

Publisher Name	Program Name
Just Right Reader, Inc.	<i>Just Right Reader Kindergarten – Early Decodables</i>
Subject	Grade Level
English Phonics	Kindergarten

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
<u>Quality Review Overall Score:</u>	223 / 307

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	30 / 53
2. Progress Monitoring	28 / 28
3. Supports for All Learners	23 / 32
4. Phonics Rule Compliance	31 / 36
5. Foundational Skills	111 / 158

Strengths

- 2.1 Instructional Assessments: Materials include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity, and offer guidance to educators on consistent administration of assessments.
- 2.2 Data Analysis and Progress Monitoring: Materials include guidance for interpreting student performance or tools for students to track their progress and growth.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials include a variety of activities and resources for

students to develop, practice, and reinforce skills to decode and encode one-syllable or multi-syllabic words (through cumulative review).

Challenges

- 1.1 Course-Level Design: Materials do not include a scope and sequence outlining the ELPS. They do not apply appropriate pacing and do not include guidance, protocols, and/or templates for unit and lesson internalization.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overviews that provide background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.
- 1.3 Lesson-Level Design: Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the language standards of the lesson.
- 3.1 Differentiation and Scaffolds: Materials do not provide educators with guidance to pre-teach unfamiliar vocabulary and references or implement differentiated instruction.
- 3.3 Support for Emergent Bilingual Students: Materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.
- 4.2 Daily Instructional Sequence and Routines: Materials do not include opportunities for explicit (direct) immediate feedback.
- 4.3 Ongoing Practice Opportunities: Materials do not incorporate cumulative review or intentional practice of taught phonics skills.
- 4.4 Assessment: Materials do not include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials do not include guidance on how to accelerate learning based on progress monitoring data to reach mastery of specific concepts.
- 5.B.1 Oral Language Development: Materials lack explicit and systematic guidance for developing oral language, and authentic opportunities for active listening and discussion.
- 5.C.1 Alphabet Knowledge: Materials do not include teacher guidance for explicit instruction for developing automaticity for letter identification, and do not include reinforcement through cumulative review.
- 5.C.2 Letter-Sound Correspondence: Materials do not include guidance for the teacher to provide explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions or a variety of activities and resources for students to develop, practice, and reinforce applying letter-sound

correspondence to decode one-syllable words in decodable connected text.

- 5.D.1 Phonological Awareness: Materials do not include a systematic sequence for introducing phonological awareness, or offer explicit instruction or corrective feedback, and do not provide practice or reinforcement aligned to grade-level TEKS.
- 5.D.2 Phonemic Awareness: Materials do not follow a systematic sequence for

phonemic awareness, do not include explicit instruction for teaching phonemic awareness with recommended explanatory feedback, and do not reinforce (through cumulative review).

- 5.E.1 Sound-Spelling Patterns: Materials do not provide a variety of activities and resources to reinforce grade-level sound-spelling patterns through cumulative review.

Summary

Just Right Reader Kindergarten – Early Decodables is a English phonics program. The curriculum provides a structured approach to phonics instruction, integrating phonemic awareness, phonics, fluency, vocabulary, and comprehension. The curriculum provides daily instructional guidance, sequenced instruction, and routines, including modeling, guided practice, and independent application of reading and writing. Diagnostic, formative and summative assessments are included for teachers to monitor student progress. Additionally, the program includes resources for teachers and families, such as QR codes that lead to phonics mini—lessons and extension activities included with each decodable reader.

Campus and district instructional leaders should consider the following:

- While the program gives teachers a structured sequence for teaching Kindergarten phonics and spelling TEKS, going from simple skills to more complex, phonological awareness lessons are not introduced in a systematic sequence. Teachers will need to add additional resources to fully cover the phonological awareness TEKS for Kindergarten.
- The program provides resources to assist teachers in supporting Emergent Bilingual students' oral and written language development. However, the program does not give specific guidance on how to accelerate learning for students with disabilities and gifted and talented students. Teachers will need more guidance in how to meet the needs of these populations.

