

Publisher Name	Program Name
Heggerty, Literacy Resources, LLC	<i>Bridge to Reading</i>
Subject	Grade Level
English Phonics	1

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
<u>Quality Review Overall Score:</u>	265 / 313

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	52 / 53
2. Progress Monitoring	22 / 28
3. Support for All Learners	31 / 32
4. Phonics Rule Compliance	20 / 36
5. Foundational Skills	140 / 164

Strengths

- 1.1 Course-Level Design: Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, and including resources to support administrators.
- 1.3 Lesson-Level Design: Material support educators in effective implementation through intentional lesson-level design.
- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly

taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.

- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.
- 5.E.4 Morphological Awareness: Materials systematically introduce grade-level morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text.

Challenges

- 1.2 Unit-Level Design: Materials lack comprehensive unit overviews that provide the academic vocabulary

necessary to effectively teach the concepts in the unit.

- 2.1 Instructional Assessments: Materials lack teacher guidance for accurate assessment administration. Diagnostic, formative, and summative assessments are not aligned to the TEKS. Instructional assessment items are not standards-aligned.
- 3.3 Support for Emergent Bilingual Students: Materials provide teacher guidance for linguistic accommodations at the beginning level but not various language proficiency levels, as defined by the ELPS.
- 4.2 Daily Instructional Sequence and Routines: Daily lessons lack opportunities for immediate corrective feedback and a variety of opportunities for collaborative or independent practice.
- 4.4 Assessment: Materials do not provide consistent directions for administration of assessments, a variety of developmentally appropriate assessment tools, systematic progress monitoring, year-long assessment opportunities aligned to grade-level phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials do not offer data-management tools for tracking individual and whole-class progress. Materials do not include guidance on the frequency of progress monitoring or how to accelerate learning based on the progress monitoring.
- 5.B.1 Oral Language Development: Materials lack explicit, systematic guidance for developing oral language

and oracy through methods like modeling, guided practice, and feedback. They also do not provide opportunities for social communication, asking questions, or sharing ideas for different purposes and audiences.

- 5.C.2 Letter-Sound Correspondence: Materials do not include guidance for explicit instruction focused on connecting phonemes to letters within words with recommended explanatory

feedback for students based on common misconceptions.

- 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence for introducing phonological awareness.
- 5.D.2 Phonemic Awareness: The materials do not provide a systematic sequence for introducing phonemic awareness and a variety of resources for skill development, practice, and reinforcement.

Summary

The *Bridge to Reading* curriculum by Heggerty is a foundational literacy skills program for learners in grades K–3. In grade 1, the program provides a structured approach to further develop early literacy skills attained in grade K while accommodating the diverse needs of all students. The curriculum is organized into 35 weeks of direct and explicit instruction, each comprising five lessons, resulting in a total of 175 lessons. The grade-level appropriate lessons utilize a gradual release of responsibility model that includes warm-up activities, direct instruction with modeling, practice resources, and lesson wrap-ups and extensions.

Campus and district instructional leaders should consider the following:

- The first few weeks of grade 1 materials review and build upon the phonics skills developed in grade K and then advance into a focus on decoding and encoding multisyllabic words and recognizing common spelling patterns. Grade 1 lessons also introduce opportunities for students to write simple sentences and read short stories independently.
- Additionally, the materials include extensive teacher guidance with scripted lessons and suggested pacing. Some assessments and assessment items are not fully TEKS- and standards-aligned and therefore may require discretion for best use. The curriculum offers differentiated instruction opportunities for various learners, including multilingual, advanced, and struggling learners.

Intentional Instructional Design

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

The materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days-165, 180, 210). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence detailing the concepts and knowledge covered in the course. It spans 34 weeks of lessons and breaks down phonological and phonemic awareness, phonics concepts, high-frequency words (referred to as Red Words), and decodable texts.
- The scope and sequence show that Units 1 and 2 consist of 10 instructional weeks. The document outlines the concepts and knowledge taught each week. For example, week 9 lists "Phonics," "Phonemic Awareness," and "Phonological Awareness" concepts, including blending phonemes, isolating medial phonemes (vowels), segmenting words into phonemes, and adding, deleting, and substituting initial phonemes. The phonics skills address the -nk spelling.
- The scope and sequence include alignment between the TEKS, ELPS, and grade 1 content. For example, the document highlights TEKS 1.2Ai, which requires students to produce a series of rhyming words in weeks 4-7. The materials include ELPS, the document highlights ELPS C.1 in weeks 1-34. The ELL uses language learning strategies to develop an awareness of his or her own learning processes.

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

- The materials provide 34 weeks of lessons. The *Instructional Time* document offers accommodations to teachers if instructional time during the school day is limited, including planning strategies for time accommodations or constraints and suggestions for teachers to adjust the instructional minutes for each lesson component if needed. Materials provide pacing guidance support for varied instructional calendar days. For example, if a school has 210 instructional days, the materials suggest increasing time spent in each week by 1 or 2 days by reviewing word, phrase, or sentence dictation in weeks 1-34.

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

- The materials provide professional development videos from the online platform to understand the rationale behind the order of each unit from 1 to 6. For example, the video titled *Chapter 3* explains that "Unit 2" focuses on consonant digraphs, suffixes, and double consonants. The next video, *Chapter 4*, discusses how "Unit 3" focuses on the long vowel pattern CVCE, consonant blends, and clusters.
- The overview section explains the concepts students learn, how they connect throughout the course, and a rationale for unit order. According to the rationale, "As the lessons progress, the units of language will become smaller, getting to phoneme level in week 12. The practice and repetition with larger units allow students to build phonological memory, sequence parts of words, and understand the concepts of blending, segmenting, and manipulating."

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

- Teachers refer to the *Corrective Feedback Guide*, located within teacher resources, for guidance on the main focus of each lesson, how the units are connected, and support for reteaching or scaffolding.
- Materials include lesson plan examples and templates for teachers to create their lessons for small groups, specifically for decodable reading time. The *Instructional Time Guide* provides teachers with information on delivering content and best practices for each lesson. For instance, it guides teachers on how to make each lesson explicit, suggesting teachers reduce the number of words for each phonemic awareness activity or move the "Spiraling Review" activity to the end of the school day to review concepts of focus.
- The introduction section, "Getting Started," offers instructional strategies for the overall unit and suggested times and guidance on the components of the daily phonics lessons.
- The materials include a professional development library offering guidance for unit and lesson internalization protocols. The *On-Demand PD* has 6 video chapters with a quiz after each video. The quiz allows the viewer to check for understanding. For example, *Chapter 4* reviews "Unit 2" and explains that students will begin to word-build with their word-building cards.

Components for daily phonics instruction are listed with brief definitions for each component. For example, "The yellow box at the beginning of each lesson gives teachers an overview of how to prepare for the daily lesson."

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

- The materials offer resources and guidance for administrators and instructional coaches on implementing phonemic awareness lessons. The program's professional development library features a 6-minute video titled *Administrators & Coaches: 5 Look Fors in PA Instruction* and a 5-minute video titled *Phonemic Awareness: Using the Fidelity Checklist*. Administrators and instructional coaches access the checklist under "Digital Resources." The resources contain a lesson observation checklist, lesson components, and a section for feedback.
- Both coaches and administrators access and use a "Fidelity Checklist" for the "Look-fors" during every part of a phonics lesson. The checklist has a section for differentiation, a section for comments and feedback regarding lesson delivery, and a section for student engagement.

Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- Materials include comprehensive unit overviews that provide the background content knowledge necessary to teach the concepts effectively. Using the "On-Demand" Tab, teachers view six videos divided by a "General Overview" and all the units in the grade 1 curriculum. Video 1, Chapter 1, discusses foundational skills and why we teach them. Videos 2 through 6 provide an overview of each unit's background knowledge and organize concepts and target skills into weekly goals. The "Instructional Strategies" Section of the digital curriculum describes the strategies to support decoding and encoding instruction. For example, one instructional routine explained is the Finger-Blending Strategy. Materials state, "Children will say each sound and then blend the sounds with their fingers to read the word. For example, the teacher builds the word cat with Word Construction Cards. Children will say each sound, /k/ /ă/ /t/ while holding up one finger for each of the three sounds. Then children will close their fists when they say the word, *cat*."
- Unit overviews do not include upcoming academic vocabulary. Each lesson provides the teacher with the day's concepts, target skills, and materials. For example, the lesson overview provides teachers with one learning concept: "Words have syllables and patterns. Every syllable needs a vowel." Although lessons present academic vocabulary to students, unit overviews do not include academic vocabulary.

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

- The materials provide newsletters in English and Spanish that outline the concepts students are learning in phonemic awareness and phonics and offer extra practice for support. These

newsletters also give parents tips on helping students with their Red Words, spelling patterns, and decoding, along with a passage and activities for parents and students to complete together. In Unit 1, the parent newsletter explains what the child is learning for the week and teaches parents how to blend words and use sound chips.

- Grade 1 materials include a family newsletter in both Spanish and English that provides information on how to reinforce skills at home. For example, the Unit 3 newsletter explains Red Words as "words that appear frequently in print, and your child is learning to read and spell these words. At school, your child has a word card for this word to practice reading the words and they can write these words in sentences." The red word from Unit 3, Week 15 parent letter is *want*. The newsletter also includes a decodable passage for students to practice reading at home, which features the word "want."
- The materials include resources families can use to help students practice newly taught words or review previously taught words, providing students with additional practice. For example, materials provide Red Words on index cards for reading practice at home.

Intentional Instructional Design

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

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

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

- Lesson plans include detailed objectives, questions to ask students, tasks for both the teacher and the student, and the materials needed for the lesson and assessments. Materials provide assessments at the end of the week and at the end of the unit; additionally, year-round checks can be found in the "Assessments" section under the "Introduction" tab. The lessons also provide teachers with a weekly assessment check that assists them in monitoring student progress for that week and a talking guide to use when assessing students.
- The lesson plan states the materials needed to complete the lesson successfully. For example, a table labeled "Materials" states that students will need whiteboards and markers for the lesson.
- Each section consists of a structure "I Do, We Do, and You Do." The lesson plan states the focus phonics pattern. For example, in the lesson "The Big Red Hat" the phonics pattern is CVC words with all vowels. The lesson plan provides "Thinking About Your Reading" guiding questions.
- A scoring guide for each weekly assessment for teachers guides the next steps for each student. For example, it advises teachers to "consider using the expanded activities during small group work" in response to a student identifying all initial sound picture cards correctly.

- Materials include lessons with a target skill and concepts listed in the first section of each day under Phonics. For example, in week 14, the concept is "We can match the sounds we hear to letters in print." The target skill is to build, decode, and spell words with the letters a, p, t, n, and c. Lessons explicitly address language standards.

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

- The header of every lesson includes an "Overall Time Guide" for how long the whole phonics lesson should take that day. In the "Getting Started" Section on the digital platform, there is an "Instructional Time Guide" for teachers to use for support on time management or any time barriers.
- The foundational skills lessons include "8-12 minutes of phonemic awareness instruction and 20-30 minutes of phonics instruction." The materials include an "Instructional Time Guide" for implementation when instructional time may be limited.
- Teachers can also view a video from the *On-Demand PD* library, which helps them select suggested timing for lesson sections. The video states 20 minutes of phonics lessons, with the "Jump In" Section indicated for less than 5 minutes, and the teacher can calculate the rest.

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

- Materials include a lesson overview listing the teacher and student materials necessary to deliver the lesson effectively. Each lesson begins with a list of materials for the teacher and the student. The materials needed for teachers and students are included in a text box at the beginning of the lesson. For example, one lesson requires sentence strips with student names, consonants in black, vowels in red, a student *READ Book*, and dry-erase boards with markers. Teachers can access needed materials by clicking on the links provided when using the lessons. The listed student and teacher materials in the grade 1 curriculum are provided physically and online. The students use a book called *READ Book*, which they use every day. The students apply their learning independently in the "You Do" section of the daily lessons.
- The materials for week 2 phonics include an alphabet chart, a reading book, multisensory options, and ABC letter cards for the lesson. The lesson also contains links to the Alphabet Chart and *READ Book*. Materials include a lesson overview listing the teacher and student materials necessary to deliver the lesson effectively, as well as links to resources. In week 5, Phonics, the students will need dry-erase boards or paper, Student Red Cards (Teacher and Student), *READ Book*, and the teacher will need the *Corrective Feedback Guide*.

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

- The materials include guidance on effectively using lesson materials for extended practice. At the culmination of every daily phonics lesson, there is a section for differentiated instruction.

The weekly lessons provide opportunities for teachers to extend students' practice of the target skill through a section on the lesson plan called "Expand." In this section, the teacher will construct words for children to read. The materials state, "In the Teacher's Edition, differentiated instruction is included daily with support for children who need additional support, Boost, and children who are ready to go beyond, Expand."

