Houghton-Mifflin Harcourt Grade 3
English Phonics Program Summary

Section 1. Phonics-Related Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	100%	100%	Not Reviewed	100%
Grade 1	100%	100%	Not Reviewed	100%
Grade 2	100%	100%	Not Reviewed	100%
Grade 3	100%	100%	Not Reviewed	100%

Section 2. Instructional Approach

- The materials include systematic, year-long plans for phonics instruction.
- The materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.
- The materials include detailed guidance that supports teacher's delivery of instruction.
- The materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.

Section 3. Content-Specific Skills

- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.
- The materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.
- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

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Section 4. Progress Monitoring

- The materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.
- The materials include integrated progress monitoring tools, with specific guidance on frequency of use.
- The materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Section 5. Supports for All Learners

- The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials include a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials include supports for emergent bilinguals to meet grade-level learning expectations.

Section 6. Additional Information: Resources

- The materials provide guidance on fostering connections between home and school.
- The materials incorporate technology into the lessons to enhance student learning.

Section 7. Additional Support

- The publisher submitted the technology, price, professional learning, additional language supports, and evidence-based information.

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Indicator 2.1

Materials include systematic, **year-long plans for phonics instruction**.

1	Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.	M
2	Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year.	M
3	Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).	M

Meet | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic, year-long plans for phonics instruction.

Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year. Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).

Evidence includes but is not limited to:

> **Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.**

- Each grade level provides a detailed *Foundational Skills Scope and Sequence.* The scope and sequence chart is categorized by module, week, and foundational skill. Two of the skills listed in the chart are decoding and phonological awareness. In the decoding column, students review short and long vowels, consonant and vowel digraphs, and prefixes and suffixes, along with the six syllable types, 6 syllable types (CVC - closed syllable, CV - open syllable, CVCe - silent *e*, CVVC - vowel team, Vr *r*-controlled, Cle - consonant *le*). Phonological awareness is not an area reviewed in grade 3, although it does have a column in the grade 3 *Foundational Skills Scope and Sequence* that shows a review of all previously learned phonological awareness skills. These skills are only reviewed through the online *Show and Teach* cards and are no longer in a separate section in the Teacher's Guide Modules. Syllable and phoneme counting, segmenting, blending, and manipulation are covered in longer words along with "Pig Latin" and affix blending, deletion, and substitution.
- The Teacher's Guide provides a TEKS document that identifies the TEKS and lists a column for student materials and teacher materials of where that TEKS is taught. This document lists the resource and page number in which the TEKS is taught. For example, the chart lists literacy centers such as Module 1, *Word Work TEKS 3.2A(viii)*.

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Materials clearly demonstrate vertical alignment and that shows the progression of skill development from year to year.

- In grade 3, *Foundational Skills Scope and Sequence*, phonics begins with a review of short and long vowels, consonant and vowel digraphs, prefixes and suffixes, along with the 6 syllable types, which are CVC - closed syllable, CV - open syllable, CVCe - silent *e*, CVVC - vowel team, Vr *r*-controlled, and Cle - consonant *le*. All of these skills are reviewed or taught in grade 2.
- At the end of grade 1, students learn prefixes, suffixes, and two-syllable words. In grade 2, students will begin with a review of grade 1 skills. By Module 3, they are presented prefixes once again. Grade 2 ends with final stable syllables and a review of syllable types. In grade 3, students begin decoding skills with a review of short and long vowel sounds. The skills continue to build on each other as the students continue to progress through the modules.
- The grade 2 phonics lessons end with a review of prefixes, suffixes, and inflectional endings. In grade 3, Module 1, students determine the meaning of grade-level academic vocabulary with prefixes and inflectional endings.
- The materials include an *Into Reading Alignment Chart* that shows all of the foundational skills taught in each unit in each grade level so that teachers can see what students should know when they arrive and what they need to know before the next grade. This chart includes phonological awareness and phonics skills.

Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).

- Grade 3 lesson objectives begin with a review of skills taught in grade 2, such as decoding words with short, long, variant vowels, and trigraphs and blends. Lessons begin with words with simpler spelling patterns reviewed from grade 2, such as soft *g* (*ledge, huge*), and then quickly progress to words with more complex spelling patterns, such as *-ough* and *-augh* (*daughter, tough, bought*).
- In grade 3, students build on prerequisite skills to decode words with short and long vowel sounds. For phonemic awareness, students segment syllables. Lesson progress to more complex syllable patterns such as VCCV and final stable syllable. For phonemic awareness, students work with syllables and affix addition/deletion.
- Phonological awareness is not an area reviewed in grade 3, although it does have a column in the *Grade 3 Foundational Skills Scope and Sequence* that shows a review of all previously learned phonological awareness skills. These skills are only reviewed through the online *Show and Teach* cards and are no longer their own section in the Teacher's Guide Modules. Syllable and phoneme counting, segmenting, blending, and manipulation are taught when introducing longer words along with "Pig Latin" and affix blending, deletion, and substitution.

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Indicator 2.2

Materials provide **direct (explicit) and systematic instruction** in developing grade-level phonics skills within and across lessons.

1	Lessons include detailed guidance for each component of the gradual release of responsibility model.	M
2	Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.

Lessons include detailed guidance for each component of the gradual release of responsibility model. Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.

Evidence includes but is not limited to:

Lessons include detailed guidance for each component of the gradual release of responsibility mode.

- The grade 3 lessons are formatted in a gradual release model and include specific phrasing and statements that teachers can use during core instruction to guide students' practice and application of new phonics skills. The decoding lessons are divided into three steps: "*Introduce the Skill; Guided Practice;* and *Apply*." In Module 3, Lesson 11, *Foundational Skills, Silent Letters*, the script says:
  1. "*Introduce the Skill* - Silent Letters. Display and read aloud the word *know*. Underline the *kn*. Point out the silent *k*, emphasizing that *kn* is pronounced /n/. Display the words *write, gnash, lamb,* and *rhino*. Underline the *wr* in *write*, pointing out the silent *w* and explaining that *wr* is pronounced /r/. Repeat for the *gn* in *gnash* (silent *g, gn* pronounced /n/), the *mb* in *lamb* (silent *b, mb* pronounced /m/), and the *rh* in *rhino* (silent *h, rh* pronounced /r/). Guide students to read the words aloud. Display the following chart of the words: *kn - knot, knee, knock; wr - wrap, wrote, wreck; gn - gnat, gnome, sign; mb - limb, comb, thumb; rh - rhyme, rhythm, rhino.* Remind students that they have learned several consonant digraphs with silent letters. Point out the spelling patterns in the top row. Then read aloud the example words in each column while underlining the consonant digraphs with silent letters. Guide students to read aloud the words."
  2. In *Guided Practice*, the script says, "Project *Display and Engage: Decoding 3.11* that contains words and sentences with silent letters *kn, wr, gn, mb, rh.* Have students read the *Blend and Read* lines aloud. Provide feedback as needed. At the end of each line, prompt a conversation about the words." The teacher says, "What is alike about these words? How are they different?" The script says, "Have partners reread the *Blend and Read* lines and quiz each other on the spellings of consonant digraphs with silent

letters."

3. Finally, in *Apply: Independent Practice*, the script says, "Have students work in small groups or with partners to complete the *Know It, Show It*. Encourage students to share with each other the strategy they use to decode the words with consonant digraphs with silent letters.

- In Module 6, Lesson 8's decoding lesson on *Words with er, ir, ur, or,* the materials instruct the teacher to:
    1. Introduce the skill by "reminding students that *r*-controlled syllables change the vowel sound so it is neither short nor long. The sound */ür/* can be represented by the letters *er, ir, ur*, and *or.*" The instruction materials guide the teacher to "display and read aloud the word *purchase*, emphasizing the */ür/* sound. Draw a line to divide the word into syllables and underline the letters *ur* in *pur/chase*. Explain that in a two-syllable word, the *vowel + r* are sounded together, */ür/*, and always stay together in the same syllable." Then the teacher "model(s) decoding and blending the syllables in *purchase: /pür/ /chəs/, purchase.*" The lesson continues with reviewing words spelled with *-er, -ir, -ur,* and *-or* that also make the */ür/* sound.
    2. In *Guided Practice*, students "read the *Blend and Read* lines aloud" from *Project Display and Engage: Decoding 6.8* such as line 1: *turnip, concur, perfect, dirty,* and *Thursday*. The materials instruct the teacher to "prompt a conversation about the words" by asking, "How many syllables are in this word? In what syllable do you hear the */ür/* sound? What letters spell the */ür/* sound?" Students reread the lines with partners and "quiz each other on the vowel sounds and spellings."
    3. Finally, in the *Apply* part of the lesson, "students work in small groups or with partners to complete *Know It, Show It.*" The materials ask the teacher to "encourage students to share with each other the strategies they used to identify and blend homophones."

Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.

- *Correct and Redirect* sections can be found in the modules to help scaffold the learning or give a suggestion of how else to teach the concepts to ensure students are correctly responding to the learning. An example of this is "CORRECT & REDIRECT. If students have trouble decoding words with consonant digraphs with silent letters, use the model below. Correct the error. Some consonant digraphs have a silent letter. You don't pronounce both letters. Model how to decode the word. '*/k/ /n/ /ŏb/*. That doesn't sound right. The word *knob* has the letters *kn* at the beginning. We learned that in this consonant digraph, the letter *k* is silent, and *kn* is pronounced */n/*. So I'll try again: */n/ /ŏb/, knob*. Now that sounds like a word I know.' Guide students to decode the words *crumb* and *rhyme*. Check students' understanding by displaying the word *wrench*. What spelling pattern helps you decode this word? (The letters *wr* stand for the sound */r/*.) Reinforce by repeating the process with the word *gnarl*."
- If students have trouble decoding words with three-letter blends, use the model below from *Correct and Redirect*:
    - "Correct the error. When you see three letters at the beginning of a word, say the sound for each letter.
    - Model how to decode the word. */stīk/*. That doesn't sound right. I missed one sound at

the beginning of the word. The letters *str* stand for the sounds */str/*. So I'll try again: */s/ /t/ /r/ /ī/ / k/*, *strike*. That sounds like a word I know.

- Guide students to decode the word *scrub*.
- Check students' understanding by displaying the word *sprout*. What spelling pattern helps you decode this word? (The letters *s, p, r* stand for the sounds */spr/*).
- Reinforce by repeating the process with the word *splint*."

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Indicator 2.3

Materials include **detailed guidance** that supports teacher's **delivery of instruction**.

1	Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.	M
2	Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill.	M
3	Materials include specific guidance for providing students with immediate, corrective feedback.	M
4	Materials provide detailed guidance for connecting previously taught phonics skills to new learning.	M
5	Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include detailed guidance that supports teacher's delivery of instruction.

Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills. Guidance for teachers provides detailed, specific instructional strategies for teaching each phonics skill. Materials include specific guidance for providing students with immediate, corrective feedback. Materials provide detailed guidance for connecting previously taught phonics skills to new learning. Materials include clear guidance on how to pace each lesson, but there are no specific time suggestions for each component of the gradual release model.

Evidence includes but is not limited to:

> **Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.**

- The materials include information for teachers about common misconceptions related to specific phonics skills. For example, the lesson plans contain a *Correct and Redirect* information box or section for each phonics lesson. In Module 1, Lesson 1, the program suggests that teachers remind students that *"*a one-syllable word that ends in a consonant usually has a short vowel sound."
- *Teacher Tips* and *Correct and Redirect* help guide teachers towards possible misconceptions, such as in Module 3, Lesson 8: "If students have trouble decoding words with */j/, /k/,* and */kw/,* use the model below. Correct the error. The letters *ge and dge* can be pronounced */j/.* The letter *c* can be pronounced */k/.* The letters *qu* are pronounced */kw/.* Model how to decode the word. '*/fŭd/.* That doesn't sound like a word I know. We learned that the letters *dge* can stand for the */j/* sound. So I'll try that. /fŭj/. *Fudge* is a word I know.' Guide students to decode other words: *stage, hedge*. Check students' understanding by displaying the word *coin*. What do you know about the letter *c* that can help you decode this word? (The letter *c* can be pronounced */k/*). Reinforce by repeating the process with the word *quest.*"

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- In Module 9, Lesson 6, the teacher finds guidance to tell students that *ough* can be pronounced several ways. Display the word *cough*. The teacher asks, "What spelling pattern helps you decode this word? Practice reading these words: *tough* and *plough*. What helps you decode these?"