Intentional Instructional Design

1.1	Course-Level Design	9/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	4/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	0/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	2/4

The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. Materials do not outline the ELPS. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for a suggested instructional calendar of 36 weeks. Materials do not include suggested pacing (pacing guide/calendar) for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials do not include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators with implementing the materials as designed. Materials do not include resources and guidance to support instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials include a unit/module overview and digital alignment guides for TEKS. Also included is a “Scope and Sequence” with weekly sequencing and pacing of the lessons for the year. Concepts and knowledge are noted in the “Phonics Progressions Charts” and “Unit/Module Overviews.” The “Unit/Module Overview” includes the student expectations with bulleted information on the skills to be taught. The “Phonics Progression Chart” provides the sequence of instruction for all skills and concepts taught. The skills and concepts are grouped by the numbered set specific to the skills and concepts being taught. Phonics progression starts with “Beginning Sounds” in Set 1 and ends with the introduction of digraph *wh* in Set 15A.

- The *Teacher Edition* lists materials for curriculum implementation and includes a scope and sequence that includes an overview of student expectations and weekly instructional plans. The materials do not outline the ELPS in the scope and sequence.

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

- The grade K *Teacher Edition* includes a grade K "Unit/Module Overview." It provides weekly guidance designed to target specific phonics skill(s) for 36 weeks. The materials do not include suggested pacing for various instructional calendars.
- The grade K *Pacing Guide* instructs the teacher to "Use this guide as a foundational tool for your planning, and refer to the module overview for a weekly breakdown of available resources and materials to aid in lesson planning." The materials do not provide guidance nor other resources to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).

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

- In the "Program Design, Methodology, and Research" section of the *Teacher Edition*, includes the rationale for the lesson plans being grounded in the *Science of Reading*, evidence, case studies, and research that support the progression of *Just Right Reader*. The rationale for unit order explains that the decodables move students from sound/symbol relationships and progress to more advanced phonological awareness, blending, segmenting, and word reading skills. It also states that embedded practices and the explicitly written "Scope and Sequence" help build students' foundational skills.
- The *Teacher Edition* states that lesson plans are designed to align with the *Science of Reading*. This includes foundational reading skills through systematic and explicit instruction of phonics skills. Teachers can reference the phonics lesson sequence for the year on the "Phonics Progression Chart" provided in the *Teacher Edition*.

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

- The materials include resources, such as an online *Customer Resource Library* with "Getting Started" guides, videos, and "Product Resources" to support teachers with understanding the materials. The *Teacher Edition* includes a section titled "Lesson Implementation Guide for Teachers" which details how teachers can access the materials and that "it is beneficial to review these lesson plans in advance of your teaching sessions." The materials do not include guiding questions or a protocol for how teachers should review lessons. The materials do not include guidance, protocols, and/or templates for lesson internalization.
- The materials provide teacher guidance through a "Weekly Overview." Each weekly lesson plan for the decodable readers lists out what the teachers will need for the students, and what

the phonics concept is for the week and takes the teacher step-by-step through the lesson process. The materials do not include specific templates, guidance, or protocols for unit internalization.

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

- The materials include resources and guidance to support administrators in implementing the materials as designed. For example, a “Welcome Letter” to the administrators is provided. The letter provides an overview of what's included in the materials with several QR codes for administrators to obtain more information on implementation resources, classroom libraries, and take-home packs.
- The materials provide a PowerPoint for administrators to train the teachers on *Just Right Reader Supplemental Phonics* and a 30-minute professional development session to accelerate reading achievement. The materials do not provide guidance and support to instructional coaches.

Intentional Instructional Design

1.2	Unit-Level Design	2/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	0/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

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

Evidence includes, but is not limited to:

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

- The materials include unit overviews that include a “Scope and Sequence,” student expectations, and alignments to TEKS. For example, the grade K overview includes letter recognition and sounds, blending letters, short vowel CVC words and digraphs, integration of high-frequency words following TEKS standards, and development of fluency, comprehension, and vocabulary skills through structured activities. The “Unit/Module Overview” materials do not provide specific background content knowledge or academic vocabulary needed to effectively teach unit concepts.

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

- The materials contain support for families in both Spanish and English for each lesson through QR codes. When scanning the code, parents are taken to a website that provides a video with a synopsis of the text along with a brief lesson on the phonics pattern taught in the book.
- English-dominant families can also access additional digital resources. Materials provide a link to a blog administered by *Just Right Readers*. Parents can share ideas in which they have successfully supported their children. Supports include bingo activities that reinforce classroom concepts and skills, promoting active family involvement in student learning. Bingo activities provide opportunities for families to practice with students the skills that they are currently learning in the classroom.

