance for small-group or individual instruction. For example, in a whole-group setting, students listen to words, repeat them chorally after the teacher, and then practice writing in their workbooks using a word bank. The teacher prompts high-frequency words, facilitates independent reading, and leads a whole-group discussion about the story. The lesson delivery follows a gradual release model (I do, we do, you do) but does not include collaborative work like partner or small-group activities.

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# Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

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

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

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

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

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

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

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

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

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

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

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Materials include sequential instruction progressing from simple to more complex in a systematic sequence. Each lesson scaffolds the next lesson with opportunities to review and add to the new skill being taught. Each lesson builds on the previous one, providing opportunities to review and reinforce new skills. Daily lessons include the following components: "Concepts of Print" to assist with reading a text like the spacing of words and sentences, which ends in Lesson 4; "Phonological Awareness," which is emphasized at the beginning and end of each lesson; "Letter-Sound Correspondence," which supports letter-sound recognition; and "Letter Formation," which supports writing skills. Starting in Lesson 5, "Reading" replaces "Concepts of Print." The "Writing" component begins with matching pictures to letter sounds, progresses to writing words and phrases, and culminates in writing sentences. Each lesson focuses on one high-frequency word and includes methods for students to identify these words in print.
- Materials provide teachers with the sequenced introduction of sound-symbol correspondence for all 25 lessons. The scope and sequence provides units with a focus on skills and daily multiple opportunities for practicing phonics skills: Lessons 1–4 contain "Building Routines" and short *a;* Lessons 5–8 add short *i;* Lessons 9–12 add short *e;* Lessons 13–16 add short *e* and *u*; Lessons 17–19 contain short vowel review; and Lessons 20–25 preview grade 1 skills like long vowel silent -*e.*
- The introduction states, "Following the decision about the sequence of vowel instruction, our team conducted a study to determine the consonant sequence. The goal was to introduce

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consonants based on their utility for students applying new letter sound learning through reading and writing vowel-consonant (VC) and consonant-vowel-consonant (CVC) words. We modeled exactly which kindergarten-appropriate words were generated with each combination of vowel and beginning and ending consonants." In Lessons 1–16, students learn to identify all 26 letters and the most common sounds that letters represent. In Lessons 17–19, students practice reading and writing CVC words. In Lessons 20–25, students are introduced to long vowel silent -e words.

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

- The program uses an explicit approach within daily lessons where students are directly taught phonics concepts. It mentions that "explicit instruction produces the best results" and that the phonics products use an explicit approach where "students are directly told the phonics concept." Materials include intentional daily opportunities for these skills using manipulatives, gestures for syllable types, and reinforcements for learning with reading-writing connections. The students practice letter-sound correspondence by tracing letters on laminated strips and using keywords for sounds. This consistent practice is integrated into daily activities, such as blending sounds into words and writing letters for initial sounds. This structured approach reinforces phonics instruction throughout each daily lesson.

- In Lesson 10, students are introduced to the letter-sound correspondences for *c* and *f*. The teacher displays the keyword, names the letter, and models making the sound, describing the place and manner of articulation. The students then listen for the target sound in eight words and signal with a thumbs up or down if the sound is in the word. Then, the teacher models letter formation, and the students practice it in their workbooks. Next, the students read sentences from their workbooks that have words containing the target and previously learned sounds. Finally, the teacher models segmenting and writing words with the target sound and dictates three words for the students to practice writing. The rest of the days in Lesson 10 provide additional opportunities for students to practice reading and writing words with the target sound.

- In Lesson 9, students write CVC words. The teacher begins by telling students they will write words and reminds them there are no spaces between the letters in words. The teacher uses the following script to model the process: "The word is *pal*. Repeat it with me. (*pal*) Finger stretch *pal* (/p//ă//l/). Say the sounds and letters while writing. (/p/*p*-/ă/*a*-/l/*l*) Blend it (/păl/) Word? (*pal*)." The students work individually in their workbooks to write the words the teacher dictates as they follow the same modeled steps. The words used are *lip, log,* and *lag*. The rest of the days in Lesson 9 provide additional opportunities for students to read and write CVC words.

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

- Materials provide explicit, isolated instruction on individual phonics skills. For example, the letter-sound review for *j* involves tracing the letter while repeatedly saying its name, keyword,

and sound. This practice helps reinforce the connection between the letter and its sound. Similarly, students practice identifying and writing the initial sound of given words, emphasizing phonics skills in isolation.

- In Lesson 5, students work on writing initial sounds for words in isolation. The teacher models saying the word, isolating the initial sound, saying the letter, and repeating the sound as the students write the letter. The students practice independently in their workbooks by writing the initial sounds for *dogs*, *alligators*, *mugs*, and *dads*.
- Materials also include reading activities with decodable texts. In the "Read Sentences" section, students read simple sentences containing high-frequency words and decodable words based on their phonics knowledge. Sentences like "Jim is in a jam" and "Jim has a rag" provide decodable sentences, allowing students to apply their phonics skills in a reading context and reinforcing their learning through practical application. Students work with words and phrases.
- Beginning in Lesson 13, each lesson includes decodable text. For example, in Lesson 13, students learn the sounds for *e*, *z*, and *k*. Students practice writing the sound in isolation and words such as *zap* and *key*. Students underline the target sound in the decodable text "The Red Hat" and read the text. The teacher gives these steps for reading the text: "1. Read the words you know. 2. Point to the letters and say the sounds for words you don't know. Then read the word. 3. Continue until you have read all the sentences in the story."

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**Materials include opportunities for cumulative review of previously taught skills.**

- Materials include opportunities for cumulative review of previously taught skills at the end of each of the six units. These review opportunities occur in Lessons 4, 8, 12, 16, 19, and 25. For example, in Lesson 8, students demonstrate understanding of the letters *m*, *d*, *g*, *i*,*s*, *h*, and *b*, learned previously in Lessons 5–7, by correctly identifying, writing, and matching lowercase letters to the uppercase letter as well as associating the correct sound with the letter. This review is seen as students work through phonological awareness, letter formation, and initial sound practice, such as identifying the initial sound in pictures of a bag, map, soap, or ghost; reading words such as *nip*, *bad*, *ban*, and *bit*; writing phrases such as "in a bag"; and reading sentences such as "The man sat" and "Tim is mad."
- Cumulative review is embedded when students read and write words and phrases and beginning in Lesson 13 each lesson includes decodable text. In Lesson 13, students learn the sounds for *e*, *z*, and *k*. They practice writing the sound in isolation and words such as *zap* and *key*. Students underline the target sound in the decodable text "The Red Hat" and read the text. The teacher gives these steps for reading the text: "1. Read the words you know. 2. For the words that you don't know, point to the letters and say the sounds. Then read the word. 3. Continue until you have read all the sentences in the story."
- Lesson 3, Day 3 contains "Letter-Sound Correspondence Review of Letters Sounds *N* /n/ and *A* /ă/" to "Letter Formation Review of Letters *N* and *A*" and "Stroke Practice." Next, students complete "Writing Initial Sound Practice" with pictures and "Write Words" with initial letter sounds of *n*. It also contains "High-Frequency Words" *like*, *have*, and *you* with gradual release response.

- Materials incorporate reading activities that use decodable texts. The "Read Sentences" section has students read simple sentences containing high-frequency words and words that can be decoded based on their phonics knowledge. Sentences like "Jim is in a jam" and "Jim has a rag" are constructed to be easily decodable, allowing students to apply previously learned phonics skills in a reading context, thus reinforcing their learning through practical application.

