

Imagination Station, Inc. Grade 3 English Phonics Program Summary

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

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

Section 2. Instructional Approach

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

Section 3. Content-Specific Skills

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

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Section 4. Progress Monitoring

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

Section 5. Supports for All Learners

- The materials include some guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials include a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials do not include supports for Emergent Bilinguals to meet grade-level learning expectations.

Section 6. Additional Information: Resources

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

Section 7. Additional Support

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

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Indicator 2.1

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

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

Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a “Scope and Sequence” chart. Grades 2 and 3 are bundled together in the scope and sequence, along with another chart that bundles grades 3 and 4. The grade 2–3 chart shows Cycles 1–11, while the grade 3–4 chart shows Cycles 7–14. Although the charts do not show which cycles match which grades, the Istation Program Guide for TEA slides states that Cycles 9–13 are for grade 3. The Istation “Reading Curriculum Correlated to Texas Essential Knowledge and Skills for English Language Arts and Reading” document found on the Istation website contains a document by grade and TEKS with a column to note Digital Student Experiences and another column on Teacher Resources based on lessons/activities aligned with the TEKS. In this document, resources are categorized by the specific grade-level TEKS.
- Students move through Istation Interactive Instruction at their own pace after being placed in their instructional path based on their initial ISIP score. The initial placement cannot be changed by students or teachers; however, students can advance their learning path based on subsequent ISIP scores. It is important to note that students are not moved back in the cycles of instruction if their ISIP score drops. The instructional path movement progresses forward as students engage in the lessons in a cycle. Students are also moved into higher cycles as their overall ISIP scores increase.
- The Scope and Sequence provides a document by skill (phonological awareness and phonics are included) and subskill to note which cycles the skill/subskill is taught (a checkmark is noted if the

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skill/subskill is taught in that cycle) and the specifics of what is in that cycle if needed. Grade 3 begins with Cycle 7, introducing skills such as applying letter/sound correspondence to blend and decode words with long vowels /e/, /o/, i/l, and /y/ with CV and CCV words and manipulating graphemes to build words with long vowels /e/, /o/, i/l and /y/ with CV and CCV words. Students decode words with variant vowels and diphthongs during Cycle 9 (*oy, oi*) and Cycle 10 (*diphthongs ou, ow, and variant vowels au, aw, ai*).

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

- The materials provide a scope and sequence document in which grade 3 is in two charts. The first chart contains the scope and sequence for grades 2 to 3, and the second chart contains the scope and sequence for grades 3 to 4. Phonological and phonemic awareness skills are listed on the left-hand side of the document, and a checkmark under a cycle indicates which cycle presents students with that skill.
- Although the materials do not provide a phonological awareness timeline by age group, the materials show that lessons overlap across grade levels. For example, the scope and sequence charts show that students complete phonological awareness lessons that overlap in grade 2 and grade 3. An example of an overlapping lesson is in Cycles 1–3, which targets “Identifying the initial sound in the spoken words and blend word parts.”
- Materials show a progression of skill development from cycle to cycle. In Cycle 9, students decode words with diphthongs *oi* and *oy*. In Cycle 10, students decode words with diphthongs *ou* and *ow* and variant vowels *au, aw, and ai*.
- There is no evidence of a vertical alignment document. The Istation Program Guide shows that grade 3 utilizes Cycles 9–13 and overlaps grade 2, which utilizes Cycles 5–11B. Three cycles overlap, and two cycles are unique to grade 3. When cycles overlap grade levels, the vertical alignment and progression of skill development from year to year are not clear.

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

- Grade 3 objectives begin with a review of previously learned skills, such as decoding multisyllabic words with closed syllables and open syllables. Students review using digital lessons such as “Long ORE,” “ARE with silent E,” and “Bossy R.” Objectives continue to increase in complexity as students continue to decode compound words, contractions, and abbreviations. Students use prerequisite skills to read more complex words throughout the year.
- The materials follow lessons that move from simple to more complex foundational literacy skills. The scope and sequence provides the progression of foundational literacy skills. Grade 3 lessons begin with an overlap of skills taught in grade 2, then focus on decoding and encoding multisyllabic words with r-controlled vowels, variant vowels, vowel digraphs, diphthongs, and inflectional endings.
- The grade 3 Scope and Sequence lesson objectives progress from simple to more complex concepts by decoding words with r-controlled vowels before moving into decoding words with inflectional endings and digraphs along with prefixes, suffixes, and roots of words. Syllabication rules are also utilized in decoding words.

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Indicator 2.2

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

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

Partial Meets | Score 2/4

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

Lessons include detailed guidance for each component of the gradual release of responsibility model. Materials do not contain a teacher edition; however, materials contain some ample and useful annotations and suggestions on how to present the content in the student materials.

Evidence includes but is not limited to:

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

- Lessons include detailed guidance for each component of the gradual release of responsibility model. For example, formatted (bolded, italicized) text is used to distinguish between scripting for teachers, teacher directions, and potential student responses.
- Lessons assist teachers in using the gradual release of responsibility by including subtitles. For example, in “Lesson 1B Spelling Tier 2: open and closed syllables,” each lesson is labeled with *Teach*, *Guided Practice*, and *Independent Practice*.
- Lessons assist teachers in using the gradual release of responsibility by including subtitles. For example, in Cycle 11, Lesson 11, students identify and read syllable patterns. The lesson is labeled the following way:
 - **Teach:** As stated in the lesson script, the teacher says, “Today we will practice reading six different types of word parts or syllables. Knowing more about these individual word parts will help you break long words into syllables to read them. One type of syllable is called a closed syllable. A closed syllable ends with a consonant, and the vowel is short. For example, *kit*. *Kit* is a closed syllable because it ends with a consonant, and the vowel is short.” The lesson script continues with the teacher explaining the other five syllable patterns.
 - **Guided Practice:** As prompted by the script, the teacher says, “Now we will take turns reading syllables and placing them under the correct header. Watch.” The teacher selects the first card, reads it, and places it under the correct header explaining the procedure as students watch. Students take turns selecting a card, reading it, and placing the syllable card under the correct header. Students then name the type of syllable and sort all the syllables.
 - **Reteach:** For students who require more instruction and practice, the teacher chooses

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one syllable type to work with at a time. The teacher works with this same type until students are fluent.

- Monitor Progress through Independent Practice: As stated in the lesson script, the teacher says, “Now that we have sorted the syllables, we will put two word parts together to make a whole word. Let’s see how many new words we can make.” The teacher hands out the “Syllable Connection” page. The teacher says, “I will come to you and listen to you read your word parts and then ask you to read whole words containing several syllables.”
- Some lessons add an illustration that helps teachers visualize what will happen during components of the lesson. Cycle 10, “Lesson 7 Syllables with *-le* and *-y*,” contains an illustration in the Teach portion of the lesson. The illustration demonstrates how to break the words *handle* and *candy* into two syllables. Cycle 10, “Lesson 1 Phoneme Deletion (Initial),” contains a table in the Guided Practice of the lesson. The table shows the teacher what word to say, what initial sound to delete, and what the new word is.

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

- Istation Reading does not contain a Teacher Edition. Teachers are given access to the programs’ website (www.istation.com) and have access to “Teacher Resources,” where all lessons are found in PDF format. The lessons contain limited annotations and suggestions in the narrative of the lesson for teachers on how to present the content in the materials. There are no margins in the lessons with annotations or suggestions. All lessons are scripted but do not contain notes anywhere along the margins that provide teachers with more details on how to support students during instruction. Additionally, there is no evidence of specific information for supporting multilingual learners.
- The teacher lessons contain some annotations and suggestions for teachers on how to present the content in the materials within the lesson plans. For example, “Lesson 17 Prefixes (*non-*, *over-*, *pre-*, *mis-*)” says, “Note: Provide explicit instruction with modeling and guided practice in small groups. Write the prefixes *mis-*, *non-*, *over-*, and *pre-* in separate columns on the board. *mis- non- over- pre-*. Have students sort all long words introduced during the Teach and Guided Practice sessions into the respective column. Work with one column at a time until students feel comfortable reading the words. Remind the students to first read the prefix in isolation, then read the base word in isolation, and finally, read the new word.”
- Some notes and teacher tips are found in the teacher PDF materials. In the “Tier 2: CVCC Blends Lesson,” It states, “Geographic location and dialect of English influence vowel pronunciation: the letter *e* is sometimes pronounced as /ĭ/ when it occurs before the letters *m* or *n* (e.g., *rent* can be pronounced rĭnt). To reinforce the sound/letter association for students, enunciate the /ĕ/ pronunciation for the letter *e*. The letter *a* when it occurs before a nasally pronounced grapheme (*m*, *n*, or *ng*). In areas such as England, the letter *a* in this situation is more consistently pronounced /ă/; however, in an area such as Texas, the sound for *a* could sound more flattened and drawn out. Concerning phonics rules, the letter *a* is in a closed syllable and therefore coded with a breve and pronounced: /ă/. The phonics rules of the words do not change, but understanding this distinction with pronunciation is helpful when students have difficulty understanding why the letter *a* is sometimes pronounced differently when blended

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within a word in conversation, versus isolating the sound to decode a word.”

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Indicator 2.3

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

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

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials include some guidance that supports the teacher’s delivery of instruction.

Guidance for teachers include some information about common phonics pattern misconception and guiding principles related to specific phonics skills. Guidance for teachers provides some detailed, specific instructional strategies with consistent routines for teaching each phonics skill. Materials include some specific guidance for providing students with immediate, corrective feedback. Materials do not provide detailed guidance for connecting previously taught phonics skills to new learning. Materials include some guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

Evidence includes but is not limited to:

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

- Guidance for teachers includes some information about common phonics pattern misconceptions and guiding principles related to teaching specific phonics skills across the year. For example, in “Phonics Lesson 45 Phonograms, *ain, ape,*” during the guided practice portion, it emphasizes phonetic pronunciation within the lesson when decoding the word *grape* (e.g., “Ensure /g/, not /guh/ and ensure /r/, not /er/”).
- In a Final Stable Syllable lesson, materials include notes about characteristics of the syllable type, such as, “The pattern appears in the FINAL position of base words,” and “The pronunciation is notated in two primary ways within dictionaries, curricula, and phonetic translators depending on the word used: • b l e = /b//l/ a blending of the final two consonants with NO vowel sound • b l e = /bəl/ a subtle schwa vowel sound between the final two consonants”.
- Guidance for teachers includes some information about guiding principles related to teaching specific phonics skills. In the lesson plan, Cycle 11, “Lesson 2 – Suffixes: *ful, ly, less, er, or,*” the

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focus is on sounding out words and decoding each phoneme in the word, “The group of letters at the end of the word, f-u-l, are added to the end of the word thank to add more meaning to the word. We call a group of letters like f-u-l a suffix. A suffix is a letter, or group of letters, that is added to the end of a word. A suffix adds more meaning to the sentence and changes how a word is used in a sentence. A suffix can change the meaning of the base word too.”

- When looking on the IStation teacher website, under the tab toolbox, and also in the help session, there were no specific teacher materials found in regard to guiding principles related to specific skills.