Intentional Instructional Design

1.3	Lesson-Level Design	19/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	15/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

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

Evidence includes, but is not limited to:

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

- The materials include comprehensive lesson plans that include an introduction, guided practice, independent reading, and a reading review. The lesson also includes a detailed “Materials and Preparation” section which breaks down everything needed for the lesson. For example, in lesson Set 6, *Mad at Max*, the materials include a copy of the decodable reader, picture cards, T-chart, and the *Prompting Guide*.
- The materials include detailed lesson plans supporting the development of the lesson's content standards. For example, content objectives are specifically expressed in each lesson plan. In the lesson plan Sets 1-5, the materials state, “Students will identify the letter ___ and its ___ sound / /.” In the “Early Decodables” and Sets 6-15a lesson plans, the learning objective states, “Students will identify and read words with _____.” The “High-Frequency Words” lesson plan states, “Students will identify, read, and spell high-frequency words with _____.”
- The materials include instructional assessments to meet the content standards of the phonics lesson. A “Reading Observation” form is included as a formative assessment in each lesson. Other formative assessments within the lesson plan include partner reading word practice in

the phonics review or finding words in the book with the phonics pattern and then sharing them with the group or a partner. In the “Writing Application” section, students find words with the phonics pattern. The materials contain a prompting guide with questioning techniques and question stems ensuring an understanding of content and mastery of the academic language needed to express content knowledge. The materials do not include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the language standards of the lesson.

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

- The "Lesson Plan Catalog: Materials and Preparation" includes structured lesson plans with detailed listings of materials needed for each lesson, promoting organized and effective instructional delivery for both teachers and students. The materials include a lesson overview with suggested timings for each component. For example, in Set 6, *Hams and Yams*, the introduction is given five minutes for the teacher to complete the lesson, followed by five minutes for the students to engage in guided practice.
- In the *Teacher Edition*, the materials provide the timing for each part of the lesson. The guidance provides five minutes for “Phonics Review,” five minutes for “Guided Practice,” five minutes for “Independent Reading,” five minutes for “Reading Review,” five minutes for “Writing Application,” and one minute for “Closing.”

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

- In the *Teacher Edition*, the lesson plans include a “Materials and Preparation” section. In the lesson, *A Short i Sound Letter Book*, the teacher prepares the materials: A copy of *A Short i Sound Letter Book* for each student, picture cards that begin with /i/ and few other sounds, *li* letter card, whiteboard (optional), and dry erase marker. In *Ben, Mel, and Pep*, the teacher prepares the materials: a copy of *Ben, Mel, and Pep* for each student, letter tiles, paper and pencil, “Reading Observation Form,” and *Prompting Guide*.

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

- The materials include “Family Bingo” in the Online Parent Resources and the Teacher Edition. Extension activities such as looking for words with the target phonics skill or reading a book with a grown-up can be completed and are included in the “Family Bingo” activity.
- The materials include a set of “Take-Home Packs” for students to read at home for an additional purchase by the school districts. The students or parents can scan the QR code on the back to access a video that shows a targeted lesson based on the skill level of the book. For example, when students scan the QR code on the back of the “Letter S” decodable reader, it shows a two-minute video discussing the uppercase and lowercase S. The video guides the

students and parents through the sound the letter s makes. The video concludes by saying to the students “Remember to keep reading and you will become a strong reader!”

Progress Monitoring

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

The materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments included in the materials are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments provided in the materials include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

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

- Information found on the *Just Right Reader* website gives guidance for placement in the program. Based on the ESSA Level IV Report, district-administered literacy assessments inform “Take Home Decodable Sets.” Teachers “...upload their district assessment data into Virtru, and the program will use this data to determine their phonics progression with the decodable readers/lessons and Take-Home Decodable books.” Many common district assessments are mentioned, such as *Dibels 8th Edition*, *iReady*, *NWEA MAP*, *PALS*, and *Renaissance STAR Reading*. Teachers then conduct an initial reading with students from their *Just Right Reader* “Decodable” to evaluate each student's phonics skills, fluency, and comprehension and record findings on the “Baseline Assessment Form” and the “Phonics Skills Checklist.”
- The “Formative Assessment” section in Week 1-10 Lesson plans asks teachers to observe phonemic awareness and print awareness skills. The *Prompting Guide* is referred to in lessons within the “Independent Reading” part of the lesson cycle. After Sets 1-5, the section names change to “Independent Reading,” and teachers are instructed to make notes in the “Reading Observation Form.” The teacher then will note any next steps needed for students in the

column labeled “Next Steps.” The areas to look at next steps are the “Five Pillars of Reading”: phonics, decoding, fluency, comprehension, and vocabulary. The materials include specific diagnostic and summative assessments at the lesson level.