- This section of the lesson is in every lesson and guides teachers on what to say and do. For example, the materials state, "Challenge children to make a list of words that begin with the initial consonant blends br- and cr- (brand, brass, branch, crush, cross, crams, etc.) Encourage children to choose words from the list to write a sentence."
- The opportunities for student enrichment increase to concrete or visual activities to apply the skills. For example, the week 1 lessons guide students on day 1 to draw pictures of items that start with a specific letter. Day 2 requires students to match letters on the alphabet bridge, giving the teacher more ways to expand that activity even more, and the last day has the students counting words and spaces in a sentence.

Progress Monitoring

2.1	Instructional Assessments	18/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	12/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	1/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	3/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	0/2

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

Evidence includes, but is not limited to:

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

- The materials include various assessment tools for measuring reading skills, such as phonemic awareness and phonics assessments, which teachers administer throughout the year. They also offer a range of instructional assessments at the lesson level, including formative assessments that vary in tasks and questions. Teachers use these assessments at the unit or lesson level as summative assessments at their discretion.
- Grade 1 materials feature formative and summative assessments at the unit and lesson levels that include a variety of tasks. "Weekly Word Checks" on day 5 of the phonics assessment evaluate the phonics concepts taught during the week. This assessment includes six (6) spelling words and two (2) dictation sentences. According to the *Assessing Phonics* guide, the dictation sentences measure the phonics skills taught in the current and previous weeks. A "Weekly Check Recording Sheet" allows teachers to track individual student progress and class learning. Additionally, a "Fluency Checklist" enables teachers to record reading

observations, allowing targeted instruction based on identified needs. Teachers use these assessments after weekly lessons or upon completing a unit.

- The materials provide diagnostic assessment tools, including a *Phonemic Awareness Assessment*, a "Letter Names and Letter Sounds Assessment," and a "Phonics Assessment." These assessments help teachers analyze students' phonics and phonological skills. The "Phonological Assessment" supplies baseline data before implementing phonemic awareness lessons.

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

- The materials explain the intended purpose of the instructional assessments. According to the *Grade 1 Assessment* guide, a short, whole-class diagnostic assessment measures student encoding skills three times during the school year. The Downloadable Resources section of the digital platform explains how diagnostics evaluate student knowledge of phonics skills through spelling. The results inform reteaching needs, small groups, and intervention.
- The online platform's weekly formative assessment checks section describes "Weekly Checks" as "a quick and simple way to assess children's progress. Each "Weekly Check" offers children the opportunity to demonstrate what they have learned throughout the week, with a focus on the sound-spelling patterns and the taught Red Words." The "Weekly Checks" monitor students' ability to apply phonemic awareness and phonics knowledge to word spelling using the sound-spelling relationship and high-frequency words taught that week.
- The materials clearly state the intended purpose of the oral reading fluency assessment: to help teachers identify phonics patterns that are areas of concern for each unit and monitor students' progress using Words Correct Per Minute (WCPM). Starting in the winter of grade 1 and beyond, teachers measure reading fluency using oral reading fluency (ORF) norms. The recommended goal is the 50th percentile or above, based on the WCPM score.

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

- Grade 1 instructions for "Weekly Checks" offer clear guidance on administering the assessments, including step-by-step instructions, scoring guidelines, teacher prompts, and narratives. For example, teachers are instructed to say, "Now it is time for a "Weekly Check." You will show me what you have learned this week by reading and writing words and sentences. Some of the words are Red Words you have learned." Teachers use these narrative prompts when giving oral reading assessments. Instructions state, "Children hear the sound story read aloud on day 1 of instruction, and on day 2, teachers can display the sound story text."
- The Fluency Instruction document emphasizes reading behavior over a standardized, calculated measure of fluency. The document states, "Teachers can use the weekly decodable passage to measure a child's fluency. Fluency measures can be differentiated based on the needs of a child. The teacher may choose to ask the child to read aloud the

complete passage or 1-2 sentences, using the Fluency Checklist to monitor reading behaviors." The fluency checklist provides checkboxes for teachers to mark when a student reads with appropriate rate, accuracy, and prosody. The materials do not include guidance on the accurate administration of assessments.

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

- The materials include "Weekly Checks" that align with the unit and lesson objectives taught during that week. For example, in week 5, the target skill is representing the /sh/ sound with the digraph "sh." The "Weekly Check" assesses this skill by having students circle the word that matches the picture of an item containing the "sh" digraph, such as a ship paired with its name.
- While the materials do not correlate to the TEKS for each assessment item, grade 1 materials provide the answer keys for every assessment. The "Weekly Checks" provide answer keys in the teacher version of the student workbook for every evaluation. The *Phonemic Awareness Assessment* guide provides a corrective response form for teachers to input and score student responses.
- The online "Digital Assessment Tool" shows the correlation between assessments and specific skills. For *Phonemic Awareness Assessment*, student scores populate into a bar graph categorized by onset fluency, blending, isolating the final sound, segmenting, isolating the medial sound, adding, deleting, and substituting. The online digital tool does not show the correlation between TEKS and assessment items.

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

- The materials offer assessment items at varying levels of complexity for various evaluations. Grade 1 "Weekly Checks" include word spelling and sentence writing. For example, week 13 asks students to spell six (6) words with the Focus Sound-Spelling and record two (2) dictated sentences. The "6-Word Spelling Test" assesses students' ability to apply their knowledge of "l" and "s" blends and previously taught high-frequency words: "spell swipe, snap, once, plot, glad, two." Students record the dictated sentences: "I always like to have one or two snacks." and "Can you spot the black bug?" The materials do not show how assessment items align with the TEKS.
- The "Phonemic Awareness Diagnostic" varies in complexity as students engage in different phonemic awareness tasks, such as adding, deleting, or substituting sounds within words. The assessment begins by asking students to isolate the initial phoneme in words, then progresses to substituting the initial phoneme in words. The materials do not show the correlation between the TEKS and the phonemic awareness tasks.

Progress Monitoring

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

The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

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

- In grade 1, teachers can access guidelines for using assessment data in week 1, Day 5 of every lesson. These guidelines provide direction for interpreting and responding to data from the "Weekly Checks." For example, the materials state that "if less than 80% of the children are proficient, reteaching of the concepts in a whole class setting may be necessary. This reteaching instruction may occur on Day 5 of the current week or on Day 1 of the next week, in place of the written "Jump In" activity. This reteaching would take place before new instruction." The "Jump In" activity reviews previously learned content.
- The beginning, middle, and end-of-year assessments include a "Scoring Sheet" for each student with guidelines and a place for teachers to record observations for each student. The materials provide teachers with specific support for student observations. For example, "if children have difficulty writing initial and final sounds in VC and CVC words" one of the next steps provided is to "review phonemic awareness lessons weeks 1-7 for initial phoneme isolation" and encourage children to listen for the first sound they hear in a word, identifying the letter that matches the sound.
- Teachers can also view a "Weekly Check Scoring Guide" that provides guidance for instruction. For example, the document states that if a child spells 1-3 words correctly, the teacher's next steps could be to use the "Spell" Tabs and digital "Blending Board" to support instruction for the phoneme-grapheme connection and phonics lessons.

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

- Materials include instructional strategies to respond to instructional assessment data trends catering to various proficiency levels. They guide teachers in utilizing assessment results to support purposeful planning for the appropriate grade-level experience. For example, support begins with students who have difficulty with most of the assessment, then progresses to students writing the initial sound correctly, then to students writing both initial and final sounds correctly, and finally to students writing all the words correctly.
- Grade 1 materials provide guidelines for interpreting assessment data and offer guidance for instruction based on students' "Weekly Check." For instance, if a student spells 1-3 words correctly, the teacher should provide small group instruction and use lesson extension activities found in the "Boost" Section of the weekly lessons. The "Weekly Check Scoring Guidelines" document offers the next steps at various proficiency levels. Support starts with students who identify only one sound correctly and progresses to those who can identify two sounds correctly, up to those who can identify all sounds correctly.
- The progress monitoring assessments also provide guidance on how to respond to student trends. The materials suggest that if a student gets 0-3 correct, the teacher should review weeks 13-14 in the grade K phonemic awareness curriculum or week 8 with the student.

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

- The materials include resources for recording student objectives and goals as they advance through the program. Weekly objectives for students are provided as "I can" statements, such as "I can say consonant digraph sounds /sh/ and /ch/." The materials include tools for students to track their own progress.
- In the "Weekly Check Scoring Guidelines" document, the materials suggest options for scoring the "Weekly Checks," one of which is for students to score their own "Weekly Checks." The materials suggest encouraging "children to write the correct spelling next to an incorrect spelling." The teacher records how many words are correct in the "Targeted Phonics Instruction" column and the "Red Word" column.
- Teachers have a recording sheet for the whole class under the "Assessment" Tab on the digital platform, which allows teachers to record student scores from each "Weekly Check" for Units 1-6. The materials include a "Weekly Check: Student Tracking Sheet" where students track their progress on the weekly checks in reading and spelling. The directions for the student tracker include, "Students will track their own progress by coloring in the amount of smiley faces or stars that correspond with the expectations of their weekly check."

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- Grade 1 materials include specific recommendations for differentiated instruction to support students who have not yet mastered grade-level content and skills. The material provides teacher guidance for differentiated instruction through "Boost" activities in the daily lessons. "The *Boost* is a suggestion for scaffolding the daily lesson further for children who require more support." For example, in Week 3, "Boost" activity provides multiple suggestions, with one suggestion stating, "If children have difficulty reading the *Red Words*, then guide them to see that the words end with the same sound: /e/. Place the *Red Word Cards* next to each other and have children point to the letters that are the same. Have them read each word several times."
- Daily lessons include guidance for teachers on using various instructional modalities, such as visuals, manipulatives, kinesthetic learning, specific instructions on mouth placement, and guidance on the manner and voice of the letter sound to support the success of all types of learners. In addition, teachers access specific recommendations for small group reading to support students who have not yet mastered grade-level content and skills. In week 5 "Boost," if students struggle with the sound /sh/, the teacher will model proper articulation and have them repeat. Then, the students will use a mirror to watch their mouth formation as they articulate the /sh/ sound.

- Teachers download and view a resource, *Supporting Diverse Learners*, which offers examples of how to support diverse students in phonemic awareness and phonics lessons and differentiate the administration of assessments. The supporting diverse learners guide mentions, "Children with limited verbal skills may use visuals to represent sounds, such as unifix cubes, tiles, felt squares, or chips in Elkonin boxes, to demonstrate their learning and understanding." The student materials can also be scaffolded to support student needs. Before a lesson using the spelling manipulatives, the teacher prepares the materials for the learner. The teacher builds the rime with letter tiles on the student's spelling board, and the student adds the first letter (onset) during the lesson (i.e., *ip*; *child adds t to build the word tip*).

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

- Materials include embedded supports for unfamiliar vocabulary and references in text. The decodable text lesson plans guide teachers in previewing the decodable text before reading, including an overview of the text, predictions, and any new vocabulary that needs to be taught. Materials include pre-teaching unfamiliar vocabulary in the *Heggerty Library*-connected texts. For example, before reading the story *Life Skills for Kids*, the teacher defines the word "machine" from the decodable reader. The teacher explains that "a machine needs power and usually has many parts, such as a washing machine." Next, the teacher talks about the word "skill." "Life skills mean skills needed for things we do every day in our life." Students share ideas with a partner about essential skills they use every day.
- In grade 1, the materials include embedded support for unfamiliar vocabulary to ensure students understand terms clearly. In the curriculum, week 1, the teacher pre-teaches vocabulary by explaining the meaning of Red Words. "Red Words signal for readers to stop and think about the sounds the letters stand for in the word." The teacher explains that the word includes the consonant digraph /th/. "We will be learning about consonant digraphs in upcoming lessons." Students learn that the letters "th" stand for the /th/ sound.
- Materials include embedded supports for unfamiliar vocabulary. In grade 1, when learning about a new concept, such as short vowel sounds, the teacher provides the students with a poster filled with pictures of items that include short vowel sounds. When the teacher asks the students to list words with short vowel sounds, the students can refer to the poster and see a picture of the object, or the teacher points to the item on the poster and explains what the item is for students who need the vocabulary explained.

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

- The materials include teacher guidance for differentiated instruction and extension activities for students proficient in grade-level content and skills. In week 22, the materials provide a section on differentiated instruction that includes an "Expand" activity. The "Expand" Section allows the teacher to offer lesson extensions. For example, "Challenge partners to write

sentences about the events in the "Sound Story" using the words *glue*, *blue*, and *clue*. Have partners share their completed sentences with the group."