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

- Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill in some lessons. Cycle 8, Lesson 2, “Segmenting and Blending Sounds /th/,” provides a script the teacher follows to conduct a lesson on segmenting phonemes in words. The teacher uses Elkonin boxes to demonstrate how to separate sounds in a given word. The teacher models the word *this*. The teacher says, “The beginning sound in *this* is /th/. This begins with /th/.” The teacher places a counter in the first Elkonin box. The teacher continues this process until the word is complete.
- The materials include few instructional strategies with consistent routines for each phonics skill. One example of a detailed routine is with high-frequency words in Cycle 10, “High Frequency Words,” consisting of having students clap each sound that they hear in the word. Additionally, the student counts the number of letters and syllables in the word. Next, the student engages in letter deletion to practice visual memory of the word. As stated in the materials, the Letter Deletion routine follows the next steps:
 - “Explain that you will write the word and then delete (erase) a letter. Students will need to say which letter has been deleted. For example, write the word *good* on the board. Have students spell the word g-o-o-d. Then delete the *g* and say: What letter was deleted? (g) Write the *g* again to complete the word. Then erase a different letter. Again, ask what letter was deleted. Repeat deleting letters until finally, you have deleted all the letters. Ask: What letters were deleted? Students respond with g-o-o-d.”
- The materials provide sufficient details for teaching each strategy in a few lessons. For example, in Cycle 11, Lesson 4, the daily lesson plan provides a script that the teacher follows to conduct a lesson on reading words with short /e/ spelled *ea*. As stated in the script, the teacher says, “Today we will work with the short /e/ sound /e/. Listen, /eeee/. Listen again and then repeat the sound, /eeeeee/. Many words have the short /e/ sound like *head* and *heavy*. In the words *head* and *heavy*, the short /e/ sound is spelled *ea*. *Head* and *heavy* have the short /e/ sound.” The teacher resources do not include a handbook or overview that explains instructional routines, such as a routine of dictation. The routines are found in the lesson plans.

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

- Materials include general, non-specific guidance for providing students with immediate, corrective feedback. Cycle 9, “Lesson 18 Read words with *oi* and *oy*,” instructs the teacher to “provide corrective feedback as needed, modeling it until everyone responds correctly.”

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- The materials provide general examples of how to provide immediate, corrective feedback. For example, in Cycle 11, Lesson 3 on phonogram *igh*, the lesson provides guidance on how to check for understanding throughout the lesson. The teacher says, “If you hear the /A/ sound in the words I say, show me a thumbs up.” The teacher uses the words *weigh*, *flea*, *try*, *eight*, and *sleigh*. During guided practice, students sort words that have the *igh* phonogram. The lesson notes say to affirm correct responses or provide corrective feedback. However, it should be noted that the materials do not say how to provide that feedback.
- The materials include general guidance on providing immediate, corrective feedback within the lesson. For example, in Cycle 11, Lesson 4, the lesson plan script states, “Confirm or correct responses” when students are asked for the vowel sound in words such as *head* and *heavy*. However, the materials do not provide specific examples of how to provide immediate, corrective feedback. “Confirm or correct responses” is stated in the lesson plan for the teacher, but there is no evidence of clear and precise corrective feedback. Additionally, the lesson plan also states, “Accept reasonable answers,” but there is no guidance on what a reasonable response may be.

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

- The materials include some references in lesson plans and scripts to previous learning. In “Phonics Lesson 26 Decoding with Long Vowel /oa/,” the materials start the lesson by saying, “We know that the letter o can stand for the sound /o/ as in *Ron*. We know that the letter a can stand for the sound /a/ as in *ran*. Now watch what happens when we put the letter o and the letter a together. The sound we say for the letter team *oa* is /O/.” In “Phonics Lesson 63 Complex Word Families,” the lesson begins with, “You have learned that certain letters form word families. *A* and *t* form the word family /at/, and we can make lots of words with this word family. Today, we are going to learn some new word families.”
- Materials do not have detailed guidance for connecting previously taught phonics skills to new learning. Materials do not contain consistent cumulative review within the lessons. Materials do not provide sufficient opportunity to review previously taught phonics skills before learning new skills. For example, Cycle 10, “Inflected Endings, Double the Consonant: *ed*, *ing*,” contains two full lessons, with the first lesson focusing on doubling the final consonant in a one-syllable word with a short vowel before adding the suffix *ing*. The second full lesson focuses on doubling the final consonant in a one-syllable word with a short vowel before adding the suffix *ed*, but the second lesson does not connect learning from the previous learning/lesson to the new learning/lesson. There is no review of what was learned in the previous lesson.

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

- The materials include some guidance on the recommended length for each lesson. The materials do not provide specific guidance on how much time to spend on each lesson component. The lesson is clearly divided into the following components: Teach, Guided Practice, Monitor Progress Through Independent Practice, and Reteach. Some lessons contain a visual for how long each section should take, which helps teachers know exactly how to pace a lesson. Under each section in these lessons, there is a circle with the amount of time each part of the overall lesson takes.

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- Materials lack clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model. Materials include a “Parent Guide: How to Use Ipractice Effectively” document that includes a pacing guide for how to use Ipractice at home with specific time suggestions.
- The materials include guidance on the recommended length for each lesson for the online learning, but there was no noted length for each PDF teacher lesson. Istation recommends students log in to the program to work through the interactive instruction on the student’s individualized learning paths for the following amounts of time:
 - 30 + minutes per week: Suggested for Level 3, 4, & 5 students (Tier 1 students)
 - 40+ minutes per week: Suggested for Level 1 & 2 students (Tier 2 & 3 students)

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Indicator 2.4

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

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

Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- Lessons use consistent routines to introduce phonics skills that include different modalities. For example, in “Spelling Diphthongs 1,” the teacher distributes Word Cards. The teacher script prompts the teacher to say, “Let’s read these words together. Let’s discuss some things you noticed about the words. Who would like to share what they noticed about these words? In addition to short and long vowels, there are many more vowel sounds, all of which have different spellings. These words are examples of words that contain neither a short nor a long vowel sound. These patterns are diphthongs.” Similarly, in “Spelling Closed Syllables,” the teacher also uses Word Cards throughout this lesson. The teacher script uses a similar instructional routine as the previously discussed lesson. The script prompts the teacher to say, “Watch what I do with these Word Cards. I will place the words in a column based on their patterns. Listen as I say each word and pay close attention to the patterns in the words. Knowing about these patterns will help you remember how to spell the words. Look at the patterns of the letters. How are these words alike? We call the first syllable in each of these words a closed syllable. A closed syllable contains a short vowel and ends (or is closed) with a consonant.” Lessons do not include intentional cumulative review.
- Materials do not include intentional cumulative review and practice activities throughout the span of the curriculum. The materials lack cumulative review. For example, Cycle 9, “Inflected Endings: *s, ing, ed,*” contains three lessons, one for each inflected ending. There is no cumulative review based on the learning in the previous lesson. Each inflected ending is learned in isolation without connecting what was learned the previous day in regard to endings, and there is no opportunity to read words with the three different endings together.

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

- Practice opportunities include only phonics skills that have been explicitly taught. For example, in Cycle 10, “Digraph *ph* and *wh*,” after the teacher explicitly teaches the meaning of a digraph and introduces digraph *ph* and *wh* by hearing the sound and identifying the digraphs in words written on the board the students during the You Do section of the lesson use a yellow crayon or marker to highlight the *wh* letter patterns in sentences such as *Dad reads the newspaper while Mom reads a book. 6. Why are the cat’s whiskers long?* Students read the sentences several times until they can read them easily and correctly.
- In Cycle 11, “Lesson 6 – Phonograms *ind, igh, ild*,” during the I Do section of the lesson, the teacher looks one by one at the group of letters *ind, igh, ild* written on the board and explains one set of letters at a time the sounds those letters make. The teacher models adding a letter at the beginning of the group of letters to make a word and then reads the word. During the You Do section of the lesson, the students are given a copy of the poem “The Wild Knight.” Students read the poem that contains words with *ind, ild*, and *igh*. Students are to underline the words that contain *ind, ild*, and *igh*.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The lesson plans do not refer to resources such as decodable passages, poems, or books. Lessons such as “Skill: Phonics - Lesson 14 Syllables with *-le* and *-y*” provide resources such as Syllable Words Cards and the Syllable Words Page to practice reading the learned phonics skill by reading words in isolation. The materials provide “Istation Books and Passages” resource documents in which decodable texts are listed. The title of the decodable texts is followed by the type of text, Lexile measure, and phonics/reading skill. Using this document, the phonics skill presented in the lesson is matched with the corresponding decodable text. This document also provides a table with the Lexile range and the approximate grade level.
- Decodable texts incorporate cumulative practice of taught phonics skills. The Cycle 8 decodable reader *A Big Sneeze* practices r-controlled vowels *er, ir* and *ur*. The Cycle 9 passage *Big Top Tent* practices r-controlled vowels. The Cycle 10 decodable reader *The Hero* practices diphthongs *au, aw, ow*, and *ou*. Decodable words are included in the readers from previous lessons in addition to words covering the phonics skill noted for each decodable reader. The lessons do not reference which decodable reader to utilize. The “Istation Books and Passages” resource document lists the decodable texts. The title of the decodable texts is followed by the type of text, Lexile measure, and phonics/reading skill. Using this document, the phonics skill presented in the lesson is matched with the corresponding decodable text. This document also provides a table with the Lexile range and the approximate grade level.

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Indicator 3.C.1

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

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

Partial Meets | Score 2/4

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

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide some activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). Evidence includes but is not limited to:

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

- The lesson objectives progress from less complex to more complex. For example, grade 3 students study closed syllables (Cycle 9) before open syllables and syllables ending with *-le* and *-y* (Cycle 13).
- The materials provide a scope and sequence of skills for Istation Reading. In the scope and sequence, the objectives for grade 3 are shown in two charts. The first chart bundles grade 2 and grade 3 together to show the objectives that vertically align. Additionally, objectives for grade 3 are bundled together with the next grade level. The cycles included for grade 3 are Cycles 1–14. Lessons progress from least complex to more complex. For example, in grade 3, students learn to decode CVVC and CCVVC words prior to decoding CVCe and CCVCe words with long vowels.
- The materials contain a systematic scope and sequence. In the Scope and Sequence for Istation Reading, there is a section for phonics. When looking at Cycles 9–13, Cycle 9 focuses on decoding words with r-controlled vowels */ir/ ear/or*. Cycles 9 through 11 focus on decoding with

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digraphs /sh/, /th/, /tch/, /ph/, and /wh/ along with diphthongs /oi/ *oy/oi* and /ou/ *ow and ow* and variant vowels *au, aw, ai, oo* as in *zoo, oo* in *foot, igh, and ind*.

- In the toolbox component, there is an “Istation Reading Curriculum Correlated to Texas Essential Knowledge and Skills for English Language Arts and Reading” document (PDF). The column on the left lists the student digital components in the program, such as student interactive games and lessons. The column on the right lists the teacher resources for that standard.

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

- The materials contain explicit instruction in grade-level sound-spelling patterns. In 11B, Lesson 1, during the teach section, the teacher uses Open and Closed Syllables Word Sort Cards (Student Activity 1) to sort, saying, “I will place each word in a column based on its pattern. Listen as I read/say each word and pay close attention to the patterns in the words. Knowing about these patterns will help you remember how to spell the words” The teacher says the words: *fun-ny, hap-pen, kit-ten* and places them in one column, then says, “The words are divided at the double consonant letters. Say each word and pay attention to the vowel sound in the first syllable. What can you tell me about the vowel sound? The vowel makes its short sound. We call the first syllable in each of these words a closed syllable. A closed syllable contains a short vowel and ends (or is closed) with a consonant. I have a few more words. Watch and listen.” Teachers read, say, and place the following words in a different column, *nap-kin, pic-ture, sis-ter*, then say, “Look at the patterns of the letters in these words. What do you notice? How are these words alike? These words are also divided between two consonants, but they are different consonants. Read these words and pay attention to the vowel sounds in the first syllables.”
- In “Cycle 11, Lesson 4 – Short /e/ Spelled ea,” there is an explicit script skill focus: reading words with short /e/ spelled *ea*. The lesson follows the gradual release of responsibility model. The lesson begins with the “Teach: Read Words with short /e/ spelled *ea*” section in which the teacher says, “Today we will work with the short /e/ sound /e/. Listen, /eeee/.” The lesson provides precise key terms that the teacher may use during the lesson. During the initial teach, the teacher says, “*Head* and *heavy* have the short /e/ sound. The letters *ea* make the short /e/ sound in *head* and *heavy*.” The lesson proceeds with the Guided Practice section. The teacher uses the short /e/ pictures handouts and short /e/ sentences handouts that are included in the lesson. Using the handouts, the students circle the letters that make the short /e/ sound and then draw a picture of something associated with that word.
- Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. In Phonics Lesson 56, “Diphthongs *ow* and *ou*,” the teacher introduces the new concept. The script says, “Today we will learn the sound of a new letter pattern. When the letters *o* and *w* are side by side, they make the sound /ou/. And when the letters *o* and *u* are side by side, sometimes they make the sound /ou/. Listen to this word. *Crown*. Do you hear the /ou/ sound? Affirm: Yes, the /ou/ is in the middle of the word *crown*.” In the guided practice, the teacher is told to “Write the word *clown* on the board. Put your finger under the *c* and say /k/. Put your finger under the *l* and say /l/. Then place your finger under the letters *ow* and say /ou/. Put your finger under the *n* and say /n/. Blend it faster and read the entire word.” The lesson contains a teach, guided practice, and independent practice portion.