- The “Small-Group Reading Observation Form” is in the grade K *Teacher Edition* in the “Progress Monitoring Templates and Tools” section. The form is used during the “Independent Reading” section of the “Lesson Plan.” Teachers record observations and next steps for students. The “Next Steps” section includes an area to record what students need next in phonics, decoding fluency, comprehension, and writing to inform the teacher if the student needs more support in a specific area. The “Formative Assessment” section in Week 1-10 lesson plans guides teachers to observe phonemic awareness and print awareness skills. In the *Assessment and Progress Monitoring Guide*, the materials include an overview of all diagnostic, formative, and summative assessment opportunities that correlate to each TEK standard for the unit.

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

- The materials include the *Assessment and Progress Monitoring Guide* which includes the definition and intended purpose of the types of instructional assessments included. For example, in the diagnostic assessment chart the materials include a level of analysis for students such as individual or whole class and defines the purpose of each assessment tool used during each unit.
- The materials have a “Baseline Assessment Form” used at the beginning of the year with four sections: “Phonics,” “Fluency,” “Comprehension,” and “Observational Notes.” Teachers are instructed to conduct an initial reading assessment to evaluate each student's phonics skills, fluency, and comprehension and record findings on the form and the “Phonics Skills Checklist.”
- Each instructional assessment included in the “Weekly Progress Monitoring” section includes a description of each component. The “Phonics Assessment” asks teachers to assign a new section from the decodable and observe and record phonics applications on the “Reading Observation Form.” The “Fluency Check” asks teachers to perform a timed reading of a previously read passage. The “Comprehension Assessment” asks teachers to test comprehension with targeted questions from the week’s passages.

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

- The *Progress Monitoring Step-by-Step Guide* ensures the consistent administration of assessments. Teachers use the explicit step-by-step process for monitoring growth. In Step 1, the materials guide the setup for progress monitoring. Then in Step 2, the materials include guidance on the “Baseline Assessment.” Step 3 provides weekly monitoring guidance. Step 4 gives monthly review guidance. Step 5 provides guidance on engaging parents, Step 6 includes instructional adjustments, and Step 7 reflects on the end-of-year data and how to prepare for

the next term. Teachers can view specific instructions for how to conduct each assessment recommended in the *Step-by-Step Guide*.

- The “Baseline Assessment” instructions state, “Have each student read aloud from their *Just Right Reader* Decodable.” Teachers record information about each student’s phonics skills, fluency, and initial comprehension on the “Baseline Assessment Sheet,” then use the “Phonics Skills Checklist” to note the student’s mastery of the phonics rules in the decodable reader.
- The materials include teacher support to implement consistent and accurate assessments. For example, in the grade K lesson plans for the decodable *K: A Letter Book*, formative assessment directions ask teachers to note observations of students’ ability to identify the correct pictures during the phonemic awareness activity. During reading time, teachers should watch to make sure students are pointing to the words and reading along with the group.

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

- The materials provide information that supports TEKS alignment to resources mentioned in the *Assessment and Progress Monitoring Guide*. For example, the introduction to the guide states that the progress monitoring materials are “meticulously aligned with TEKS, detailing how each segment of the guide meets state standards for Reading/Beginning Reading Skills/Phonics at every grade level.” The assessments for grade K align with grade K ELAR TEKS.
- The materials provide weekly progress monitoring outlined with specific activities (e.g., phonics assessments on Mondays, fluency checks on Wednesdays, and comprehension assessments on Fridays). This ongoing monitoring helps teachers adjust instruction to meet TEKS objectives throughout the learning process. The materials include a “Unit/Module Overview” that lists the TEKS standards. For example, for grade K, the *Teacher Guide* specifies alignment to TEKS ELAR Grade K Standards, detailing expectations for phonological awareness, phonetic knowledge, spelling knowledge, print awareness, and handwriting. The weekly cycle focuses on the learning objective of the week, which is also aligned with grade K ELAR TEKS.