- The program provides teachers with guidance for lesson enrichment activities for students within the "Expand" Section. According to the *Differentiation: Boost, Expand, ML Connection* video found under the "Video Learning Library" Tab, "Expand" activities are for lesson extensions. "Children will think deeper and more analytically about the sound-spelling patterns being introduced."
- The materials offer guidance on lessons that extend the learning process by tasking students to apply their knowledge and skills to additional activities that reflect the skills for the lesson. When a student spells all words correctly in the weekly check and dictation sentences, the materials guide the teacher to use the "Expand" activities for small group work. In week 14, students ready for an extension can challenge partners to add to the weekly "Sound Story" with more challenging and soft "c" words after a lesson and independent work.

Supports for All Learners

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

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

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

- Grade 1 materials provide recommendations for effective lesson delivery using a variety of instructional approaches and tasks. Each lesson includes guidance for the teacher and opportunities for the students to engage with what they are learning. The daily lessons include a script for the teacher to use when modeling, explaining, and communicating the concepts and skills. For example, in week 13, the materials state, "The words clock, climbing, club, claws, and clay all have the sounds /k/ and /l/ at the beginning of the word. What sounds are at the beginning of the clock? (/k/ and /l/)." In grade 1, the materials provide teacher guidance on how to teach the Red Words (high frequency words) for the day. For example, the materials state, "the letters o-r stand for the sound /or/. The r changes the sound of the vowel o. We will learn about r-controlled vowels in future lessons."
- The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concepts the student is learning directly and explicitly. For example, in week 2, the "I do" portion of the lesson states, "Say: Today, we'll work with some more letters of the alphabet. We know that letters stand for sounds in words. We can match the sounds we hear in words to letters of the alphabet." The activity provides modeling letter formation guidance for teachers with explicit instructions for explaining and communicating, the concepts and the learning objective. Grade 1 materials provide teachers with scripted language when teaching students the correct letter formation of each letter. For example, in week 2, the script directs teachers to say, "Trace the letter as you explain how to form it. Model tracing from the starting dot of the letter. As you skywrite, say: The letter F stands for /f/. Invite children to copy your model of skywriting the letter."

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

- The materials recommend effective lesson delivery using a variety of instructional approaches and tasks. Each lesson includes guidance for the teacher and opportunities for students to engage with their learning. Grade 1 materials offer advice on various instructional strategies, such as finger-blending, fingerspelling, and skywriting, to assist students in learning new phonics concepts. Students can participate through embedded instructional strategies like repeating, movement, matching, listening, skywriting, and applying throughout the daily lessons.
- The digital curriculum's "Video Learning Library" Tab provides video guidance and offers teachers recommendations for effective lesson delivery strategies. For example, *Using Visuals to Scaffold Instruction* provides different visual supports to help students at various levels, while the *How to Use Daily Lessons* video demonstrates effective lesson delivery.
- The "Instructional Strategies" Section guides teachers on various instructional approaches. For instance, teachers use "Word Construction Cards" to model word building during whole group instruction. Video guidance for scaffolding instruction is available in the curriculum. Under the "Video Learning Library" Tab, the *Using Visuals to Scaffold Instruction* video offers visual support for different student levels. The *How to Use Daily Lessons* video also provides an example of effective lesson delivery.

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

- For example, the *Interpretation of Assessment Data Guide* offers support for deciding when students need to be in a whole group, small group, or individual setting. They state, "If less than 80% of the children are proficient, reteaching of the concepts in a whole class setting may be necessary." Additionally, grade 1 materials provide clear headings and labels to help teachers differentiate between various lesson structures, such as "Jump In," "I Do," "We Do," "You Do," "Jump Out," and "Differentiated Instruction."
- In grade 1, the materials recommend partner work for various types of practice. In week 10, the *Teacher Guide* recommends that students collaborate with a partner to "share words that end with the /ing/ sound." The program recommends using a decodable book and a small group lesson plan on Day 5 of each week. The lesson plan includes a "Before Reading," "During Reading," and "After Reading" section for teachers.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	10/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	1/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	8/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

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

Evidence includes, but is not limited to:

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

- The *Linguistic Accommodations Guide* provides one general set of accommodations for language proficiency suited for beginner English Learners. The *Supporting Diverse Learners Guide* offers materials on providing linguistic accommodations for English language learners. The "Supporting Diverse Learners" Tab in the "Introduction" includes this document. It provides accommodations for students with diverse needs. For example, during whole group instruction, teachers can give multilingual learners alternate response options, such as allowing them to respond orally instead of in writing. Alternate response options include: Before using the "Spell Tabs" folder, the teacher builds the rime with "Spell Tabs," and the student adds the first letter during the lesson (e.g., the teacher builds "at," and the child adds "c" to form "cat"). When creating words with "Spell Tabs," teachers provide students with a limited number of letters in the folder, including only those needed to build the words for that lesson. Teachers scaffold language use by offering sentence frames when asking students to

respond in writing about a decodable passage. Teachers offer a separate setting for the "Weekly Check" assessment and allow oral responses when possible. Teachers intentionally support vocabulary development with visuals and picture supports, such as "Letter Flashcards," "Sound Wall Cards," the interactive "Sound Wall," and "Sound Story" posters.

- On day 4 of each weekly lesson for grade 1, teachers provide specific support for multilingual learners, focusing on oral language and vocabulary development. This instruction can occur on Day 4 or any other day during the week. For example, in week 7, day 4, the materials offer the following multilingual support: "Say: Punctuation helps us know how to change our intonation. When we see a question mark (show visual), we know to raise our voice (raise arms up). When we see an exclamation mark (show visual), we need to show emotion that matches the sentence (punch arm up). When we see a period (show visual), we keep our voice steady (move hands in an outward motion). We will practice reading sentences with correct intonation and expression. Read aloud each sentence, modeling proper intonation, and have children repeat, matching your intonation: 'Can you run with me?' 'The cup is hot!' 'She is fun.' 'Do you like dogs or cats?'" This lesson uses visuals and Total Physical Response (TPR), a method of teaching language concepts by incorporating physical movement to react to verbal input, supporting language acquisition. The materials include teacher guidance on providing linguistic accommodations for the beginning level of language proficiency, but not various levels of language proficiency as defined by the English Language Proficiency Standards (ELPS).

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

- The materials offer various guidance for teachers to support multilingual learners in their classrooms. The *Supporting Multilingual Learners Guide* provides teachers different implementation options to support English language learners during instruction. For example, the materials suggest a variety of best practices to help support teachers in instructing students in English language acquisition. The supports include Total Physical Response (TPR), building background knowledge, modeling sentence frames, modeling "Sound Walls," visuals and videos, and repetition.
- Videos under the "Video Learning Library" Tab provide guidance and suggestions on how teachers implement phonemic awareness lessons while still supporting English language learners. Per the instructions, teachers pull out students for additional support and include vocabulary and content support.
- Materials include a video for implementation guidance, titled *Phonemic Awareness: Supporting English language learners*. This video, located under the "Video Learning Library" Tab, provides teachers with guidance on lesson implementation. For example, the video states, "the tier 1 lesson should be the same for English language learners as it is for other students in the classroom." After the tier 1 lesson, the teacher pulls English language learners into small groups and provides scaffolded support with vocabulary by using visuals and the Total Physical Response method.

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

- Materials include teacher guidance for supporting multilingual learners on day 4 of the weekly lessons. The weekly lessons have a "specific focus on oral language and vocabulary development." For example, in week 2, day 4 the materials state that providing the students "with multiple and repeated opportunities to practice oral language skills can greatly increase their oral language development. Play a game of Teacher Says with children for oral language practice."
- In the *Supporting Multilingual Learners Guide*, the curriculum guides teachers to support English language learners to make cross-linguistic connections. The materials provide guidance for teachers to help create opportunities for oral and written discourse while making cross-linguistic connections. Such activity is found in week 1, day 4, "[Multilingual learners] may require vocabulary support for places in a school. Display pictures from the internet or other resources for these common places in a school: restrooms, cafeteria, library, main office, nurses' office, art room, music room, playground. Say: There are many different places in our school. After all places are identified and discussed, have children draw a picture of their favorite place in the school. Ask each child to share and talk about their pictures with the group. Use this sentence frame if necessary: My favorite place in the school is ___ because ___." This activity allows students to make cross-linguistic connections through oral and written discourse using sentence frames and written pictures. The visuals provide key vocabulary development, and students are asked to tap into their background knowledge to enhance their comprehension of the lesson.

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

- The materials contain linguistically accommodated instructional strategies. The Supporting Multilingual Learners document provides guidance for teachers to help English language learners make cross-linguistic connections. The document recommends that to support multilingual learners, it is essential to recognize and affirm the importance of a child's home language and dialect. Additional recommendations include encouraging children to share words or phrases in their native language that correspond to English vocabulary or concepts, as well as highlighting cognates between their home language and English, which are two effective strategies. According to the Supporting Diverse Learners document, "Multilingual Learner support is provided on Day 4 of each weekly lesson for Grades K, 1 and 2 Bridge to Reading, with a specific focus on oral language and vocabulary development. This instruction may take place on Day 4 or on another day during that week.
- The materials are not designed for dual language immersion (DLI) programs and do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- According to the "Scope and Sequence" for grade 1, the introduction of phonics lessons starts with a review of consonants and vowels and moves into short vowels: "VC and CVC Words," "Closed Syllables," and "Consonant Digraphs." Students begin with a two-week introduction, "Unit 1," reviewing consonants and vowels before progressing to "Short Vowels and Closed Syllables." In "Unit 2" (weeks 5-10) of grade 1, the focus begins with consonant digraphs (voiced and unvoiced) and gradually increases complexity to consonant digraphs, trigraphs, and plural endings. Students practice segmenting words into phonemes by the end of the seventh week.
- As the curriculum advances to "Unit 3" (weeks 11-16), the emphasis shifts to CVCe, long vowels, consonant blends, and consonant clusters. "Unit 3" (weeks 11-16) begins with CVCe long /a/, long /i/, long /o/, long /u/, to consonant blends, and final consonant blends. "Unit 4" (weeks 17-22) introduces a series of r-controlled vowels and a series of vowel teams. "Unit 5" (weeks 23-28) instructs on complex vowels, diphthongs, and silent letters. "Unit 6" introduces syllable division, such as closed and open syllables.
- The independent practice student book also progresses systematically so that students can build upon their learning. For example, in "Unit 2," the student practice book starts simple as students match pictures to words that have a particular sound, read and write high-frequency words in isolation and sentences, circle words that match an image, fill in a missing word in a sentence, and read a decodable text with either high-frequency words or decodable words

built during the lessons. In "Unit 3," the student practice books progress to reading and writing words with hard and soft /c/ and /g/, final consonant blends, and 3-letter consonant blends.

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

- The materials include daily opportunities to teach and provide practice in phonics explicitly. For example, the "Unit 3" lessons for "Week 16" have a phonics concept of consonant clusters: spr-, scr-, str-, and spl-. Each day is a different consonant cluster. Students have opportunities to articulate the sounds of the consonant clusters, build words with the consonant clusters, blend the letters together to read words with that consonant cluster, identify specific consonant clusters according to pictures, and then read a decodable passage with high-frequency words and decodable words.
- The phonics lessons provide teacher-led instruction that clearly teaches a skill through concise explanation, modeling, practice, the Gradual Release of Responsibility model, and explicit feedback. In grade 1, students begin every lesson with 20-30 minutes of phonics instruction. The lesson includes the concept and target skills for the day. In "Week 4," the phonics lesson begins with the teacher leading the students in the "Alphabet Song." Next, they move into the lesson's Gradual Release of Responsibility ("I Do, We Do, You Do") portion. On "Day 5," students will apply encoding and decoding skills by reading a decodable passage and spelling words and sentences during the weekly check. The daily lessons include scripting for phonics activities.
- Grade 1 materials include daily opportunities to teach diphthongs and silent letters explicitly. The teacher follows the Gradual Release of Responsibility model, explicitly teaching what a diphthong is in weeks 26 and 27 and then providing opportunities for students to practice reading words with diphthongs. The workbooks allow students to practice reading and writing words with diphthongs and silent letters. The materials include daily opportunities in "Unit 5" and "Unit 6" to teach the skill, practice reading and building words with students, and then allow the students opportunities to practice the skill learned.

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

- The materials include the practice of phonics skills in isolation, such as sound-symbol correspondence, letter sound articulation, orally blending and segmenting words, building words with letter tiles, blending words built using a finger blending strategy, and building, blending, tracing, and writing high-frequency words. The materials include a weekly decodable passage on day four of each week for students to practice independently the phonics skill they have been working on. For example, in "Week 28," the phonics skill taught is diphthongs oi and oy. The decodable passage includes multiple opportunities to read words such as "joy" and "toy."
- The materials include decodable texts used to practice reading and writing skills in context. In each lesson, during independent practice, students practice in their workbooks starting on the last two days of "Week 1." In "Week 12," for example, the decodable text has words that are either previously taught Red Words (high-frequency words) or highly decodable words that the students have already had practice sounding out during the days before. Each decodable text in their

student practice books has high-frequency and highly decodable words, which helps the students apply their phonics skills in a decodable text.