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

- The materials include activities to practice sound-spelling skills. Materials include “The Word Masters Card Game Player’s Guide,” which is with each cycle starting after Cycle 3. The player’s guide states, “The Word Masters Card Game is designed for students to spell words using previously taught phonics skills. The game includes cards illustrated with a letter or letter combinations and characters called the Fantastic Phonics. Word Masters may be played individually or multiplayer.” Each cycle has a different set of playing cards depending on the phonics taught in that cycle.
- The materials contain resources for students to practice sound-spelling patterns. Students may work on “Cycle 11, Lesson 4 – Short /e/ Spelled ea.” In this lesson, the materials include the Short /e/ Pictures handout, the Short /e/ Sentences handout, and Individual letter cards. During the lesson, students use the Short /e/ Pictures handout to circle the letters that make the short /e/ sound in each of the words listed. Additionally, students use the Short /e/ Sentences handout to complete each sentence with a word that contains the short /e/ sound spelled *ea*.
- The materials contain resources for students to practice sound-spelling patterns. In 1B, Lesson 1, the teacher distributes Open and Closed Syllables Word Sort Cards (Student Activity 1). Students cut the words apart and place the keywords *funny*, *picture*, and *pilot* on a surface to form column headings. Then students practice reading and sorting the remaining words *happen*, *expert*, *navy*, *dollar*, *until*, *nature*, *goggles*, *napkin*, *music*, *gossip*, *canyon*, *spoken*, *letter*, *sister*, *frozen*, *mattress*, *spider*, *kitten*, and *student*. The teacher monitors the sorting activity, making sure all words are placed in the correct column.

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

- Students have opportunities to decode in isolation. The “Spelling: Multisyllabic Words with Vowel Diphthongs” lesson is available for grade 3. In this lesson, students decode and spell words using diphthongs. The materials include a set of word cards that are distributed to each student. The teacher allows the students to practice previously learned decoding skills to read the word cards silently. The teacher asks the students to discuss some of the things noticed about the words. After allowing the students to participate, the teacher says, “These words are examples of words that contain neither a short nor a long vowel sound. These patterns are diphthongs. A diphthong is one vowel sound that is produced by two vowels. It begins with one vowel sound and ends with another.” Next, the lesson provides a list of words that the teacher may use during guided practice. The words suggested in the materials are *coin*, *boy*, *round*, *noise*, and *loud*. The lesson provides multiple opportunities to emphasize the recently introduced sound-spelling pattern.
- Students have opportunities to decode in isolation. In 8A Lesson 3, “ISIP Advanced Reading,” Guided Practice, the teacher distributes Open and Closed Syllables Word Cards (Student Activity 2—words: *diner*, *dinner*, *unit*, *soccer*, *summer*, *crater*, *crazy*, *moment*, *sequel*, *enjoy*, *enter*, *paper*, *picnic*, *tunnel*, *rabbit*, *lazy*, *comment*, *mustard*, *attic*, *bacon*, *fifty*). Students cut apart the words. Students find the words *diner* and *dinner*. These words are the keywords to help sort the

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remaining words. They lay *diner* and *dinner* at the top of two columns. Students read and sort the remaining words, paying close attention to the spelling of each word. If a word has an open first syllable, they place it under *diner*. If a word has a closed first syllable, they place it under *dinner*. Students sort their word cards.

- Students have opportunities to decode in connected text. In the student app, the student reads three sentences and determines which sentence matches the picture displayed (*The elevator opened for the lady. The lady got on the elevator., The lady is waiting for the elevator to open*). If the student chooses wrong, the narrator tells them to read carefully and try again. If the student gets it correct, the narrator congratulates the student and then reads the sentence as the words are highlighted. If the student chooses the wrong sentence a second time, the correct sentence is highlighted, and the narrator reads the sentence as the words are highlighted. Next, the students read a sentence and choose the missing word from a list of three words. (*We did not go to school because it was a _____ holiday, hallway, helicopter*).
- The materials have opportunities for students to encode isolation. In “Spelling R Controlled Syllables,” the teacher gives students five index cards. Students label the index cards with *er, ir, ur, ar, and or*. The teacher calls out a word one at a time. The student holds up the appropriate card *er, ir, ur, ar, or or* to match the spelling pattern of the word the teacher said. The students then write the word the teacher said on a piece of paper. Some words from the lesson are *turnip, tiger, mother, swirl, porch, turtle, darkness, chirp, letter, and lobster*.
- The materials have opportunities to encode in isolation; however, there are no opportunities to encode in connected text. In Cycle 11, “Lesson 3 – Phonogram *eigh*,” students use individual letter cards to spell words with *eigh* (*weigh, weight, sleigh, neigh, freight, eight, eighty*). After students spell each word, they then write the word on a sheet of paper. After all the words have been written, students reread the words and circle the letters that make the long /a/ sound. No examples of encoding in connected text are in the grade 3 materials.

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Indicator 3.C.2

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

| | | |
|---|--|----|
| 1 | Materials provide a systematic sequence for introducing regular and irregular high-frequency words. | PM |
| 2 | Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. | PM |
| 3 | Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). | PM |
| 4 | Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). | PM |

Partially Meets | Score 2/4

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

Materials provide some sequence for introducing some regular and irregular high-frequency words. Materials provide some direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Materials incorporate some activities and resources for students to develop and practice skills (through cumulative review). Materials provide some activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and to recognize and read in connected text (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing regular and irregular high-frequency words.

- According to the Istation Reading Curriculum Correlated to Texas Essential Knowledge and Skills for ELA and Reading, Scope and Sequence, and grade 3 Content at A Glance document, students learn the following high-frequency words in the following sequence:
 - Cycle 9: *was, the, from, from, she*
 - Cycle 10: *good, many, their, too, would, look*
 - Cycles 11–13 do not contain high-frequency words, although there are lessons in Cycle 11 that address the high-frequency words *another, any, though, enough, both, cover, question, wrong*
 - Since Cycle 9 and 10 are also a part of the grade 2 materials, there are no new high-frequency words learned in grade 3.

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

- Materials provide scripted direct (explicit) instruction for decoding regular and irregular high-frequency words. They do not contain direct instruction for encoding or the intertwining of decoding and encoding. “High-Frequency Words Cycle 10 - *good, many, their, too, would, look*” contains four lessons. The teacher starts the lesson by saying, “Today we will learn six new high-frequency words or sight words. Remember, high-frequency words are words that we see a lot in our reading and use a lot in our writing.” The teacher shows the first word *good* and says, “Let’s snap and clap the letters in the word *good*.”
- On the Istation TEKS TDL’s sheet, “Lesson Cycle 11 Lesson 13 – High-Frequency Words” is listed. The lesson begins with the teacher reviewing that some words do not always follow letter patterns, “Today we will practice reading some words that we see a lot in books. These words do not always follow our letter patterns. This word is *another*. I would like another glass of milk; *another*. Let’s spell *another*, a-n-o-t-h-e-r. Read the word: *another*. What is this word?” Materials do not provide scripted direct (explicit) instruction for encoding regular and irregular high-frequency words. Materials lack the intertwining of decoding and encoding since they do not provide instruction for encoding.

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

- Materials incorporate activities and resources for students to develop, practice, and reinforce skills but lack cumulative review. In Cycle 10, Lesson 19 – Read High-Frequency Words in Sentences, teachers give each student the High-Frequency Words Practice page, “I will say a word. You find my word in the box at the top of the page, touch it and say it. Touch the word *would, water, many, friend, good, too their look*.” The teacher continues to read the rest of the words at the top of the page, “Now, we are ready to read these words in the sentences below (the high-frequency words are underlined in each sentence). Read the first sentence to yourself (for example, *Many children were on their way to the park. It looks like we will have a good time,*’ said the mothers. There are *many children playing today*. You may whisper it. Now, let’s read the sentence together.” They continue this with each sentence allowing the students to read first on their own. Then students read the sentence together.
- Materials incorporate activities and resources for students to develop, practice, and reinforce skills but lack cumulative review. In Cycle 10, “Lesson 18 – High Frequency Words,” Guided Practice, students play the game WORDO with high-frequency words. This game is played like BINGO. Students have a copy of the WORDO page. Students write one high-frequency word in each box. The teacher calls out a word, and the students find the word in one of their boxes and put a marker on it. When a student has three boxes in a row (horizontally or vertically), they yell, WORDO! Once a child wins, he/she must read each word in the winning row. The child who wins may be the caller.
- Materials incorporate activities and resources for students to develop, practice, and reinforce skills but lack cumulative review. The Cycle 11, “Lesson 13 - High-Frequency Words” objective is to identify high-frequency words. The teacher begins the lesson by saying, “Today we will practice reading some words that we see a lot in books.” The teacher reminds students of the

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high-frequency words from Cycle 11. During the guided practice, the teacher introduces the game, “Now we will play a game called WORDO with our HFWs. This game is played like BINGO.” The teacher distributes a copy of the WORDO handout. The teacher says, “Look at the top of this page. Put your finger on the word another. (affirm or provide corrective feedback) Spell it. Read it. Now, write the word another in one of the boxes below.” This process is repeated for the rest of the high-frequency words. During independent practice, students practice reading the words *another*, *any*, *though*, *enough*, *both*, *cover*, *question*, and *wrong* to a partner until the teacher comes around and listens to them.

Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

- The materials contain activities and resources for students to read and recognize high-frequency words. In “High-Frequency Words Cycle 9 – *who*, *goes*, *put*, *why*, *because*, *thought*,” Guided Practice, the teacher shows students the Rapid Repeated Reading chart. The teacher models reading the chart one row at a time, left to right, pointing to each word as you read it. Say: “Now it is your turn to read the words with me.” The teacher repeats reading the chart with the students, again row by row, left to right, and pointing to each word. They say, “Watch me read the chart again. Model reading the chart top to bottom and column by column, making sure to point to each word.” Then they say, “Now it is your turn to read the words with me.” They read the chart again with students: top to bottom, column by column, and pointing to each word. In independent practice, students read the Repeated Reading chart to a partner. The teacher says, “Now you will read the Repeated Reading chart to a partner. You will read it left to right and top to bottom. I will come and listen in for a few minutes to hear you read. Once you have read the chart, let your partner read the chart to you.” They end by saying, “We learn high-frequency words to help us when we read and write. When we see the word in print, we can just read it quickly. If we want to write the word, we can look at the chart and write the word quickly.” Materials do not provide a variety of activities and resources for students to write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).
- The materials include a variety of activities and resources for recognizing and reading high-frequency words in connected text. For example, in Cycle 10, Lesson 19, students are given sentences. The teacher begins the lesson by having the students identify the words in isolation in the box printed at the top of the page. The script says, “I will say a word. You find my word in the box at the top of the page, touch it and say it. Ready? Touch the word *would*.” After reading all of the high-frequency words for the lesson (*many*, *would*, *look*, *their*, *too*, *friend*, *water*), students read sentences on the High-Frequency Words Practice Page (e.g., “*Look! Their mother is going with us,*” *said the children*). Writing in both isolation and connected text was not present in the activities.
- Materials provide a variety of activities and resources for students to recognize and read high-frequency words in connected text (e.g., within sentences or decodable texts). Materials provide decodable readers that focus on high-frequency words. In Cycle 10, the decodable reader, *How Can That Be?*, focuses on reviewing high-frequency words *good*, *many*, *too*, *their*, *would*, and *look*. Materials do not provide a variety of activities and resources for students to write high-

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frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

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Indicator 3.C.3

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

| | | |
|---|--|----|
| 1 | Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. | M |
| 2 | Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. | M |
| 3 | Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). | PM |
| 4 | Materials provide a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). | PM |

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials include some systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.