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

- The instructional assessments mentioned in the grade K *Teacher Edition* are all based on observation of reading skills or oral response and include standards-aligned items at varying levels of complexity. For example, in the “Lesson Plan” for *Laps*, the teacher listens to a student read a new section from the decodable and records phonics application skills of reading CVC words with short a on the “Reading Observation Form.” The teacher listens to a student perform a timed reading from a *lap* to assess fluency. Then, the teacher asks targeted questions based on the book and other books read that week. Students answer orally to assess comprehension.

- The materials include “Mastery Measures” which is a summation of learning. For example, for the alphabetic principle, students are assessed on letter sounds and names. Guidance is given for mastery. For example, not yet mastered is less than 92%. If students get less than 60% of questions correct, guidance is given to progress monitor more frequently.

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The materials include guidance on when to progress monitor during the week in the *Progress Monitoring Guide*, “Step 3: Weekly Monitoring.” For example, teachers are guided to assess students’ application of phonics on Monday using the “Reading Observation” form. On Wednesday, teachers are guided to use the “Fluency Checks” by performing a timed reading of a previously read passage. On Friday, teachers use the “Comprehension Assessment” to assess comprehension with questions focused on questions from the week’s passages. Data is transferred to the “Phonics/Fluency Monitoring Form” and is kept for teacher records. Then, at the end of each month, collected data is compiled to create a “Monthly Progress Report.”
- The materials provide scoring information on progress monitoring forms. For example, the “Phonics Skills Checklist” provides boxes to check to note what the student can do. Areas to note strengths and areas for improvement are also included. For example, the “Phonics and Fluency Monitoring Form” has areas for teachers to note errors in targeted phonics skill application, errors in engagement and confidence, notes on student interaction and participation, and observations on fluency trends.
- The Assessment and Scoring Guide provides guidance for responding to student performance. The subsection titled Using the Data explains how the diagnostic data can provide evidence of any strengths and/or skill gaps so educators can plan accordingly. The guide also provides scenarios as examples of how to respond to students’ data.

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

- The materials include templates and tools for monitoring student progress, such as the “Phonics and Fluency Form” that teachers can use to document the application of phonics rules, engagement, and confidence in phonics skills, fluency assessment details, and fluency development insights, and the “Small-Group Reading Observation Form” and “Phonics and Fluency Monitoring Form.”
- In the “Differentiation” section of the lesson plan, teachers are guided to identify where students are struggling. The materials reference the *Reading Workouts Guide* to address common decoding strategies. The *Reading Workouts Guide* provides activities to support phonological awareness, high-frequency words, decoding, comprehension, vocabulary, fluency, and self-confidence. The materials refer to resources to use when students are reading. For example, In the grade K book *A Pal for Thad*, teachers are asked to listen to students read and “Use the *Prompting Guide* where needed. Use the Reading Observation Form to take notes.”

The *Phonics Prompting Guide* gives ideas for teachers to respond to students' needs while reading. For example, if a student is struggling with decoding the teacher can ask clarifying questions to identify what breakdown is occurring to prevent mastery such as "Does that sound like a word you know?" The materials provide guidance for instructional assessment throughout the week, outlined in the Progress Monitoring Guide under “Step 3: Weekly Monitoring.” Teachers assess students’ phonics skills on Monday using the “Reading Observation” form. By Wednesday, they will have performed a timed reading of a previously read passage using the “Fluency Checks.” On Friday, teachers assess students’ comprehension using questions based on the week’s passages, recorded in the “Comprehension Assessment.” All data is then transferred to the “Phonics/Fluency Monitoring Form” for teacher records.

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

- The materials give tools for teachers to record student progress. For example, teachers can record information gathered from the “Baseline Assessment Sheet” and note current levels of performance for each student.
- The materials include tools for students to track their progress and growth. Just Right Readers Guide uses a My Literacy Journey tracker to show how students actively participate in their learning progress. After an assessment, the educator helps students set goals and mark mastered skills with star stickers. The students track their progress visually, which leads to continued effort in reaching more goals. The tracker is personalized to focus on specific skills the student is working on, encouraging their involvement and growth.