- The materials include phrases and sentences used to practice reading and writing high-frequency words and words that follow taught sound-spelling patterns. For example, grade 1 materials include stories in the "You Do" Section in their *READ Books* on days four and five of each week, where students read decodable texts that practice the phonics skills they learned that week. In "Week 18," students are learning about r-controlled vowels. Students are reading the story *Baby Birds First Flight*, which contains r-controlled vowels and high-frequency words for that week.

Materials include opportunities for cumulative review of previously taught skills.

- Materials include opportunities to review previously taught skills by connecting previously taught phonics skills to new ones. For example, students review previously learned content at the beginning of each phonics lesson. In grade 1, "Week 13," students learn to read with L-blends. In "Week 21," students read the story, *A Sky Full of Kites*. This text has many L-blends, including "slight" and "flying."
- The materials provide opportunities to review previously taught skills by connecting previously taught phonics skills to new ones. Each week, students have the opportunity to learn new high-frequency words. Depending upon how many high-frequency words are in that week's plan, the first couple of days are spent on the teachers explicitly teaching the high-frequency word, and the rest of the week is spent reviewing the high-frequency words in various ways. For example, in "Week 11," the materials state, "Remember that some words that have long vowel sounds follow the pattern CVCe. We learned about this pattern with the long /a/ sound. Remember that the e is a silent final /e/."
- The materials include a variety of instructional strategies with consistent routines for each phonics skill. The warm-up section in every lesson is used for review. For example, in "Week 12," the guidance states, "Say: Last week, we found words with long /a/ and long /i/ and the CVCe pattern. Have children find objects in the poster with both long vowel sounds. Write the words they find and have volunteers point out the CVCe pattern." Next, in the modeling section ("I Do") of the lesson, teachers routinely practice previously taught skills from past lessons. Each week, students have the opportunity of learning new high-frequency words, and the first two days are spent on the teachers explicitly teaching the high-frequency word, the letters that spell it, the sounds that are made up in the word, and what the word means. The rest of the week is spent on reviewing the high-frequency words in a variety of ways, such as putting the high-frequency word in a sentence, playing a matching game with a partner, tracing and writing the high-frequency words, building the high-frequency words with letters, and even bringing back previously words into a partner game.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The daily phonics lessons include explicit teacher modeling before students practice the phonics skill independently. For example, in grade 1, the teacher models fluency for students, "Good readers read at a rate that is not too fast and not too slow. As I read, pay careful attention to my reading rate as well as words that have the long vowel sound /ē/."
- The materials include modeling with the elements of explicit instruction daily, including identifying the skills to be learned and communicating clear objectives; providing clear, precise directions and instructions using academic language; and connecting new learning to previous learning. Teachers use the lessons to model direct and explicit instruction during the "I Do" Section. For example, in grade 1, the "I Do" Section states, "This week we have learned the glued sounds /ink/, /ank/, /unk/, and /onk/ along with the spelling patterns -ink, -ank, -unk and -onk (previously learned skills). Where do we usually find glued sounds? (at the end of words) Today we will practice constructing, reading, and writing words with the glued sounds we have learned this week (objectives)."
- The lessons include specific terms, phrasing, and statements that teachers use daily, during core instruction, to model new phonics skills. Every lesson in the phonics materials has a lesson structure that follows the Gradual Release of Responsibility model. Daily lessons include a structure requiring teachers to communicate the lesson objective and use academic vocabulary. For example, in "Week 26" the teacher says, "Today, we'll learn a diphthong that stands for the sound /oy/. A diphthong is two letters that stand for a completely different sound."

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

- The materials include daily lessons that provide opportunities for direct and explicit guided instruction, following the Gradual Release of Responsibility model. Each lesson incorporates several opportunities for direct and explicit instruction. For instance, in "Week 26," during the modeling stage ("I Do"), the teacher demonstrates how to blend the sounds in the word "boil." In the guided practice stage ("We Do"), the teacher helps students blend each sound, /b/ /oy/ /l/, using the finger blending strategy. Finally, in the independent practice stage ("You Do"), students complete two phonics and fluency worksheets in their *READ Book*, reinforcing their skills independently.
- The materials include formatted (bolded, italicized, underlined) text to provide scripting for teachers. The script does not allow for potential student responses that would elicit immediate and corrective feedback. For example:
 - *"The words joined, noisy, appointed, voice, spoil, points, choice, disappointed, and coils all have the /oy/ sound spelled with the diphthong oi. This diphthong is usually in the middle of a word, but it can also be at the beginning of a word, as in oil."*
 - *"Display Letter Card oi. Tap the letters and say the letter names: o, i. Say: The vowel pair in this diphthong is o, i. The two vowels blend together to stand for a different sound, /oy/."*
 - *"What vowel sound is in the middle of foil? (/oy/)"*
 - *"What letters stand for this sound? (oi)"*
 - *"Write foil and join on the board and point out the diphthong oi in each word."*
- The lessons include a "Boost" Section with which a teacher can work on specific skills that students struggled to understand during the daily lesson. The guided practice portion of the lesson does not provide suggestions or guidance on giving specific corrective feedback. The materials offer immediate and corrective feedback opportunities based on performance in lessons within the "Boost" Section, but not every student engages in "Boost" lessons.

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

- The materials provide only one option for independent practice throughout the week, primarily involving the daily completion of workbook pages. For example, the independent practice of the student workbook gives students opportunities to practice encoding, decoding, working with their high-frequency words, and reading a weekly decodable passage. The available resources do not offer diverse alternatives or additional activities for students to reinforce their understanding independently. When students access their workbook, it provides opportunities to practice encoding and decoding, work with their high-frequency words, and read a weekly decodable passage. For example, the independent practice ("You Do") of the "Week 14" materials states, "Have children complete page 28 in their READ Book."
- The phonics lessons are designed exclusively for daily whole-group implementation and lack resources or guidance for daily small groups or individual instruction. For example, students

practice through collaborative learning during the phonics lessons with the high-frequency words at the end of the weekly lessons. Students work together to play a sentence-building game with their high-frequency words. This does not occur daily. Another chance for students to participate in collaborative learning is during the "Boost" Section and "Expand" Section of the lessons. These sections are only used for students who need more practice ("Boost") or an extension of learning ("Expand"). Materials do not include daily opportunities for collaborative practice.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials in grade 1 include intentional weeks of cumulative review throughout the units. For example, "Unit 1" begins with two weeks of review of consonants and vowels. Then, the materials provide a week of reviewing short and long vowels that provides practice in listening to short and long vowel words, distinguishing between the two, building words with long and short vowels, and reading and writing words with long and short vowels. The materials include six weeks of review of high-frequency words at the end of the year. Additionally, two weeks at the end of the year include reviewing all phonic concepts, such as short and long vowels, r-controlled vowels, and complex vowels.
- The materials include regular review lessons (e.g., weekly, bi-weekly, per unit) without introducing new content, but previously taught skills are reviewed and practiced. According to the "Scope and Sequence," weeks 33 and 34 are set aside for cumulative review at the end of the year. For example, in "Week 33," students review long and short vowels /i/ and /a/ through practice activities on whiteboards. On "Week 33, day 1," the lesson states, "Today, we'll review short and long vowel sounds with letters *a* and *i*."
- Grade 1 lessons use consistent routines to introduce and review phonics skills with different modalities. The daily instructional strategies include finger-blending, fingerspelling, skywriting, and using Spell Tabs Folders. These practice items include a time in every lesson where teachers review previously taught skills and the consistent use of Elkonin boxes, sound cards, and sound posters. These items are structured within every daily lesson.

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

- The practice opportunities in the materials include only phonics skills that have been explicitly taught. In grade 1 lessons, after students are taught the skills in the modeling stage, the students have guided practice of those specific skills with teacher assistance during the next phase of the lesson. For example, in "Week 22," students learn about the vowel team spelled "ue," which stands for the sounds /oo/ and /ū/. Explicit instruction begins with a discussion and spelling of the words "blue, argue, issue, tissue, true, clue, glue, rescue, due." The teacher highlights the "ue" spelling in the words. Next, the teacher notes that some words with the "ue" spelling sound /oo/ and some have the sound /ū/. The teacher then instructs students that this vowel team can come in the middle or at the end of a word, but it is usually at the end. Immediately after instruction, students practice this skill using their "Word Construction Cards" by building the word "clue" and "due."
- Students apply the focus skill for the lesson in the materials during guided practice. In grade 1 lessons, students have a time of independent practice where they apply only those specific skills taught during the lesson on the same day. For example, in "Week 25," students apply the target skill of building, decoding, and spelling words with complex vowels /all/ and /alk/. After an explicit lesson on complex vowels, students practice reading and building words such as "wall" and "walk."
- Students apply skills from previous lessons in the materials during guided practice. In grade 1, "Week 5," the teacher applies consonant and vowel skills to learning consonant digraphs. The materials state, "Say: We have been reviewing consonants and vowels and learning about words with short vowel sounds. Now we are going to learn something new. Today we are going to learn about a consonant digraph."

Decodable texts incorporate cumulative practice of taught phonics skills.

- The decodable texts incorporate cumulative practice by increasing complexity and only include taught phonics skills. For example, the first decodable text starts with only high-frequency words previously taught and only CVC words. Then, the decodable texts increase phonics skills throughout the year according to what is taught in that specific week. The last decodable texts include a mixture of all the phonics concepts taught in the year and multiple paragraphs. The students in grade 1 have two days of planned reading instruction for the decodable text and by the end of the year, the students respond in writing to the text using multiple sentences.
- The decodable texts only include taught phonics skills and irregular high-frequency words. For example, in "Week 23," students learn complex vowel sounds such as /oo/ and /ew/. In the decodable book, on "Day 4" and "Day 5" in their *READ Book*, students practice this skill in the decodable text *New Boots*. The decodable texts include only words from the taught phonics skills and irregular high-frequency words. Some words used in the text include "new, soon, too, noon."
- The decodable texts include a cumulative review of taught phonics skills and high-frequency words. Students build decoding skills through practice with the decodable books. For example, at the end of "Unit 4," all students should know about the sound-spelling

relationships and previously learned high-frequency words to now read *Life Skills for Kids*, *Road Signs*, and *Spring Has Sprung*. The materials provide specific guidance on which decodable texts should be used at the end of each unit.

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

- After explicit instruction on a sound-spelling pattern, students practice encoding words that include that sound-spelling pattern in isolation and connected text. For example, in grade 1, "Week 14," students practice encoding words during independent practice in their student workbooks. After explicit instruction on consonant-r blends, students practice writing sentences and building new words using *dr-*, *pr-*, and *br-*.
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in connected text. In grade 1, lessons include opportunities to practice in connected text. For example, in "Week 9," after explicit instruction on sound-spelling patterns (*-nk*, *-ink*, *-ank*, *-unk*, *-onk*), students practice throughout the week using connected text. Specifically, on "Day 4," students practice phonics skills through connected text in their *READ Book* using the story, *Too Much Junk*.
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in isolation. For example, in "Week 9" of grade 1, students receive explicit instruction on the *-nk*, *-ink*, *-ank*, *-unk*, *-onk* sound-spelling patterns. After explicit instruction, students practice writing, spelling, and creating sentences with similar words like "*think*, *thank*, *junk*" during independent practice.

Phonics Rule Compliance

4.4	Assessment	2/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	1/2
4.4b	Materials include clear, consistent directions for accurate administration of assessments.	1/2
4.4c	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	0/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	0/1

The materials include at least one but do not include a variety of assessment tools that are developmentally appropriate. Materials include clear directions for accurate administration of some but not all assessments. Materials include consistent directions for accurate administration of some but not all assessments. Materials do not include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials do not include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

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

- In the *Downloadable Resources*, materials include beginning, middle, and end-of-year assessments that measure students' phonics skills through spelling tasks. These assessments, administered 3 times a year, measure students' knowledge of letters and sounds, CVC words and progress to more complex words like those with r-controlled vowels and vowel teams. The teacher provides a word for students to write on a recording sheet. The assessment does not include decoding tasks. These assessments do not account for students' developing automaticity with letter formation; therefore, an encoding assessment may not provide a developmentally appropriate measure of students' decoding skills.
- On day five of each week of instruction, the materials include "Weekly Checks." "Weekly Checks" assess student learning to determine whether students have mastered weekly objectives. According to the "Assessment for Phonics" guide, "Children are asked to spell 6 words, applying their knowledge of the taught phonics concept. The teacher dictates two sentences, children repeat the sentence and write the sentences." The "Weekly Check" for "Week 19" has children spell the words "foe, stay, been, mail, toe, grow." In the following assessment section, students write the sentences "*Did you play with the goat?*" and "*The boat set sail under the stars.*" In the "Assessment-Weekly Check" guidance, it notes, "While listening to a child read offers great insight to their progress, it is also quite time-consuming. Each *Bridge to Reading* Weekly Check is designed to be a quick and efficient way to monitor children's ability to apply phonemic awareness and phonics knowledge to spelling words

using the sound-spelling relationship and Red Words taught that week." These assessments do not account for students' developing automaticity with letter formation; therefore, an encoding assessment may not provide a developmentally appropriate measure of students' decoding skills.