Guidance for teachers provides detailed, specific instructional strategies for teaching each phonics skill.

- The materials include an explanation or overview of the instructional routines used consistently throughout the program. In grade 3, the materials include a *Guiding Principles and Strategies* resource, where "focus routines" are explained in detail. The *Decoding* instructional routine includes the following steps:
  - Introduce the Skill: Provide explicit instruction to read words with the decoding element. Display words with the element and guide students to read them aloud. Point out how the lesson builds on previous lessons students have learned, particularly when students are moving from decoding one-to-two-syllable words to decoding multisyllabic words.
  - Guided Practice: Project *Display and Engage* resources and have students practice reading aloud the *Blend and Read* lines. Guide them to recognize patterns and to self-correct as they read.
  - Independent Practice: Students use the *Know It, Show It* resource to practice what they have learned in small groups or with partners.
- The Teacher's Guide provides a *Teaching with Instructional Routines* resource. Teachers may become familiar with instructional routines that are utilized throughout the module and understand how to implement them successfully. The program includes scripted examples of how to implement the instructional routines included in the resource. There are instructional routines for *Echo Reading, Syllable Division, Choral Reading, Repeated Reading,* and *High-Frequency Words*. For example, *Choral Reading* routine steps are to "read along with the text, read aloud together, and listen as you read." This can be done with a short sentence as students work on reading words with new sound-spelling patterns. Additionally, echo reading steps include reading along as the teacher displays a short text. The teacher says, "Let's pretend we're in a cave and you all are my echo. So, when I pause, everyone repeats what I read at the same time."
- Grade 3 utilizes Sound/Letter Cards when introducing and reviewing the sounds made by the letter, along with a picture that aligns to the sound. If the sound can be spelled more than one way, the card includes the various ways to spell the sound.

Materials include specific guidance for providing students with immediate, corrective feedback.

- The materials provide specific examples for how to provide immediate, corrective feedback. For example, the lesson plans contain a *Correct and Redirect* information box or section for each phonics lesson. In Module 1, Lesson 8, *Foundational Skills, Decoding: Long Vowels*, the example for *Correct and Redirect* is: "If students have trouble decoding words with long *a, e, i, o,* and *u*, use the model below. Correct the error. A syllable with the vowel-consonant-*e* pattern usually has a long vowel sound and a silent final *e*. Model how to decode the word invite. I'll try dividing this word into syllables between the consonants: *in/vite*. I see the vowel-consonant-*e* pattern in

the second syllable, so I'll try pronouncing it with a long vowel sound: /ĭn/ /vīte/. That sounds correct. The word is *invite*. Guide students to decode the word *dispose*. Check students' understanding by displaying the word *relate*. How would you divide this word into syllables? What spelling pattern helps you to decode this word? What is the long vowel sound you hear in this word? Reinforce by repeating the process with the word *consume*."

- In Module 4, Lesson 3, teachers are directed to provide support to students having difficulty reading words with consonant digraphs. The lesson script tells teachers, "if students have trouble decoding words with consonant digraphs, to use the model below:
  - Correct the error. The letters *sh* stand for the */sh/* sound.
  - Model how to decode the word publish. '*/pŭb/ /lĭs/.* That doesn't sound like a word I know. I see the letters *sh* at the end, so I'll try the */sh/* sound. I'll try reading the word again: */pŭb/ /lĭsh/, publish.* That sounds like a word I know.'
  - Guide students to decode other words: *channel, ketchup, underneath,* and *typhoon.*"
- If students have trouble decoding words with long *i* spellings, use the model below found in Module 2, Lesson 6:
  - "Correct the error. The vowel spellings *i, ie, igh,* and *y* can be pronounced with a long *i* sound.
  - Model how to decode the word *mind*. The word *mind* has the letter *i*. I know that the letter *i* can stand for the short or long *i* sound. So I'll try reading it both ways: */mĭnd/, /mīnd/*. The second one sounds like a word I know. Guide students to decode the word *dried*. Check students' understanding by displaying the word *sight*. What spelling pattern helps you decode this word? (The letters *igh* can be pronounced with a long *i* sound. Reinforce by repeating the process with the word *fly*. This model can be used in any module."

Materials provide detailed guidance for connecting previously taught phonics skills to new learning.

- In Module 2, Lesson 11, *Foundational Skills, Phonics: Review Long and Short Vowels*, the teacher script states, "Remind students of the sounds and spellings they have learned for short vowels. Display the following chart."
- "Remind students of the sounds and spellings they have learned for long vowels. Display the following chart." The chart contains short vowels and long vowels with a vowel in each column and a word that contains that vowel sound underneath (for example: short *a* has the word *pan*, long *e* has the word *me, key, bean*). The teacher has the student recall and say the short/long vowel sound for each letter before the students decode the words in the column."
- The materials provide detailed guidance for connecting previously taught phonics skills to new ones. In grade 3, the *Decoding Instructional* routine builds on a targeted element throughout the week. For example, the first decoding lesson each week has students apply the decoding element to shorter words (e.g., *song, wish, phase*), and in the second decoding lesson each week, students apply the same decoding element to longer multisyllabic words (e.g., *belong, shadow, pitchfork).*
- Before learning how to spell new words, the lesson prompts the teacher to review the *Dictation Sentences* resource to revisit the words that students previously learned. The Teacher's Guide prompts the teacher to use *Spelling Anchor Chart* printables to review

words previously presented. For example, for spelling in Module 1, Lesson 1, students review the words *crash, dish, frog,* and *plum* before learning new words *planning, sprint,* and *wedge.* In Module 3, students review *follow, toe, boast*, and *open* before learning *frighten, silent,* and *excite.*

Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

- Each decoding lesson has a clock showing that the lesson should last 15 minutes. The picture of the clock indicating that 15 minutes should be spent on decoding in grade 3 is found in each lesson throughout the modules.
- The materials include guidance on the recommended length for each lesson. For example, the *Week at a Glance* shows the recommended daily schedule with time allotments.
  - Build Knowledge and Language/ Vocabulary: 10-15 minutes
  - Reading Workshop: 60-85 minutes
  - Foundational Skills: 15-30 minutes
  - Communication: 15-30 minutes
  - Writing Workshop: 30-45 minutes
- The *HMH Intro Reading Texas Overview* document breaks down time for the program as 15-20 minutes for whole-group, 45-60 minutes for small group and independent work, along with 5 minutes for a wrap-up. The *Welcome Into Reading* document breaks down time for the program as whole group instruction containing 15-30 minutes as foundational skills time with an additional 55-85 minutes covering Knowledge/Language, Reading Workshop, Writing Workshop, 45-60 minutes of a cycle of independent practice, collaborative work, and teacher-led small-group with an additional 5 minutes for wrap-up.

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Indicator 2.4

Materials include **frequent and distributed** review of phonics skills with **cumulative practice opportunities with decodable text**.

1	Materials include intentional cumulative review and practice activities throughout the span of the curriculum.	M
2	Practice opportunities include only phonics skills that have been explicitly taught.	M
3	Decodable texts incorporate cumulative practice of taught phonics skills.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.

Materials include intentional cumulative review and practice activities throughout the span of the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills.

Evidence includes but is not limited to:

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

- Phonics lessons use a gradual release of responsibility model. The lessons provide an *I Do*, *We Do*, and *You Do* section. This is a routine that is regularly followed when learning new phonics skills. Additionally, students use the "display, sweep, and guide" routine as they blend words. This is called the *Continuous Blending* routine that is suggested to be done throughout the school year.
- Materials for grade 3 include intentional cumulative review and practice activities throughout the span of the curriculum. In the *Teacher's Edition, Welcome to the Module,* there is a side note to "Refer to the GPS (*Guided Principles and Strategies, Grades 3-5*) guide for support with using the routines embedded throughout the lessons." The GPS guide states that "Weekly Foundational Skills instruction includes these elements:
  - Decoding lessons build on the instruction in earlier grades and help students develop facility with structural analysis in order to read longer words.
  - Spelling lessons help students make decoding-encoding connections and provide practice for handwriting and keyboarding skills.
  - Fluency lessons give practice in fluent reading with appropriate rate, intonation, phrasing, expression, and self-correction using context and decoding.
  - High-Frequency Word Cards provide practice in recognizing, reading, and spelling high-utility words."
- The GPS guide also shares that there are "*Display and Engage* resources for the whole class to practice blending and reading increasingly difficult words and sentences that contain the decoding elements." For example, in the decoding lesson for Module 3, week 2, Lesson 6, *Words with /j/, /k/, and /kw/*, the teacher shows *Project Display and Engage: Decoding 3.6* and has

students read aloud the *Blend and Read* lines while providing feedback as needed. The materials advise the teacher to "prompt a conversation about the words" and ask, "How are the sounds the same or different? How are the spellings similar or different?" Such as in Line 2 of the *Project Display and Engage: Decoding 3.6,* where students read the words *fudge, wage, quit, cast,* and *gentle*. The teacher guide says, "Have partners reread the *Blend and Read* lines and quiz each other on the spellings of */j/, /k/,* and */kw/*."

- In Module 11, Lesson 11, the teacher reviews what closed and open syllables are with the students. These syllable types were previously introduced in Module 5. The teacher writes the word *napkin* and points out the VCCV pattern to help divide the word and then reads the word explaining that the word is divided into syllables between the two consonants. For open syllables, the teacher uses the word *pilot* to explain the need to divide after the first vowel so that the first syllable is open and long. The teacher labels a chart with the headings *Closed VCCV, Closed VC/V, and V/CV* and then writes words underneath the heading for the children to divide and read. The children then read words from the *Blend and Read* display that contains rows of letters and sentences. The children identify what is the same in each row before reading.

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

- In Module 3, Lesson 1, *Foundational Skills, Decoding, Three-Letter Blends*, after the teacher explicitly teaches the three-letter blends: *spl, scr, spr, str,* and *squ,* students use these newly learned phonics patterns to read words and sentences containing these three letter blends, such as *spray, string, screen, splinter,* and *straw* through guided practice. Students also independently complete the *Know It, Show It* workbook page in which they read each question and choose a word from the word bank, such as, "What is another word for *road*? *(street).*"
- Students apply the focus skill for the lesson or skills from previous lessons during guided and independent practice. For example, the *Dictation* routine prompts teachers to begin dictation with "review words" that use previously studied patterns before dictating words based on the new pattern. In Module 4, Lesson 1, students review previously learned words, such as *wreck, knock,* and *wrist,* before the teacher introduces the new pattern consonant digraph *ch* and *tch* (*fetch, stretch, roach*).
- In Module 8, Lesson 1, *Foundational Skills, Decoding, Review of Prefixes and Suffixes*, the teacher explicitly reviews the prefixes (*non-, dis-, in-, im-, pre-, uni-, bi-, tri-),* along with suffixes (*-er, -est, -ed, -ing)* through the use of a chart with the prefix/suffix meaning, and a word that contains the prefix/suffix. Students are then guided to read words and sentences containing these prefixes and suffixes (e.g., *nonstop, quicker, heated, preview)*. Students independently complete the *Know It, Show It* workbook page with these instructions. "Read each sentence. Look at the word that is missing a prefix or suffix. Read the prefixes or suffixes under the sentence. Underline the prefix or suffix that completes the word. Write it on the line." For example, "My family was __ pressed by my signing. *im-* or *non-*."

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts for grade 3 incorporate cumulative practice of taught phonics skills. In Module 1, Lesson 1, a *Know It, Show It* workbook page titled *Short Vowels a, e, i, o, u* is available to reinforce the *Short Vowels a, e, i, o, u Decoding* lesson. The directions for this printable state,

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"Read each sentence. Identify the vowel sound in the underlined word. Below the sentence, circle the correct vowel sound." For example, a sentence reads, "It is Rami's job to wash the dishes after dinner." Job is underlined, and students then circle "short *a*, short *e*, short *i*, short *o*, or short *u*" to choose which short vowel sound is in the word "job." A *Proofreading* printable is available to also practice the short vowels. The *Proofreading: Short Vowels* printable includes a paragraph for students to read. Students answer questions about specific sentences within the paragraph, such as "Then, we made the sticky pumpken filling." The students are asked: "What change, if any, should be made in sentence 6?" *Proofreading Printables* are available for all modules. Module 5 includes *Proofreading: Vowel Sound in joy*; Module 8 includes *Proofreading: Prefixes re–, un– and Suffixes –less, –ness*; and Module 10 includes *Proofreading: Words Ending in –er or –le*. *Fluency Printables* are also included in the instructional materials for all 11 Modules.