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## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Materials are based on the gradual release model of I do, we do, you do this throughout every lesson. The teacher models every section of the lesson, and the students 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."
- Material uses techniques such as pointing to vowels, gestures for syllable types, and hands-on phonics chip movements to teach phonemic awareness and phonics patterns explicitly. The introduction emphasizes that the phonics instruction follows a systematic sequence designed to build upon previously mastered concepts. This allows for teacher modeling and explicitly teaching phonics concepts and patterns they need to learn.
- For example, in Lesson 5, Day 1, the teacher introduces the letter *m*. The script instructs the teacher to show students the "Sound-Spelling Card" and tell them that *m* spells the /m/ sound. The teacher shows the students the place and manner for the correct articulation of the sound before having the students make the sound together. After students identify words with the /m/ sound, the teacher models how to write the letter *m*, and the students practice letter formation in their workbooks. Then, the teacher models blending with the letter *m* following the gradual release method with the previously learned letters *t*, *p*, and *n*, and the teacher models blending the words *man*, *am*, and *an*. Then, the teacher reads a list of words, and the students give a thumbs up if the word contains the target sound. Students begin to work on encoding initial sounds. They work in their workbooks and together write the initial sound for *mad*. Then, they have independent practice with writing initial sounds in their workbooks.

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

- Materials provide daily instruction, including direct and explicit guided instruction opportunities. Introducing new skills follows the gradual release method, including teacher modeling, whole-group guided practice, and independent practice. Materials do not contain specific guidance for immediate feedback. Teacher notes on the right margin of the *Teacher Edition* state the gradual release model is to be used to provide feedback, which is not the purpose of the gradual release model.
- Materials include various opportunities to practice the newly learned skill in a whole group independently. In Lesson 10, the teacher instructs the students to follow along in their workbooks. After the teacher directly explains the list of words related to the sentence and models the expectations of reading the sentence to find the words from the word list, the students independently read the sentences and complete the task.
- In Lesson 5, the teacher explicitly models how to read the word *am*. The teacher then directs students by saying, "Let's read the next word together. Find the word next to *am* that has the letters *m-a-n*. Put your finger on the first letter. Say the sound with me. (/m/) Put your finger on the next letter. Say the sound with me. (/a/) Next, put your finger on the last letter. Say the sound with me. (/n/) Finally, blend it. Word? (*man*) Read the word with me now. (*man*) Again. (*man*) One more time. (*man*)."
- In each lesson, students practice reading the target words in decodable text. Before reading the text, the teacher models looking for and underlining words with the target sound, and then students complete this independently. Materials do not contain specific guidance for immediate, corrective feedback.

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

- Daily instruction includes various opportunities for students to practice independently in whole groups. The materials do not guide small groups or practice through collaborative learning. Daily instruction consists of multiple opportunities for independent practice in the student workbook through word sorts (based on syllable types), dictation of sentences, and passage reading of decodable texts with words based on learned phonics concepts; however, there are no opportunities for collaborative practice.
- Independent practice opportunities include letter formation of the letters *q* and *x* after the teacher has modeled the correct letter formation with the whole group, reading the decodable text "Play at the Lot" (including words such as *bat* and *fun*), and writing dictated sentences such as "Rex had to quit." In Lesson 9, students work on writing phrases. The teacher models writing the phrase "go to a lab," and the students independently write the dictated phrases "go to Sal" and "go to a pal" in their student workbooks. This lesson does not provide an opportunity for collaborative practice.

# 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.**

- The program includes intentional cumulative review. Lessons 4, 8, 12,16, 19, and 25 consist of review lessons for learning within each unit of lessons. These review lessons provide structured opportunities to revisit and reinforce previously taught skills, ensuring ongoing retention and mastery.
- For example, Lesson 8 is a cumulative review of Lessons 1–7. Students review the letters and sounds for *m*, *d*, *g*, *i*, *s*, *h*, and *b*. Intentional practice activities include letter formation, initial sound practice, decoding, sentence reading, and word writing. Students review the letters *e*, *z*, *k*, *y*, *v*, *u*, *q*, and *z* by correctly identifying, writing, and matching them to the uppercase letter and associating the correct sound with the letter. They read sentences such as "It is a big van." They write the initial sounds to words like *edge* and *zebra* and read the decodable text "Play at the Lot." These skills were previously learned in Lessons 13, 14, and 15.
- Lesson 25 is a cumulative review of grade K skills. In this lesson, students demonstrate their understanding of decoding and encoding VC and CVC words in sentences in decodable text. Students read sentences including "A red hen was in a pen." Students write sentences including "Ken hops up on the log." Additionally, students read the decodable text "The Pet Doc" for a review of CVC words.

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

- The introduction states, "Our phonics products follow a skills progression that is defined by 95 Percent Group's phonics continuum so that each lesson builds on earlier mastered

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concepts." For example, in Lesson 6, the students learn the letters *i* and *s*, but words contain *a*, *p*, and *d*, which were learned in the previous lesson, including *pick* and *sack*.

- Lessons progress over five days. The skills are explicitly taught from Days 1–4 and Day 5 reinforces the skills taught. Students practice skills in their workbooks, which include letter formation, word sorts, sound-spelling mapping, and passage reading. For example, on Days 1 and 2, students complete activities in their workbooks that contain the letter sound for *m*, such as letter formation, and reading/writing words, such as *mat* and *am*. Day 3 focuses on the letter sound for the letter *d*. Day 4 focuses on the letter sound of *g*. Day 5 reviews the letters *m*, *d*, and *g* learned during the week through letter formation and initial sound practice of the pictures *mop*, *dot*, and *gate*, where students write the initial letter for the initial sound in each picture.

**Decodable texts incorporate cumulative practice of taught phonics skills.**

- The materials explain how the 95 Phonics Core Program teaches phonics systematically from kindergarten through grade 3. It focuses on teaching students to connect phonemic sounds with their corresponding letters. The program includes weekly activities like sound-spelling mapping to reinforce these skills. By introducing two or three letters each week and ensuring a specific point teaches all letters, students continuously practice and build on their phonics knowledge. This systematic approach prepares them to read decodable texts effectively as they progress through the program.
- For example, in Lesson 17, students read the story "Fed in Bed." Up to this point, students have learned all consonants and short vowels. In this text, they apply this learning to decode words such as *sun*, *job*, *cup*, *jam*, *bun*, and *mix*. This practice ensures students apply their cumulative phonics knowledge in decodable text.
- In Lesson 24, students read the decodable "A Ride on Zeke." In Lessons 20–25, students have been learning long vowel silent -*e* syllables. In this text, they practice reading words such as *home, like*, and *cute*.

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

- Materials provide students with daily opportunities to practice reading words in isolation (beginning with Lesson 5) and in connected text (beginning in Lesson 6) within their workbooks. This practice helps students apply their phonics and word recognition skills in a context that mimics real reading scenarios.
- In Lesson 6, students read the words *in* and *it* in isolation. Additionally, they identify and write initial sounds in isolated words, including *girl* and *itch*. In Lesson 17, students complete words by adding the medial letters to CVC words. Words include *jet, bag, net*, and *dot*. In Lesson 7, students read words in connected text using phrases. The phrases include *a tin, a bib*, and *a big hat*.

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- In Lesson 17, students practice decoding and encoding VC and CVC words. They practice this skill in isolation by identifying and writing medial sounds in the words *jet, bag, net,* and *dot*. They practice reading words in connected text in the decodable story "Fed in Bed." This text contains words such as *sun, job*, and *cup*.

# Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Materials include one type of developmentally appropriate assessment by offering six end-of-unit assessments. These assessments take place every three to six weeks/lesson. Unit assessments assess phonological awareness; letter name, sound, and formation; and decoding and encoding closed syllables and long vowel silent -*e* syllables.
- These skills are assessed through tasks such as identifying initial sounds and medial sounds; short decodable passage reading ("I like to jog. It is fun to jog to the top. I see a big log at the top."); and dictation (*lot, on, log*) to determine if students have mastered the unit content.
- Teachers administer end-of-unit summative assessments to the whole class. The end-of-unit summative assessment overview shows the continuum from simple to complex skills throughout the year.
  - For example, "End-of-Unit Assessment 1" skills measure phonological awareness, letter name, sound, and formation of consonants *T*, *P*, and *N*, along with short vowel sound /ă/. Students identify initial sounds in words like *pup* and *top,* where there is a picture of the word and two letters with a blank for students to add the letter that makes the initial sound in the word.
  - "End-of-Unit Assessment 2" skills measure phonological awareness, letter name, sound, and formation of consonants *M*, *D*, *G*, S, *H*, and *B*, along with short vowel sounds /ă/ and /ĭ/.
  - "End-of-Unit Assessment 3" skills are phonological awareness, letter name, sound, and formation of consonants *L*, *R*, *C*, *F*, *J*, and *W*, along with short vowel sounds /ă/, /ĭ/, and /ŏ/.

- o "End-of-Unit Assessment 4" skills assessed are phonological awareness, letter name, sound, and formation of consonants *Z, K, Y, V, Q,* and *X,* along with short vowel sounds /ă/, /ĭ/, /ŏ/, /ĕ/, and /ŭ/.
  - o "End-of-Unit Assessment 5" skills assessed are phonological awareness, consonant sounds, and all short vowel sounds.
  - o "End-of-Unit Assessment 6" skills assessed are phonological awareness, consonants and short vowels, and long vowel silent *-e*

**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 in the same way. 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 final unit assessment, in the subtest "Word Completion," the directions state, "You are going to fill in the missing sound in words. Let's do the first one together." After modeling an example, the directions state, "Listen as I say the word for each picture. (Point to each picture and say the picture name.) Now it's your turn. Remember, tap the letters and line while saying the sounds and then write the letter for the missing sound. If you forget the word for the picture, I will tell you."

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

- Materials include summative unit assessments with scripted questions that assess students in letter formation, sound/letter correspondence, writing words/phrases, and reading decodable sentences/passages with reading comprehension.
- Workbook pages are used in daily instruction for students to individually demonstrate their acquisition and mastery of daily phonics skills of letter/sound correspondence in reading and writing words through identifying initial sounds/letters, letter formation, and reading and writing words and sentences.

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

- The materials provide summative end-of-unit assessments at the end of each of the six units, which span over 25 weeks/lessons. "Summative Assessment 1" assesses consonants *t, p,* and *n* and short *a*. "Summative Assessment 2" assesses consonants *m, d, g, s, h,* and *b* and short vowels *a* and *i*. "Summative Assessment 3" assesses consonants *l, r, c, f, j,* and *w* and short vowels *a, i,* and *o*. "Summative Assessment 4" assesses consonants *z, k, y, v, q,* and *x*

and short vowels *a, i, o, e,* and *u*. "Summative Assessment 5" and "Summative Assessment 6" include decoding and encoding CVC words and reading short decodable passages.

# 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 are evaluated at the student level using individual student recording sheets where students mark/write their answers. These assessments include clear, scripted directions for administering and scoring student responses. Unit assessments include individual student recording sheets on which students mark/write their answers.
- 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."

**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 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.**

- Materials do not include guidance on accelerating learning based on the progress-monitoring data to reach mastery of specific concepts. At the end of each of the six units, which span three to six weeks, the students complete unit assessments. They are evaluated at the student level using the individual student recording sheets where students mark/write their answers. Teachers use the scoring criteria in the "Assessment Overview" to individually score student answers.

- 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." However, no guidance is provided on how to accelerate learning based on the progress-monitoring data to reach mastery of specific concepts.

# Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials include explicit and systematic teacher-scripted instruction, including modeling, guided practice, and independent practice in letter-sound correspondence, phonemic awareness, letter formation, decoding, and encoding both in the whole group and independently. For example, the teacher models letter sound and the formation of the letter *o*, reading sentences, writing words, writing initial sounds and phrases, and underlining target words in decodable text, but there is no modeling for oral language development or oracy. When the teacher introduces the sound-spelling card, the teacher says the letter name, sound, and keyword, and then students chorally echo what the teacher says.
- There is guided practice and independent practice for letter sound and formation of the letter *o*, reading sentences, writing words, writing initial sounds and phrases, and underlining target words in the decodable text. In guided practice, when students decode a word, the students in the whole group say the letter names and sounds of each letter and then read the word. Students complete work independently in their workbooks. Lessons do not include guided practice for oral language development or oracy. Lessons do not address developing oral language and oracy as teachers explicitly teach the lesson and students in whole groups chorally repeat what the teacher says or respond to questions as a whole group. Teacher-scripted lessons do not include scripting or guidance on coaching or feedback to students. 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 various methods (e.g., modeling, guided practice, coaching, feedback, and independent practice).

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

- Materials do not include scripted lesson plans to give students opportunities to communicate for different purposes and audiences. Materials do not include opportunities for students to engage in social or academic communication. Materials include opportunities for students to respond chorally and verbalize procedures. They do not include opportunities for students to engage in social and academic communication for different purposes and audiences.
- For example, students write sentences. The teacher says, "Let's write the following sentence: 'Look at the bus.' Repeat it. (Look at the bus.) How many words do you hear? (4) What is the first word? (*Look*) I write the high-frequency word spelled uppercase *L*, lowercase *o-o-k*. Notice that *L* is uppercase because it's the first word in the sentence." The teacher repeats the sentence and asks, "What is the second word? (*at*) Sounds and letters? (/ă/ *a* - /t/ *t*) What is the third word? (*the*) I write the high-frequency word spelled *t-h-e*. What is the last word? (*bus*) Sounds and letters? (/b/ *b* - /ŭ/ *u* - /s/ *s*) Punctuation mark? (period) Read the sentence. (Look at the bus.)" Students engage in word completion with pictures. When they complete their work, they verbalize the procedure by finger-stretching the sounds, tapping the letters and lines while saying the sounds, and whisper-reading the word after they write it. For example, the teacher states, "The word is *be*; this word is the one you hear in the phrase 'be good.' Watch me finger-stretch the sounds. (/b/ /ē/) There are 2 sounds in the word *be*. This word is spelled with 2 letters, *b-e*. Now it's your turn. Word? (*be*) How many letters? (2) The letter names are *b-e*. Say them with me. (*b-e*)."

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

- Materials do not include read-aloud or a discussion guide with prompts that include frameworks for structured academic and social conversations. The guide contains discussion questions, conversation starters, and guidelines for effective discussions. 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. Materials include opportunities for students to listen, chorally respond, and verbalize their knowledge as a group. Students have no opportunities to ask questions, discuss, or share information and ideas. There are opportunities for students to talk in the lessons, but it is often to respond chorally or to verbalize a process.

- For example, when students are engaged in initial sound practice, they are prompted to say the word, say the first sound, and say the letter as they write it on the line. For example, they say, "Man, /m/, *m*." After a decodable text is read, the teacher says, "We'll discuss the story when you've finished reading." There are closed-ended questions following the text. For example, students read the decodable text "Play at the Lot" in their workbooks, and the teacher asks the following questions to the whole group: "What do you think Ed and Meg will play at the lot? Do you think Ed was happy Meg would share her bat? Why?"