- The materials refer to high-frequency words as "Red Words." The *Downloadable Resources* provide a "Red Word Assessment" that assesses students' ability to read 98 high-frequency words. This assessment includes a teacher copy and a student copy.
- Materials suggest using the weekly decodable passages students read to measure fluency. The fluency guide states, "Teachers can use the weekly decodable passage to measure a child's fluency. Fluency measures can be differentiated based on the needs of a child. The teacher may choose to ask the child to read aloud the complete passage or 1-2 sentences, using the "Fluency Checklist" to monitor reading behaviors." The "Fluency Checklist" provides checkboxes for teachers to mark when a student reads with appropriate rate, accuracy, and prosody.

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

- Materials include clear, consistent directions for accurate administration of some but not all assessments included in the program. For example, the *Downloadable Resources* provide a "Red Word Assessment" that assesses students' ability to read 98 high-frequency words. This assessment includes a teacher copy and a student copy but does not include teacher directions for administration. Materials do not include teacher directions for this test administration.
- Materials include a beginning, middle, and end-of-year assessment that checks students' phonics skills through spelling tasks. The accompanying guide for each assessment provides clear, consistent directions for administration. According to the guide for the middle-of-year assessment, teachers should administer the test after "Week 19" of *Bridge to Reading* grade 1 lessons. The guide includes scripted directions to share with students, such as, "I will say a word with three sounds. You will say the word back to me and then write the word as best as you can."
- Materials include a script for the teacher to follow when administering weekly assessments. The "Weekly Check" script in "Week 8" includes, "I will say a word. You will repeat each word, then write the word. You can use the Finger-Spelling Strategy to help you write the words. Say these words one at a time: *chess, shell, miss, cuff, chill, buzz.*"
- Materials suggest using the weekly decodable passages students read to measure fluency. The "Fluency Checklist" provides checkboxes for teachers to mark when a student reads with appropriate rate, accuracy, and prosody.

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

- Materials include a beginning, middle, and end-of-year assessment that checks students' phonics skills through spelling tasks. The assessment includes a "Score Recording Sheet" but

does not include decoding tasks, and the "Score Recording Sheet" does not include a target score to indicate mastery of an assessed skill.

- On day five of each week of instruction, the materials include "Weekly Checks." The tasks for these checks ask students to apply the week's learning to spelling words and writing sentences. For example, in "Week 23," students write the words "*troop, chew, snoop, flew, soon, because.*" According to the guidance in the "Assessment-Weekly Check," "These checks are designed to be a quick and simple way to assess children's progress. Decoding and encoding enjoy a reciprocal relationship in the earlier phases of reading."
- These assessments do not account for students' developing automaticity with letter formation; therefore, an encoding assessment may not accurately measure students' decoding skills. According to the "Assessment Phonics Guide," "Phonics development for children is measured using word reading in isolation and with connected text." The Grade 1 materials lack an assessment for word reading in isolation.
- Materials suggest using the weekly decodable passages students read to measure fluency. The "Fluency Checklist" provides checkboxes for teachers to mark when a student reads with appropriate rate, accuracy, and prosody. The "Fluency Instruction" document emphasizes reading behavior over a standardized, calculated measure of fluency. For example, "Teachers check a box if students read "most of the words" in the passage accurately." Materials do not systematically measure students' acquisition of grade-level phonics skills.

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

- The materials include the beginning, middle, and end-of-year assessments, which check students' phonics skills through spelling tasks. The assessment includes a "Score Recording Sheet" but does not include decoding tasks. Materials do not show the alignment between the beginning, middle, and end-of-year assessments and "Weekly Checks."
- The materials include "Weekly Checks" to assess students on the week's learning objective(s). Grade 1 materials embed assessment opportunities in the weekly lessons at the end of the fifth day of instruction of each week to determine if children are progressing adequately with the core instruction provided. The "Weekly Check" does not assess decoding skills, providing the opportunity for progress monitoring of students' ability to apply the weekly objective to encoding, not decoding. Materials do not explain the connection, if any, between the beginning, middle, and end-of-year assessments and the "Weekly Checks."
- The *Downloadable Resources* provide a "Red Word Assessment" that assesses students' ability to read 98 high-frequency words. This assessment includes a teacher copy and a student copy. The materials do not explain how this assessment aligns with progress monitoring tools.
- The "Fluency Checklist" provides checkboxes for teachers to mark when a student reads with appropriate rate, accuracy, and prosody. The "Fluency Instruction" document emphasizes reading behavior over a standardized, calculated measure of fluency. The document provides recommended "Oral Reading Fluency Norms" for winter and spring. It does not explain how to

measure a student's "Words Correct per Minute" to determine if their fluency development is on target.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials provide digital data management tools for teachers to document individual progress in phonological awareness, not phonics skills. The "Phonological Awareness Online Data Tool" provides a bar graph of students and results sorted by skill. The tool offers reports summarizing data and color code results in green, yellow, or red to indicate the student levels as proficient, developing, or beginning. The tools do not track students' performance on phonics skills.
- Materials include a downloadable "Tracking Sheet" to record student progress on the "Weekly Checks" for units 1-6. The sheet provides a place for teachers to record the number of words each child spelled correctly, and the number of words spelled correctly within a sentence. The "Weekly Word Check Class Recording Guide" explains that students use the writing convention taught in class. The materials do not provide a place to track individual progress of writing conventions. The materials do not provide assessments or tools for tracking students' ability to decode words. The guide does not provide a target score on assessment items to determine which students need additional support.
- The data-management tools provide a place for teachers to record individual student data. The tools do not support teachers in analyzing or interpreting the data so that the teacher can make instructional decisions. For example, teachers access a beginning, middle, and end-of-year phonics assessment to gather a student's level of phonics knowledge. The materials lack specific criteria for analyzing and interpreting the data. The recording sheet allows the teacher

to record individual responses for eight spelling words. The sheet keeps track of the total number of correct initial consonants, vowel sounds, final consonants, and number of total words correct. The materials do not include how many sounds the student should get correct. For example, "If children have difficulty writing initial or final sounds in VC and CVC words, the teacher will review phonemic awareness lessons in *Weeks 1-7*." The guidance leaves teachers without a clear understanding of interpreting the data.

- Materials suggest using the weekly decodable passages students read to measure fluency. Materials provide teachers with a "Fluency Score Sheet" for each student. The "Fluency Guide" states, "Teachers use the weekly decodable passage to measure a child's fluency. Fluency measures can be differentiated based on the needs of a child. The teacher asks the child to read aloud the complete passage or 1-2 sentences, using the Fluency Checklist to monitor reading behaviors." The "Fluency Checklist" provides checkboxes for teachers to mark when a student reads with appropriate rate, accuracy, and prosody. The "Fluency Instruction" document emphasizes reading behavior over a standardized, calculated measure of fluency. The document provides recommended "Oral Reading Fluency Norms" for fall, winter, and spring. It does not explain how to determine a student's Words "Correct per Minute" to determine if their fluency development is on target. Materials do not include guidance on how to use fluency assessments to accelerate learning.

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

- The materials provide digital data management tools for teachers to document whole-class progress in phonological awareness, not phonics skills. The "Phonological Awareness Online Data Tool" provides a bar graph of student results sorted by skill. The tool offers reports summarizing data and color-coding results in green, yellow, or red to indicate the student levels as proficient, developing, or beginning. The tools do not track students' performance on phonics skills.
- Materials include a downloadable "Tracking Sheet" to record student progress on the "Weekly Checks." The "Tracking Sheet" combines individual student results into 1-2 pages for a class view. The guide for the tool includes, "Teachers may choose to use this Weekly Word Check Recording Sheet to record assessment data and track students' progress with taught skills. Teachers can use the data they have gathered to inform small group instruction or reteaching." The guide does not provide a target score on assessment items to determine which students need additional support.
- The materials provide data-tracking tools on the beginning, middle, and end-of-year assessment. According to teacher guidance instructions, the beginning-of-year, middle-of-year, and end-of-year phonics assessments focus on spelling, and teachers administer them to the whole group three times during the school year. The assessment includes the next steps for instruction. The assessment guide does not include a target to indicate students' proficiency scores. Materials do not provide data tracking tools for measuring the progress of decoding skills. Materials do not include tracking tools for whole-class data on these assessments.

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

- The materials include specific suggestions for how often to progress monitor different groups of students or individuals. The suggestions do not correlate to the program's beginning, middle, or end-of-year assessments. The materials recommend administering the beginning, middle, and end-of-year assessments three times yearly for progress monitoring. Every student receives the same "progress monitoring" assessments at the beginning, middle, and end of the year.
- The materials recommend progress monitoring for students who are having difficulty with specific skills. They do not explain how often to administer assessments to these students.
- The materials provide "progress monitoring" assessments at the end of every week. Grade 1 materials specify that "all" students must participate in the "Weekly Checks." Each "Weekly Check" is "designed to be a quick and simple way to assess" every student's progress. Materials do not explain how to progress monitor based on the results of the "Weekly Checks".

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

- The materials provide data-tracking tools for the beginning, middle, and end-of-year assessments. According to teacher guidance instructions, the beginning, middle, and end-of-year phonics assessments focus on spelling, and teachers administer them to the whole group three times during the school year. The assessment includes the next steps for instruction. The assessment guide does not include a target to indicate students' proficiency scores. It is unclear how to determine who needs accelerated instruction. Materials do not include guidance on accelerating learning based on fluency results.
- Grade 1 materials include a supplemental teacher guidance document to support teachers in developing action plans to document teacher-provided supports designed to accelerate learning. For example, the "Corrective Feedback" document provides teachers with remedial lessons and possible responses for students to clarify misconceptions based on "Weekly Checks" results. Each skill lists errors and examples of a teacher's response that can help a student gain a new understanding of the task or skill. Materials do not guide how to determine which students need accelerated learning. According to the "Weekly Checks" guide, "teachers review Weekly Check assessment data every 3-4 weeks" to determine regrouping in small groups. Furthermore, the guide suggests that "if less than 80% of the children are proficient" on the "Weekly Checks," then reteaching specific weekly lessons would be the appropriate next step. The materials do not guide how to group students using "Weekly Check" data.

Foundational Skills

5.B.1	Oral Language Development	8/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	2/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	6/9

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

Evidence includes, but is not limited to:

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

- The materials include activities to support oral reading fluency development. The lesson materials include sound posters and stories to help develop oral language skills. The curriculum states, "This provides children with an opportunity to hear robust oral language, with a focus on the targeted sound-spelling relationship." For example, in "Week 28," the teacher says, "Remember, good readers pay attention to the volume of their voice as they read and stress some words more than others. As I read the story, listen to the volume of my voice and the words I stress." The lesson's focus addresses reading fluency versus oral language development or oracy skills. The materials do not provide explicit instruction or systematic guidance on oral language development or oracy as defined in the TEKS.
- The materials suggest the teacher models an activity requiring students' oral response. For example, in "Week 1," during guided practice, the scripted lesson states, "Tell that child to name a letter they see on the beach ball, say the sound that the letter stands for, and then roll the beach ball across the circle to another child. Model the first letter Say: I know the letter M. M stands for the sound /m/." Then, each student completes the activity without teacher guidance for coaching or feedback. The materials do not provide explicit instruction or systematic guidance on oral language development or oracy as defined in the TEKS.

- The materials include discussion prompts for each decodable book. For example, the materials provide lesson plans for each decodable book, and at the end of each book, there are guiding questions for teachers to share with the class. The materials do not provide explicit or systematic guidance on using these questions to support oral language development or oracy skills.