- Students can practice reading and decoding words using *Know It, Show It* pages throughout all modules. For example, the *Know It, Show It* from Module 3, Lesson 1 is a review of blends *st, sc,* and *sq*. Students choose a word from a word bank to answer a question. For example, "What is another word for *road*?" Students should choose the correct answer, *street.*

- Lessons use consistent routines to introduce and review phonics skills that include different modalities. For example, the lesson plans include or refer to resources, such as decodable sentences, passages, poems, or books that are specifically connected to the phonics objective. In Module 6, the *Start Right Reader* "What a Mess!" features words with suffixes *-y, -ly* and the week's high-frequency words: *any, cried, didn't, hello, pretty,* and *slowly* for children to read in connected text. Children tally how often high-frequency words are used in the story and make up new sentences with the words.

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Indicator 3.C.1

Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of **grade-level sound-spelling patterns**, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns 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 provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.**

- A foundational skills chart is provided. Phonics objectives are listed in order of progression and are organized in 12 modules. Each module contains two to three weeks of instruction. In Module 1, students decode multisyllabic words using short and long vowel sounds. In Module 3, week 1, students practice three-letter blends *(spl, scr, spr, squ, str)*. In Module 6, students decode words with *ar, or, ore,* words with *er, ir, ur, or*, and words with */âr/* and */îr/*. In Module 10, students practice final stable syllables.
- The lesson objectives progress from less to more complex phonics skills. In 3rd grade, students decode words with common vowel teams before decoding words with *eigh, ough,* and *en.* The objectives are aligned to grade-level TEKS spelling patterns. In 3rd grade, students learn to decode multisyllabic words with multiple sound-spelling patterns, such as *eigh, ough,* and *en.*

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Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.

- When using a word sort in Module 1, Lesson 6, the teacher is instructed to say, "When a word or syllable has a vowel followed by a consonant *e*, the vowel sound of the *e* is silent. What letters make up the vowel consonant *-e* pattern in *life*?" Students practice reading vowel consonant *-e* words with a partner, then independently read words such as *hike, rice,* and *nice.*
- In Module 5, Lesson 3, the learning objectives are clearly stated. "Recognize and decode multisyllabic words with diphthongs *oi* and *oy*." The lesson is organized into three steps labeled "Step 1, Step 2, and Step 3." The Teacher's Guide provides explicit grade-level vocabulary the teacher can use during core instruction: "Have students say the sound */oi/* for each diphthong in the top row. Then read aloud the example words in each column, emphasizing the */oi/* sound while underlining the letters." In Step 1, the teacher introduces the skill: "Remind students that diphthongs *oi* and *oy* stand for the */oi/* sound." In Step 2, students read the *Blend and Read* lines from *Project Display and Engage: Decoding 5.3*. The teacher asks, "Does the word have one or two syllables? What vowel sounds do you hear in this word? What letters spell the */oi/* sound?" In Step 3, students engage in independent practice.
- In Module 9, Lesson 8, in the *Decoding: Words with ough, augh* section of the lesson, instructions tell the teacher to "display and read aloud the words *dough, bough, fought, through, rough, cough*. Use each word in a sentence to provide context." Sentences are provided for the teacher to use. Then the teacher is directed to "underline *ough* in each word and explain that there are different pronunciations for these letters. In most words with *ough*, the *g* and *h* are silent. In *dough*, the letters ough stand for the /ō/ sound. In *bough*, the ough stands for the /ow/ sound. In *fought*, *ough* stands for the */aw/* sound. In *through*, *ough* stands for the */oo/* sound. In *rough*, *ough* stands for the sounds */ŭf/*. In *cough*, *ough* stands for the sounds */auf/*." The teacher then guides the students to read each word.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- Each module has Spelling Word Cards. Students can cut the words apart to practice spelling and reading them. In Module 1, Lesson 9, students review the long *i* spelling patterns, and a few of the Word Cards included are *joy, joint,* and *noise.* In Module 4, Lesson 1, students review the *ch* digraph, and the Spelling Word Cards include *fetch, peach, screech,* and *couch.*
- In Module 5, Lesson 1, students learn to spell words with the */oi/* sound spelled *oi* and *oy*. Students practice the skill in multiple ways. The teacher uses *Printable: Dictation Sentences 5.1* to review words such as *boy* and *oil*. The Teacher's Guide instructs to display the *Spelling Anchor Chart Printables*, as appropriate. The Teacher's Guide also suggests cutting out and displaying the Spelling Word Cards from *Printable: Spelling Word Cards 5.1*.
- In Module 6, week 6, students review *r*-controlled vowels. Students use the Spelling Word Cards for the *r*-controlled vowel sounds to complete a word sort for *ur, or, ir,* and *or* patterns. Optional resources to practice the *r*-controlled vowel sounds include a *Proofreading* page on which students find the misspelled word *hert* and a *Dictation Sentences* page with sentences such as "The doctor asked the nurse for help."
- In Module 10, Lesson 1, in the *Decoding: Final Stable Syllables -tion, -sure, -ture* section of the lesson, students work with a partner to read words with these endings (e.g., *fiction, future,*

puncture, closure) and use the words to answer clues, such as, "A nail could do this to a bike tire."

During the *Fluency* section of the lesson, students read a passage titled "What Happens at an Auction." The passage includes words with *-tion* and *-ture*, including *auction, sculpture,* and *furniture.*

Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- In Module 2, Lesson 6, *Foundational Skills - Decoding: More Long i Spellings*, the teacher displays and reads aloud the familiar word *child* while emphasizing the vowel sound then underlining the *i* and noting that the *i* stands for the long *i* sound in this word. The teacher displays a chart with four heading: *i, ie, igh,* and *y* that can make the long *i* sound and lists words that follow the spelling under each heading, including *find, tie, high,* and *dry*. The teacher reminds students of the multiple ways they have learned to spell the long *i* sound. The teacher guides the students to read the words in the lists. In guided practice, using the *Display and Engage* page of words and sentences, the students read the *Blend and Read* lines aloud while noticing the way long *i* is spelled in the words. For independent practice, students work in small groups to complete the *Know It, Show It* page by reading the sentence, identifying the word that contains the long *i* sound, and then identifying the long *i* spelling.
- In Module 4, Lesson 1, *Foundational Skills, Spelling: the /ch/ Sound*, the teacher displays a *Spelling Anchor Chart* of review words and cuts apart and displays *ch* words from *Spelling Word Chart 4.1*. The teacher sorts the words *fetch, stretch, roach, each, peach, screech, snatch, hatch,* and *clutch* into two columns *-ch* and *-tch* and asks the students what they notice and if there are any clues that tell them when to spell /ch/ with *-ch* or *-tch.* The teacher informs the students that the difference is long vowel words have *-ch* while short vowel words have *-tch.* Students then practice either handwriting the words or typing the words.
- In Module 5, Lesson 8, students recognize and decode homophones. The teacher introduces the skill by displaying the chart of the four homophone pairs provided in the teacher resources. The teacher guides students to read each homophone pair aloud and identify the differences in spelling. Additionally, the teacher projects *Display and Engage Decoding* 5.8. Students blend and read the rows. The teacher then encourages students to share with each other the strategies they used to identify and blend homophones.

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Indicator 3.C.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing **regular and irregular high-frequency words**.

1	Materials provide a systematic sequence for introducing regular and irregular high-frequency words.	M
2	Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources 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).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.

Materials provide a systematic sequence for introducing regular and irregular high-frequency words. Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources 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 provide a systematic sequence for introducing regular and irregular high-frequency words.

- In the grade 3 materials, the *High-Frequency Word* instructional routine is phased out, and high-frequency words are introduced in sets with mostly decodable words that are embedded within the *Fluency* lesson in the module. For example, in Module 1, Lesson 1, teachers are directed to "point out the high-frequency words in the passage on *Printable: Fluency 1.1*. Remind students that high-frequency words appear often in texts they read. Students can learn to recognize them, rather than decode them, so that they can read more fluently."
- In *Additional Resources,* there is a *Foundational Skills Scope and Sequence* that consists of a chart by module and week with a column devoted to high-frequency words. This column lists the high-frequency words taught each week. Some of the high-frequency words covered in the grade 3 materials are: *written, sign, beautiful, present, can't, jumped,* and *window.* In addition, 125 high-frequency words are covered in the grade 3 lessons, 3 or 4 each week.

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Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.

- In Module 3, Lesson 11, *Foundational Skills, Fluency, High-Frequency Words*, the script says to "point out the high-frequency words in the passage and remind students that high-frequency words appear often in texts they read. Students can learn to recognize them, rather than decode them, so they can read more fluently." Teachers print and distribute Word Cards with this week's high-frequency words: *raised, held,* and *picked* and have students work independently or in pairs to read and complete the activity for each word. The cards have a definition of the word, explain the phonics sounds/rules in the word, and then ask the student to do a writing activity with the word.
- The *High-Frequency Words* routine is phased out, and students learn to accurately decode words with irregular spelling patterns. For example, the spelling words are introduced in sets with mostly decodable words that are aligned to the phonics lesson sequence. In the *Spelling* instructional routine in Module 4, Lesson 6, teachers are directed to "guide students to recognize the vowel-consonant-*e* spelling pattern. Say: 'When a word or syllable has a vowel followed by a consonant and the letter *e*, the vowel usually has a long sound and the *e* is silent. What letters make up the vowel-consonant-*e* pattern in *life*? (*i, f, e*) What is the sound of the vowel? (/ī/). Repeat with other spelling words."
- In Module 8, Lesson 1, students practice high-frequency words *square*, *sum*, *difference*, and *length*. The learning objectives for this lesson are to "read aloud grade-level text at an appropriate rate" and to "apply decoding skills when reading connected text." Students use a fluency passage to practice reading high-frequency words in context. The Teacher's Guide states, "Remind students that high-frequency words appear often in texts they read."

Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.

- In Module 2, Lesson 6, children utilize the printable Word Cards for the words: *wish, sign, care,* and *blue*. The Word Cards contain a sentence using the high-frequency word, the phonics components of the word, and words that rhyme with the high-frequency word. The card states that the children are to write a sentence that contains the high-frequency word, trade the sentence with a partner, and read the partner's sentence aloud. For example, the Word Card for *wish* has: "I wish I could fly high in the sky. *Wish* follows the CVC pattern so the vowel is short. The letters *sh* in the word *wish* make one sound: /sh/, as in the words *she* and *fish.* The words *dish* and *fish* rhyme with the word *wish*."
- The materials include student workbooks or digital activities on reading and spelling high-frequency words and sentences that can be used for independent work or homework. For example, in Module 10, Lesson 1, students must choose which high-frequency word best completes the sentence using words such as *would* or *talk*.
- In Module 11, Lesson 1, students use Word Cards to practice *general*, *mind*, glass, and *train*. Students apply reading the high-frequency words in context by reading a fluency passage. The Teacher's Guide instructs to "remind students that high-frequency words appear often in texts they read. Students can learn to recognize them, rather than decode them, so that they can read more fluently." Additionally, the teacher uses Word Cards, which feature each week's high-

frequency words.

Materials provide a variety of activities 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).

- In Module 5, Lesson 1, students use the *Partner Reading* routine to read *Fluency Passage 5.1* with targeted high-frequency words (e.g., *job, exercise, solve,* and *race*). Prior to reading the passage, students work independently to complete the specified activity (e.g., "Write a sentence that contains the word job"*)* for each high-frequency word Word Cards *3.44-3.47*.
- In Module 7, Lesson 11, students practice reading using high-frequency words (*present, record*, and *factor*). The teacher points out the high-frequency words in a fluency passage. The teacher also uses Word Cards, which feature the week's high-frequency words. These Word Cards may be used to help the students read and recognize high-frequency words in isolation. The students use these cards to work independently or in pairs to read and complete the activities for each word. The Teacher's Guide indicates, "For struggling readers, walk through the notes for one or two words before they continue working with a partner." For English learners, the Teacher's Guide suggests the teacher uses gestures or pictures to help students as they read connected text.
- *Leveled Readers* can be used in any module to practice reading high-frequency words in texts. "Our Moon" and "Working Dogs" are examples of these texts. When reading "Our Moon*,"* students have an opportunity to practice high-frequency words, such as *like*, *are*, and *the*. When reading "Working Dogs*,"* students have an opportunity to practice high-frequency words, such as *also, with*, and *are.*

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Indicator 3.C.3

Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of **syllabication** to decode and encode multisyllabic words.