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## Foundational Skills

| 5.C.1 | **Alphabet Knowledge (K only)** | 24/24 |
|---|---|---|
| 5.C.1a | [Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR 2.A.1)](#) | **2/2** |
| 5.C.1b | [Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)](#) | **6/6** |
| 5.C.1c | [Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)](#) | **4/4** |
| 5.C.1d | [Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)](#) | **12/12** |

**The materials include a systematic sequence for introducing letter names and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print.**

Evidence includes, but is not limited to:

**Materials include a systematic sequence for introducing letter names and their corresponding sounds.**

- The materials prioritize frequently used letters and sounds before introducing less common ones. The program introduces short sounds alphabetically: *a*, *i*, *o*, *e*, and *u*. Lessons introduce consonants based on their utility for reading and writing kindergarten-appropriate VC (vowel-consonant) and CVC (consonant-vowel-consonant) words. The program introduces two to three letters each week, covering all letters by week 15 of the 25-week program. In the first four units, students learn all short vowel sounds and the most common sound for each consonant.
- Over several weeks, the scope and sequence outline a systematic approach to teaching letter names, sounds, and formations. Students learn the lowercase names, sounds, and formations for one or two vowels and a few consonants each week. In Unit 1, students learn *t*, *p*, *n*, and *a*. In Unit 2, they learn *m*, *d*, *g*, *s*, *i*, *h*, and *b*. In Unit 3, they cover *l*, *r*, *o*, *c*, *f*, *j*, and *w*. In Unit 4, they learn *z*, *k*, *e*, *y*, *v*, *q*, *x*, and *u*. Review weeks occur during Weeks 4, 8, 12, and 16, reinforcing previously learned lowercase letters and sounds while introducing uppercase letter formations.

- Before teaching less frequently used letter sounds, the materials introduce frequently used letters and sounds. The short vowel instruction sequence is *a, i, o, e,* and *u*. The consonant sequence is based on its utility for students applying new letter-sound learning through reading and writing kindergarten-appropriate VC and CVC words. The program materials introduce two to three letters a week, with all letters taught by week 15 of the 25-week program. In the first four units, students learn all short vowel sounds and the most common sound for each consonant. The scope and sequence outlines a systematic sequence of teaching letter names, sounds, and formation weeks. Students learn lowercase letter names, sounds, and formations for one or two vowels and a few consonants each week. Uppercase letters are taught during the review week. In Unit 1, students learn *t, p, n,* and *a*. In Unit 2, students learn *m, d, g, s, i, h,* and *b*. In Unit 3, students learn *l, r, o, c, f, j,* and *w*. In Lesson 4, students learn *z, k, e, y, v, q, x,* and *u*. A review of lowercase letters and uppercase letters' introductions occurs during Weeks 4, 8, 12, and 16. These weeks include reviewing previously learned lowercase letters and sounds, introducing uppercase letter formation, and reinforcing letter names and corresponding sounds.

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**Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds.** (PR 2.A.1) (T)

- The materials include scripted instructions for each letter of the alphabet, which include naming the letter, teaching the sound of the letter, and learning a keyword for the letter. For example, the teacher begins by saying, "Today we are going to learn about the letter *p* and the sound it spells. Look at the *p* 'Sound-Spelling Card.' (Display keyword /p/ *pig*.)" The teacher goes on to explain, "Letter *p* has a job. Its job is to spell the /p/ sound." The teacher explains the place and manner when making the /p/ sound: "Look at my mouth when I make the /p/ sound. My lips are together. I put my hand on my throat. /p/, because I don't feel a vibration, /p/ is an unvoiced sound. When I say /p/, I feel a slight puff of air. The air stops." The teacher then uses the "Sound-Spelling Card" of the picture of the keyword *pig* and says, "When you say the keyword *pig*, the first sound in *pig* is /p/, which reminds you that the letter *p* spells the /p/ sound."
- When the teacher introduces the uppercase *T*, the script directs the teacher to show the keyword *toe* with both forms of the letter, uppercase and lowercase *Tt*. The script states, "Say the keyword *toe*. The first sound in *toe* is /t/, which reminds you that the letter *t* spells the /t/ sound. (Point to uppercase *T* and lowercase *t*.) Notice that there are 2 ways to write the letter *t*. This new letter is called uppercase *T*. We use an uppercase letter to spell the first sound in a name or a special place. We also use an uppercase letter to begin a sentence. Listen and watch. Letter name? (uppercase *T*) Keyword? (*toe*) Sound? (/t/)." The students repeat the letter name, keyword, and sound twice. They use their letter-sound strips to find and trace the uppercase *T* three times, saying, "Uppercase *T*, *toe*, /t/."
- The materials support developing automaticity in letter identification through systematic introduction and review with letter-sound identification. Each week builds on previous knowledge, incorporating review lessons. In the lessons that review letter-sound

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correspondence for *m*, *d*, *g*, *i*, *s*, *h*, and *b*, the teacher provides explicit instruction on the connection of the lowercase letters being reviewed to their corresponding uppercase letters through the use of letter-sound cards and letter-card strips where the teacher models saying the letter name, keyword, and sound.

**Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase).** (PR 2.A & 2.A.3) (T)

- The materials guide teachers in how to incorporate the practice of fine motor skills. These "prewriting" lesson plans might include scripted instructions or prompts that teach students about starting on the lower, middle, or upper lines; picking up the pencil or keeping it down to make circular letters; starting at the top of a circle; etc. For example, Materials include explicit scripted instruction in stroke practice across three lessons of vertical strokes (pull down straight), horizontal strokes (slide right), diagonal strokes (slant left), and circular strokes (circle forward; push up, curve forward; curve backward; pull down, curve left; curve right) prior to learning to form any letters. For example, the letter formation starts using step-by-step instructions for two strokes pull down straight. The teacher says, "Today we'll work on the stroke where you pull down straight. Watch me do it. Notice that the paper has a solid line at the top and bottom and a dotted line in the middle. I place my pencil at the top line. Then I pull down straight to the bottom line. Now that I'm done, I lift my pencil." The script explains that practicing the stroke will lead to forming letters.
- The materials include specific and precise terms, phrasing, and statements teachers can use to model letter formation during core instruction. The materials teach letter names, letter sounds, and letter formation at the same time. The letter sequence instruction follows a letter-sound introduction based on the most commonly used CVC words, as opposed to following motor patterns. The materials provide explicit (direct and systematic) instruction for where both lowercase and uppercase letters are taught systematically through modeling for students on how to form letters using the teacher script to explain the approach used to support letter formation: "Today we'll learn to write the uppercase *T* and practice both uppercase and lowercase letters. Watch me write the uppercase letter *T*. 1. Start at the top line. Pull down straight. Lift. 2. Back to the top line. Slide right. Now watch me write the lowercase letter *t*. 1. Start at the top line. Pull down straight. Lift. 2. Back to the midline. Slide right." The comparison between uppercase and lowercase letters helps reinforce understanding of how letter formation differs between the two.
- The materials offer review opportunities to build automaticity with letter formation. For example, the teacher reviews the formation of lowercase *o*. The teacher uses this script: "We're going to review how to write the letter *o*, which we learned yesterday. Watch me write the letter *o*. 1. Start just below the midline. Circle back and around." In review weeks, the teacher makes connections from the already learned lowercase letter formation to the uppercase letter formation by referencing the strokes of the lowercase letter compared to the strokes of the uppercase letter.

**Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print.** (PR 2.A & 2.A.3) (S)

- The materials guide teachers in how to incorporate the practice of fine motor skills. These "prewriting" lesson plans might include scripted instructions or prompts that teach students about starting on the lower, middle, or upper lines; picking up the pencil or keeping it down to make circular letters; starting at the top of a circle; etc. For example, Materials include explicit scripted instruction in stroke practice across three lessons of vertical strokes (pull down straight), horizontal strokes (slide right), diagonal strokes (slant left), and circular strokes (circle forward; push up, curve forward; curve backward; pull down, curve left; curve right) prior to learning to form any letters. For example, the letter formation starts using step-by-step instructions for two strokes pull down straight. The teacher says, "Today we'll work on the stroke where you pull down straight. Watch me do it. Notice that the paper has a solid line at the top and bottom and a dotted line in the middle. I place my pencil at the top line. Then I pull down straight to the bottom line. Now that I'm done, I lift my pencil." The script explains that practicing the stroke will lead to forming letters.
- The materials include specific and precise terms, phrasing, and statements teachers can use to model letter formation during core instruction. The materials teach letter names, letter sounds, and letter formation at the same time. The letter sequence instruction follows a letter-sound introduction based on the most commonly used CVC words, as opposed to following motor patterns. The materials provide explicit (direct and systematic) instruction for where both lowercase and uppercase letters are taught systematically through modeling for students on how to form letters using the teacher script to explain the approach used to support letter formation: "Today we'll learn to write the uppercase *T* and practice both uppercase and lowercase letters. Watch me write the uppercase letter *T*. 1. Start at the top line. Pull down straight. Lift. 2. Back to the top line. Slide right. Now watch me write the lowercase letter *t*. 1. Start at the top line. Pull down straight. Lift. 2. Back to the midline. Slide right." The comparison between uppercase and lowercase letters helps reinforce understanding of how letter formation differs between the two.
- The materials offer review opportunities to build automaticity with letter formation. For example, the teacher reviews the formation of lowercase *o*. The teacher uses this script: "We're going to review how to write the letter *o*, which we learned yesterday. Watch me write the letter *o*. 1. Start just below the midline. Circle back and around." In review weeks, the teacher makes connections from the already learned lowercase letter formation to the uppercase letter formation by referencing the strokes of the lowercase letter compared to the strokes of the uppercase letter.

# Foundational Skills

| 5.C.2 | Letter-Sound Correspondence | 16/18 |
|---|---|---|
| 5.C.2a | [Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding.](link) (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.](link) (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.](link) (PR 2.A & 2.A.3) (S) | 12/12 |

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

Evidence includes, but is not limited to:

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

- Materials include a scope and sequence that shows a progression that starts with letters most useful in decoding. Materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Program materials introduce letter-sound correspondence based on utility and allow students to apply new letter-sound learning through reading and writing kindergarten-appropriate VC and CVC words. In the first four units, the teacher introduces all short vowel sounds and the most common sound for each consonant. Teachers introduce lowercase letter names, sounds, and formation for one or two vowels and a few consonants each week. Students learn uppercase letters during the review week in Units 1–4. In Unit 1 (Lessons 1–4), teachers introduce the letters *t*, *p*, *n*, and *a*. In Unit 2 (Lessons 5–8), teachers introduce the letters *m*, *d*, *g*, *s*, *i*, *h*, and *b*. In Unit 3 (Lessons 9–12), teachers introduce the letters *l*, *r*, *o*, *c*, *f*, *j*, and *w*. In Unit 4 (Lessons 13–16), teachers introduce the letters *z*, *k*, *e*, *y*, *v*, *q*, *x,* and *u*. Teachers review short vowels in Unit 5 (Lesson 17–19). In Unit 6 (Lessons 20–24), teachers introduce silent -*e* and review learning from grade K. The last lesson in Units 1–4 includes a review of previously learned letters/sounds and introduces uppercase letters for the lowercase letters learned during that unit. In Lesson 5, students review the letters *t*, p, *n*, and *a* and learn the letter *m*. In this lesson, they decode

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words like *am* and *man*. They encode words like *mat* and *map*. In Lesson 16, students review the letters *e*, *z*, *k*, *y*, *v*, *u*, *q*, and *y*. They decode sentences like "I see Zeb in the red van" and "We can see Kim and Zeb." They encode sentences such as "Rex had to quit" and "We can get a box."

- Materials provide specific language the teacher can use in each lesson to explicitly teach letter names and sounds. For example, there is a teacher script for each letter/sound that is introduced that follows the same sequence. The teacher names the letter *g* and explains it makes the /g/ sound. The teacher models how the mouth looks while making the sound. Then, the teacher holds up the "Sound-Spelling Cards" by first teaching the letter name, keyword, and sound (for example, *g, goat*, /g/). Next, the teacher moves on to letter formation by saying the letter strokes for the letter *g* and naming the letter. The teacher guides students to decode words with *g* and previously learned letters, such as the words *tag* and *gap*. Then, the teacher has students look at pictures such as a mop, dog, gate, and apple to determine the initial sound and write the corresponding letter. On review days, the teacher also uses the letter-sound strip while saying the name of the letter, keyword, and sound while tracing the letter on the strip with a finger. Later in the materials, the teacher guides students to encode words and phrases using finger stretching and has students use the sounds of letters to decode phrases, sentences, and decodable text. The repeated practice of tracing and writing letters and words supports systematic encoding.

**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 to connect phonemes to letters within words. The teacher guide does not include ideas and support for the teacher in delivering explanatory feedback. Materials include a scripted lesson plan to provide direct and explicit instruction on the letter name, sound, and formation of *h* and *b* to decode and encode words such as *big*, *hat*, *bib*, and *him*. The teacher guide does not include ideas and support for 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 teaching proactively. Although the *Teacher Edition* includes "Teacher Tips," none focus on common decoding mistakes. For example, one excerpt reads, "Note: When reading the word slowly, don't stop between the sounds to the extent possible. This is harder when there are stop sounds (i.e., /p/ and /d/) at the beginning of the word."

**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 various activities, such as word completion activities, for applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. For example, in the student workbook, students complete the activity word completion with pictures in which students fill in the missing sound/letter in the words then the student whisper-reads the word. This activity has pictures of a jet, bag, net, and dot. The letters *j* and *t* are there for the word *jet*, and there is a blank for the vowel. This same pattern continues for the other words where students finger-stretch the sound, tap the letters and line while saying the sounds, write the letter for the missing sound, and then whisper-read the word. Students begin reading words in isolation independently in Lesson 17. Before that, students work on initial sound practice. Students read words in isolation after having written the words, such as *sit* and *say* by finger stretching the sounds, saying the sound and letter name while writing each letter, and then blending the sounds to read the word. Decodable texts at this grade level provide single-syllable words for students to read, aligning with the TEKS.

- Materials include various activities for applying letter-sound correspondence to decode one-syllable and multisyllabic words in decodable connected text. Decodable connect text begins in Lesson 13 in the student workbook. Prior to that, students read decodable words in phrases and sentences. For example, the teacher guides students to read the sentence "Cam saw one brown log." The teacher guides students to say the names of letters and sounds of the letters to read decodable words such as *Cam*, *brown*, and *log* in the sentence. For high-frequency words, students spell the word and then read it. Once students have gone through this process with each word in the sentence, they read it all together instead of word by word. In a short vowel review lesson, students read the decodable connected text titled "Fred in Bed." Students read the text chorally following the steps: "1. Read the words that you know. 2. For the words that you don't yet know, point to the letters and say the sounds. Then read the word. 3. Use this routine to read all the sentences in the story." Students read text such as "The sun is up. Ken, Sis, and Dad are up. Mom is not up yet." Decodable texts at this grade level provide single-syllable words for students to read, aligning with the TEKS.

# Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials provide a daily structure for the practice of phonological awareness skills. The introduction states, "Because of the importance of PA in learning to read, the 95 Phonics Core Program includes a short, 2-minute warm-up of PA at the start of each lesson throughout grades K–3. In kindergarten, there is also a 2-minute PA wrap-up at the end of the lesson. As the lessons progress, the PA prompts, which contain advanced phonemic manipulation skills, increase in complexity from adding, deleting, and substituting initial and final sounds (late K and grade 1)."