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

- The grade 1 materials include scripted lesson plans that give opportunities for students to engage in academic communication for different purposes and audiences. For example, in "Week 5," the scripted lesson plan states that "children turn to a partner and name a word that begins or ends with the /sh/ sound. The partner should identify if they hear the /sh/ sound at the beginning or end of the word." Another example of an opportunity for communication is in "Week 5" with the scripted lessons stating, "Invite children to name some of the words that begin or end with the /ch/ sound" after reading a story. In "Week 29," during guided practice, the students sit in a circle and pass around a bag containing high-frequency words. Students take out one card to read and use the card in a sentence.
- Grade 1 materials include opportunities for students to engage in academic communication to elaborate and clarify ideas. For example, in "Week 3," in the lesson extension, the teacher challenges partners to think about objects that they could add to the "Alphabet Train Sound Poster." Partners decide where they would add the object on the alphabet poster. Together, students think of a sentence that has the words "be" and "me." Another example from "Week 7," the teacher asks students to think of words that have a long /o/ vowel sound. Students will then draw pictures of objects whose names have the long /o/ sound within the word and share their drawings with the class.
- The materials include an opportunity for students to engage in social communication on day four of each weekly lesson. According to the "Supporting Multilingual Learners" document, "This instruction would most likely take place as small group instruction or, if used with a whole group, in addition to the lesson for that day." For example, in "Week 26," the teacher asks, "How can we make new friends feel welcome in the neighborhood and at school?" Students share ideas about making new friends feel welcome. Materials do not provide opportunities for all students to engage in social communication.

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

- The materials promote active listening during lessons and opportunities to build student oracy by having students respond to text. For example, in "Week 5," students actively listen to the instruction on the "Consonant Digraph Sound Poster." Students listen for words that begin or end with the /ch/ sound. The teacher asks the students about the rate and speed of the reading and why it is important. Then, the teacher asks a question about the story, and the

students get into groups with partners and "talk about what they would eat if they went to Shayla's shop and tell why."

- The materials provide opportunities for students to engage in discussion for understanding and in discussion to share information and ideas during lessons. For example, in "Week 22," before students read the decodable passage, *A Suit for Sue*, the lesson script provides guided questions for students to discuss before reading. The lesson also provides guided questions after reading the passage. In "Week 24," there is another example of students engaging in discussion after the teacher reads a story connected to a vowel team spelled "ue." The lesson script instructs teachers to "guide children to identify words from the Vowel Teams Sound Poster and Sound Story that have the sounds /oo/ and /ū/ spelled with the vowel team ue: *blue, argue, issue, tissue, true, clue, glue, rescue, due.*"
- The lessons include scripted prompts for teachers to ask students questions after reading. For example, after reading the story *Socks That Match*, the teacher asks, "Why do you think the shop sells socks that do not match?" The students respond to questions individually, with a partner, or in a small group. The materials do not include opportunities for students to ask questions.

Foundational Skills

5.C.2	Letter-Sound Correspondence	17/18
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	1/2
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3)(S)	12/12

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

Evidence includes, but is not limited to:

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

- The materials include a "Scope and Sequence" that shows a progression that starts with letters most useful in decoding and encoding. The lessons teach students how to read and spell words with a focus sound-spelling pattern. Grade 1 lessons begin with a review of all letters and sounds and then introduce short vowels with 2-3 letter words so that students can build, decode, and encode words. In "Week 3" and "Week 4," grade 1 materials teach short vowels then progress to long vowels in "Week 11" and "Week 12." The "Scope and Sequence" introduces consonant digraphs in grade 1 before moving to a more complex letter-sound relationship such as consonant clusters. "Unit 2" introduces consonant digraphs /sh/, /ch/, /tch/, /ck/, /wh/, /th/ before progressing into consonant clusters in spl-, spr-, scr-, str- in "Unit 3."
- The materials provide explicit instruction when introducing letter-sound relationships for decoding. The material provides specific language the teacher can use in each lesson to teach letter names and sounds explicitly such as a scripted lesson to teach reading and spelling words with silent letters in grade 1. For example, the teacher says "Today, we'll learn about silent consonant combinations." A script is provided for modeling how to read the word

"know." The script says, "The first sound in know is /n/, which is spelled with the letters kn. Remember that the k is silent. We must stop and think about the sound the letters represent in this word. The second sound is the long o vowel sound /ō/, spelled with vowel team ow. Remember that the first letter is the leader in a vowel team and "says its name."

- The materials provide explicit instruction when introducing letter-sound relationships for encoding. In "Week 3," the guided practice activity focuses on using word construction cards to spell words with short /a/ and short /i/, including "did, kid, dad, cap." After this practice, students write the words "kit, led, on, jet" as the teacher says each word, sound by sound. In "Week 9," students will write a dictation sentence after practicing with their "Spell Tabs" folders and "Finger-Spelling Strategy." The students will write the sentence, "The big tank sunk in the mud."

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

- In grade 1, the "Word Building" Section offers teachers scripted guidance for delivering direct and explicit instruction on connecting phonemes to letters within words. For example, in "Week 18," students use their word-building cards to construct words with the r-controlled vowel /or/, including "for, horse, torn." While the guide provides instructions for creating opportunities for students to connect phonemes to letters within words, it does not include feedback on addressing common misconceptions.
- The materials provide reminders for teachers to share with students. In "Week 5," students work with the consonant digraph /sh/. The lesson script advises the teacher to remind students that the digraph /sh/ often comes at the beginning and end of words. In "Week 21," students learn how to spell and decode words with double consonants, for example: "will, well, miss, mess." Students will read the connected text *Jill's Big Mess*. The teacher reminds the students, "Remember that when you see double consonants, you will say only one sound." The materials do not guide the teachers in providing explicit instruction to connect phonemes to letters within words with recommended feedback based on misconceptions.
- The grade 1 materials include a *Phonemic Awareness Corrective Feedback Guide* that is separate from the weekly lesson instruction. This downloadable resource provides teachers with guidance on how to correct issues regarding phonemic awareness. Teachers also use the blending section of the guide for suggested feedback on any blending errors. For example, when a student incorrectly blends a word, the suggested feedback is, "When I hear the four sounds, /b-l-o-k/, I can blend those four sounds into the word block. The teacher asks the student to repeat the sounds and the blended word." The *Phonemic Awareness Corrective Feedback Guide* does not include guidance for teachers on providing feedback addressing student misconceptions related to connecting phonemes to graphemes.

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

(S)

- Grade 1 materials include a variety of resources for students to practice and develop the application of letter-sound correspondence to decode one-syllable words in isolation. For example, in "Week 13," students look at pictures and read the words "skate, smell, snake, slide, swim." Next, as a practice activity, they draw a line from each word to the picture that matches each word. The materials include additional practice resources such as a student workbook, sound walls, decodable texts, and weekly checks.
- The materials include a variety of activities and resources for students to develop, practice, and reinforce decoding multisyllabic words in isolation and in connected text. For example, in "Week 4," the students are introduced to multisyllabic words using the inflectional ending *-ing*. The teacher models how to add *-ing* to the high-frequency word "go" using the word construction cards with letters preprinted on them. Next, the teacher guides the students to build the same word using their letter cards. In that same week, during independent practice, the students read multisyllabic words in isolation and in the decodable passage, *My Dog Pug*. Throughout the remainder of the weeks in grade 1, students are building, reading, and spelling more complex words.
- The materials include a variety of resources for students to reinforce their understanding of applying letter-sound correspondence to decode one syllable words in isolation. For example, in "Week 8," students use the word construction cards for the letters Aa, Ee, Ii, Oo, Uu, Bb, Dd, Gg, Tt, Mm, Pp, and Ss. Students take turns choosing three cards to construct a CVC word.

Foundational Skills

5.D.1	Phonological Awareness (K–2)	8/12
5.D.1a	Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	0/4
5.D.1b	Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	2/2
5.D.1C	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

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

Evidence includes, but is not limited to:

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

- In grade 1, each lesson begins with eight phonological awareness tasks. The tasks do not progress in difficulty from easier to more complex. For example, in Unit 1, Lesson 1, students blend, segment, isolate, and substitute different sound units. A single lesson includes multiple units of sound and does not progress from larger to smaller units. In Unit 1, Lesson 1 students recognize rhyme, isolate initial sounds, isolate final sounds, blend and segment syllables, and add, delete, and substitute syllables.
- The phonological awareness lessons do not align with the TEKS. According to the scope and sequence, students will recognize spoken alliteration or groups of words that begin with the

same spoken initial sound; however, grade 1 lessons only isolate the beginning sounds of a word. Lessons do not address alliteration.

- The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with the grade-level TEKS. The materials do not begin with simple skills and gradually transition to more complex skills. For example, the phonological awareness lessons intertwine with phonemic awareness skills. Lessons address rhyme, initial phoneme isolation, and phoneme blending, along with isolation of final or medial sounds. Each lesson includes eight phonological awareness and phonemic awareness skills taught simultaneously.
- The materials do not include a systematic sequence for introducing phonological awareness activities with grade-level TEKS that begins with simple skills and gradually transitions to smaller units of sound. In grade 1, each lesson begins with eight phonological awareness tasks. For example, in Unit 1, Lesson 1, students blend, segment, isolate, and substitute different sound units. A single lesson includes multiple units of sound and does not progress from larger to smaller units.
- The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with larger units of sound and gradually transitions to more complex skills. For example, students in grade 1 should recognize spoken alliteration or groups of words that begin with the same sound, but the lesson materials do not provide alliteration as a skill in grade 1.
- The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with larger units of sound and gradually transitions to smaller units of sound. The materials indicate that students begin with large units and move into smaller units to allow students to build phonological memory; however, these skills are blended together within a daily lesson and not taught in a systematic sequence. Materials lack a gradual transition. In Week 4, Lesson 1, students will identify rhymes, isolate phonemes, blend syllables, segment phonemes, add and delete initial phonemes, substitute initial phonemes, and count words in sentences.

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

2.A & 2.A.2) (T)

- G lessons include examples of explanatory feedback for students based only on common errors. Materials provide the *Phonemic Awareness Corrective Feedback Guide* that can be used in conjunction with the lessons. The guide provides errors and an example of teacher responses by skill. For example, for rhyming skills, the guide lists an error of a student not recognizing a rhyme correctly and a possible teacher response of, "The teacher asks the student to repeat the words again and listen if they sound alike or rhyme. Words that rhyme have the same middle and final sounds. The teacher uses his/her hands to break the word apart into the onset and the rime. For words to rhyme, the rime must be the same. The teacher would not write out the words."
- The phonological awareness lessons provide specific and precise phrasing and statements for teachers to use during instruction. For example, the materials state, "I will say a word. You will

repeat the word and isolate the first sound you hear. The first sound may be a consonant, digraph, or vowel sound." The students then isolate the initial phonemes of words such as: *chain, picture, able, thunder, and otter.*

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

- The materials include activities and resources that help students develop phonological awareness skills connected to grade-level TEKS. For example, in Week 33, students listen to the teacher provide a word and distinguish whether the word has a long or short vowel. If the word has a short vowel, the students clap their hands, and if the word has a long vowel, they smile. This activity helps students practice and reinforce phonological awareness skills through review, as long and short vowels were taught in Week 11.
- The materials include a variety of activities and resources specifically designed to help students develop their understanding of phonological awareness skills. For example, grade 1 lessons include gestures and body movements to help students visualize words and parts presented orally. The video learning library includes videos to help teachers and students learn the different hand motions for segmenting words into syllables and substituting, blending, deleting, and adding syllables. During the daily phonemic awareness lessons, memory-building activities use hands or body gestures to provide a visual anchor for the sounds they are learning. For example, in Week 2, students learn to use the hand blending motion to help blend syllables together: *mem-ber*. Students are told to use the blending hand motion when blending two words to make a compound word.
- The materials include phonemic awareness activities and resources that are completed orally with the teacher. In grade 1, students use memory-building activities by way of hands or body gestures during the lesson to provide a visual anchor for the sounds they are learning. For example, in week 2, students learn to use the hand blending motion to help blend syllables together: *mem-ber, member*.

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	7/13
5.D.2a	Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)	0/3
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	2/2
5.D.2C	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1)(T)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3)(S)	3/6

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

Evidence includes, but is not limited to:

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

- Grade 1 materials present phonemic awareness activities at various complexity levels on the same day and therefore do not follow a systematic sequence that gradually transitions to more complex manipulation practices. For example:
 - Students learn how to isolate initial and final sounds, as well as how to manipulate these sounds through adding, deleting, and substituting within one lesson.
 - In Week 3, the students blend words with two sounds: *no*, *we*, *lay*, and *sigh*, and after an activity of isolation of final phonemes, the students then segment into phonemes using the same words from the blending activity.
 - Students segment spoken words into phonemes, substitute words into phonemes, and blend words into phonemes during the same lessons in Weeks 3-28.