1	Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide 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).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic and direct instruction, practice and review of syllable types, and syllable division patterns to decode and encode multisyllabic words.

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

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.

- The TEKS include closed and open syllables, VCe, vowel teams, *r*-controlled, and final stable syllables. In the grade 3 scope and sequence, the syllable types are reviewed in order from easier to more complex skills starting with short and long vowels in Modules 1 and 2, then moving into vowel diphthongs in Modules 3-5. Vowel teams are taught in Module 4, *r*-controlled syllables in Module 6, final stable syllables and the VCCV syllable division pattern are reviewed in Module 10, and open and closed syllable types are reviewed in Module 11.
- The VCCV syllable division pattern is the only syllable division pattern listed in the *Foundational Skills* and general scope and sequence charts. However, lesson plans include teacher scripts for

dividing syllables for easier decoding and encoding.

Materials provide scripted direct (explicit) instruction for identifying syllable types and applying knowledge of syllable division principles to decode and encode multisyllabic words.

- Module 1, Lesson 8, *Foundational Skills, Decoding, Long vowels a, e, i, o, and u,* teachers review syllable types and present a syllable division principle without naming it. Teachers "remind students that a one-syllable word that has a vowel-consonant-*e* pattern usually has a long vowel sound. Explain that students can look for this pattern to help them pronounce syllables in a longer word. Display the word *mistake*. Divide it into syllables: *mis/take*. Point out the vowel-consonant-*e* pattern in the second syllable, which indicates a long *a* sound and silent *e*. Model blending and reading the word *mistake*." After practicing with other words, the teacher says, "Let's say I didn't recognize the word *misplaced*. I can divide the word into syllables and look for spelling patterns I know: */mis/ /plac/ /ed/*. That doesn't sound right. I see a vowel-consonant-*e* pattern at the end of the word, so I'll try re-dividing the syllables and pronouncing the second syllable with a long *a* sound: */mis/ /placed/*. The word *misplaced* sounds like a word I know. The context clues in the sentence help me to understand that *misplaced* means "losing something" or "putting it in the wrong place."
- In Module 5, Lesson 1, the teacher directs students to "underline the diphthong *oy* and note that these letters represent the */oi/* sound." The teacher reads the example words: *ploy, boy,* and *coy* aloud, then guides students to "read the words aloud," and later, "read words with a partner."
- In Module 10, Lesson 1, the teacher uses a multisyllabic spelling chart to demonstrate how to decode words with final stable syllables. In *Introduce the Skill*, the teacher is directed to "display and read aloud the words *station, pressure,* and *creature.* Explain that each of these words has a final syllable that students will see in many longer words. Knowing how to read these syllables will help them read words." Students are then instructed to underline the final syllable in each word and give the pronunciation: *–tion, /shən/; –sure, /shər/; –ture, /chər/.*
- In Module 10, Lesson 6, the learning objectives are to "decode and read words with the VCCV pattern and spell and write words with the VCCV pattern." In this lesson, the teacher explicitly states, "When two consonants come between two vowels in a word, you usually divide the word between the consonants. This keeps a closed syllable in the first syllable in most words. Draw a line between the *l* and *b* in *elbow* and between the two *n's* in *tunnel* to divide the words into syllables." The teacher reminds students that they have learned how to divide and read words with the VCCV pattern.

Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.

- In Module 1, Lesson 8, *Foundational Skills, Phonics, Phonics Review*, the teacher displays words, such as *complete, writing,* and *hopeful.* Students read the lines aloud, and the teacher provides feedback as needed. The teacher then prompts a conversation about the words. The teacher says, "In what syllable do you hear the long vowel sound in this word? What spelling pattern helped you to decode the vowel sound? What other strategies did you use to blend and read the word?" Then partners read the *Blend and Read* lines and help one another find the vowel consonant-*e* spellings.

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- In Module 2, Lesson 8, *Decoding, More Long i Spellings*, the teacher reviews common long *i* spellings: *i, ie, igh,* and *y*. The teacher projects the *Display and Engage* slide on which there are one- and two-syllable words with long *i* sound-spelling patterns (e.g., *untied, July, skylight, pirate*). The teacher asks the students to read the words aloud and then asks questions, such as, "How are the vowel sounds the same? How are the spellings the same or different?" Students practice reading and writing words with long *i* spellings on the *Know It, Show It* workbook page. The students read a clue, such as, "When you get a message, you might do this." The students must unscramble letters to find the answer (*reply*).
- In Module 11, Lesson 11, the lesson plans include dictation lists of multisyllabic words to practice and reinforce students' knowledge of open and closed syllables as part of a Module Review. Words such as *moment, spotted, pavement,* and *structure* are *practiced.*

Materials provide activities that encourage students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- *Printable Anchor Charts* are provided for teachers' and children's use based on the syllable types that were taught and reviewed. The charts explain the syllable types, show how to divide the word, and give examples of words that follow the different syllable types. The charts are titled *Spelling Words Using Syllable Division Patterns* and *Spelling Different Syllable Types*.
- In Module 1.6, *Proofreading*, children read the passage and look for spelling changes that need to be made based on VCe spellings through multiple choice questions. Children answer a question about the passage using two to three spelling words based on the VCe spelling words listed on the page, such as *bake* or *poke*.
- In Module 5, Lesson 3, students learn the vowel diphthongs *oi* and *oy*. They read through a list of multisyllabic words with *oi* or *oy,* such as *ointment, boyish,* and *voyage* with a partner. Then they complete a *Know It, Show It* page with a partner on which they complete words in sentences with either *oi* or *oy*. For example, "I woke up because of the n___sy workers outside my window."
- In Module 7, Lesson 11, students learn the different sound-spelling patterns (/ōō/ or /ŏŏ/ for the letters *oo, ue,* and *ew* (i.e., *hoop, clue, drew, hook,* and *moon*). Partners read from a list of words with these spellings in isolation and in the sentence "I was unable to chew food when I had a hurt tooth." Then they complete the *Know It, Show It* page, where they identify which sound-spelling pattern is used in the sentences. Students can also use Spelling Word Cards with these same patterns to do a word sort and read a fluency passage in which words such as *sooty, mooed*, and *hooves* appear.

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Indicator 3.C.4

Materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing **morphological awareness**.

1	Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	M
2	Materials provide direct (explicit) instruction for supporting recognition of common morphemes.	M
3	Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
5	Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials connect phonics instruction to meaning by providing systematic and direct instruction, practice, and review of morphological awareness.

Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials provide direct (explicit) instruction for supporting recognition of common morphemes. Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.

- As seen in the *Grade 3 Foundational Skills Scope and Sequence*, the skills students learn begin with less complex ones and move to more complex ones. Contractions *n't, 'd,* and *'ve* are taught/reviewed in Module 5, week 3. Compound words and abbreviations are taught in Module 7, week 1. Then a review of prefixes and suffixes takes place in Module 8, along with the introduction of prefixes *re-*, and *un-* and suffixes *-less,* and *-ness.* In Module 8, week 3, plurals are introduced. In Module 9, suffixes *-ful,-y* and *-ly* are reviewed while *-er* and *-or* are taught. Module 12 covers words with affixes.
- The lessons on morphemes not only build upon themselves, but there is a review from the

previous grade in Module 8, along with words with affixes in Module 12.
- However, in the *Generative Vocabulary* section of Module 1, students practice words with the prefixes *mis-, un-,* and *non-* and the suffixes *-ful* and *-less*, so the *Foundational Skills Scope and Sequence* does not include every instance of morpheme word work. As students progress through the modules, they continue to practice new suffixes and prefixes.
- In the grade 3 scope and sequence, there is a *Review and Extend* section for prefixes and suffixes. These lessons build upon learning by presenting previously learned material and adding new concepts. For example, prefixes *re-* and *un-* were presented in the previous grade level, and now, in grade 3, students build on that knowledge to learn new prefixes for this grade level.

Materials provide direct (explicit) instruction for supporting recognition of common morphemes.

- Module 1, Lesson 4, *Generative Vocabulary, Prefixes mis-, un-*:
  - In *Introduce the Skill*, the teacher points out the word *mismatched* in the story "Marisol McDonald Doesn't Match" and also points out the word *unusual*. The teacher reads from a script: "prefix *mis-*: *mismatched* means 'badly, wrongly' or 'opposite or lack of.' When you add the *mis-* prefix to a verb such as *matched*, the meaning changes. I know if things are matched, they go together or are similar. Adding the prefix *mis-* to *matched* makes it mean the opposite: things that do not go together are mismatched. The prefix *un-* means 'not.' When you add the *un-* prefix to the adjective *usual*, it takes on the opposite meaning. Unusual means 'not usual,' or 'not the way it most often is.' You can also add *un-* to a verb, such as *tidy* to *untidy*. When I see the prefix *mis-* or *un-*, I will know that the word means the opposite, or a bad or wrong version, of the base word."
  - In *Guided Practice*, the words *misread, misunderstand, unkind,* and *undone* are displayed, and students are asked to identify the prefix in each word and make a prediction of the word's meaning.
  - In *Independent Practice*, students work in pairs to complete *Know It, Show It* workbook page 8 by reading the sentences, such as: "I dropped Mom's favorite vase, but luckily it remaind _____. (*unbroken*)," "It is easy to _____ some words, so be sure to check a dictionary. (*misspell*)," and choosing a word from the word bank that makes sense and adding *mis-, un-* to the word to complete each sentence. Then students write a new sentence for each word.
- In Module 7, Lesson 4, *Generative Vocabulary*, the teacher introduces the suffix *-ion*. During the *Guided Practice*, the teacher "displays the words *hesitation* and *action*." The teacher "ask(s) students to identify the suffix *–ion* in each word and make predictions about the words' meanings, based on their knowledge of the suffix." The teacher is prompted by the script to repeat this for the words *rotation* and *animation*. Students look up the words in a dictionary and confirm if their predictions were accurate. During the independent *I Do It* activity, students write sentences using words with the suffix *-ion,* and "partners read their sentences to one another to confirm the meaning of each word."

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Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.

- In Module 3, Lesson 4, *Spiral Review Suffix -ly*, teachers review how a suffix changes the meaning of a word and how the base word may change when a suffix is added. The program says, "Remind students that a suffix is a word part added to the end of a word that changes the word's meaning. Review that the suffix *-ly* means in a way that is or like something. It changes a base word into an adverb that explains how or when something is done." Next, the program says, "Remind students that the spelling of a base word may change slightly when *-ly* is added. To add *-ly* to a base word ending in *y*, you must replace the final *y* with *i* before adding the suffix."
- In Module 5, Lesson 4, students identify the meanings and use of words with the suffixes *-y* and *-ly*. During the *I Do It* portion of the lesson, the teacher is directed to "point out that *cloud* names a thing. Explain that the suffix *-y* means 'having or being like something.' When *-y* is added to the base word *cloud*, it becomes an adjective: *cloudy.*" Then the teacher models finding the meaning of *cloudy*. "I know that the suffix *-y* means 'having or being like something.' The new word is an adjective that means 'having clouds.'" The teacher continues with the other examples. "Tell children that the suffix *-y* in *messy* means 'like,' and the suffix *-ly* in *precisely* and *monthly,* 'tells when something happens.'"
- In Module 6, Lesson 4, students discuss familiar words with Latin prefixes *uni-, bi-,* and *tri-* to show understanding of the affixes' meaning. The teacher is directed to model how to use prefixes to determine a word's meaning. "The prefix *bi-* means 'two.' A bicycle is a vehicle with two wheels. The word *cycle* comes from a Greek word for circle. Wheels are shaped like circles. The word *cycle* also means 'a series of events that are repeated.' That's the meaning used in the title of this week's selection, 'This Is Your Life Cycle.' The prefix *tri-* means 'three.' A tricycle is a vehicle with three wheels. The prefix *uni-* means 'one.' So what is a unicycle? It's a vehicle with one wheel! When I see the prefix *bi-* in a word, I'll know the word has to do with two of something. When I see the prefix *tri-*, I'll know the word has to do with three of something. And when I see the prefix *uni-,* I'll know the word has to do with one of something."
- In Module 8, Lesson 6, students learn to spell words with prefixes *re-* and *un-*. Students also learn to spell words with suffixes *-less* and *-ness*. The Teacher's Guide states, "You will work together to sort the words into categories according to its prefix or suffix. Say each word aloud while pointing to the prefix *re-* or *un-*, or the suffix *-less* or *-ness*." The teacher uses *Printable: Spelling Word Cards 8.6* for this activity. Students build on prior knowledge to attain new knowledge. Ask: "What is the prefix? What is the suffix?" Students review previously learned concepts before moving on to new concepts. As an extension activity, students use *Anchor Chart 32: Alphabetical Order* to sort words into alphabetical order.

Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.

- In the *Vocabulary Interactive Practice* for Module 1, students review the meaning of the prefixes *mis-* and *un-*. They build words using the prompted root word and prefix, such as *mis- + spell* to make *misspell* and *un- + lucky* to make *unlucky*. Students also choose the correct words with the prefixes *mis-* and *un-* to complete sentences and then independently write sentences on their

own using the words *mismatch, misspell, misbehave, unhappy, unlucky,* and *untie*.

- In Module 5, Lesson 4, students identify the meanings of and use words with the suffixes *-y* and *-ly*. During the independent practice, students add the suffix *-y* or *-ly* to *gloom, chew, sudden,* and *rough*. They explain the meanings of the words to a partner and then use each in a sentence that demonstrates meaning.
- In Module 7, Lesson 1, *Spelling*, teachers review compound words and teach abbreviations. Students then sort compound words and abbreviations into two columns. Words include *birthday, anyone, afternoon, Mr., Mrs., Rd.,* and *Ave.* Then students complete a *Proofreading: Compound Words and Abbreviations* worksheet. They read the passage and then determine where errors are located in the passage. Finally, teachers can use the *Dictation Sentences* resource to dictate sentences with compound words and abbreviations. For example, one sentence is, "Your grandmother is your parent's mother."
- In *Generative Vocabulary* for Module 8, Lesson 4, students learn the meaning of the suffix *-logy*. Students identify the suffix *-logy* in the words *biology* and *geology* and "make predictions about the word meanings based on their knowledge of the root or suffix" and look the word up in the dictionary to see if their prediction was correct. For independent practice, students complete the *Know It, Show It* activity *Greek Root graph and Suffix -logy* with a partner. They choose a word from the word bank with the root *graph* or the suffix *-logy* (e.g., *volcanology, neurology, autobiography*) and complete cloze sentences using each word. Then they confirm the meaning of the words with their partner.
- In Module 8, Lesson 6, the teacher uses *Printable: Spelling Word Cards 8.6* to discuss the meaning of each word: "Tell students you will work together to sort the words into categories according to its prefix or suffix. Say each word aloud while pointing to the prefix *re-* or *un-*, or the suffix *-less* or *-ness*." Students practice reading and writing prefixes and suffixes using *Printable: Fluency 8.6* (e.g., *unfold, rejoin, reheat, unfair, rewrite, unwrap*). Students apply decoding skills when reading connected text. Additionally, *Printable: Proofreading 8.6* may be used to reinforce spelling knowledge of words with prefixes *re-* and *un-* and words with suffixes *-less* and *-ness*.

> **Materials provide a variety of activities that encourage students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences or decodable texts).**

- In Module 2, Lesson 14, *Generative Vocabulary Interactive Practice, Suffixes -y, -ly* can be shared with students through an interactive lesson that contains a typed explanation of what a suffix is and how adding the suffixes *-y, -ly* changes the base word to an adjective or adverb. There are cards with images and definitions of *breezy, rainy, quickly,* and *busily.* On the next slide, students are given a column of base words plus a suffix and have to type the new word in the next column. On the next slide, there is a passage with blanks, and students have to type the word that makes sense from a word list. On the last slide, students have to choose three words from a bank of words to write/type in a sentence.
- In Module 7's *Know It, Show It* activity, students choose the correct noun from a word bank to complete the sentence. The students practice dropping the *e* from the noun before adding the *-ion* suffix. For example, for sentence number 2, students choose the noun *hesitate*, change it to *hesitation,* and complete the sentence: "Paul showed hesitation before he stepped onto the

stage."
- In Module 8, Lesson 4, *Spiral Review*, teachers review compound words and introduce compound words from myBook Book 2, titled "Timeless Thomas" (*breakthrough, birthplace, sunlight,* and *lifelong*)*.* Students then find three more compound words as they read "Timeless Thomas" and write the words and their smaller word parts. Then they use the new words in written sentences.
- In Module 8, Lesson 6, students read "Albert Einstein" with a partner to practice fluency and reinforce decoding words with the prefixes *-re* and *-un* and suffixes *-less* and *-ness.* (e.g., "He achieved his greatness through his work in the field of physics" and "At first, people were unable to understand it").
- In Module 9, Lesson 1, students practice prefixes *-in* and *-re* and the suffix *-ful* in *Vocabulary Interactive Practice.* To start the practice, students are given definitions, such as *in-* (*not*)*, re-* (*again*)*,* and *-ful* (*full of*). Then they practice making words such as *rejoin* and *forgetful.* Lastly, students fill in the blank in a sentence, such as "Most birds are capable or incapable of flying" and "After I solve my math problem, I think or rethink through the steps."

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Indicator 3.D.1

Materials provide frequent opportunities for students to practice and develop **word reading fluency**, by using knowledge of grade-level phonics skills to read **decodable texts** with accuracy and automaticity.

1	Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson.	M
2	Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).	M
3	Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide frequent opportunities for students to practice and develop word reading fluency by using knowledge of grade-level phonics skills to decode texts with accuracy and automaticity.

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable texts in the lesson. Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.

Evidence includes but is not limited to:

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable texts in the lesson.

- In Module 2, Lesson 1, *Decoding: Introduce the Skill*, the teacher "displays the words *toe, soak,* and *grow*," and is scripted to "explain that the long *o* sound can be spelled with the vowel teams *oe, oa*, and *ow*." The teacher reads the words "emphasizing the long *o* sound" and "guides students in reading the words." The teacher displays a provided chart of long *o* words with the vowel teams *oe, oa*, and *ow* and "points out the spelling patterns in the top row." Students read the words on the chart aloud and note the "vowel or vowel pair that spells the long *o* sound." In the guided practice, the teacher displays *Decoding 2.1* and asks students, "Which vowel or vowel team spells the long *o* sound in the first word of row 1?" Using *Decoding 2.1*, students work in partners and "reread the *Blend and Read* lines and quiz each other on the spellings of the long *o* sound." For independent practice, students complete the *Know It, Show It: More Long o Spellings*, where they read sentences and find the words with the long *o* sound and also complete sentences with long *o* words from a provided word bank.
- Module 3, Lesson 6, *Foundational Skills, Fluency Phrasing*:
  - In *Introduce the Skill*, the teacher says, "When good readers read aloud, they group words together and pause naturally between phrases. Readers should use punctuation to help them know where to pause." The teacher distributes a fluency practice passage (Fluency 3.6) to students and projects it for whole-group discussion. The teacher script says, "I will demonstrate how to read the passage with phrasing." The teacher reads the

first paragraph without any natural pauses and then reads the paragraph again and pauses at each period, comma, and dash. The teacher asks, "Which reading was easier to understand? When you pause, you allow listeners to better understand how the thoughts and phrases are grouped together in the text." The teacher continues reading to demonstrate taking natural pauses. After finishing reading the passage, students read it aloud with the teacher, using the *Choral Reading* routine.

  o In the *Apply* section, students work in pairs or small groups using the *Partner Reading* routine to read the passage aloud. The teacher monitors the students' reading rate.

- In Module 5, Lesson 1, *Fluency: Accuracy and Self-Correction*, the teacher reminds students that they should be continually monitoring their reading and correcting any mistakes they make, such as mispronouncing words. Teachers are told to "point out that if a part of the text does not make sense, students should pause, use context to confirm their word recognition, and then self-correct." The teacher models reading the first paragraph with a few hesitations as if a word is difficult. The teacher reads it again with a "mistake" to model self-correction. Then students read the paragraph aloud using the *Choral Reading* routine before moving on to partner reading.

- Many lessons, such as the one above, suggest that teachers model fluent reading with the *Choral Reading* routine as follows:

  o Read along with a text - "Listen while I read this poem. Follow along as I point to the words. Notice how my voice changes to go with different parts."

  o Read aloud together - "Remember to start at the same time and read at the same speed. Try to match your voice to mine.

  o Listen as you read - "I didn't hear all of you. Let's try again with everyone reading. We were reading at different times. Let's read again and try to sound like we are one voice."

- Teachers focus on the *Partner Reading* instructional routine to provide a context for students to practice targeted decoding skills and develop fluency, including accuracy, self-correction, reading rate, and prosody. The routine is consistent throughout the materials as students practice a targeted decoding element with a partner using fluency passages or texts.

  o Partner up - "I will assign numbers. Partner 1's are closest to the calendar. Partner 2's are closest to the clock. Partner 1's hold up 1 finger. Partner 2's hold up two fingers."

  o Take turns reading - "Partner 1 reads first. Partner 2 listens and follows along. Read one page. Then switch so that the other partner reads the next page."

  o Read the text again - "This time, Partner 2 reads first."

  Teachers are directed to "provide sentence frames, such as, 'One thing you did well was… and When you read again, work on…,' to assist children in providing their partners with feedback. Encourage them to point out something they did well and something to work on in order to increase engagement and keep partners on task."

- Module 8, Lesson 4, after instruction on how to blend words with prefixes *-re, -un* and suffixes *-less, -ness,* such as *harmless, greatness, redraw*, and *untie,* the teachers are directed to "have students read the *Blend and Read* lines aloud. Provide feedback as needed."

Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).

- In Module 4, students practice reading aloud grade-level text with accuracy and fluency, using a

fluency passage containing the decoding elements for the week (consonant digraphs *-tch* and *-ch).* When introducing the skill, the teacher is directed to "read aloud the first paragraph with no expression as students follow along. Then reread it with appropriate expression. Ask students which was an example of good reading. Point out words, phrases, and punctuation that helped you decide what kind of expression to use. Then read the entire passage. Point out how you decoded the words *athlete, challenge, trophies,* and *theme* by using the consonant digraphs." After the lesson, students work in pairs or small groups to reread the passage.

- In the decoding lesson in Module 6, Lesson 1, students read the *r*-controlled vowels *-are, -or,* and *-ore* first with the teacher in the *Introduce the Skill* section. During the guided practice, students reread the *Blend and Read* lines with a partner and quiz each other on the vowel spellings. During *Apply*, students can work independently or work in small groups with partners to complete the *Know It, Show It* to identify "the word that contains either the */ar/* or */or/* sound, underline the letters that represent the sound, and indicate which vowel sound it contains."
- In Module 6, Lesson 1, students use the *Choral Reading* routine to read *Fluency Passage 6.1* aloud with the teacher. Students practice the skill in pairs or small groups using the *Reading Partner* routine to read aloud the passage. As students work in pairs or in small groups, the teacher will monitor students for appropriate expression. The program says, "Note especially how students handle the dialogue, changing their expression to match the different emotions."

Materials provide a variety of grade-level decodable texts that are aligned to the phonics scope and sequence.

- The grade 3 materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence. The materials provide word lists and texts that work together to emphasize patterns that have been specifically taught, such as in Module 4, Lesson 1, where students practice reading words with the consonant digraphs */ch/, /tch/, /sh/, /wh/, /th/, /ph/,* and */ng/*. Students use the *Project Display and Engage: Decoding 4.1* chart to read the consonant digraphs with the teacher. Students then complete the *Know It, Show It Consonant Digraphs* page, where they choose words from a word bank to match its meaning.
- In Module 4, Lesson 11, students practice reading words with variant vowels, such as *laundry, walking, small, saw,* and *flaw,* then read the fluency passage "Bossy Lois." Each line of the decodable fluency passage is numbered so students can track their own progress as noted in the fluency directions.
- In Module 7, Lesson 11, students use *Fluency 7.11* printable "The Big Snow" with a word count of 275 words to demonstrate how to read the passage with accuracy, using self-corrective techniques as needed. Words such as *proud, snow,* and *snowflake*s are practiced. The students apply decoding skills when reading connected text, such as the provided decodable texts included in the materials. According to the scope and sequence, students are focusing on accuracy and self-correction, expression, reading rate, and intonation.
- Fluency passages include words that contain the current week's decoding element. The teacher uses the passage to monitor whether students can accurately and fluently read these grade-level words. In Module 7, Lesson 1, students practice reading compound words such as *seaweed, saltwater, jellyfish,* and high-frequency words, *distance, reason, interest* in the fluency passage "Why Our Oceans Are Important."