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- The materials' phonological awareness lessons include a systematic sequence for instruction aligned to the TEKS. For example, materials introduce syllables through the use of compound words. The teacher explains supporting hand gestures, with each hand representing the syllable and the students bringing their hands together to make the compound word. Students listen as the teacher makes the words *bathtub* and *anthill*. The students then practice with the words *doorbell* and *highchair* using the following step: "I'll say a word and you repeat it. Next, I'll tell you a second word and you repeat it. Then, put your hands together while saying the new word. Ready?" As the lessons continue, the progression from using compound words to count syllables to singular words counting syllables. This lesson includes the teacher reviewing the instructions for counting syllables. The script states, "Let's practice counting syllables in words. Here are the instructions: I'll say a word and you repeat it with your hand under your chin. Then, tell me the number of syllables in the word. Ready?" Some words included are *curtain*, *bed*, *blue*, *duck*, and *rabbit*.
- The systematic sequence of phonological skills continues throughout the grade K course. In later lessons, students work on onset-rime manipulation. They change the onset to make a new word. The teacher models with the word *late* and changes the /l/ to /d/ to make the word *date*. The teacher provides 16 words for the students to manipulate, including *just/dust* and *fill/bill*.
- The material's phonological awareness lessons start with simple phonological awareness (e.g., rhyming, syllable, onset-rime) awareness activities and gradually transition to more complex activities. Materials include daily phonological awareness warm-up and wrap-up activities. In Unit 1, students learn phonological awareness of academic language, including first/last, beginning/end, directionality, and 1:1 correspondence. In Unit 1, they also work at the syllable level on blending, segmenting, adding, and deleting. In Unit 2, they work at the syllable level with a non-compound word by blending, segmenting, and identifying the number of syllables. In Unit 3, students work at the onset-rime level with blending, segmenting, comparing rimes, and substituting onset. The rest of the units focus on phonological awareness.

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

- Although materials include explicit (direct) instruction for teaching phonological awareness, the materials do not provide recommended explanatory feedback for students based on common errors and misconceptions. The lessons offer clear, step-by-step instructions for the teacher and the students, ensuring explicit teaching of phonological awareness skills. The materials do not provide specific strategies or feedback to address common misconceptions or errors.
- Teacher tips provide general overarching guidance. For example, the teacher tip offers a reminder of a look-for but not of specific feedback, stating, "Are any of your students hesitating in responding to the phonological awareness prompts? With the conclusion of Lesson 4, we leave behind compound words. While the program continues to develop students' syllable awareness for a few more lessons, instruction moves from compound to

non-compound words in Lessons 5–8. Then, in Lessons 9–12, the PA unit is onset-rime; after that, it will be phoneme awareness until the end (lessons 13–25)."

- Materials include explicit instruction for teaching phonological awareness. Students learn to identify if two words have the same rime. They start by looking at a picture of a beach ball and a soccer ball. For example, the teacher tip provides a reminder to look-for but not specific feedback, stating that they discuss the ways the balls are the same and how they are different. The teacher then says they will decide if words have the same last part. The teacher breaks the words *sick* and *sip* into onset and rime and tells the students that *-ick* and *-ip* are different because they do not have the same last part. Then, the teacher breaks apart the words *hope* and *rope* and tells students those words have the same last part, *-ope*. The students practice with the words *bit/bell* and *like/bike* before the teacher provides them with 16 sets of words for practice. Lessons do not include guidance or suggestions for feedback.

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

- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonological awareness skills connected to grade-level TEKS. For example, students are introduced to blending syllables. The teacher uses a picture of a table and a directional arrow with a green dot on the left to represent where to start and a red arrow on the right to where to stop. The teacher uses rectangles to represent the syllables. The teacher puts a rectangle down above the green dot, says *ta*, puts another rectangle down by the red arrow, and says *ble*. Then, the teacher runs a finger over the line and says *table*. The teacher models this again with the word *baby* as the students repeat. The teacher presents the students with 16 words for practice.
- Materials provide opportunities to practice and reinforce this skill throughout the unit by moving from manipulative to hand gestures. The students utilize hand gestures by putting one hand per word part and bringing them together without clapping to model the word parts coming together to form a word. Later in the materials, students work on onset-rime blending. The teacher models saying the word parts and using a closed right fist to represent the onset and a closed left fist to represent the rime, bringing them together and saying the word. The teacher models with *dip* and *mad* then gives the students 16 words for practice.
- Materials provide opportunities to practice and reinforce this skill throughout the unit. The introduction states, "Because of the importance of PA in learning to read, the 95 Phonics Core Program includes a short, 2-minute warm-up of PA at the start of each lesson throughout grades K–3. In kindergarten, there is also a 2-minute PA wrap-up at the end of the lesson. As the lessons progress, the PA prompts, which contain advanced phonemic manipulation skills, increase in complexity from adding, deleting, and substituting initial and final sounds (late K and grade 1)."
- Materials do not include resources (including the use of memory-building strategies) for students to develop, practice and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).

# Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence of lessons that progress through identifying, blending, and segmenting phonemes through a gradual transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. For example, Unit 4 focuses on isolation and identification of initial and final phonemes. Unit 5 focuses on isolating, blending, and segmenting words with two or three phonemes. Unit 6 focuses on segmenting, adding phonemes, and deletion of the initial phoneme of words with four phonemes.
- For example, in Lesson 4, the teacher introduces how to isolate phonemes in the initial position. The teacher models and provides guided practice using the words *take* and *fight* and provides 16 practice opportunities for students to isolate the initial phoneme. Later in the materials, the teacher introduces how to blend two-phoneme words. The teacher models and

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provides guided practice with the words *may*, *bye*, and *me* before providing 16 practice words for students.

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

- Materials include direct and explicit instruction for teaching phonemic awareness utilizing the lesson script but do not include recommended explanatory feedback for students based on common errors or misconceptions. For example, in a warm-up to determine if two words have the same initial sound, the teacher says two words, *fan* and *fun*. The teacher isolates the initial sounds and points out that they are the same. The teacher models again with the words *nut* and *bird*, isolates the initial sounds, and then points out that they are different. The materials give guided practice with the words *sun* and *soap* before providing 16 words for practice. In another lesson on segmenting the sounds in words, the teacher models stretching the word using the following script: "The word is *at*. I finger-stretch while saying each sound in the word." While stretching the sounds, the teacher finger-stretches the word from right to left starting with the thumb. The teacher provides guided practice using the words *it* and *up* then provides 16 practice opportunities.
- The teacher tip provides a general reminder of a look-for, but not of specific feedback, where it states, "Notice how the level of PA skill continues to grow from lesson to lesson. The focus in Lesson 13 was initial/beginning phonemes while the focus in Lesson 14 is final/ending phonemes. Lesson 15 may be challenging for some students because of the short-term memory demand to hold 2 words while determining if their first or last sounds are the same. If needed, use hand gestures on the last day when the prompts are mixed."

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

- The materials include explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text through the lesson script. For example, the lesson script on initial sound practice with pictures states, "Now we will look at a picture and write the first sound in the word. Let's do the first one together. (Display *dog*.) Word? (*dog*) First sound? (/d/) Letter? (*d*) I say /d/ while writing the letter *d*." The teacher then models encoding the word by saying the letter names and the sounds of the letters and reading the word. The same process is modeled with the medial sound in the word. The teacher script directs the teacher to say the word, finger-stretch the sounds, and tap the letters and blank line to find the missing sound. The teacher then writes the letter that represents the missing medial sound and reads the word. The teacher models this process with the word *bed*. These activities directly connect the ability to hear and isolate phonemes with understanding how letters represent these sounds in written words.
- The materials include the teacher displaying a picture of a violin, students saying the word *violin*, saying the initial sound /v/, saying the letter name *v*, and writing the letter name. They

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continue with pictures of yarn, quilt, under, and fox. The next step is writing sentences with a teacher guidance script: "Now we'll practice writing sentences. Remember that a sentence contains 2 or more words. The first word in a sentence starts with an uppercase letter, and there's a punctuation mark at the end like a period or question mark." The demonstration sentence "Who has a box?" is completed together. Next, the students listen to the sentence, repeat it, and listen to each word containing a high-frequency word from a word box. Then, they utilize the word box to create three sentences: "1. She has a big box. 2. He has a little box. 3. Do you have a box?" The note in the "Teacher Tip" states, "Writing sentences is a rich literacy activity. You'll notice that our approach teaches students to determine if they are writing a high-frequency word that is not spelled as it sounds. We want students to write some words from memory while the majority of unrecognizable words can be written by using a systematic sound-to-letter approach."