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

- Grade 1 lessons offer recommended explanatory feedback for students with errors or misconceptions during phonemic awareness instruction. The materials use examples of explanatory feedback for students based on common errors using the *Phonemic Awareness Corrective Feedback Guide*. The guide assists teachers in providing feedback to students who may struggle. The feedback includes phoneme isolation, blending, and segmenting. For example, the guide states, "If the student does not blend the sounds into the correct word..." The guide suggests the teacher says, "When I hear the four sounds, /b – l – o – k/, I can blend those four sounds into the word block."
- Grade 1 lessons offer recommended explanatory feedback for students with errors or misconceptions during phonemic awareness instruction. During the phonemic awareness video, Chapter 4, the video guides teachers in providing error correction feedback when a student segments a word incorrectly and keeps the blend together. During the phonemic awareness video Chapter 2, the video provides guidance for teachers to provide corrective feedback for a student struggling with rhyming to say "We can break a word apart into the first sound and the rest of the word which is also called the rime" using hand motions as well. The Chapter 4 video on phonemic awareness suggests that teachers should encourage students to add, delete, and substitute sounds without any visuals or hand motions for the last 4 weeks of the school year.
- The materials use examples of explanatory feedback for students based on common errors using the *Phonemic Awareness Corrective Feedback Guide*. This guide, located in the downloadable resources, assists educators with corrective feedback and responses for students who may struggle with skills previously taught. Each skill lists errors and examples of possible teacher responses that can help a student gain a new understanding of a task or skill. For example, the guide provides errors and an example of teacher responses by skills. For example, for the skill of manipulating, the guide lists an error of a student not being able to add a phoneme to a word when manipulating the word, and the teacher response of "The teacher models how to add a word, syllable or sound and asks the students to repeat it back. The teacher uses the hand motion to model or felt squares are used to represent the words, syllables, or sounds."
- The materials include recommended explanatory feedback for students based on common errors and misconceptions. The *Phonemic Awareness Corrective Feedback Guide* gives specific suggestions for feedback or teachers to use during phonemic awareness lessons. For example, if students struggle to isolate individual sounds in a word the materials suggest using color tiles or felt squares to help students "hear" the sounds.

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

- Materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in transitioning from oral language activities to basic decoding. For example, in week 8, students will listen to words the teacher says aloud and identify the beginning sound /qu/. Next, the teacher will show students how to read words with the /qu/ sound and guide them using the Finger-Blending Strategy.
- The materials include direct guidance for connecting phonemic awareness skills to the alphabetic principle to support students in transitioning from oral to basic encoding. For example, in Week 18, the teacher says, "We segmented words into individual sounds through the air, and now we will match the sounds to print. In these words, we will hear r-controlled vowel sounds. I will say a word and we will segment the word into the sounds we hear, then spell the word." The lesson includes a note for the teacher on how to demonstrate.
- The phonemic awareness lessons include an alphabet knowledge section and phoneme-grapheme connections. Grade 1 lessons contain alphabet knowledge activities including reviewing the letters and sounds of all twenty-six letters in alphabetical order for four weeks. Starting at week 5, the phoneme-grapheme connection lessons start, and they continue through week 24. The progression of these activities starts with initial phoneme isolation, then moves to final phoneme isolation, then to blending phonemes and ending with segmenting phonemes. For example, in Week 15, the phoneme-grapheme lesson instructs students to segment a word with four phonemes, and the teacher either spells the words with letter cards or writes them on the board.

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

- The materials include a variety of activities specifically designed to help students develop and practice their understanding of phonemic awareness skills. For example, grade 1 lessons include hand motions to help students visualize blending and segmenting phonemes presented orally. The materials also offer guidance in the overview that teachers use Elkonin boxes, Unifix cubes, or felt to represent sounds in words rather than hand motions.
- The materials include activities specifically designed to help students reinforce their understanding of phonemic awareness skills. The phonemic awareness lessons teach the same eight phonological awareness skills from easiest to hardest daily. For example, in week 1, the students isolate initial and final phonemes in words and continue practicing this skill for six weeks. Starting in Week 8, the students isolate medial phonemes and continue practicing this skill for six weeks.
- The materials do not include a variety of resources for students to develop, practice, or review phonemic awareness skills. Students use hand gestures with the phonemic awareness activities and guidance suggests teachers provide manipulatives for students who struggle with phonemic activities. The materials do not provide student resources to support students in their development of phonemic awareness skills.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The grade 1 materials include a systematic sequence for teaching sound-spelling patterns, from simple to complex, across the year. For example, according to the scope and sequence, students learn how to add digraphs and trigraphs to words, then transition to CVCe words with blends, and end the year with complex vowels, diphthongs and silent letters in words. For example, in unit 5, week 24, students use knowledge of base words to decode contractions. The first two days of this week students build the words *could*, *should*, and *would*, and then the next day, the teacher shows the contraction *wouldn't* and asks, "What two words are used to make the contraction *wouldn't*? (would not)?" Students build more contractions throughout the week like *he'll*, *she'll*, *he's*, and *she's*.
- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as the grade 1 TEKS outlines. For example, in unit 2, students learn words with the inflectional ending *-ed* with no spelling changes. In unit 3, students learn inflectional ending *-ed* with spelling changes. The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example, in week 4,

the lesson objective is to build, decode, and spell VC and CVC words. In a more complex lesson, week 30, the objective is to build, decode, and spell words with two closed syllables.

- The materials include a scope and sequence that outlines the progression of sound-spelling patterns skills and concepts, including lesson objectives. The scope and sequence show the weekly progression of skills and concepts in the form of an overview. The scope and sequence begin with a review of consonants and vowels and then moves into spelling VC and CVC closed-syllable words. Lessons then introduce students to consonant digraphs and progress to words with welded sounds. For example, in week 5, the lesson materials include the daily concept and target skills. Students learn that a consonant digraph is two consonant letters that stand for one sound. The students isolate and articulate the /sh/ sound and identify words with the digraph *sh*.

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

- Grade 1 materials provide sample scripts or bulleted teaching points and explicitly defined language with consistent routines for systematic and explicit instruction on sound-spelling correlations and syllable combinations. For example, in week 18, a script is provided to guide the teacher's words and actions during instruction of the high-frequency word *after*. The materials read, "Say: This word has four sounds. Watch me as I tap and say each sound and then read the word. Tap each sound: /ă/ /f/ /t/ /er/. Let's say the word together: after. The first sound in *after* is /ă/ and is spelled with the letter *a*. The second sound is /f/ and is spelled with the letter *f*. The third sound is /t/ and is spelled with the letter *t*. The fourth sound is the r-controlled vowel sound, /er/, and is spelled with the letters *e, r*. We learned this r-controlled vowel spelling last week. How many sounds are in the word after? (4) Sweep your finger under the word and read it aloud: after. Repeat the procedure, but have children say each sound as you tap." The teacher continues the lesson with this kind of explicit instruction by guiding the students in the annunciation, spelling, definition, and proper use of the word.
- The materials in grade 1 include detailed guidance integrating actions for teachers to use during phonics instruction. For example, phonics lessons begin with communicating the objective of the lesson, then connecting new concepts to previously learned concepts, and then teaching the new concepts or skills through a gradual release of responsibility. In week 27, the teacher says "We have learned about several diphthongs...Today, we'll learn a new diphthong that stands for the sound /ow/ as in the word out. This diphthong is spelled with the letters ou."
- Grade 1 materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction. For example, a grade 1 lesson script in week 27 directs the teacher to say, "The first sound in *laugh* is /l/, and it's spelled with the letter *l*. The second sound is /ă/ and is spelled with the letters *au*. The third sound is /f/ and is spelled with the letters *gh*."

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

- The materials include activities and resources to help students develop and practice sound-spelling patterns skills through cumulative review. For example, in week 14, the students learn that the letter *c* stands for the hard-*c* sound /k/ and the soft-*c* sound /s/. The *c* sound poster has a picture on the front and a story on the back for the teacher to read. The story has a variety of words that start with the sound of /k/ and /s/. Students actively listen for words that begin with the soft-*c* sound /s/. After the story is over, they name the words heard.
- Grade 1 materials include a variety of activities to help students practice and review sound-spelling patterns in each lesson with their individual workbooks, partner games, whole class activities, and decodable passages. For example, in week 19, students play a word scrabble game with a partner. The teacher uses this game to help students review their high-frequency words: *been, play, way, say*. The teacher writes the letters *e, b, e, n* on the board. The teacher gives clues like there are 3 sounds in the word or the teacher can segment the word by phonemes. The students work with their partner to write the correct high-frequency word.
- Grade 1 materials include a variety of resources to reinforce sound-spelling patterns such as: an alphabet bridge mat, alphabet and sound posters, charts, consonant sound wall, decodable books, word construction cards, sound stories, individual spell tab folders, high-frequency cards, and student workbooks. For example, teachers use the sound stories poster to begin the lessons with a phonics-related story connected to the phonics skill for that week. Students use their individual spell tab folders while the teacher uses the word construction cards to build specific words based on the phonics concept for that week. The teacher models the activity and then the students have the opportunity to build the word and then decode the word using their spell tab folders.

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

- The materials include a variety of activities and resources to encode words. During the weekly check for week 12, the teacher dictates a sentence for the student to write: “Does the cute mole have a home?” Another example of encoding exercises is found in week 19, where students are learning the long *a* vowel teams (ai) and (ay) and practice encoding words using word construction cards to build new words such as *rain, mail, sail, say, and may*.
- Grade 1 materials include a variety of activities and resources to decode and encode words in isolation such as word construction cards, spell tab folders, and word lists. For example, in week 13, students build words with consonant blends: *l* and *s* blends. The teacher models how to segment the sounds in the word *club*, then builds the word *club* with word construction cards, and finally blends the sounds to read the word *club*. Students then do the same activity with their own individual spell tab folders and the lesson continues with more words with consonant blends such as: *clock, plum, glad, skin, stick, and skip*. This is all done during guided practice, where the teacher provides support if needed. Students independently work

in their workbooks to decode words in a list, match words to pictures, and encode words with blends.

- The materials include a variety of activities and resources to decode and encode words in connected text with decodable passages both individually and in small groups. For example, in week 13, after students read words in isolation with the *l* and *s* consonant blends, students read simple sentences and a decodable passage independently. The passage, *The Foxes and the Sled*, includes words with consonant blends as well as high-frequency words and words with open and closed syllables (previously taught skills). The students respond to the passage by creating their own sentences using a writing prompt from their student workbook. Teachers use the decodable books in small groups throughout the year. The decodable book comes with a lesson plan template that provides guidance for teachers to review previously taught skills from the unit.

Foundational Skills

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

The materials include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials include brief lessons on targeted words and limit the number of regular and irregular words introduced in a single week. For example, grade 1 students learn five high-frequency words in week 19. Four of the words are regular high-frequency words that follow the phonics spelling pattern taught that week: vowel teams *-ay*. The other high-frequency word being taught that week is an irregular high-frequency word. The words used in week 19 are: *been, way, say, play, and been*.
- The materials include a systematic sequence for introducing and practicing regular and irregular high-frequency words during direct instruction that aligns with the spelling pattern being taught. The instruction of high-frequency words begins in week 1 with the introduction of the new words in days 1 and 2, and the rest of the week is spent reviewing the week's high-frequency words. The scope and sequence provide six weeks at the end of the year for review of all 98 irregular and regular high-frequency words. For example, in week 19, students learn the high-frequency word *play* while they are learning about the vowel teams *-ay*. At the same time, they are introduced to an irregular high-frequency word, *been*.

- The materials organize the introduction of regular and irregular high-frequency words in smaller batches of words that follow a common phonic or spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. For example, in week 6, students work on the consonant digraph /th/ and learn the high-frequency word there. In week 9, students learn the words *think*, *thank*, *here*, and the phonics concept for the week is -nk words.

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

- The materials provide explicit instruction for decoding regular and irregular high-frequency words in the lesson plans. For example, in week 6, the instruction includes teaching the high-frequency word *they* by showing the card with the word written on it and saying, "This word has two sounds. Watch me as I tap and say each sound and then read the word. Tap and say each sound: /th/ /ā/. Let's say the word together: *they*. The consonant digraph th stands for the sound /th/ in this word. The letters ey stand for the /ā/ sound. We have to stop and think about the sounds these letters stand for in this word." The teacher then explains the word's meaning and uses it in a sentence. Students are asked to think of a sentence using the new high-frequency word.
- The materials include sample scripts for direct instruction of reading and spelling irregular high-frequency words. For example, in week 26, when teaching the high-frequency word *don't*, the teacher displays the card for *don't*. The script is provided for the teacher on how to teach students to read and spell the word *don't*. The teacher says, "This word is a contraction. Remember that contractions are made of two words put together to form one word. An apostrophe replaces one or more of the letters in the new word. This contraction has four letters and an apostrophe. Watch me as I tap and say each sound and then read the word. Tap each sound: /d/ /ō/ /n/ /t/. Let's say the word together: *don't*."
- The materials include an overview in the form of a video, teaching background knowledge of high-frequency words and how to teach them including the stop sign strategy. Materials state teachers should use a stop sign to signal the students to stop and think about the words they are learning. The video states that these words should not be memorized but rather students should "stop and think about the word before reading or writing." The stop sign strategy is for words that have irregular parts.