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English Phonics Program Summary

Indicator 4.1

Materials include developmentally appropriate **diagnostic tools** (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

1	Materials include a variety of diagnostic tools that are developmentally appropriate.	M
2	Materials provide clear, consistent directions for accurate administration of diagnostic tools.	M
3	Materials include data-management tools for tracking individual and whole-class student progress.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

Materials include a variety of diagnostic tools that are developmentally appropriate. Materials provide clear, consistent directions for accurate administration of diagnostic tools. Materials include data-management tools for tracking individual and whole-class student progress.

Evidence includes but is not limited to:

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

- The materials include an electronic *Reading Growth Measure*. This assessment includes questions with multiple-choice answers. The difficulty of questions increases as they are answered correctly. The report shows the distribution of scores across the three performance levels (below, on, above) for reading comprehension and language. This is given at the beginning, middle, and end of the year.
- Materials provide *Diagnostic Assessments* that can be administered to follow up with students who demonstrated reading difficulties on the *Screening Assessments* and to inform targeted instruction. The *Diagnostic Assessments* provide information on a student's performance on the essential skills and strategies necessary to prepare and become a successful reader. The *Diagnostic Assessments* measure students' performance in print concepts, letter-sound correspondence, and phonological awareness.
  - The *Print Concepts Inventory* is an individually-administered interview designed for students who have not yet learned to read independently. It assesses a student's familiarity with print, directionality, and written language.
  - The *Letter-Sound Correspondence* test is an individually-administered test that assesses a student's ability to associate letters with sounds. The teacher points to a letter, and the student makes the sound associated with the letter.
  - The *Phonological Awareness Inventory* consists of a series of individually-administered oral tests designed to assess a student's level of phonological and phonemic awareness. These tests assess phonological and phonemic awareness skills, including sound matching, sound isolation, sound blending, sound segmenting, sound deletion, and

sound substitution.

- The *Benchmark Assessment Kit* is used to determine children's guided reading levels and make instructional decisions. The kit includes a paired fiction and nonfiction *Benchmark Leveled Reader* for guided reading levels *A–N*. Including this range of levels allows the teacher to assess accelerated learners who are reading beyond grade-level expectations.
- *Screening Assessments* are used early in the school year to obtain preliminary information about children's performance, screen all children for intervention, and determine flexible groups for foundational skills instruction. This assessment includes the areas of word identification and oral reading fluency.
- *Diagnostic Assessments* are administered as needed to follow up with children who score below expectation on screening assessments and obtain information to inform skills-based groups and targeted instruction. It includes a *Print Inventory* section in which students identify parts of a book and distinguish the purpose of print. It also includes the areas of print concepts, letter-sound correspondence, and phonological awareness. The areas of phonological awareness assessed are words in a sentence; syllables: blend, segment, delete; rhyming words: recognize, produce, categorize; onset and rime: blend, segment; isolate sounds: initial, final, medial; phonemes: identify, categorize, blend; and phonemes: segment, delete, and substitute.

Materials provide clear, consistent directions for accurate administration of diagnostic tools.

- The directions for the teacher for the *Reading Growth Measure* are explicit. The teacher can see step-by-step directions, such as "how to assign" and "how to click the date the students see the assessment" when viewing the "Assign the growth measure quick reference guide." The *Teacher Corner* provides an in-depth look into the *Reading Growth Measure.* Teachers can take the assessment using sample questions, so they know exactly what a student experiences as they complete this diagnostic assessment. Teachers can create their own username and password to take the test.
- The *Benchmark Evaluation Guide* provides the teacher with specific guidance for:
  - providing an overview of the selection;
  - assessing oral reading by having the child read aloud while marking errors;
  - prompting the child to retell the selection;
  - reading aloud comprehension questions and marking responses; and
  - using results to determine the child's guided reading level.
- In the *Introduction and Test Overview* document, there is an overview of all assessments (screening and diagnostic) and general guidelines for administering the assessments. Screening assessments consist of the *Grade 3: Oral Reading Fluency*. The assessment starts with an *Oral Reading Check*. The teacher is prompted to say, "Read aloud as I listen." The teacher is instructed to count the following as an error: a word read incorrectly that is not self-corrected, an omitted word, an inserted word, or a word that the teacher tells the student in order to keep reading. Next, there is a *Prompt for Retelling*. The teacher is scripted to say, "Tell me the story in your own words." The student gives an oral retelling while the teacher assesses for understanding by checking off key points and giving a score of very successful, successful, or limited. Lastly, the teacher *Assesses Overall Performance* by giving a multiple-choice assessment on paper or online. The directions given on paper are: "Read the questions and answer choices. Fill in the bubble with the best answer choice."

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Materials include data-management tools for tracking individual and whole-class student progress.

- The *Reading Growth Measure* includes an electronic and color-coded report to view changes over time. The first time the assessment is given, the teacher can view the *Growth Reports*. They will see a *Scaled Score, Performance Level, Grade-Level Equivalency,* and current *Lexile Interval*. Once a student has taken the assessment during two test windows in the school year, teachers will see the *Student Growth Index* (SGI) on the *Growth Report*. The scores on the *Student Growth Report* can help inform instructional next steps for each student as well as gain a more meaningful picture of each student's progress. The report can be viewed at the individual student's level or on a one-page class-level report.
- Materials include *Summary Recording Forms* for each grade level. This form can be used to gather the scores from each assessment type and from the subtests of the assessments and compare the student's progress with curriculum-based goals. For example, teachers can track fluency scores, phonological awareness scores, knowledge of high-frequency words, phonics, and comprehension scores. Depending on students' individual scores, teachers mark down "Move Ahead" or "Needs Reteaching" to guide their instructional practice. These forms can also help identify student trends in the classroom to modify instruction. The materials also provide charts that indicate the expected student scores during beginning-of-the-year assessments and end-of-the-year assessments.

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Indicator 4.2

Materials include integrated **progress monitoring** tools, with specific guidance on frequency of use.

1	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills.	M
2	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include integrated progress monitoring tools, with specific guidance on frequency of use.

Materials include tools that systematically and accurately measure student's acquisition of grade-level skills. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

Evidence includes but is not limited to:

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

- In the *Summary Recording Forms Document* for grades 2–6, there are grade-level biweekly *Oral Reading Fluency* passages such as "The Library Books," "Katie's Surprise," and "Jake Does the Dishes." The *Summary Recording Form* keeps a record of all progress monitoring available within the grade-level program. There are 19 *Progress Monitoring Assessments* in grade 3. The *Administering and Scoring* section states, "these *Oral Reading* passages are sequenced from a beginning-of-grade 1 through a beginning-of-grade 6 reading level. Individually, students will read a passage aloud while (the teacher) note(s) errors. Each test should take up to two minutes." While administering the *Oral Reading* passages, teachers are instructed to "carefully track the oral reading and record any errors and self-corrections on the recording form; mark any misread word; mark any left-out word; mark any extra words inserted; and mark any self-corrections over the error mark (suggested mark SC)."
- At the beginning of each module, there is a section on *Assessment and Progress Monitoring* that shows which assessments are recommended. The suggestions include running records, 1:1 observation records, daily lesson checks, selection quizzes, and Leveled Readers.
  - Leveled Readers - students read in a small group or independently based on their individual reading level;
  - Selection Quizzes - a short quiz given at the end of each reading selection to test comprehension based on a reading selection for that module;
  - Running Records - a record of students oral reading to identify reading behaviors;
  - 1:1 Observation Records - teacher listens to students read and tracks reading level to move the student to next level;
  - Daily Lesson Checks - after reading a short passage, students answer STAAR-like questions.

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- *Progress-Monitoring Assessments* can be used to monitor the progress of students who are receiving intervention instruction and to help determine when they are ready to exit the intervention program. *Sessions 1-120: Progress Monitoring Assessment Forms 1-17* systematically assess the students' acquisition of grade-level skills. *Form 1* assesses students' phonemic awareness skills. The teacher provides a word to the student, such as *cat*, and the student segments the individual phonemes in the word. Next, students are asked about letter identification and letter sound correspondence. In *Form 2*, students are also assessed on high-frequency words, such as *the*, *like, I*, and *and*. In *Form 3*, reading CVC words in isolation is added to the progress monitoring assessment. The *Sentence Reading* section increases in complexity as students progress.

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

- The *Intervention Assessments* document states, "The *Progress-Monitoring Assessments* provide biweekly checks on students' progress. These oral reading tests are administered individually every two weeks and assess students' growth or problems in pre-reading/reading skills throughout the school year." The *Progress Monitoring Guide* states that "fluency goals are based on grade-level norms to measure a student's fluency ability," and instructs to "review the patterns in the student's oral reading errors to help you identify instructional needs and plan specific support." It continues to say, "reteach the phonics/decoding skills as needed, and provide appropriate word lists for more practice. If a student is making many self-corrections, try recording the student's reading and play it back so he or she can hear his or her own reading. Provide familiar texts at a student's independent reading level for repeated or coached readings."
- The *Assessment and Differentiation* document indicates, "*Progress-Monitoring Assessments*: Administer these three-to-five minute oral assessments to individuals approximately every two weeks." These tests will measure growth in pre-reading skills; identify challenging areas for reteaching, review, and extra practice; provide checks on children's beginning reading skills; monitor progress of children who are receiving intervention; and help determine when children are ready to exit intervention.

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Indicator 4.3

Materials include guidance for teachers to **analyze and respond to data** from diagnostic tools.

1	Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.	M
2	Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.	M
3	Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Materials support teachers' analysis of diagnostic data to inform responses to individual students' strengths and needs. Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.

Evidence includes but is not limited to:

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.

- The *Administering and Scoring* document has a section on adjusting instruction based on the outcome of the assessment: "Analyze a student's errors and self-corrections in each section to identify problem areas and a starting point for reteaching, review, and extra practice. For improving rate, provide texts at a student's independent reading level for repeated or coached readings."
- The *Summary Recording Forms* correspond to the *Progress Monitoring Assessments*. The *Summary Recording Forms* document states, "A *Summary Recording* form is provided for each grade level. Use this form to gather the scores from each assessment type and from the subtests of the assessments and to compare the student's progress with curriculum-based goals. You can also use this form to identify student trends in the classroom and to modify instruction." A *Summary Recording Form* for grade 3 provides space to document data from *Progress Summary Assessments, Forms 1-19*. On this form, teachers are able to record the correct words per minute as well as the comprehension score. Then, teachers check the appropriate "student action" of either "move ahead" or "needs reteaching" for the specific progress monitoring assessment.
- The materials include a data analysis section that supports the teacher's analysis of assessment data. For example, the materials provide suggestions on how to examine patterns or trends in the data that help teachers better understand student performance. In grade 3, oral reading fluency goals are based on grade-level norms to measure a student's fluency ability. The

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materials direct the teacher to "review the patterns in the student's oral reading errors to help you identify instructional needs and plan specific support."

Materials tools provide teachers with guidance on how to plan and differentiate instruction based on student data.