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

Evidence includes but is not limited to:

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

- Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Lesson objectives progress from easier to more complex skills. For example, materials begin with closed syllables in “Skills Phonics Lesson 14 Syllables” then gradually introduce open syllables in “Skills Phonics Lesson 15 Open Syllables” before other syllable types like vowel teams in “Skills Phonics Lesson 25 Read Words with Long Vowel.”
- The sequence for introducing syllable types and syllable division principles is aligned to grade level TEKS, and lesson objectives progress from easier to more complex skills. Materials focus on

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decoding and encoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, vowel patterns such as CCVC and CCCVC patterns, diphthongs, r-controlled vowels, and final stable syllables. Students learn syllable division rules that help them understand the doubling rule when adding the inflected endings *-ed* and *-ing* in Cycles 9 and 10. Cycles 9–10 cover using letter-sound patterns to read and spell one-syllable words. Cycles 9–11 cover using syllabication rules to segment two-syllable words. Cycle 11 also covers using syllabication rules to segment three-syllable words.

- The sequence for introducing syllable types and syllable division principles is aligned to grade-level TEKS. For example, the Istation Reading scope shows that students blend and decode words. The materials progress to lessons that focus on decoding words with inflected endings (Cycle 9). Double consonants are introduced in Cycle 10.
- The materials provide Phonological and Phonemic Awareness Skill Trace lessons. These lessons guide teachers to plan for building phonological and phonemic awareness skills, such as oral syllable awareness. Note that there is no document to show when to use lessons outside of the cycle lessons (for example, Skill or Phonemic Awareness Lessons).

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

- Materials provide scripted direct (explicit) instruction applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. “8A Spelling Tier 3: Open and Closed Syllables” gives explicit instruction on using knowledge of open and closed syllables to spell words. In Lesson 1, the teacher reminds students of the difference between an open and closed syllable. During the guided practice, students practice identifying open and closed syllables. During the independent practice, students work on Student Activity 1. In Lesson 3, the teacher begins by expanding understanding by having students partner up to read their Open and Closed Syllable Word Cards from the previous lesson. During the guided practice, students participate in a writing sort with a partner. Partner 1 reads aloud their 10 words one at a time for Partner 2 to write. During the independent practice, the teacher distributes “Read, Cover, Remember, Spell.” Students are expected to read the word, cover the word with their hand, remember what they just read, spell the covered word on the paper, check to see whether the word was spelled correctly, and review misspelled words.
- In Cycle 11, Lesson 11, students identify and read syllable patterns. The lesson progresses from easier to more complex skills. The teacher clearly communicates the objective for the lesson, “Today we will practice reading six different types of word parts or syllables. Knowing more about these individual word parts will help you break long words into syllables to read them.” The lesson begins with closed syllables. The teacher is prompted to say, “A closed syllable ends with a consonant, and the vowel is short. For example, *kit*. *Kit* is a closed syllable because it ends with a consonant, and the vowel is short.” Then, the lesson continues with the r-controlled syllable. The teacher says, “An r-controlled syllable is when the letter *r* follows a vowel. The *r* changes the sound of the vowel. You know the letter *r* is bossy. An example of an r-controlled syllable is *car*.” Then, the teacher presents an open syllable. The teacher says, “An open syllable ends with a vowel, and the vowel says its long sound. For example, *go*. *Go* is an open syllable. The vowel is at the end of the syllable, and it says its long vowel sound.” Next is the Vowel-Consonant-Silent *e* syllable. The teacher says, “The *e* on the end of the word is silent, and it

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makes the vowel before it a long vowel. An example of a Vowel-Consonant-Silent *e* syllable is *ape*. *Ape* is a Vowel Consonant-Silent *e* syllable.” Another syllable is the consonant *-le* syllable. The teacher is prompted to say, “The consonant *-le* syllable has a consonant before the letters *le*. The vowel sound in the consonant *-le* syllable is /u/. For example, *-tle* at the end of the word *turtle*.” The last type of syllable is called a vowel team. The script prompts the teacher to say, “Vowels that usually stand side by side make one sound. For example, team. The letters *ea* are a vowel team, so this word is a vowel team syllable.” The lesson follows the gradual release of responsibility model. During guided practice, students take turns reading syllables and placing them under the correct header. During independent practice, the students put two syllables together to make a word.

- The materials provide teachers with important points to emphasize about decoding and encoding words by applying knowledge of syllable division principles. For example, in Cycle 10, Lesson 7, students learn to decode words with final stable syllables (*-le* and *-y*). The lesson script says, “When a word ends with a consonant, and the letters *-le*, the consonant and *-le* make the last syllable. *han...* The vowel sound in this part is /a/. /dul/.... The letters *dle* say /dul/. The vowel sound in this syllable is /u/.”
- Materials provide scripted direction instruction for applying knowledge of syllable types and syllable division principles to encode one-syllable or multisyllabic words. In “Spelling Open Syllables,” the teacher and student complete a word based on the first/last syllable being open/closed. The teacher says, “We call the first syllable in each of these words a closed syllable. A closed syllable contains a short vowel and ends (or is closed) with a consonant. The vowel is closed in by the consonant. When a syllable ends with a long vowel sound, it is called an open syllable. It is not closed in by two consonants. Let’s think about how knowing this will help you in spelling. Suppose I want to write the word *hopping*. Is the vowel sound in the first syllable short or long? Yes, it is short. This tells me that when I write the word, I must have two consonants to close the syllable.” The teacher writes *hopping* on the board and says, “This is how you write *hopping*. *The rabbit was hopping in the meadow.*” Then they write the word *hoping* on the board and say, “Read this word. Yes, this word is *hoping*. The vowel *o* in the first syllable is long. I do not write two consonants in the middle when writing this word.” They point to the two words as they read them, “*Hopping, hoping.*” They remind students that listening to the vowel sound in a word can help them understand how to write the word.

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

- The materials include a variety of activities to develop, practice, and reinforce the identification of syllable types and the application of syllable division principles to decode and encode multisyllabic words but lack cumulative review. In the lesson “Spelling Multisyllabic Words with Closed Syllables,” students use their word cards to practice decoding the words. Then they use blank paper to write the keywords *ribbon* and *picture* across the top of the page. Another activity can be done with the word cards; they have to be stacked. A student chooses one card at a time from the stack and writes the word in the correct column. Word cards contain the words such as *napkin*, *letter*, *lapdog*, *magnetic*, and *catnip*. The materials do not provide cumulative review.
- Materials contain Word Bank Cards for each cycle and a teacher resource for suggested uses for

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word bank cards. Cycles 7–11 Word Bank Cards contain multisyllabic words. One suggested use is Syllable Clap. The teacher selects multisyllabic word cards and places the cards in a pile. A student draws a card, says the word aloud, and then says the word again, clapping to illustrate each syllable.

- The materials include a variety of activities to develop, practice, and reinforce the identification of syllable types and the application of syllable division principles to decode and encode multisyllabic words but lack cumulative review. For example, in Cycle 9, “Two Syllables, Dividing Between Consonants,” on the worksheet titled Break it Up, students are to draw a line between the consonants, underline each vowel, then read the first part, read the last part and say the two parts together to read the whole word. Examples of the words include *dismiss*, *rabbit*, *happen*, *basket*, and *cactus*. The materials do not provide cumulative review.

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

- Materials provide a variety of activities and resources for students to practice decoding and one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected but lack building on previous instruction (e.g., within sentences or decodable texts). In Cycle 9, “Lesson 10 Decoding Multisyllabic Words,” students practice decoding two-syllable words that follow the VCCV pattern. In independent practice, students work on the practice page. Students draw a line between the consonants to decode the word. Cycle 11, “Lesson 11 Multisyllabic Words,” contains a Multisyllabic Words list for students to practice decoding in isolation.
- The materials include a variety of activities to develop, practice, and reinforce the identification of syllable types and the application of syllable division principles to decode and encode multisyllabic words but lack building on previous instruction. For example, in Cycle 9, “Lesson 26 Spelling Multisyllabic Words,” the teacher says a word, and students are to write it on their paper and draw a line between the syllables. The teacher reminds the students to make sure each part they spell has a vowel. The words suggested are *glitter*, *basket*, *cannot*, *rabbit*, and *forget*.
- Materials contain decoding of multisyllabic words in connected text. Materials include decodable readers but lack building on previous instruction. Materials include decodable readers *The Hero*, *The Mother Cat and Her Kittens*, *Spiders*, *Mitch’s Big Fish Tales*, and *Naptime* for students to practice reading multisyllabic words in connected decodable texts. Materials include passages for students to decode in connected texts. In the Cycle 9 Passage *Joel and Kay’s Best Day*, students practice decoding multisyllabic open-syllable words in connected text. In the Cycle 10 Passage *The Water Cycle*, students practice decoding multisyllabic open-syllable words. In the Cycle 10 Passage *Pet Parade*, students practice decoding multisyllabic closed-syllable words. In the Cycle 11 Passage, *The Dirt Detective*, students practice decoding multisyllabic words.
- Materials contain encoding in isolation but lack building on previous instruction. Materials contain Word Bank Cards for each cycle and a teacher resource for suggested uses for word bank cards. Cycles 7–11 Word Bank Cards contain multisyllabic words. One suggested use is Fish

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for a sentence. In this activity, the teacher draws three word bank cards and writes them on the board. The students must use all three words to make a sentence.

- Materials provide a variety of activities and resources for students to practice encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles in isolation (e.g., word lists) but lack building on previous instruction. In “Spelling: Multisyllabic Words with VCe syllables,” students spell multisyllabic words with silent-e syllables. Students gather a set of Word Cards to use. The teacher says, “Watch what I do with these words. I will place each word in a column based on its pattern. Listen as I say each word and pay close attention to the patterns in the words. Knowing about these patterns will help you remember how to spell the words.” The teacher writes the following words on the board: *wake*, *while*, *wholesale*, and *rude*. The teacher is prompted to say, “Did you notice the words all ended with an –e? The words all end in a silent –e, and they all have the syllable pattern VCe.” The student uses Word Cards and three different colored highlighters. The student highlights the vowel in each word yellow, the consonants pink, and the silent e orange. The teacher guides the students to place the Word Cards to the side and practice writing them. Additionally, the student uses Numbered Digraphs page to practice VCe pattern words. Students use a dictionary to check for correct spellings. During independent practice, students roll a die and write a word with the corresponding vowel. The students work with a partner and check each other’s work. The students use a dictionary to check their written words.

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Indicator 3.C.4

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

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

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials connect some phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.

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

Evidence includes but is not limited to:

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

- The grade 3 program begins with less complex morphology lessons and progresses to more complex lessons, as outlined in the TEKS. In Cycle 9, students begin learning inflectional endings. Cycle 9, Lesson 13 teaches base words and inflected ending *-s*. Cycle 9, Lesson 15 teaches base words and inflected ending *-ed*. Cycle 10, Lesson 3 teaches base words and inflected ending *-ing*. Cycle 11, Lesson 5 teaches students to change the *-y* to *-i* before adding inflectional endings *-ed* or *-es*. In Cycle 11, Lesson 1, students are introduced to the prefixes *pre*, *re*, *un*, *mis*, and *dis*. Cycle 11, “Lesson 10 Contractions,” introduces students to contractions. Cycle 11, Lesson 2

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introduces students to the suffixes *ful*, *ly*, *less*, *er*, and *or*. Since the lessons overlap across grade levels, prefix lessons such as Cycle 11, Lesson 1 serve as a review for grade 3 students since they may have already used the same lesson in grade 2.

- Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Cycle 9 focuses on inflected suffixes *-s*, *-ed*, *-ing*. Cycle 10 focuses on doubling final consonants before adding the suffix *ed* or *-ing*. Cycle 11 focuses on changing *y* to *i* and adding suffix *es* along with prefixes *pre*, *re*, *un*, *mis*, and *dis*. Contractions are in Cycle 11. Cycles 11–13 focus on using root words, prefixes, and suffixes to recognize words.

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

- Materials provide direct (explicit) instruction for supporting the recognition of common morphemes. Materials include an encoding 2C Spelling lesson for suffixes *y*, *ly*, *ful*, *less*, *ness*, *er*, and *est*. In the lesson overview, teachers can see 2C Spelling is broken down into five lessons. Lesson 1 focuses on suffixes *y*, and *ly*. Lesson 2 focuses on suffixes *full*, *less*, and *ness*. Lesson 3 focuses on suffixes *er* and *est*. Lesson 4 focuses on all previously taught suffixes in lessons 1–3. Students are taught spelling rules in Lesson 1. The teacher says, “There are a few spelling rules to remember when writing words with suffixes. (Write the following rules on the board and leave them there for lessons 3–4.) 1. When a suffix beginning with a vowel, such as *-y*, is added to a word containing a short vowel followed by a single consonant, such as *fun*, double the final consonant before adding the suffix. 2. When adding a suffix to the end of a word that ends with *y*, change the *y* to *i* and then add the suffix.” The teacher demonstrates these rules using the words *funny*, *sunny*, *snowy*, *foggy*, *angry*, *lazy*, and *easy*.
- Materials provide direct (explicit) instruction for supporting the recognition of common morphemes. Lessons employ the gradual release of responsibility model (I do, we do, you do). An example of this is shown in ISIP Advanced Reading Lesson 1A. For I do, the teacher displays two sentences on the board and underlines the words *unsettled* and *untouched*. The teacher explains that the words have a prefix at the beginning, and it changes the meaning of the word, “A prefix is a letter or a group of letters placed at the beginning of a word. Prefixes have meanings. For example, the prefix *un-* means ‘not.’ In the first sentence, the chessboard was not touched. In the second sentence, Juanita was not settled by the prices in the store.” The students name other words that have the prefix *un-* and use them in a sentence as the teacher makes a list and explains the meaning.
- Materials provide direct (explicit) instruction for supporting the recognition of common morphemes. There is an intertwining of decoding and encoding morphemes, along with the recognition and meaning of morphemes. Cycle 11, “Lesson 1 – Prefixes: *pre*, *re*, *un*, *mis*, *dis*,” the Teach section says, “What are some things you like?” Teachers make a T-chart on the board and write several student responses in the left column under the heading *like*. Then teachers ask, “What are some things you dislike?” They add student responses to the right column under the heading “dislike.” Teachers continue, “Look at this word, *dislike*. How is it different from this word, *like*? *Dislike* is very much like the word *like*. They both have the letters *l-i-k-e* in them. However, *dislike* has three other letters at the beginning of the word, *d-i-s*.” They circle *dis* on the chart and continue, “The letters *d-i-s* spell the prefix *dis*. A prefix is a group of letters attached to the beginning of a word. A prefix changes the meaning of the word. If we have the word *like* and we add the prefix *dis* to make the word *dislike*, what do you think the prefix *dis*

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means? The prefix *dis* means opposite, and when it is added to the word *like*, it changes the meaning of the word to the opposite of *like*. Let's look at some other words with prefixes."

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

- Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials provide explicit instruction on suffixes. In Cycle 11, "Lesson 2 - Suffixes *ful, ly, less, er, or,*" the teacher explains how suffixes change the meaning of a word. The teacher says, "A suffix can change the meaning of the base word too. The suffix *ful* means full of. *Ful* added to *thank* means full of thanks. I was very *thankful* that someone cleaned my room."
- Students engage in multiple reading and writing activities that focus on the application of base words and affixes. For example, in Cycle 11, Lesson 2, students learn the suffixes *-ful, -ly, -less, -er,* and *-or*. The teacher script provides explanations of how the meaning of the word is changed when the suffix is added. "*Or* is another suffix you will see when you read. The suffix *-or* adds more description. If we have the word *act* and add the suffix *-or* to it (add *or* to *act* on the chart), what do you think the word *actor* means? *Or* added to the word *act* describes a person who acts." Following instructions, students complete the Sentence Pairs activity. Students first identify the word that contains the suffix and then circle the sentence in which the word is used correctly.
- Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. In Cycle 11, "Lesson 5 – Inflected endings," the Teach section says, "Today we will learn more about word endings. Look at the end of this word." Teachers write the word *berry* on the board. "What is this word? (*berry*) What letter does the word *berry* end with? (the letter *y*)." They circle the letter *y* in *berry* and say, "If I want to say that I have more than one *berry*, I need to change the word *berry* to what? *Berry* needs to be changed to the word *berries*. *Berries* is the plural form of the word *berry*. Plural means more than one. When a word ends in a consonant followed by *y*, then we have to change the *y* to *i* (erase the *y* in *berry* and replace it with *i*) and add *-es* to make the word plural (add *es* to make *berries*). *Berries* is the plural form of *berry*. It means that I have more than one *berry*. Repeat the above steps with the following words: *family, kitty, party*." The teacher continues, "sometimes we have words that end in a consonant followed by a *y*. Look at this word." They write the word *spy* on the board, "What is this word? (*spy*) When you *spy* on someone, you watch what they are doing without them knowing it. *Spy* ends with a consonant and a *y*, so we have to change the *y* to *i* and add *es* to make the word *spies*. Kelly *spies* on her brother every afternoon. Sometimes we might need to put the verb in the past tense. Look at what we have to do to put the word *spy* in the past tense." They write the word *spy* on the board, "Since *spy* ends with a consonant and a *y*, we change the *y* to *i* (change *y* to *i*) and add *ed* (add *ed* to make *spied*). *Spied*. Kelly *spied* on her brother yesterday. Repeat the above steps with the following words: *reply, study, carry*."

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

- Materials incorporate a variety of activities and resources for students to develop, practice, and

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reinforce skills. Cycle 10, “Lesson 3 – Inflected ending *-ing*,” instructs teachers to “Give each student a copy of the *-ing* Practice Page. You will add *-ing* to each of these words. If a word has one syllable and ends with a short vowel and a consonant, double the last consonant before adding *-ing*. Write the correct word on the blank in the sentence. Then practice reading the sentences. You will read some of your words and sentences aloud to me. After you finish filling in each blank, you may practice reading to a neighbor until I come to you.” Some examples of sentences on the Practice page are *nod. The baby was _____ off to sleep. drop The mailman is _____ the package off at five o’clock.* Materials are missing cumulative review opportunities.

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. Cycle 11 Word Bank Cards contain compound words, contractions, and words with prefixes *un, dis, mis, pre, re* and words with suffixes *ful, ly, less, er, or*. Materials provide suggested uses for Word Bank Cards. One suggested use is *Cloze* which is designed for small groups. In *Cloze*, students are shown a set of ten word bank cards. The teacher thinks of a sentence with one of the words in it and says the sentence to the students without saying the word from the card. Instead, the teacher pauses and allows the students the opportunity to determine which word belongs in the sentence. Materials do not provide activities for cumulative review.
- The materials provide a variety of activities and resources to develop morphological awareness skills. For example, students sort words based on their suffixes. The words *asking, liked, and dotted* are used as a guide. The teacher script provides instructions, “Lay these words down in three columns. Then sort the remaining words, paying close attention to the spelling of each word. If a word follows the ‘Just Add the Ending’ rule, place it under asking. If a word follows the e-drop rule, place it under liked. If a word follows the double rule, place it under dotted.”

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

- Materials provide a variety of activities and resources for students to decode words with morphemes in isolation (e.g., word lists). For example, in Cycle 11, Lesson 1, students use Prefix Word Cards to practice building words that contain the prefixes already learned. This allows students to practice reading the words in isolation. Word cards include the prefixes *-pre, -re, -un, -dis*, and the words *school, behave, do, lock, and agree* that students can use to combine the two sets of cards to form words to decode.
- Materials provide resources for students to decode morphemes in decodable connected text. For example, in Cycle 11, Passage “From Fearful to Fearless,” students practice decoding prefixes *un-, mis-, pre-, dis-*, and suffixes *-ful, -less, and -ly*. In the Cycle 12 decodable reader, *Brookside’s Best Science Fair Ever!*, students practice decoding prefixes *re-, pre-, dis-*, and suffixes *-ful, -er, -ier, -ly*, and contractions *it’s, we’ve, I’m, that’s, I’ll, we’ll*.
- Materials provide resources for students to encode words with morphemes in isolation. Materials include an encoding 2C Spelling lesson for the suffixes *y, ly, ful, less, ness, er, est*. In Lesson 4, during independent practice, students play a spelling game. In the game, one student reads a card containing a word with a suffix, and another student must spell the word. Materials provide resources for students to encode words with morphemes in decodable connected texts.

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- Materials provide resources for students to encode words with morphemes in isolation and in connected text. In Spelling 1C, Lesson 3, during the guided practice, students have to fill in the blank in a sentence with the correct prefix. For example, “Before baking the cake, Mom has to the oven. (preheat).” During the independent practice, students choose ten words and for each word, write a sentence using the word.

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Indicator 3.D.1

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

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

Partial Meets | Score 2/4

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

Materials include some practice with word lists and practice with decodable connected texts in the lessons. Materials do not include embedded modeling and practice with decodable phrases/sentences or connected text. Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.

Evidence includes but is not limited to:

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

- Materials contain decodable readers for students to decode in connected text. In the fiction book *Roy and Troy Like Trains* in Cycle 9, students practice diphthongs *oi* and *oy*. Materials contain decodable passages. The materials provide an Istation Books and Passage document that states what books go with which cycle, but they are not assigned to specific lessons.
- The lesson plans include explicit modeling and demonstration of skills with word lists. For example, in Cycle 9, Lesson 10, students decode two-syllable words that follow the VCCV pattern. The teacher prints the “Break it Up” decoding page with this lesson for each student. The lesson guides the teacher to explicitly teach that each syllable has a vowel sound. The teacher uses the word *kitten* to demonstrate the steps to follow on how to break a work apart. The lesson provides a list of words for the teacher to use as the steps are modeled a few more times. The words in this lesson are *napkin*, *husband*, *fossil*, and *carton*. During guided practice, the teacher provides paper and a pencil to the students. The teacher shows the word *magnet* and allows the students to practice breaking the word into syllables. The lesson provides the following word list for the teacher to use with the students during guided practice, including *ribbon*, *insect*, *flipper*, *carpet*, *sudden*, and *hammer*. During independent practice, each student

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receives a “Break it Up” page. On this activity page, students independently follow the previously practiced steps to breaking a word into syllables.

- The materials have practice with word lists and decodable connected texts. Embedded modeling and practice are not seen through the use of decodable sentences/phrases and decodable connected text. In Cycle 10, “Read Words with *ou* and *ow*,” students practice reading words with diphthongs *ou* and *ow*. The teacher begins by teaching students to decode words with diphthongs *ow* and *ou* as in *cow*. For guided practice, the teacher says, “Now, we will read some words and sentences with *ou* and *ow*. When *o* and *u* are side by side what sound may you hear? Yes, /ou/. What sound can the letters *o* and *w* make? Yes, /ou/.” The teacher and students read a word in isolation and then in a connected sentence. For independent practice, the teacher gives the students a copy of the *Flower, the Brown Cow*, and says, “Now I want you to practice reading words with *ou* and *ow* in this silly story. I will come and listen in for a while to see how you are doing. Continue practicing with a partner until I have heard everyone in the group.”