Supports for All Learners

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

The materials include teacher guidance for differentiated instruction and activities for students who have not yet reached proficiency on grade-level content and skills. Materials do not provide teacher guidance for paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in the text. Materials do not include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

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

- The materials include teacher guidance for differentiated instruction for students who have not yet reached proficiency. In the “Differentiation” section of the lesson plan, the materials refer teachers to use “Reading Workouts” for students who have difficulty with a particular skill. The materials state that the “Reading Workouts” are activities for those who need extra support in phonological awareness, high-frequency words, decoding, comprehension, vocabulary, fluency, and self-confidence. For example, if a student has difficulty identifying a target sound in words, the activity “Odd Man Out” is a resource teachers can use. The teacher shows four pictures, three of which have the target sound. The goal is for the student to identify the one without the target sound.
- The materials include activities for students who have not yet reached proficiency on grade-level content and skills. In the “Differentiation” section of the lesson plan, teachers are instructed to scan the QR code on the back of the book. The QR code takes students to a short video that reinforces the phonics skills they learned. The plans tell the teacher students can watch this video independently or as a group. For example, in Set 8 "Can Dot Win?" the students watch a short video reviewing the story, the CVC phonics pattern, and how to form the short vowel o sound. The video gives a few words that have been introduced with the

phonics pattern in the book. The materials do not include paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

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

- After Sets 1-5, the materials contain a “New Vocabulary” section on the inside front cover of the grade K decodable readers. It has 1-2 vocabulary words that students will be exposed to in the story with its definition. The “Weekly Overview” section lays out what possible “Reading Workout” lessons could be used to teach vocabulary, but these lessons are not embedded into lesson plans.
- The materials include a separate resource to support students with unfamiliar vocabulary. The “Reading Workout” references two activities for vocabulary: “Word Analysis” and “4 Steps.” Each of these activities includes a step-by-step guide for the teachers to use when teaching vocabulary words. The materials do not provide embedded support or pre-teaching for references in books, such as figurative language, idioms, or academic language.

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

- The materials include a “Differentiation” section on each lesson plan. This section references the QR code on the back of the book. Using the QR students and teachers have access to a video about the book and phonics skills taught in the book. The materials do not guide differentiated instruction, activities, or extensions for students who demonstrate proficiency in grade-level content.
- The materials include the “Reading Workout” resource where teachers can view extensions to 10 of the 29 activities provided. The “Reading Workouts” are described as “These activities are effective and engaging ways to support students who might need additional support in phonological awareness, decoding, comprehension, vocabulary, fluency, or self-confidence. Mastering foundational reading skills takes practice.” Teachers are guided to “assign a Reading Workout for individual or partner learning stations and engage students in powerful practice they need to become confident readers.” The materials do not guide differentiated instruction, activities, or extensions for students who demonstrate proficiency in grade-level content.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The materials include prompts and guidance for the teacher in the “Phonics Review and Guided Practice” section of the lesson plans. In the lesson plan for *Q: A Letter Book*, the materials provide a script for each section. In the “Introduction,” the teacher tells the students that they are listening for the sound /kw/. There is guidance for what the teacher should say. Then, if the students do not provide the correct answer, the materials provide guidance with, say, “Listen as I say the name of each picture again.” The materials guide the teacher to say the name of each picture two times while emphasizing the beginning sound on the second pronunciation. The materials then guide the teacher to say, “Does that begin with the /kw/ sound? Yes! What about *quilt*? Yes! Now, let’s try *zipper*. Does that begin with the /kw/?” In the “Choral Reading” section of the lesson plan for *Q: A Letter Book*, step 2 has the teacher model reading the text with words that begin with /kw/.
- The materials provide prompts and guidance for explaining the concept to be learned. For example, in the grade K decodable book *Get In*, the teacher is instructed to say, “Today, we will practice blending VC and CVC words. Remember, a VC word has a vowel followed by a consonant and the vowel makes the short sound. A CVC word has a consonant, a vowel, and another consonant where the vowel makes the short sound.” For communicating the concept, the teacher is instructed to say the words, then guide students to segment the sounds and write the letter for each sound.