- The materials include a *Recommendations for Data-Driven Instruction* which "provide(s) an overview and detailed recommendations for data-driven intervention," such as to "administer the corresponding lessons in *Foundational Skills and Word Study Studio*." For example, if a student has difficulty with grade 3 *Progress Monitor Form 10,* the teacher is guided to use *Foundational Skills and Word Study Studio Sessions 339 and 340* for practice.
- The *Recommendations for Data-Driven Instruction* document provides instructional suggestions and additional assessments if the student scores below a specified score in the Screening Assessment. For example, if a student scores below the goal on screening assessments for oral reading fluency, then:
    1. IDENTIFY STUDENT NEEDS - Administer prior grades' *Screening Assessments*, beginning with grade 2 *Screening Assessments: Oral Reading Fluency*. Follow prior grades' *Recommendations in Detail* as needed.
    2. TEACH TO THE NEED - If a student scores "Above Goal" on prior grades' *Screening Assessments*, lessons in *Foundational Skills and Word Study Studio*, beginning with *Session 320*.
    3. SCAFFOLD THE CORE - Provide scaffolded support, which may include small group work and/or intervention to help students with core instruction.
    4. MONITOR PROGRESS - Monitor progress with *Progress-Monitoring Assessments* and core assessments.
- The report tab on the teacher dashboard gives the teacher access to the following reports: the *Assessment Report,* the *Standard Report*, and the *Growth Report*. This data can be utilized in forming small groups based on student ability and needs.
    - The *Assessment Report* highlights the standards on the test that students struggled with most and allows the teacher to review responses to each item. It also allows teachers to automatically create groups based on student scores so that the teacher can target the areas of greatest need.
    - The *Standard Report* has data to show how students are responding to the instruction. It shows where there are continued areas of need and what resources the teacher can use for additional differentiation support.
    - The *Growth Report* shows growth by standards as students are given additional instruction.

Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.

- For students who do not meet the oral reading fluency goal, the materials direct the teacher to "reteach the phonics/decoding skills as needed, and provide appropriate word lists for more practice. If a student is making many self-corrections, try recording the student's reading and

play it back so he or she can hear his or her own reading. Provide familiar texts at a student's independent reading level for repeated or coached readings."

- *Foundational Skills and Word Study Studio* is a resource to help teachers plan activities based on student needs. It is broken into sessions that follow this pattern: teach/model, guided practice/apply. For example, Session 391 of the *Foundational Skills and Word Study Studio* is phonics work with words that have final syllables *-er, -ar, -or, -le, -al, -el*. This can be used to reinforce phonics skills. In the teach/model section, the teacher models how to divide *enter* and reads each syllable. In the *Guided Practice* section, the teacher displays the words *enter, finger, collar, mirror, wiggle, metal,* and *channel* and has partners work to decode the words using this strategy:
  1. Look carefully at the word.
  2. Look for word parts you know. Think about the sounds for the letters.
  3. Blend the sounds to read the word.
  4. Ask yourself: Is it a word I know? Does it make sense in what I am reading?
  5. If not, ask yourself: What else can I try?

  In the *Apply* section, students read the passage "The Ancient Chinese Secret of Silk"
- *Leveled Readers* are included for every grade level based on reading levels. Teachers use the *Benchmark Passages/Books and Running Records* (Levels aa-J) to place students in *Leveled Readers*. The teacher first selects a passage or book that best approximates a student's reading level. Then they use the running records that accompany each passage or book to score a student's reading behavior.
- There are 188 *Blend It* books teachers use as needed to focus on specific skills. These books help children differentiate between two or more similar sounds/spellings by reading and comparing books that feature them. Teachers have children focus on sounds and spellings they find difficult by reading books chorally with an adult. For example, Book 11 focuses on short *o,* and Book 49 focuses on blends with *r.*
- The materials contain *Fun With letter Sounds and Words* for teachers to differentiate activities based on students' needs. For example, *Fun with Words* contains a "Tic-Tac-Go!: Long Vowels" game. Teachers create 27 Word Cards with words such as *bake, cake,* and *cap*. Students draw words and place the word on the *Tic-Tac-Go Activity Template* if the word has a long vowel. There are also *Echo Reading* and *Repeated Reading* activities for students who need practice in oral reading. The teacher reads a word, sentence, or short passage, and the student repeats.

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Indicator 5.1

Materials include **guidance, scaffolds, supports, and extensions** that maximize student learning potential.

1	Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.	M
2	Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.	M
3	Materials provide enrichment activities for all levels of learners.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills and enrichment for all learners. Materials provide enrichment activities for all levels of learners.

Evidence includes but is not limited to:

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.

- The *Guiding Principles and Strategies* document has instructional focus suggestions and ways to support the lessons in regard to meeting the needs of the special population. The special populations mentioned are children who may be unmotivated, children with learning disabilities, and children with dyslexia. "Many districts use a multi-tiered system of support to ensure timely, targeted interventions for children who struggle. However, the first requirement for all children, regardless of their abilities or disabilities, is an evidence-based, engaging core curriculum, with differentiation in pacing and grouping strategies. While children with challenges may require different levels of intervention throughout the school day, ensure all children have opportunities to participate in whole-class discussions and projects, demonstrate standards-based learning via multiple assessment measures, strive for learning goals, and receive instruction based on achievement data."
- In each lesson of each module, there is a section on the page titled *Reading Skill and Strategy Support*. The suggestions provide ways to teach a skill or strategy that children have not yet mastered or suggestions on how to connect to the day's whole-group skill lesson with scaffolded support to reinforce learning. Teachers can also reinforce the skill from whole-group *Reading Workshop* lessons using the *Scaffold and Extend* options in the Teacher's Guide.
- Materials contain additional support in the lesson margins to scaffold student understanding. In Module 7, Lesson 1, the materials guide the teacher to correct and redirect students who are struggling to decode compound words. The lesson script reads as follows:

- ○ "Correct the error. 'Two words—*cook* and *book*—make up the compound word *cookbook.* You blend the sounds in each word. Then you put them together.'"
- ○ "Model how to decode the word. Draw a line between the two smaller words and blend each separately before blending them together. 'I'll blend: */k/ /oo/ /k/, cook.* The second word is *book: /b/ /oo/ /k/, book.* I put them together: *cookbook.*'"
- ○ "Check students' understanding by displaying the word baseball. 'What smaller words do you recognize in this compound word? How can you blend them?' Reinforce by repeating the process with the word *wheelchair*."

Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.

- Materials include multiple connected texts at different levels for each lesson to support word reading fluency and student choice. In Module 2, students read *Lemonade Wars* as part of a student-led book club. Students use the discussion guide to facilitate discussions after each chapter and have a variety of group projects to choose from at the conclusion of the book, such as making a movie or performing a drama about the book.
- The materials state that "daily options for differentiation in *Into Reading* provide support for accelerated learners who are ready for more, including the following: Teaching support labeled *Ready for More* extends skill and strategy work during small-group lessons and provides daily opportunities for those students who need a challenge. *Inquiry and Research Projects* and *Reading Remake* activities in every module provide opportunities for enrichment." For example, in Module 3, the research project is to create a "national symbol pamphlet."
- An additional *Know It, Show It* is included in Module 8, Lesson 2 for students to "read each sentence" and "choose the missing word from the word bank." Students write the word and then reread the completed sentence. *Vocabulary Interactive Practices* are included, such as *Generative Vocabulary: Prefixes mis- and un-*. In this interactive practice, students add prefixes to base words to write new words or create silly sentences.

Materials provide enrichment activities for all levels of learners.

- All lessons include at least two options for independent practice at the end of an explicit phonics lesson. Most lessons include one lesson that is hands-on or interactive, and the other option is a *Know It, Show It* work page. For example, in Module 3, Lesson 1, students either work with a partner on the *Know It, Show It* page, which reinforces their decoding of three-letter blends, or they share with a partner how they decode words with three-letter blends. The *Know It, Show It* work page gives students questions, such as "What might you call a twisted ankle?" They find the answer (*sprain*) in the word bank and write it on the line.
- In Module 6, Lesson 8, *Generative Vocabulary: Prefix un- Independent Practice*, students work in pairs to complete the *Know It, Show It* work page. Then, as an enrichment activity, "each student writes a new sentence for each *un-* word. Partners read their sentences to one another to confirm the meaning of each word." A teacher suggestion is to "invite volunteers to read their sentences aloud."
- In Module 8, Lesson 6, students sort words after the whole group lesson on prefixes and suffixes *-un*, *-less,* and *-ness.* The students sort words based on the suffix or prefix. Then, the teacher

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points out the VCCCV pattern in *helpless a*nd shows that the word is divided after the second consonant. Students then find and sort other words with the VCCCV syllabication pattern.

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Indicator 5.2

Materials include a variety of **instructional methods** that appeal to a variety of learning interests and needs.

1	Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.	M
2	Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include a variety of instructional methods that appeal to a variety of learning interests and needs.

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

Evidence includes but is not limited to:

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.

- The materials for grade 3 include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. In Module 4, Lesson 8, *Decoding*, for *Vowel Diphthongs ow, ou,* students use their knowledge of the sounds and spellings of the vowel diphthongs *ow* and *ou* to help decode multisyllable words. The materials instruct the teacher to "display the word *powder"* and "explain that students can divide longer words into syllables to make them easier to decode and read." Then the teacher is to "draw a line between *w* and *d* in *powder*. Say each syllable: */pow/ /dər/*. Underline the *ow* in the first syllable. Point out that the */ou/* sound is in the first syllable" and "repeat with the words *allow, background,* and *trousers*" and "guide students to read the words and identify the */ou/* sound spelled *ow* and *ou*" for the words. The teacher displays a list of words and sentences for students to practice reading in *Guided Practice*. The materials prompt the teacher to ask, "How are the vowel sounds the same? How are the spellings the same or different?" A *Know It, Show It Vowel Diphthongs ow, ou* is included for independent practice in which students choose the missing word from the word bank, write the word, and then reread the completed sentence. Words in the word bank include: *round, rowdy, outdoors, aloud, sunflower, counter, showers, fountain,* and *towel.*
- Lessons include special activities and games to make learning engaging. For example, in Module 4, Lesson 6, students have an opportunity to come to the "solo chair" to orally share what they learned after being introduced to spelling words with the */ou/* sound, such as *couch* and *clown*. In Module 9, Lesson 11, students play a sorting game by sorting words into the correct sound column based on the sound-spelling pattern for */j/* and */s/*, sorting words such as *gentle* and *replace*.
- The materials provide iRead, which is a software that children can use during Literacy Centers or

designated technology time for personalized instruction and practice with:
- o Alphabet and phonological awareness
- o Decoding and spelling
- o High-frequency words
- o Word analysis
- o Reading success eBooks

Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

- The materials for grade 3 provide lessons that can be used for either whole group, small group, and/or one-on-one instructional settings. The lessons found within *Foundational Skills* of the Teacher's Guide may be used for small-group or one-on-one and include activities that may also be used for whole-group lessons. The *Decoding* lessons include *Introduce the Skill*, *Guided Practice*, and *Apply* activities which can be used for a variety of instructional settings. For example, in Module 3, Lesson 1 for the *Decoding* lesson on *Three-Letter Blends, Guided Practice*, the teacher displays words and sentences for students to "blend and read lines aloud." Words include *strap, squad, spray, stroll,* and *scrap*. The teacher instructions say to "prompt a conversation about the words," such as "How are the sounds and spellings in the words the same? How are they different?" The materials state to "have partners reread the *Blend and Read* lines and quiz each other on the spellings of three-letter blends." For independent practice, students can "work in small groups or with partners to complete *Know It, Show It,* page 53" and "share with each other the strategies they use to decode words with the three-letter blends.

- At the beginning of each lesson, there is a *Welcome to the Module - Reading Workshop* page that addresses small-group instruction based on student needs for targeted support in *Skill and Strategy Lessons*. On this same page, *Independent Literacy Activities* are also addressed for students to complete while the teacher is working with small groups. In the lessons, there is a section labeled *Options for Differentiation - Scaffold and Extend* that lists what to do with the students that are almost on-level and also suggests how to extend the learning for students that are ready for enrichment.

- The *Know It, Show It* workbook pages in third grade are utilized in small groups, partners, or independently for students to apply their understanding of the phonics skills taught explicitly in whole groups. Students read words and sentences based on the phonics skills to complete tasks such as filling in the missing word in a sentence.

- The materials also provide options for independent and collaborative work, such as literacy centers and myBook. Additionally, the materials provide a labeled section titled, *Link to Small-Group Instruction*. These lessons help reinforce the central idea of the lesson by reviewing and extending the skill explicitly taught in the whole-group lesson, such as reinforcing blending and decoding words with a long a (VCe) pattern.

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Indicator 5.3

Materials include supports for **English learners** to meet grade-level learning expectations.

1	Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).	M
2	Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include supports for English learners to meet grade-level learning expectations.

Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.