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

- Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). In Cycle 11, Lesson 11, students read multisyllabic words. The materials provide the following resources to be used during the lesson: Syllable Header Cards, the Syllable Patterns handout, the Syllable Connection handout, and the Multisyllabic Words handout. During guided practice, students work together as they take turns reading syllables and place them under the correct header. A Reteach section is included in the lesson plan. Teachers deliver this section to students who require more instruction and practice. The lesson plan states, “Provide explicit instruction with modeling and guided practice in small groups.”
- Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). In Cycle 10, “Read Words with *ou* and *ow*,” students practice reading words with diphthongs *ou* and *ow*. The lesson contains a Reteach section that says, “for students requiring more instruction and practice. Note: Provide explicit instruction with modeling and guided practice in small groups.” For independent practice, the teacher gives the students a copy of the *Flower, the Brown Cow*, and says, “Now I want you to practice reading words with *ou* and *ow* in this silly story. I will come and listen in for a while to see how you are doing. Continue practicing with a partner until I have heard everyone in the group.”
- Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). Materials include Skill Word Lists for each cycle. Materials include Suggested Uses for Skill Word Lists in the Teacher Resources. The suggested uses are Highlighting (individual student practice), Category Replication (small group), Spelling Lists, Webbing (small group or whole class), and Reverse Webbing (small group or whole class).

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

- Materials provide a variety of grade-level decodable connected texts that are aligned to the

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phonics scope and sequence. Materials provide an “IStation Books and Passages” document linked in the Istation Program Guide For TEA slides and on the Istation website by using the search bar and typing “decodable” or clicking on the search filter “book” on the left side. For example, *Pet Parade* in Cycle 10 focuses on Multisyllabic Words *-le, y* as */ē/*. Although decodable books and passages are available, the lessons do not specifically state which decodable reader to use with which lesson.

- This document includes a list of the decodable books in each cycle and the skill taught within the book. For example, Cycle 10 contains *The Hero*, which focuses on diphthongs (*au, aw, ow, ou*). The Istation Books and Passages document is aligned to the phonics scope and sequence. The Scope and Sequence shows that words with variant vowels *au, aw, ai*, and diphthong */ou/* spelled *ou* and *ow* are taught in Cycle 10.

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Indicator 4.1

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

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

Partial Meets | Score 1/2

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

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

Evidence includes but is not limited to:

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

- Materials include built-in assessments on the online program. Istation's Indicators of Progress (ISIP) integrates computerized adaptive testing that reflects the reading ability level of each student and measures growth over time. Materials include ISIP subtests that each student takes at the beginning of every month. The ISIP can be given less or more often if desired. The subtests given depend on the grade level. The second-grade subtests are Vocabulary, Reading Comprehension, Spelling, Text Fluency, and Oral Reading Fluency. The initial grade 3 ISIP assessment does not include phonics or phonological awareness subtests. Based on the student's initial ISIP, less rigorous subtests may be offered during subsequent assessments.
- The materials do not include a variety of diagnostic tools for measuring phonological awareness and phonics skills. For example, the ISIP Early Reading assessment provides assessments for Spelling. According to the ISIP Assessment section found on the Help Center page, grade 3 students are to apply phonics skills to spell words from a given group of letters. It should be noted that the materials do not state that Phonemic Awareness and Phonics are assessed specifically for grade 3 students.
- Each student begins the school year by taking an assigned set of assessments based on his or her grade level. More or less challenging assessments are added based on the student's estimated overall reading ability score. In Vocabulary, two types of items measure a student's knowledge and evaluate both the upper and lower bounds of this knowledge. In the first item type, four pictures appear on the screen. The student identifies the picture that best illustrates a word pronounced by the narrator. In the second item type, four words appear on the screen. Each of the four words is spoken by the narrator. The student identifies which word has a

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meaning that is the same as or similar to a word pronounced by the narrator. In Spelling, the goal is to determine if a student is developing fully specified orthographic representations of words. For each item, an array of letters appears on the screen, and the narrator asks the student to spell a specific word using those letters. In Text Fluency, students are assessed on their ability to read text with meaning in a specified period of time.

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

- The materials provide an Assessment Day Script. This provides guidance to help the teacher efficiently administer the assessment. The script helps ensure consistent and standardized administration across examiners. For example, the script prompts the teacher to say, “Today we will be using the computer to play some games that will assess your skills in reading. It is important that you listen carefully, follow the instructions, and do your very best. This is a test, so keep your eyes on YOUR computer. Work as quickly as possible without guessing. If you need help, raise your hand.” Additionally, the directions recommend how and where to begin. The script prompts the teacher to pass out login cards and model the login steps on the computer. As stated in the script, the teacher says, “Let’s get started. In the first blank box, type your user name. In the second blank box, type your password. Put your headphones on and click OK.” The directions continue to clearly specify when to move to the next task and when to discontinue the assessment. The script states, “If students need assistance or must take a break, FIRST press the Pause key on the keyboard. Failure to pause will result in the assessment continuing to run while assistance is being provided. When the student is ready to return to the assessment, press the Pause key again.”
- Materials provide clear, consistent directions for accurate administration of diagnostic tools. Materials state an ISIP assessment is given automatically each month. Additional On Demand assessments can be given at any time during the school year. Teachers can assign assessments to individual students at the Istation website at www.istation.com. The student logs in to the assessment, and it is automatically administered.
- Materials provide a *Teacher and Lab Manager Preparation Manual*. The manual contains Administration Guidelines for the online assessments. The first guideline is, “Orient the student to the assessment area and explain the assessment process and the setting before the test is begun. Encourage a positive attitude toward the test.” The manual instructs the teacher to say, “SAY Today, we will play some reading games on the computer that will show how well you are learning to read. Smart Alex Treebeack and his friend Batana White will help you. It is important that you listen carefully, follow the instructions and do your very best!” The manual provides information on each assessment and what the teacher should expect.
- The materials include detailed information that supports the teacher’s understanding of the diagnostic tools in the curriculum and the scoring procedures. On the Istation Website, under the header toolbox, there is information for the teacher on the ISIP assessment in regard to pillars of reading that are assessed by grade. This page explains that ISIP is computer adaptive with questions that range from easy to hard for each subtest that adjusts the level of difficulty based on how students are responding to the questions. There is additional information on the national norms and ability index that are a part of the student assessment. The *ISIP Early Reading Technical Manual* provides teachers with information in regard to the ISIP assessment in the areas of The Need to Link Early Reading Assessment to Instructional Computer Adaptive

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Testing, ISIP Early Reading Assessment Domains, ISIP Early Reading Items, ISIP Early Reading Subtests, Description of Each Subtest and Understanding ISIP Early Reading Scores.

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

- The materials include online reports that document individual and whole-class data regarding progress on taught phonological awareness and phonics skills. The ISIP Early Reading Technical Manual provides descriptions of the different reports in the materials. Because scoring is done automatically, the teacher can retrieve individual and class reports to determine what additional instruction is needed as soon as students complete the assessment.
- The data management tools help teachers understand the data and how to use it to track student progress. For example, the program color codes student data by level of mastery and suggests multi-tiered supports for student progress. For example, the program color codes student data by level of mastery and suggests multi-tiered supports for student progress. Tier 1 performance is depicted by green, Tier 2 yellow, and Tier 3 red.
- Materials include data-management tools for tracking individual and whole-class student progress. Teachers are able to access the reports online.
 - The Skill Growth Reports show each skill assessed and the progress made by the students through the current month as they mature against performance goals. Teachers can customize the report for Phonemic Awareness or Alphabetic Decoding.
 - The Priority Report alerts teachers of students who need additional support and provides lessons based on demonstrated weaknesses.
 - The Student Summary Handout provides performance data from the most recently completed ISIP assessment.
 - The Standards Report groups the standards that relate to each ISIP skill and provides actionable steps to help improve each skill.
 - The Classroom Summary Report shows the performance data from the most recently completed ISIP assessment.
- The Istation's Indicators of Progress (ISIP) Early Reading Technical Manual and the Istation website, under the tab reports, have a visual of each report that can be printed and a few sentences explaining the purpose of the report. The reports are titled Summary, Skill Growth, Skill Growth by Tier, Tier Movement, Distribution, Priority, Student, Summary Handouts, Lexile Trend, Rate of Improvement, Classroom Summary, and Standards Report. These programs have a color coding system based on student performance. The green “get help” question mark at the top right of the page gives additional information and videos to explain in more detail what you are currently viewing on the website/webpage.

Imagination Station, Inc. Grade 3 English Phonics Program Summary

Indicator 4.2

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

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

Partial Meets | Score 1/2

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

Materials include some progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills. Materials do not include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs.

Evidence includes but is not limited to:

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

- The materials include progress monitoring tools such as ISIP, which contains various subtests such as spelling, vocabulary, reading comprehension, and fluency. This tool routinely and systematically assesses students' acquisition of grade-level skills at the beginning of every month. For example, in grade 3, the primary dimensions of reading growth that should be measured are Reading Fluency, Reading Comprehension, Spelling, and Vocabulary.
- Materials include built-in assessments on the online program. ISIP integrates computerized adaptive testing that reflects the reading ability level of each student and measures growth over time. These assessments can be used for progress monitoring. Materials state an ISIP assessment will be given automatically each month. Additional On Demand assessments can be given at any time during the school year. Teachers can assign assessments to individual students at the Istation website at www.istation.com. The student logs in to the assessment, and it is automatically administered.
- The materials do not recommend embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. The materials do not contain guidance on noticing and tracking students' demonstration of syllabication during authentic situations such as read-alouds, songs, games, or centers. The materials do not include checklists for documenting progress and observational forms for anecdotal notes regarding specific phonological awareness or phonics skills observed during literacy centers, small group instruction, writing workshops, and other daily activities. At the end of a few lessons, the general Teacher Observation Page contains an Observation chart for teachers to make anecdotal notes about reading behaviors, skills, strategies, and needs or to take a short running record of reading accuracy.

Imagination Station, Inc. Grade 3 English Phonics Program Summary

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

- ISIP Early Reading provides monthly assessments of early reading skills. Assessments can be run more frequently by teacher assignment on the Istation website at www.istation.com. The materials do not guide teachers to monitor progress for age and for skill development.
- Materials state an ISIP assessment can be given each month, but it does not give guidance on the frequency of progress monitoring based on students' strengths and needs. For example, if a student logs in on September 1st, an ISIP assessment will be given, but if the student doesn't log in until September 15th, an ISIP assessment will still be given because it is the first time the student has logged in for the month. This schedule results in 8–12 automatic assessments per year, depending on the length of each district's school year. Additional On Demand assessments can be given at any time during the school year. The Student Detail report displays information about student performance by skill. Each skill is broken down into the specific activities where the student received instruction. Clicking on available tabs provides further detailed information for specific skills.
- On Demand assessments can be given at any time during the school year, but there is no specific guidance on determining frequency based on a student's strengths and needs. Teachers can assign assessments to individual students at the Istation website at www.istation.com. The student logs in to the assessment, and it is automatically administered.
- The materials include suggested timelines for checking progress that align with the TEKS and the scope and sequence of the materials, which is considered formative/summative assessment and not progress monitoring.

Imagination Station, Inc. Grade 3 English Phonics Program Summary

Indicator 4.3

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- ISIP Early Reading delivers a real-time evaluation of results and immediate availability of reports on student progress upon assessment completion. Assessment reports automatically group students according to the level of support needed as well as skill needs. Data is in both graphical and detailed numerical format on every measure. Reports provide summary and skill information for the current and prior assessment periods that can be used to evaluate curriculum, plan instruction and support, and manage resources.
- The assessment tool results in data to be analyzed and interpreted. The color coding of both class and individual student reports and the way in which they are laid out in bar graphs and charts help teachers to determine student areas of strength and growth to help with instructional/intervention planning. Istation has defined a three-tier normative grouping to guide educators in determining the level of instruction for each student.
 - Tier 1 (above the 40th percentile) students are on track and performing at grade level. This tier is color-coded in green.
 - Tier 2 (between 21st and 40th percentile) students are at some risk, are performing moderately below grade level, and are in need of intervention. This tier is color-coded in yellow.
 - Tier 3 (20th percentile and below) students are at risk, are performing seriously below grade level, and are in need of intensive intervention. This tier is color-coded in red.
- Materials include an Istation's Indicators of Progress (ISIP) Early Reading Technical Manual that provides support to teachers and explains all the assessments and how to understand the data.