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

- The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. For example, in week 6, students learn about the consonant digraph /th/. In week 12, students learn the high-frequency words *these* and *those* which spiral back to the consonant digraph /th/. In week 33, teachers review the high-frequency words *these* and *those* by playing a game.

Students walk in a circle around the high-frequency words and the teacher plays music. When the music stops, students yell out the high-frequency word closest to them.

- The materials include resources for students to develop, practice, and reinforce skills to decode and encode irregular and regular high-frequency words such as high-frequency cards, digital cards, individual student high-frequency cards, and individual student workbooks. Both the teacher and the student's irregular high-frequency cards come equipped with stop signs under the irregular part of the words which signal the students to stop and think about the letters, sounds, and patterns in the word. The cards also include a sentence on the back with a high-frequency word in it. Teachers can display the cards throughout the week for review and students can use their own cards for partner work, games, or independent practice. The student workbooks provide opportunities for students to read and write the high-frequency words of the week, read sentences with the word included, and decode a weekly passage that contains the high-frequency words taught.
- The materials sequence concepts so that students develop mastery in a set of high-frequency words through direct instruction and practice before spiraling skills for reinforcement so that students independently practice spiraled skills that have been previously mastered. The lesson plans include opportunities for students to practice words previously taught on days 1 and 2 every week. The materials state, "Words are revisited throughout the week through engaging activities that incorporate decoding and encoding to build automaticity." For example, in week 23 students play a game, *How's the Stew?* with a partner using the current high-frequency words, *soon*, *new*, and *because*, along with words from week 22, *old*, *cold*, *were*, and *four*. Students practice reading each word, identifying each sound, spelling the word, and then using both words in a sentence about a pretend pot of stew.

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

- The materials consistently use activities and resources, such as memory-building strategies for students to master high-frequency words. For example, in week 1, when high-frequency words are introduced, the teacher shows an image of a stop sign and explains to students that on the high-frequency word cards, some words make a reader stop and think about the sounds the letters stand for. The cards use these memory-building strategies in the words and stop sign images under the letter where the students need to stop and think about the sound.
- The materials include isolated and connected text opportunities for students to master irregular and regular high-frequency words. For example, students practice the new high-frequency words in isolation first with teacher instruction, then spend three days a week practicing the words through games, partner work, sentence building, and writing the words. The connected text is located in the individual student workbooks, and it includes decodable words as well as high-frequency words.
- Grade 1 materials include fluency passages that include newly learned and previously learned high-frequency words. Students practice the newly learned high-frequency words in a connected text using a weekly decodable passage in individual student workbooks that

include decodable words and high-frequency words. For example, in week 26, the words *any*, *many*, and *only* are in the decodable passage, *The Boy Next Door*, on day 4. The words are also practiced in the workbook later in the lesson. Students write the words and read the words in a sentence.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The scope and sequence include a systematic sequence for grade-level syllable types. For example, in grade 1, students decode and encode words with closed syllables, CVCe syllables, r-controlled syllables, and vowel teams including diphthongs. In unit 6 in grade 1, students learn syllable division of closed syllables and move into open and closed syllables.
- In grade 1, the lesson objectives progress from less to more complex skills. For example, grade 1 materials provide opportunities for students to apply their knowledge of syllable patterns to decode and encode one-syllable words with closed syllables before reading and spelling words with open syllables with blends and digraphs.
- The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, as outlined in the TEKS. For example, the scope and sequence show that in unit 1, students are introduced to closed syllables, then CVCe words in unit 3, diphthongs in unit 5, and

finally, syllable division types in unit 6. The scope and sequence show in unit 1, students are introduced to closed syllable words. In unit 3, students learn CVCe words, in Unit 5 students learn diphthongs, and lastly, in unit 6, students are introduced to syllable division.

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

- Grade 1 materials provide the teacher with scripted lessons when teaching syllable division principles. For example, in week 30, the lesson guides the teacher to tell students to identify and label the consonants and vowels in the word. Then, the materials provide steps for syllable division: "First, we find the vowels. What are the vowels in this word? Second, we find any consonants between the vowels. What are the consonants between the two vowels in this word? Third, we look at the pattern of vowels and consonants. This word has the syllable pattern of *vowel-consonant-consonant-vowel* or VCCV. In a word with the VCCV pattern, we have a special rule for dividing the word. We divide the word between the two consonants. Add a slash between *nap* and *kin*...Our fourth step is figuring out whether the syllables are open or closed." After instruction, students have guided practice with building, dividing, and reading their own words provided by the teacher.
- The materials include scripted lessons that state explicitly what the teacher should say when teaching students to decode and encode syllable types. For example, in week 4, students are learning to decode and encode CVC syllable pattern words. The teacher is provided a script to help introduce this concept: "Display Word Construction Cards *v*, *e*, *t*. Listen to me say each sound. I will blend the sounds to make a word: /v/ /ě/ /t/; *vet*. Guide children to blend each sound, /v/ /ě/ /t/, using the finger-blending strategy. Have children repeat blending the three sounds *vet* two times. What syllable pattern does the word *vet* have?" The students then proceed to answer "CVC"
- The materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. For example, in week 31, when teaching the word *apple* the teacher says, "In words with *C+le*, we always divide the word before the consonant. So we divide *apple* between *p* and *p*: *ap/ple*. Draw a slash to divide *apple*. One consonant always stays with the *-le*." The class then proceeds to practice the newly learned skill.

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

- The materials include a variety of resources to develop, practice, and reinforce skills to decode words, such as individual student workbooks, decodable texts, word construction cards, and individual spell tab folders. For example, the students use their individual spell tab folders while the teacher uses the word construction cards to build specific words based on the phonics concept for that week. This activity is first modeled by the teacher and then the students have the opportunity to build the word and decode the word using the spell tab folders. The individual student

workbooks have weekly decodable passages that students use to decode independently, and the decodable library texts can be used by the teacher in a small group setting for students to use for decoding practice as well.

- The materials include a variety of activities to develop, practice, and reinforce skills to decode and encode one-syllable words. Every day students have the opportunity to build words using their word construction cards based on skills they have learned that week to practice, reinforce, and develop their understanding. For example, in week 19, students use the word construction cards to build words with the vowel team *-ay*. Using cards, students build the word, practice decoding the word, and then use the word in a sentence.
- The materials include a variety of activities to develop, practice, and reinforce skills to decode and encode multisyllabic words. For example, in the week 32 warm-up section activity, students review open and closed syllables in one-syllable words. The teacher directs the students to “fold a piece of paper in half, card-style, to represent a door. “On the front of the door, have them write *closed*. Inside the door, have them write *open*. Say: What does an open syllable end with? (a vowel) What does a closed syllable end with? (a consonant). Students proceed to watch as the teacher writes a word on the board. If the word has a closed syllable, they will write it on the front of their door. If the word has an open syllable, students open the “door” and write the word inside. The class practices this activity with the words: *sack, so, got, go, by, bed, road, it, and he*. At the end of the lesson, students share their completed doors.

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

- The materials provide a variety of activities and resources for decoding and encoding one-syllable words in isolation with word construction cards, sound posters, and student workbooks. For example, during guided practice, in week 29, students use word construction cards to build one-syllable words with *soft-g* patterns such as *page, ledge, and bridge*. In the student workbook, during independent practice, students read and write words such as *stage, bridge, and orange*.
- The materials provide a variety of activities and resources for decoding and encoding multisyllabic words in connected text. For example, in week 30, students are learning how to divide words with closed syllables. Students practice this skill in isolation while reading the story *Picnic Plans*. The connected text includes words like *tennis, trumpet, picnic, and basket*. Teachers can also have access to decodable books that can be used in small groups throughout the year like *Socks That Match*. The decodable book comes equipped with a lesson plan template that provides guidance for teachers on skills that have been taught in that unit. For example, the book *Socks that Match?* guides the teacher to have the students encode and segment words with trigraphs and digraphs with the students using a gradual release model.
- The materials provide a variety of activities and resources for students to practice decoding skills that were previously taught, as well as those recently introduced. For example, in week 16, after students have practiced in isolation with words with r-controlled syllables, the

students have simple sentences and a decodable passage they read independently. The passage, *Barb's Farm*, includes words with r-controlled syllables, high-frequency words, and words with open and closed syllables, which was a skill taught earlier in the year. The students have an opportunity to respond to the passage read with their own sentences using a writing prompt from their student workbook.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- According to the scope and sequence, grade 1 materials introduce morphemes from less complex to more complex. For example, the affix -ed is first introduced with no spelling changes in unit 2 and then with spelling changes in unit 3.
- The materials for grade 1 include a scope and sequence document that identifies grade-level morphemes. For example, in week 4, students are introduced to affixes ending with -ing and -s such as the words blank and blank. Then, in week 7, students are introduced to the affix -es and -ed with no spelling change such as with the words matches, hatches, wished, and fixed. Finally, in week 12, students are introduced to affix -ed with spelling changes as evidenced in words like blank and blank.
- Grade 1 materials organize the introduction of grade-level morphemes in smaller batches of words that follow a common spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. For example, in week 7, the affixes -es and -ed are

introduced with no spelling changes, but then in week 12, students are introduced to affix *-ed* with spelling changes.

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

- Materials include guidance for the teacher to provide explicit instruction for using common morphemes meanings to support reading comprehension. For example, in week 25, students identify words with suffix *-less*. The teacher explains to the students the definition of a suffix. Then the teacher reads a story and explains to students that the words *endless* and *helpless* are words that end with the suffix *-less*. Next, the teacher writes the words on the board and explains that *-less* means without. The students turn and talk and tell a partner the definition of a suffix. Later in the week, the teacher writes the suffix *-less* on a sticky note and tells students that this can be added to change the meaning of a word. The students use the material's Finger-Spelling Strategy to spell words by adding *-less* to *help*, *sleep*, *hope*, *end*, and *tooth*. Students practice reading words in their READ book and practice decoding words using the passage, *Our Walks Together*. Students will make a connection to the text and the new skills by writing a response to a question related to the passage.
- The materials provide direct teacher instruction for teaching morphemes and their meanings to support students' encoding words. For example, in week 12, during the warm-up game, students add *-es* or *-ed* endings to words on a board. After students write the ending, the materials state for the teacher to "discuss how the meaning of each word changes with the added ending."
- The materials provide explicit instruction on teaching morphemes and their meanings to support students with decoding words. For example, in week 4, students add the suffix *-ed* and *-ing* at the end of words. For example, the teacher's script reads, "Now let's change the verb *clap* to make the action happen in the past. What ending do we add? (*-ed*). What ending should we add if we want the action to be happening now and not stopping? (*-ing*)." The lesson includes the script to help support teachers in explicitly teaching students how to recognize common morphemes and their meanings.

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

- In grade 1, students use instructional routines for morphological analysis, such as: sound story posters, word construction cards, and their student workbook. In the lessons, the sound story posters are used to help students hear words with specific morphemes like *-s*, *-ing*, and *-ed*. The word construction cards are for students to use to build words with suffixes and the student workbooks have independent practice for reading and writing words with suffixes.
- The materials provide a variety of ways to reinforce, practice, and review morphemes as they are taught and review previously learned morphological skills. In grade 1, students engage in partner activities with word-building cards that utilize *-ed*, such as *hiked* and *dated*. For

example, in week 12, students read words with the suffix *-ed* like *chirped* and *clucked*, and then they review those skills in the decodable book, *The Cluck Cluck Club*, at the end of Unit 2.

- The materials include practice activities in workbooks to build on the taught morphological skills and spiral previously learned morphological skills. For example, in week 7, students listen to a story and practice adding the suffix *-ed* at the end of words in that story. As the lesson progresses, using their workbooks, students explain how these words change the meaning of the text. This activity provides students with ways to reinforce, review, and practice their understanding of how morphemes can change the meaning of words.

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

- The materials include activities and resources specifically designed to help students decode and encode words with morphemes in connected text. For example, in week 13, students decode words with a variety of suffixes such as: *-es*, *-ed*, and *-s* in the decodable passage, *The Foxes and the Sled*, and in their workbook also. Later, in week 13, students practice encoding words with the suffix *-s* in a connected text when the teacher dictates the sentence, "I always like to have one or two snacks."
- The materials include activities and resources for students to decode and encode words with morphemes in isolation. For example, in grade 1, week 12, students build words with the suffix *-ed*, such as *taped*, *joked*, and *lined*. The materials include a decodable book with a scripted lesson for the teacher to review the affix *-ed*. During the lesson, the students have an opportunity to work with words in isolation and add *-ed* to the word.
- The lesson plans prompt the teacher and students to discuss morphemes as they read authentic text. Grade 1 materials include some decodable books for each unit throughout the year that the teacher can use for small reading groups. For example, in unit 2, students read the decodable book *Socks that Match?*, which has words that include suffixes such as *-s*, *-ed*, and *-ing*.