Evidence includes but is not limited to:

> *Materials* **include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).**

- The third grade materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS. In Module 4, Lesson 3, the Teacher's Guide says, "Facilitate Language Transfer" for all levels of English language proficiency while studying consonant digraphs. The lesson script reads as follows. "Pre Teach */th/, /sh/, /wh/,* and */ch/* for language transfer. Some English learners (including speakers of Spanish and several Asian languages) may have trouble with the sounds */wh/* and */th/*. In addition, speakers of Spanish, Vietnamese, and Cantonese may substitute */ch/* or */s/* for */sh/*. Say each sound several times as students study your mouth position. Then provide extra modeling and practice with words, such as *ship, shell, shop, thick, thin, thought, whip, whale, when*. Have students chorally repeat each word after you, then vocalize the beginning sound before saying the whole word again. Use each word in a sentence to reinforce meaning."
- In Module 11, Lesson 6, for the *Words that Begin with a- and be-*, a section titled *English Learner Support: Build Vocabulary* provides beginning, intermediate, and advanced/advanced high support. For beginning English language support, the information states for the teacher to "ensure that students understand the meaning of each *Blend and Read* word by sharing pictures or gestures." Guidance for intermediate English language support states, "Guide students to understand *Blend and Read* words by providing context sentences as needed." Guidance for advanced/advanced high English language supports shares "challenge students to make up context sentences for *Blend and Read* words."

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- English language learner support can be found in the modules to help ELS at their various levels. An example of this is "English Learner Support" found in Module 3, Lesson 1:
    - "Support Comprehension.
        - BEGINNING - Ensure that students understand the meaning of each *Blend and Read* word by sharing pictures or gestures.
        - INTERMEDIATE - Support students in understanding the meaning of each *Blend and Read* word by providing oral examples of context sentences. Guide students to think of additional examples or sentences.
        - ADVANCED/ADVANCED HIGH - Challenge students to create context sentences for some of the *Blend and Read* words on their own."

    This model of English Language Support is included in each module. With respect to phonics, it is found on the following pages: *Module Launch, Options for Differentiation,* and *Decoding*.

Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.

- In Module 2, Lesson 6 for *More Long i Spellings*, the *ENGLISH LEARNER SUPPORT: Build Vocabulary* states, "Make sure students understand the meaning of the spelling words and dictation sentences. If necessary, use visuals or gestures as support. For Spanish-speaking students, point out the Spanish cognates *piloto* for *pilot*, *silencioso* for *silent*, and *combinar* for *combine*. After you've reinforced word meanings, have students practice reading the spelling words aloud."
- The materials have a document titled *Language Differences* that helps teachers understand possible challenges and supports the transfer of knowledge to English. The languages covered are Spanish, Vietnamese, Cantonese, Filipino, Hmong, and Korean. There is a page with columns devoted to the writing system, differences, and transfer of each of the languages when thinking of the student learning English. There are pages for initial consonants, medial consonants, final consonants, and vowels comparing that letter/sound versus the native language. For example, Spanish speakers have little difficulty pronouncing the English */f/* sound in *fan*. In Vietnamese, */f/* makes the */b/* sound, like *ban.* In Cantonese or Mandarin, there is little difficulty, and in Filipino, Hmong, and Korean, the */f/* sound in *fan* makes the */p/* sound in *pan.* Understanding these differences in sounds will help teachers in transferring linguistic skills. Teachers use this resource to become familiar with how each language aligns with or differs from English in the following areas:
    - Alphabet (Writing System)
    - Phonological Features (Consonant and Vowel Sounds)
    - Grammatical Features (Parts of Speech, Verb Tenses, Sentence Structure and Syntax)
- Additionally, on the dashboard under *Teacher Corner,* there are teacher videos on how to differentiate to support English language learners. The videos give step-by-step directions from a classroom teacher on best practices when working with English language learners, such as using the first language to build on the second language using cognates.
- The *Guiding Principles and Strategies* handbook can be used across all grade levels. For example, the handbook includes information and guidance on *Addressing Language Differences* to support teachers. In one part of the handbook, it says, "Understanding similarities and differences between a child's first language and English can help you tailor your instruction to

meet children's individual needs." The *Helpful Similarities* notes that "learning cognates is one way to draw on a shared element to help strengthen children's vocabulary. Cognates are words that are written and pronounced similarly between languages, like attention in English and atencíon in Spanish. Shared letter-sound correspondences (e.g., the letter *d* makes the sound */d/* in both Spanish and English) are another example of a shared element that can help children as they learn to read and write."

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Indicator 6.1

Materials provide guidance on fostering **connections between home and school**.

1	Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.	Yes
2	Materials provide specific strategies and activities for families to use at home to support students' learning and development	Yes
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.	Yes

Not Scored

Materials provide guidance on fostering connections between home and school.

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.

Evidence includes but is not limited to:

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.

- Materials include information about how families can support student progress and achievement. For example:
    - The materials include a letter to families explaining the objectives of the module and how they can support student progress. A *Family Letter* is available for each module in the teacher online dashboard.
    - Each module provides the *Family Letter* in multiple languages, including Spanish, Filipino/Tagalog, Arabic, Haitian Creole, Vietnamese, and Chinese translations.
- Materials for grade 3 inform families about the program and provide suggestions for how they can help support student progress and achievement. In the *Kicking off the Module* section of the Teacher's Guide, there is a section titled *Connect with Families,* which contains a link for printable letters to be sent home to families. For example, in Module 4, there is *Family Letter 4*. The materials state that the letter:
    - "Offer(s) support to help families discuss the module topic and the module's Big Idea Words.
    - Encourage(s) students to read at home with their families, and provide ideas for families to talk about books together.
- Module 7 includes the *Make a Difference Family Letter* which states the big idea for the next three weeks: "Our class will build their knowledge about people who make their communities better and stronger, with a focus on the narrative nonfiction genre." These parent letters are available in multiple languages such as Spanish, Vietnamese, Haitian Creole, Chinese, Portuguese, Filipino/Tagalog, and others. Additionally, the materials provide a *Family and*

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Community resource. This material is also available in multiple languages. This resource helps teachers discover how to engage children's families as learning partners using

Materials provide specific strategies and activities for families to use at home to support students' learning and development.

- The *Family Letter* for each module is broken down into the following areas:
  - Discuss the Topic - ideas to help build the child's knowledge about the topic covered in the module;
  - Explore the Genre - discusses the genre in the module and the characteristics of the genre to discuss at home;
  - Build Vocabulary - ideas to use at home to in regard to the topics being covered/vocabulary being used/learned along with word searches based on phonics concepts being taught/reviewed.
- For example, in *Family Letter 5*, under *Build Vocabulary: Word Hunt*, families are asked to "look for words with the suffixes *–er/–or, –er/–est*, and *–ment* and the roots *bio* and *vid* in books, magazines, online texts, and environmental print."
- Module 7 includes a *Make a Difference Family Letter*, which states the big idea for the next three weeks: "Our class will build their knowledge about people who make their communities better and stronger, with a focus on the narrative nonfiction genre." These parent letters are available in multiple languages such as Spanish, Vietnamese, Haitian Creole, Chinese, Portuguese, Filipino/Tagalog, and others. Additionally, the materials provide a *Family and Community* resource. This material is also available in multiple languages. This resource helps teachers discover how to engage children's families as learning partners using communication strategies and key resources and find ideas for connecting learning to the broader community.
- In the Module 8 family letter, families are told to "look for words with the roots *graph, vis,* and *mem,* the suffix *-logy* and the prefix *ex-* in books, magazines, online texts, and environmental print."
- The *Family Room* is a website families have access to in regard to a collection of quick, easy-to-follow tips and explanations that help families and caregivers reinforce their child's learning at home. This personalized site shows if their child has any assignments due, allows them to look through resources, access videos and resources to extend the learning at home, and see any updated scores. This resource is available in English and Spanish.

Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.

- The materials include a *Family and Community* resource, which helps teachers discover how to engage children's families as learning partners using communication strategies and key resources and find ideas for connecting learning to the broader community. In this resource, the teacher is encouraged to keep families informed on progress and communicate how children's needs may be met. Teachers are encouraged to share assessment scores and individual reports, making sure to explain where the data come from and what they mean. Additionally, teachers may print a copy of the *Student Growth Report* to discuss the student's Lexile growth.
- Materials for grade 3 contain resources to help teachers communicate with families in an

ongoing manner regarding student's progress. In the *Family and Community* brochure, it gives ideas for sharing student progress, such as, "Print a copy of the *Student Growth Report* to discuss the student's Lexile growth."

- Materials include information about how to communicate with families in an ongoing manner regarding student progress (specific to student formal and informal assessment results). For example, the assessment materials include a letter or letter template for sharing progress monitoring data and explaining how the data can be understood in the *Reaching Out to Families and Caregiver*s section of the *Teacher's Corner* in the online materials.
- *Growth Measure Parent/Caregiver Letter* is a template teachers personalize for each student. The *Parent/Caregiver Letter* is an easy way to share details of a student's *Growth Measure* results. Update this editable template to add the student's name, the class, and the scores from their individual *Growth Reports*. Teachers help parents/caregivers to see their child as more than just test scores by including a note about their observations of the student's strengths and challenges. The teacher can also note the specific activities that the student is doing in class to support their progress and add suggestions for ways that families and caregivers can encourage their child at home.

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Indicator 6.2

Materials incorporate **technology** into the lessons **to enhance student learning**.

1	Digital materials are accessible and compatible with multiple operating systems and devices.	Yes
2	Digital materials support and enhance virtual and in-person instruction.	Yes
3	Digital materials enhance student learning and are not distracting or chaotic.	Yes

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

Materials are accessible and compatible with multiple operating systems and devices. Digital materials support and enhance virtual and in-person instruction. Digital materials enhance student learning and are not distracting or chaotic.

Evidence includes but is not limited to:

Digital materials are accessible and compatible with multiple operating systems and devices.

- Teachers may use the Ed online learning system to access digital tools and instructional support and to manage student work. Materials such as iRead, Waggle, and Amira are accessible online through any device with Internet access. Many of the materials, such as the *Show and Teach* slides, are downloadable and may be accessed without the internet.
- The HMH website and materials were accessible on a MacBook, Chromebook, and iPad.

Digital materials support and enhance virtual and in-person instruction.

- Materials support and enhance virtual and in-person learning. For example:
  - The materials include an online teacher manual that is easily accessed for planning and/or guiding instruction.
  - The materials include an online student workbook for teachers to reference while planning and/or guiding instruction.
  - The materials include presentation slides for teachers to project or share virtually while providing instruction.
- Online teacher modules are available for teachers to use for virtual and in-person instruction. Teachers have access to decodable readers and *Daily Show and Teach Slides* that compliment the day's lesson along with digital Picture, Letter, and Word Cards. In the online teacher modules, there are links to teacher/student digital resources that are mentioned in the lesson. Through the *My Classes* tab on the main dashboard, teachers can assign tasks for students to complete using their digital device.
- Materials provide *Show and Teach Slides*. These provide ready-to-use PowerPoint lessons for in-class or distance learning for foundational skills. The PowerPoint file contains an instructional delivery tool for teachers who have purchased the *HMH Into Reading* program. These foundational skills lessons facilitate both in-class and remote delivery of the research-based

approach in the Teacher's Guide, following the program's foundational skills scope and sequence. Each slide provides a teacher script to follow in the presenter note section.

Digital materials enhance student learning and are not distracting or chaotic.

- Digital materials enhance student learning without being distracting or chaotic. For example:
    - The main subject, topic, or purpose is clear.
    - Titles and headings are prominent and clear; sections are clearly marked with subheadings.
- The design of the materials includes appropriate use of white space. For example:
    - The white space around the text makes content easy to read and comprehend.
    - Design of white space, spacing, font, etc., is consistent throughout the materials.
- Graphics support student learning and engagement but do not visually distract. Images engage student interest and support learning by drawing attention to important information or content. Additionally, the images and graphics are age appropriate.
- In the online Teacher's Guide modules, the headings quickly identify the skill being taught, and the subheadings help to show the gradual release model. The footers have additional notes on how to support learners, and the margins provide the learning objective and links to any digital materials needed for the lesson. The sections of each lesson are color coded consistently through the Teacher's Guide (foundational skills have purple headers/margins, options for differentiation have a yellow background page.
- In *Phonics Interactive Practice, Riddle In the Middle: Consonant Blends*, the images and graphics are age appropriate and engage student interest and support learning by drawing attention to important information with large bold letters and clear recordings. The content is not visually distracting because pictures are large and clear and titles stand out in a contrasting color.