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A visual of each report is available, along with a description/explanation of each report and how the report can be utilized to guide instruction/intervention. In the manual, Chapter 3 is about using and interpreting ISIP ER Reports. In Chapter 3, teachers find information on understanding ISIP Early Reading Scores, using and interpreting ISIP Early Reading Reports, and navigating the reports. Teachers find information about accessing downloadable lessons.

- Teachers access reports online. The Skill Growth Reports show each skill assessed and the progress made by the students through the current month as mature against performance goals. The Priority Report alerts teachers of students needing additional support and provides lessons based on demonstrated weaknesses. The Standards Report groups the standards that relate to each ISIP skill and provides actionable steps to help improve each skill.

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

- The data-management tools allow teachers to color-code or organize student data to differentiate phonics instruction and easily group students according to assessment results. Istation materials provide various reports that teachers may use to help plan their core phonics instruction. For example, the Summary Report shows the number and percentage of students at each of three instructional tiers: Tier 1 — no risk (above the 40th percentile), Tier 2 — some risk (between the 21-40th percentile), and Tier 3 — at risk (20th percentile and below). Additionally, the teacher may also use the Skill Growth Report to monitor the progress made by the students through the current month as measured against performance goals. The teacher has the option to look at specific phonics skills, such as alphabetic decoding and letter knowledge to gain a better understanding of the areas of needed improvement for each student. The Priority Report is also available to teachers and helps identify the skill weaknesses of students.
- Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Materials include a Priority Report that alerts teachers of students needing additional support and recommends teacher-directed lessons based on demonstrated weaknesses. The lessons are listed on the report, along with the difficulties the student had with the identified skill or skills. Additional teacher-directed plans of instruction and downloadable lessons and materials are in the Teacher Resources section of the Istation Reports website.
- The materials include teacher guidance for differentiating instruction based on the students' demonstrated understanding of specific phonological awareness or phonics skills. In the document Early Reading Istation Teacher Resource Lessons ISIP Phonological/Phonemic Awareness, there is a chart labeled Procedure for Managing Teacher Resource Lessons. The chart guides teachers to review student data using ISIP Reports and establish small groups. For Tier 1 students, administer the Tier 2 versions of the focus skill based on the ISIP report/small group to ensure proficiency. From the group of lessons, select the lesson that best meets the needs of each small group. After teaching each lesson, teachers chart the progress of students. If a student has difficulty with the lesson that was chosen, then deliver the Tier 3 version. If a student demonstrates mastery at that particular level of instruction, then deliver the next appropriate lesson, advancing toward the most sophisticated skill.

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

- Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, the materials provide Priority lessons that provide interventions for certain skills. The materials may include games or word sorts.
- The Priority Report is available to teachers and helps identify skill weaknesses for students. Teachers access recommended teacher-directed lessons by clicking links to lessons under the Recommended Teacher-Directed Lessons headings on the Priority Report. Additional teacher-directed plans of instruction and downloadable lessons and materials are available in the Teacher Resources section of the Istation Reports website. The materials in the teacher-directed plans provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, in grade 3, the lesson “Final Stable Syllable” allows students to practice the phonics concept through the use of Set 1, 2, and 3 Final Stable Syllable word charts. Students use these word lists in charts to achieve mastery of decoding words that contain final stable syllables.
- Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, in the lesson plan Cycle 11, “Lesson 2 – Suffixes: *ful*, *ly*, *less*, *er*, and *or*,” the teach section of the plan has the teacher read words with suffixes *ful*, *ly*, *less*, *er*, and *or*. In guided practice, students practice reading words with suffixes and are encouraged to highlight suffixes on the worksheet provided. The reteach section (for students requiring more instruction and practice) says, “Note: Provide explicit instruction with modeling and guided practice in small groups. Use the Suffix Word Cards to build words with the suffixes *ful*, *ly*, *less*, *er*, and *or*. Work with one suffix at a time. Build several words with one suffix and have students write the words in a list on a sheet of paper. Then have students reread the words. Ask if they can think of other words for that suffix. Continue with the remaining suffixes.”
- Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. On the homepage, under the heading Reports, it shows that teachers can utilize the Priority Report as it alerts teachers of students needing additional support and provides lessons based on demonstrated weaknesses.

Imagination Station, Inc. Grade 3 English Phonics Program Summary

Indicator 5.1

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

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

Partial Meets | Score 1/2

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

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

Evidence includes but is not limited to:

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

- Materials include some guidance for scaffolding instruction and differentiating activities based on targeted areas that students have not yet mastered. Materials include a Reteach section within the lessons. It is extra modeling and practice within a small group setting, not differentiated activities. In Cycle 9, Lesson 18, “Read Words with *oi* and *oy*,” the teacher models the different sounds with the words *toy*, *boil*, *Troy*, and *coin* using letter cards. During the guided practice, the teacher spells the words *boy*, *foil*, *point*, *joy*, *soy*, *coil*, *moist*, and *Roy*, and the students sound out the word together. In the reteach, the teacher spells out the same words from the lesson, including *boy*, *foil*, and *boil*.
- Materials include some guidance for scaffolding instruction and differentiating activities based on targeted areas that students have not yet mastered. Materials include a Reteach section within the lessons. It is extra modeling and practice within a small group setting, not differentiated activities. In Cycle 11, Lesson 1, “Prefixes: *pre*, *re*, *un*, *mis*, *dis*,” a section of reteach is included, “Note: Provide explicit instruction with modeling and guided practice in small groups. Use the Prefix Word Cards to build words with the prefixes *pre*, *re*, *un*, *mis*, and *dis*. Work with one prefix at a time. Build several words with one prefix and have students write them in a list on a sheet of paper. Then have students reread the list of words. Ask them if they can think of other words for the prefix. Continue with the remaining prefixes.”
- The materials do not include research-based guidance that supports teachers in understanding developmental continuums across foundational phonics skills. Materials include some guidance for scaffolding instruction and differentiating activities based on

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targeted areas that students have not yet mastered. For example, after students complete their initial placement assessment, teachers have access to the Priority Report, which lists the areas that students have not yet mastered. In this report, the teacher finds suggestions for skills that need to be retaught. These suggested lessons are titled Recommended Teacher Directed Lessons. For a student struggling with spelling patterns, the teacher may be prompted to deliver the lesson titled “Istation Teacher Resource Lessons ISIP—Spelling,” where students receive instruction and practice with various spelling patterns, including vowel diphthongs, inflected endings, silent e, and phonetic spelling of three phoneme words. Furthermore, the materials include differentiated instructional approaches. The lesson includes resources such as Letter Cards and Practice Pages to differentiate instructional approaches.

- Materials do include an online program that personalizes learning based on the student’s score and ability on the ISIP assessment. If needed, the online learning goes back and has lessons and games to review previous learning that has not been mastered. In addition, teachers can assign certain digital activities to students based on their learning needs.

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

- The Istation student digital learning app is based on how the students do on the monthly ISIP assessment so that the online learning is personalized. Students that score well on the monthly ISIP assessment may be placed in higher-level learning experiences (Cycle Lessons beyond what other students are working on) on the app, which is seen more as moving on in content instead of enrichment and extension of current skills. As stated in the parent ISIP letter, “Based on assessment results, students then receive instruction based on their individual needs through Istation’s online interactive curriculum. The interactive reading curriculum provides instruction and practice in all of the critical reading areas. Students receive this instruction in a fun, animated format that motivates students to learn.”
- Materials do not include guidance for teachers on including targeted instruction and activities for students who have mastered grade-level foundational phonics skills. The computer component of the program continues to advance students through lessons and cycles as students show mastery of the skills; however, the lessons do not include recommendations on upward scaffolding to support the extension and application of learning. The online materials include a variety of student activities that can be assigned based on the achievement of students’ grade-level mastery of phonics skills. For example, the teacher can assign specific assignments for students to explore new learning independently. Under “Classroom,” teachers have the option to select “Assignments.” The teacher may create an assignment for the selected students to do independently. For example, the teacher may assign additional lessons to extend and explore new learning through lessons such as “Rhyming Ralph,” “Clapping Clara,” “Magically Miss Mousely,” or “Tab.” Additionally, books may also be assigned to students under “Assignments.” These books support the extension and application of learning. For example, after students have learned about short *a* and short *i*, the teacher may assign books such as *Pip and His Lips* or *Tim and Sam*.

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Materials provide enrichment activities for all levels of learners.

- Materials provide some enrichment activities for all levels of learners in foundational phonics skills as activities such as word sorts and games that are not differentiated but rather played based on current phonics skills and one level of learners. For example, the Word Masters Card Game is designed for students to spell words using taught phonics skills. The game includes cards illustrated with a letter or letter combinations and characters called the Fantastic Phonics. The card deck contains current/previous phonic skills and can begin after Cycle 3 through Cycle 10. Students draw five cards and try to form words from the cards they have. Each word formed scores a point. If the player cannot form a word, they draw a card from the deck. The game ends when the player has no remaining cards in his or her deck or cannot spell a word with the cards in his or her hand
- Materials provide some enrichment activities for all levels of learners in foundational phonics skills. For example, grade 3 materials provide writing extension activities. One writing activity is an extension of the text *Forest Fires*. Students are given the option of writing a news report or a fiction story about a forest fire. The students are provided with graphic organizers to organize their thoughts and writing. Writing extension activities are not foundational literacy activities.

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Indicator 5.2

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials engage students in the mastery of the content through a variety of instructional approaches. In “Lesson 3B: Final Unaccented Syllables” lesson 4, a section titled Expanding Understanding is provided. Students take out the Final Unaccented Syllable *e-r*, *a-r*, and *o-r* Word Cards such as *collar*, *dreamer*, *author*, *speaker*, *factor*, and *dollar*. The teacher provides 3–5 minutes for students to practice reading and sorting their cards. The teacher assigns partners and explains that they will play the What’s My Ending? game following these steps: “1. Each pair gets 3 index cards. Students label them clearly with *e-r*, *a-r*, and *o-r*. 2. The teacher calls out each word one at a time from the Final Unaccented Syllable *e-r*, *a-r*, and *o-r* Word Cards. 3. Players collaborate to figure out the correct ending of the word. 4. The teacher asks the players, ‘What’s my ending?’ 5. Players hold up the appropriate card. 6. A point is recorded for each team that provides the correct ending.”
- Materials include a variety of developmentally appropriate instructional approaches to engage students in the mastery of the content. Cycle 9, “Long Vowels *-ay*, *-ey*, *-oe*, *-ie*” uses letter cards to read words with vowel patterns. In Cycle 9, Lesson 10, “Sort Words with *oy* and *oi*,” students are given a Sorting Words page to read and sort words with *oy* and *oi*. In Cycle 10, Rhyming and Poetry “Tic-Tac Toe” and “Bold Ride” contain a poem that can be used in shared reading or for individual students to practice word patterns from Reading Cycles 1–9.
- Materials engage students in the mastery of the content through a variety of instructional approaches. For example, in Cycle 11, Lesson 6, “Phonograms *ind*, *igh*, *ild*,” students use Phonogram Word Cards, “The Wild Knight” poem, and Individual letter cards to practice reading words with the phonograms *ind*, *igh*, and *ild* for the long /I/ sound. In this lesson, students engage in choral reading as they read the words: *kind*, *wild*, and *high*. Additionally, students

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work in groups and take turns picking a card, reading it, and placing it under the corresponding pile. Students also engage in reading the poem, “The Wild Knight” to a partner. Students first practice reading the poem to their partner, and then they read the poem to the teacher.