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

- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills (through cumulative review). For example, in Lesson 6, students use chips to illustrate blending and segmenting sounds. The blue chips represent consonants, and the red represents vowels. The teacher puts chips down to represent the sounds in *mad* and then shows how to blend the sounds together to make the word *mad*. There is also guided practice with the words *mat* and *at*. Materials include a warm-up and wrap-up daily to practice and reinforce phonemic awareness skills.

- For example, in Lesson 14, students isolate the final sound in words. The students repeat a word the teacher gives them and then isolate the final sound in 16 words. In the wrap-up, the students work on the same skill with an additional 16 words. Students practice segmenting sounds in words with four phonemes. The teacher models finger-stretching the sounds in the word *slip* and *slick*. Then, the materials include 16 practice opportunities for the skill. The wrap-up at the end of the lesson provides an additional 16 practice opportunities. The skill is reinforced in a lesson through the warm-up, and the wrap-up covers blending two- and three-phoneme words.

- The warm-up in Lesson 17 includes the words *rich*, *deep*, and *cup*. The teacher says the sounds (e.g., /r/ /ĭ/ /ch/), and the students respond with the word (e.g., *rich*). The wrap-up includes the words *rib*, *cage*, and *fine*. The lesson opens with phonological awareness and finishes with phonological awareness to reinforce the skill previously taught.

# 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, students learn short vowels and consonants. The sequence is based on utility in reading and writing VC and CVC words. In Unit 1, students learn *t*, *p*, *n*, and short *a*. In Unit 2, students learn *m*, *d*, *g*, *s*, short *i*, *h*, and *b*. In Unit 3, students learn *l*, *r*, short *o*, *c*, *f*, *j*, and *w*. In Unit 4, students learn *z*, *k*, *e*, *y*, *v*, *q*, *x*, and short *u*.
- The lesson objectives are aligned with the grade-level TEKS sound-spelling patterns. For example, lessons contain pictures where students are to write the initial sound of the words *girl*, *itch*, *mad*, and *astronaut*. The teacher says the words, and the students go to their workbooks and follow these scripted steps: "Say the word. Say the first sound in the word. Say the letter. Repeat the sound and write the letter." Students then proceed from isolated sound-letter correspondence to spelling and reading words. The teacher follows these scripted steps: "I'll say a word and you repeat it. Finger-stretch the sounds. Then, say the sound and

letter name while writing each letter. Finally, blend the sounds and then read the word." Words used for this activity are *it*, *pig*, and *dig*.

- The materials include a scope and sequence of Sound-Spelling Patterns skills which show the progression across the school year. The progression of skills can be seen weekly in the unit's learning objective. For example, the materials state, "Students demonstrate understanding of how to read sentences and short stories with decodable VC and CVC words and selected irregularly spelled high-frequency words. Additionally, they write short sentences composed of these types of words."

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

- The materials include detailed guidance integrating the teacher's actions for teachers to use during phonics instruction. For example, when teaching the sound-spelling pattern for *m*, the script guides the teacher to model making the sound and discussing the place and manner of articulation when making the /m/ sound. The script also directs the teacher to introduce the "Sound-Spelling Card" *m-mouse-*/m/. This is a repeated process for each sound-spelling pattern that is taught throughout the year.
- 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, when introducing the sound-spelling for the letter *c* the scripting states, "Place—Look at my mouth when I make the /k/ sound. (/k/) Is my mouth open or closed? (open) Is my tongue visible or back in my mouth? (back) Manner— Put your hand on your throat. Say /k/. (/k/) Say it again. (/k/) Do you feel a vibration? (no) Because there isn't a vibration; /k/ is an unvoiced sound. Put your hand in front of your mouth and say /k/ again. (/k/) Does it continue or stop? (stop)." The words used for this are *can*, *cup*, *cat*, and *car* along with the "Sound-Spelling Card" *c-cat-*/k/. This process repeats for each sound-spelling pattern that is taught throughout the year.

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

- The materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns and through cumulative review. For example, in the lesson that teaches short *i,* students auditorily practice articulation of the sound using the "Sound-Spelling Card" and listen for the sounds in words dictated by the teacher by giving a thumbs up or down if the student hears the sound. In the student workbook, students practice letter formation and write initial sounds for words like *igloo* and *insect*. Students also read and write words such as *in*, *it*, and *dug*. In a lesson on reviewing short vowel sounds, students complete spelling words by looking at the picture and writing in the short vowel such as looking at a picture of a bag and adding the letter *a* in the middle of *b* and *g*. Students read words such as *pan*, *hot*, *help*, and *tin* both in isolation and in continuous text.

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- The materials include various multimodal activities and resources for guided and independent cumulative review during the school year. Students use letter-sound strips—which contain several boxes with an uppercase letter, lowercase letter, and picture (e.g., the letters *Vv* and a picture of a *van*)—through guided practice to find the lowercase letter and picture taught during the lesson. (This is the same picture as the "Sound-Spelling Card" the teacher introduced during the lesson.) Students place their fingers on a letter while tracing the letter and saying three things: the letter name, the keyword, and the sound. During independent practice, students use the pages in their student workbooks to complete activities such as identifying the initial sound of a picture and writing the corresponding letter; completing words with pictures by filling in the missing letter of a word to match the picture; reading decodable words, phrases, and text; and writing dictated words and phrases.

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**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, students both encode and decode words in the activity word completion with pictures. In the student workbook, students are to look at the picture along with the missing letter, finger-stretch the sounds in the word, and then tap the letters and the line in the word to determine the missing sound/letter. Students then write the missing letter and read the word for words such as *ham*, *bib*, *sit*, and *mug*. In the student workbook, students decode words in isolation by saying the letter names and the sound each letter makes and then reading the word. Additionally, students write words in isolation by finger-stretching the word, naming the sounds in the word and the letter that makes each sound, writing the letters in the word, and reading the word. As students read and write words, previous sound-spelling patterns are infused in words being encoded and decoded in isolation.
- The materials provide a variety of activities and resources to decode and encode words in decodable connected text that builds on previous instruction. For example, students read sentences with current and previously taught sound-spelling pattern words in the decodable story "The Jet Set," including sentences such as "The sun is up" and "Do we hop in a cab?" Students encode words in connected text by writing dictated sentences including "I saw Zed at the lot" and "He had a pup with him." Students also read sentences with CVC words in the decodable story "As Good as New," including "I am Rex and I have a hat" and "But now it has a rip." Students encode words in connected text by writing dictated sentences including "Sis did say it is good" and "I jog with Mom."

# 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 regular and irregular high-frequency words. Materials do not include a cumulative review of decoding and encoding 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 *go* and *so* are taught in Lesson 5, but *no* is taught as a high-frequency word in Lesson 10. Lesson 8 contains high-frequency words that are all colors: *black*, *blue*, *brown*, and *yellow*. High-frequency words are taught prior to the letters in the high-frequency word being taught. For example, the high-frequency word *play* is taught in Lesson 2, in which the letter *p* is the phonics skill. However, the letter *a* is taught in Lesson 2, the letter *l* is taught in Lesson 9, and the letter *y* is taught in Lesson 14.
- The materials include 68 irregular (or temporarily irregular) high-frequency words and 23 high-frequency words that are decodable when taught based on letter-sound scope and sequence.
- The materials do not organize or sequence the introduction of words within a lesson or across the week, introducing too many words or words without any patterns for students to effectively master. The scope and sequence notes in the column listed "High-Frequency Words" contain

words from the Dolch pre-primer and primer lists that are not explicitly taught in the lessons. These words are decodable to students based on the letter-sound correspondence instruction. Students will see these words in the application tasks (reading/writing) throughout the program. For example, in Lesson 15, students encounter *can* and *at*, and in Lesson 21, they encounter the words *white* and *ride*.