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

- Materials support a variety of instructional settings. For example, the core lessons are for the whole group. Suggestions are provided for small group activities during guided practice or independent practice. Lesson plans contain a “Reteach” lesson component. For example, in Cycle 11, Lesson 6, “Phonograms *ind, igh, ild,*” the teacher begins the core instruction in a whole group setting. Then, during guided practice, students practice reading words in small groups. The Reteach lesson component instructs the teacher to provide explicit instruction with modeling and guided practice in small groups. Lastly, in independent practice, students work with a partner to practice reading the poem “The Wild Knight.” The teacher listens to each student read the poem and annotates the progress observed.
- Materials support a variety of instructional settings. In Cycle 11, Lesson 8, “Variant Vowel /ōō/,” during whole group, the teacher explicitly teaches the two sounds *oo* can make by first listening to the two sounds and then seeing the words on the board to identify the letters that are making the /ōō/. During the Reteach part of the lesson, the teacher provides explicit instruction with additional modeling and guided practice in small groups. During the You Do section of the lesson, students independently identify the /ōō/ sound as they read sentences such as *I love to watch cartoons after I finish my homework. My neighborhood has several parks where we can play soccer.* Students determine if the underlined word makes the /ōō/ sound as in *foot*, and then write the word on the lines at the bottom of the page if it does. If it does not, they skip it and move on to the next word.
- Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one). Materials provide independent practice activities after the teach and guided practice within each lesson as part of the gradual release model. Materials contain suggestions for reteaching within the lessons for small group. In Cycle 11, “Lesson 11 Multisyllabic Words” contains a reteach section. It notes, “for students requiring more instruction and practice. Note: Provide explicit instruction with modeling and guided practice in small groups.” Materials do not contain center activities, one-on-one activities, or leveled activities (below, on-level, and advanced).

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Indicator 5.3

Materials include supports for **Emergent Bilinguals** to meet grade-level learning expectations.

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

Does Not Meet | Score 0/2

The materials do not meet the criteria for this indicator. Materials do not include supports for Emergent Bilinguals to meet grade-level learning expectations.

Materials do not include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). Materials do not encourage strategic use of students' first language as a means of linguistic, affective, cognitive, and academic development in English.

Evidence includes but is not limited to:

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

- Materials do not include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS. Materials provide an ELPS correlation guide showing how activities in the program align to listening, speaking, reading, and writing, but activities are not tiered for various levels of English language proficiency. Lessons do not have any information in regard to teaching and scaffolding for Multilingual Learners (MLs). The only item located for use with MLs was a document titled Suggest Use for Vocabulary category cards and cut-out cards of position images (inside, below, after). The document states, "This document gives instructors suggested activities to do with students using the Vocabulary Category Cards. These activities are particularly helpful for building categorical vocabulary of ELLs." The ELPS are not referenced for this activity.
- In the teacher resources on the left-hand side, there is a filter option with ELs beginner, but these are the same lesson available to all students, and there is no reference to ELs or ELPS in the lesson. There was nothing in the teacher toolbox drop-down or the teacher help section in regard to English language proficiency.
- The materials provide tips for teachers regarding how to adjust speech and enunciation to promote understanding of letter-sound correspondence. For example, in the Istation reading lesson on blending onset and rime, the lesson materials give suggestions for the teacher to help with pronunciation. The script says,
 - When pronouncing the words in segmented form, it is important to make a clear break between the onset and rime.

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- When pronouncing the onset, do not add a vowel sound to the end of consonants. For example, the sound for d should not be pronounced /düh/.
- When modeling how to blend the segmented words together, first say the word with a one-second pause between the onset and rime. Then say the onset and rime with a shorter pause between them. Finally, say the word fluently.

It should be noted that the notes do not specifically suggest this for ELs and do not reference the ELPs.

- Materials do not include linguistic accommodations commensurate with various levels of English Language Proficiency as defined by the ELPS. The materials do not provide tips for teachers regarding how to adjust speech and enunciation to promote understanding of letter-sound correspondence. The materials do not suggest that teachers rephrase, repeat, or slow down directions when necessary. The materials do not include blackline masters or online activities to support various levels of English Language Proficiency.

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

- Materials do not encourage strategic use of students' first language as a means of linguistic, affective, cognitive, and academic development in English. Lessons do not contain any information or guidance in regard to using a student's first language as a means to linguistic, affective, cognitive, and academic development in English. There was nothing in the teacher toolbox drop-down or the teacher help section in regard to the use of students' first language as a means of linguistic, affective, cognitive, and academic development in English.
- Materials do not encourage strategic use of students' first language as a means of linguistic, affective, cognitive, and academic development in English. The materials do not include information about language transfer in a handbook, a side-by-side chart, or within lesson plans. The materials do not include videos for professional development about how and why to promote and build first language proficiency. However, the materials include family letters explaining the instructional objectives. The Parent Letters for ISIP are available in Spanish. This is an informational letter in Spanish for teachers to communicate with parents about which reading areas need improvement based on the most recent ISIP data for their child.

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Indicator 6.1

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

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

Not Scored

The materials provide guidance on fostering connections between home and school.

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

Evidence includes but is not limited to:

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

- Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials include a Parent Introductory Letter for teachers to sign and send home to parents that explains Istation Reading and ISIP assessments.
- "The Parent Guide: How to Use Ipractice Effectively" provides a list of all the Ipractice activities available for Istation Home, along with Parent Portal resources to practice reading. The portal includes tips for parents, sample schedules to extend learning at home, and links to videos to help families with teaching different skills (e.g., one video demonstrates using The Clapping Clara game to teach segmenting.). This resource contains a list of parent activities to use at home by cycle, what skills the activity works on and the time it takes to complete the activity.
- Parents have access to the Parent Portal through the Istation website using their child's username and password. In the Parent Portal, a variety of resources are available to reinforce children's learning at home, including "Resources: Printable lessons, books and passages, and games appropriate for your child's progress in the Istation program and Child's Lexile: An easy way to discover books within the range of your child's reading ability."
- Decodable books are available online through the student's device for the student and parent to engage in together at home.

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

- Students can access their Istation account, where parents can observe or interact with students through digital decodable readers or online games based on letters, sounds, decoding, and encoding, “As a best practice, ensure students are working in the program for at least 20–30 minutes before logging out.”
- Activities in the Parent Portal include lessons that the family can use to support the student at home. For example, one lesson in the Parent Portal supports work completed in Cycle 9. The scripted lesson provides the parent with instructions for reading two-syllable words with a VCCV pattern.
- In the Istation Home Handbook, there is a Best Practices section, which is an overview of the program. As stated in this Istation parent resource, “Istation’s interactive instruction provides research-based direct instruction and practice to students. It offers a carefully organized plan that includes teaching skills in isolation, guided practice, and independent application of those skills through engaging, multimedia teaching techniques. Ipractice has self-guided lessons pulled from the instruction that your students can explore freely. The rigor of Ipractice content ranges across all grade levels, so it is advised that students be monitored to ensure they are working on grade-appropriate content.” This document also provides a sample weekly plan for students. For example, on Monday, Wednesday, and Friday, students work on Ipractice and Reading for 20–30 minutes. On Tuesday and Thursday, students work on Ipractice and read Istation books for 20–30 minutes. Additionally, parents are offered tips to ensure best practices within Istation.

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

- Materials include information about how to communicate with families in an ongoing manner regarding student progress (specific to student formal and informal assessment results). For example, on the Educator Platform, there is an article titled “School to Home Connection” in English and Spanish. It gives information on home access and the Parent Portal. Through the Parent Portal, student progress can be tracked with personalized data profiles, including personalized reports.
- Istation Data From a Parent’s Perspective explains how to interpret Istation reports. The page provides information on percentile ranks and growth reports. There is a link to the Student Summary Handout, which provides details on what data is gathered from the student’s performance on the ISIP.
- The assessment materials include a template Parent Letter for ISIP letter for teachers to communicate with parents about which reading areas need improvement based on the most recent ISIP data for their child. The letter gives parents information on areas of weakness (if there are any) that the student needs to work on based on the most recent ISIP performance. These areas include Phonemic Awareness, Listening Comprehension, Letter Knowledge, Reading Comprehension, Alphabetic Decoding, Text Fluency, Spelling/Word Analysis, and Vocabulary.

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Indicator 6.2

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

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

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

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

Evidence includes but is not limited to:

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

- Program accessibility and compatibility information are on the Istation website in the top right corner titled Download and Technical Info. On this page are detailed directions on how to download/access Istation along with versions of operating systems that do not support Istation.
- The student interactive app is accessible and compatible with iPads through the app in the App store; Androids from the Istation Website, Windows by downloading Istation for Windows, Macs by downloading Istation for Mac, and Android from the app in Google Play
- Teacher lessons are accessible through the app and also through the Istation Website.
- Digital materials are accessible and compatible with multiple operating systems and devices. For example, the “Istation Moves to Browser!” article found on the Help Center page notes that Istation is currently available on Windows, macOS, and Chromebooks. Chrome and Edge browser users access Istation using the new browser web address. Those who are still using the program on an iPad, Safari, Firefox, and all other browsers keep using the app version until further notice. The materials also provide a flowchart to help users determine how to access the program.
- As stated in the homepage help center, Istation is now accessible and compatible with Windows, macOS, and Chromebooks. This allows users to access Istation through a simple URL link instead of downloading an app. Coming the summer of 2022, students no longer need to download the app or the latest update from the app store. Istation now pushes the updates out to the users frequently to ensure a more exceptional and consistent Istation experience.

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

- Digital materials support and enhance virtual and in-person instruction. Istation provides digital lessons and face-to-face teaching strategies for reading. Istation has an online curriculum and

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flexible teacher tools to support different instructional approaches, including small and whole group instruction.

- The Teacher Station provides virtual, interactive lessons; uses whole group, small group, or individual instruction based on teacher preference; and provides engaging cross-curricular activities. Teacher lessons are accessible from both the Istation website and the Istation app. There is a teacher station available through the app for teachers to project and extend student learning but this resource is not referenced in the teacher PDF lessons.
- The Parent Introductory Letter found on the teacher Istation website through the search bar is an informational letter for teachers to sign and send home to parents that explains Istation. The letter states, “Based on assessment results, students then receive instruction based on their individual needs through Istation’s online interactive curriculum. The interactive reading curriculum provides instruction and practice in all of the critical reading areas. Students receive this instruction in a fun, animated format that motivates students to learn.”
- “The Parent Guide: How to Use Ipractice Effectively” provides a list of all the Ipractice activities available for Istation Home along with Parent Portal resources to practice reading. It also includes tips for parents and sample schedules to extend your child's learning at home. This resource contains a list of parent activities to use at home by cycle, what skills the activity works on, and the time it takes to complete the activity.
- Online games such as choosing the correct decodable word to match the picture shown and choosing a word from a list to complete sentences and other activities extend in-person learning. Decodable readers are also available through digital materials.

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

- The student app has interactive graphics to continue the learning that is initially acquired during whole and small group time. The images, including pictures, letters, and words, are not distracting. When text is read aloud either at the word or sentence level word parts or words are highlighted as they are read aloud. The images in the student app are age appropriate and represent students of multiple backgrounds and ethnicities.
- Digital materials enhance student learning and are not distracting or chaotic. Materials include the main subject, topic, or purpose at the top of each lesson. Lessons are broken down into the gradual release model using subheadings. Materials include appropriate use of white space and design that supports and does not distract from learning. White space is the clear area around and between lines of text or blocks of text.
- The student’s digital content displays well on multiple devices. For example, the student application is shown the same on the iPad and a laptop, with the same features available on both devices. The white space around the text makes the content easy to read. It is also consistent throughout the materials, including the fonts.