**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 that include 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 nonphonetic, 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 and 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, Lesson 3 introduces the high-frequency word *like* with the following note for teacher guidance: "Although the students haven't been taught all the letter names yet, repeating them in the high-frequency word section is simply for exposure. If students ask, explain that the numbers of letters and sounds in a word are sometimes different." The teacher utilizes the following script: "Now I'm going to show you how to read a new high-frequency word. Watch me, my turn. (Display *like*.) The word is *like*; this word is the one you hear in the sentence 'I like to run.' Watch me finger-stretch the sounds. (/l/ /ī/ /k/) (Show thumb for /l/, pointer finger for /ī/, and middle finger for /k/.) There are 3 sounds in the word *like*. This word is spelled with 4 letters, *l-i-k-e*. Now it's your turn. Word? (*like*) How many letters? (4) The letter names are *l-i-k-e*. Say them with me. (*l-i-k-e*)."
- In Lesson 20, the teacher uses the following script to introduce the high-frequency word *our* and to review two previously learned words: "Now, I'm going to show you how to read a new high-frequency word. Watch me, my turn. (Display *our*.) The word is *our*; this word is the one you hear in the sentence 'This is our car.' Watch me finger-stretch the sounds. (/ou/ /r/) (Show thumb for /ou/ and pointer finger for /r/.) There are 2 sounds in the word *our*. This word is spelled with 3 letters, *o-u-r*. Now it's your turn. Word? (*our*) How many letters? (3) The letter names are *o-u-r*. Say them with me. (*o-u-r*) Let's review 2 other high-frequency words that we have learned. (Display *now*.) This is the word *now*, as in 'Now we can go.' Repeat the word *now*. (*now*) (Display *new*.) This is the word *new*, as in 'This is my new truck.' Repeat the word *new*. (*new*)."

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**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. For example, in Lesson 21, students read sentences from the workbook. This allows students to apply their decoding and high-frequency skills in a practical context. Students are guided through the process of identifying high-frequency words and using phonics skills to read unfamiliar words. Examples include reading sentences like "Mike saw the hat on the line" and identifying high-frequency words such as *saw* and *he*. The teacher models, and then students, through direct instruction and independently, use finger-stretching to hear and identify the regular and irregular sounds in high-frequency words. Teachers and students place a heart above the irregular part of the word.

- Students have opportunities to practice and reinforce skills to decode and encode high-frequency words, but there are no opportunities for students to encode and decode regular and irregular high-frequency words through cumulative review. For example, in Lesson 3, students learn the high-frequency word *like*. Materials include opportunities for students to develop understanding by displaying the word, using the word in context ("I like to run"), finger-stretching the sounds, discussing the spelling, and having the students repeat the word and the spelling. Materials include opportunities for practice by using the word throughout the week in the concepts of print lesson. The teacher provides instruction on letters, words, and spaces by using the sentence "See the dogs that like to play." Materials present the word again during a high-frequency word review and use the sentences "I like cats" and "I like pizza." Materials include opportunities for reinforcement in high-frequency word review where the students are shown the word from the presentation file. Students practice reading the word, and the teacher uses it in the sentence "I like you."

- In Lesson 14, students learn the high-frequency word *too*. Materials include opportunities for students to develop understanding by displaying the word, using the word in context ("I have pets too"), finger-stretching the sounds, discussing the spelling, and having the students repeat the word and the spelling. Materials include opportunities for practice by using the word throughout the week in a high-frequency word review by showing the word with the presentation file. Students repeat the word after the teacher, and the teacher uses the word in context ("We saw a horse too" and "Let's eat cake too"). Materials include opportunities for reinforcement in high-frequency word review in Lesson 19. Additionally, students decode the word *too* in the decodable text in Lesson 21 "The Play Hut" in the sentence "Zac and Meg help too." Students also encode the word *too* in the phrase "it is too dim to see."

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**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, in Lesson 9 when students are

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reading sentences in their workbooks, the teacher and student go through each word, saying the letter names and then reading the word using the steps: "Let's review the steps.1. Look at each word and check the box to see if it's a high-frequency word. 2. If it's a high-frequency word, read the word. If it's not a high-frequency word, point to the letters, say the sounds, and then read the word. Continue until you read each word. 3. Then, read the phrase. Above the line of text, there is a box with high-frequency words in it. Let's read them together, *go*, *to*, *a*, *no*, *and*. Now, put your pointer finger in front of the first word in the phrase. Let's do this first one together. How many words do you see? (4) How is the first word spelled? (*g-o*) The letters *g-o* spell the high-frequency word *go*. How is the second word spelled? (*t-o*) The letters *t-o* spell the high-frequency word *to*. How is the third word spelled? (*a*) Word? (*a*) How is the fourth word spelled? (*b-o-g*) First sound? (/b/) Next sound? (/ŏ/) Last sound? (/g/) Word? (*bog*) Read the phrase. (go to a bog)." The teacher models, and students use the finger-stretching routine to hear sounds in the words and then write the letters placing a heart above any letter(s) that is an irregular spelling of the sound.

- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. For example, in Lesson 5, students learn the high-frequency word *who*. They read the word in isolation using the presentation file on multiple days. In Lesson 10, they practice reading *who* in context in the sentence "Who can dip it?" Students also practice decoding the words in sentences such as "Who can dip it?"

- In Lesson 10, they encode the phrase "who can fit." In Lesson 15, they encode the sentence "Who will go?" In Lesson 17, students learn the high-frequency word *well*. They read the word in isolation in the presentation files several times. They read the word in connected text, including the sentence "It will do the job well." They also read the word in sentences in Lesson 18, including "Jen can jump well." In Lesson 25, students read the word in the decodable text "The Pet Doc" in the sentence "Max is sad and is not well."

# Foundational Skills

| 5.E.3 | Decoding and Encoding One-Syllable or Multisyllabic Words | 12/12 |
|---|---|---|
| 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) | N/A |
| 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) | N/A |
| 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) | N/A |

**The 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).**

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 guidance is not applicable to the grade level.

**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 guidance is not applicable to the grade level.

**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 for decoding and encoding words. For example, students use blending awareness and writing (initial, medial, and final sound practice) to decode and encode closed syllables.

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- In Lesson 6, students read closed-syllable words from their workbooks, including *nip* in blending awareness. In writing words, they write closed-syllable words *lie* and *sit*. In Lesson 19, students review closed-syllable words. Students use their workbooks to read sentences like "The cup is for Pop." They write sentences like "I jog with Mom." They also read decodable texts like "As Good As New," which include closed-syllable words like *Rex*, *hat*, and *bit*.
- In Lesson 22, students encode and decode through the dictation of sentences. The teacher dictates the sentence "The pup dug under the pen." The teacher reminds the students of the steps: "1. I'll say the sentence, and you repeat it. 2. I'll say each word, and before you write it, decide if it's a high-frequency word. If it's a high-frequency word, write the letters. If it's not a high-frequency word, break the word into sounds and write the letter for each sound. 3. Make sure the first letter in your sentence is uppercase. 4. Put a punctuation mark at the end. 5. Then, read the sentence."
- In Lesson 8, students use their workbooks to write dictated phrases following the encoding process: "1. I'll say the phrase and you repeat it. 2. After I say each word, break the word into sounds and write the letter for each sound. 3. Then, read the phrase." Students encode the phrase "in a bag."

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**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 guidance is not applicable to the grade level.

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