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

- Teachers use a variety of instructional approaches in the “Reading Workouts” “Differentiation” section of the lesson plans. In the “Phonological Awareness” section, the teacher uses “Blend It.” The focus of “Blend It” is to put phonemes back together to make words. The materials provide step-by-step directions for “Blend It,” where the teacher segments a word into its onset and rime, and then students blend the phonemes to make new words. The “T-chart Sorts” activity asks teachers to provide practice for students to recognize patterns and make connections between words by sorting words on word cards by the letter or by phonics skill demonstrated in the word. For example, students can sort words into columns for words beginning with letter *B* or letter *D*. Students could also sort words by phonics skill. Students can also sort words that have short a sound and words that do not.
- The materials include instructions to support the teacher in providing effective lesson facilitation through many age-appropriate tasks that encourage active student participation. For example, in the book *P: A Letter Book*, teachers guide students to identify words that begin with the sound /p/, identify and write the letter *P* either by air writing or writing on paper, and choral read and discuss the book either with the group or a partner.
- The materials support multiple types of practice for students. For example, the materials include high-interest graphic organizers in the form of a story map. Students can complete this individually or in small groups to gain comprehension from the weekly decodable readers. This resource can be used with any lesson to assist students with reading comprehension.

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

- The materials support multiple types of practice. In the “Five Pillars of Reading” in the *Teacher Edition*, the materials state that the “Just Right Reader Decodables are designed for personalized small-group instruction settings.” The lesson plans provide a consistent scripted lesson plan structure throughout the materials where students engage in guided, collaborative, and independent practice. For example, in the lesson plan for *X: A Letter Book*, a word that the teacher models reading is *X-ray*. Fluency is also supported by the teacher modeling fluent reading. The students engage in guided practice.
- The materials guide the teacher to ask comprehension questions in the “Group Discussion” section of the lesson plan. For example, in the “Reading Review” section, Step 1 of the lesson plan *Pat Cat and Rat Sat*, the materials guide the teacher to ask, “What was one place where the rat sat?” and “What happened to the rat at the end?” In the “Progress Monitoring” section, the materials suggest completing a “Fluency Check” (Step 3: Weekly Monitoring) every Wednesday.
- The “Lesson Overview” explains how different types of practice (guided, independent, group) are used throughout the lesson structure. The lesson plans include a “Guided Practice” section that provides numbered directions for the teacher. The “Independent Practice”

section guides the teacher to have students read independently and determine whether the students will whisper read or read aloud.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	8/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	2/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	6/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

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

Evidence includes, but is not limited to:

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

- In the *Teacher Edition*, the materials provide a paragraph for “Emergent Bilingual Students and Special Education.” In this paragraph, the materials provide a rationale for integrating interactive elements like QR codes to ensure that resources are readily available to enhance the teaching and learning process. There is also information on how the comprehensive structure supports teachers in delivering high-quality instruction, and research-based instruction that effectively addresses the needs of young readers. “*Just Right Reader* Phonics Videos are a key element to supporting Emergent Bilingual students as they help create a deeper sense of understanding and context, through relevant and engaging sport.”
- The materials include the *Emergent Bilingual Support Guide*. This guide provides linguistic accommodations for each linguistic level as defined in the ELPS. For example, for beginners guidance is given to “respect the student’s silent period of language development.” Each level

has approximately six to eight guidance bullets. Included are the four levels of the ELPS along with examples for each grade level in the listening, reading, speaking, and writing domains.

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

- The materials provide guidance supporting teachers for the use of *Just Right Readers* decodable readers and lessons in state-mandated standards-aligned English Language Arts programs. For example, the *TEKS Alignment Guide* provides specific correlations between TEKS and the *Just Right Reader* decodable books and the corresponding phonics lessons.
- The materials include embedded guidance for teachers. For example, the embedded guidance for vocabulary mentions the use of visual supports, repetition and practice, and teaching vocabulary within the context. The materials also provide embedded guidance for increasing comprehension using questioning techniques, graphic organizers, and summarization skills. QR codes are provided to frontload phonics concepts and to reinforce learning of taught skills. The materials do not contain implementation guidance for teachers to use in effectively using materials in bilingual or ESL programs approved by the state.

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

- The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, and building background knowledge through oral discourse. Guidance for supporting emergent bilingual students in developing academic vocabulary includes “Think/Pair/Share” and the use of sentence stems and frames. Increasing comprehension guidance includes the use of graphic organizers by students to organize their thoughts before a discussion occurs. Background knowledge strategies include “Talk Long/Write Long.” This strategy is a brainstorming/partner-sharing activity in which students share their knowledge of the writing topic with a partner. The partner can then add that new knowledge to their own writing. The materials do not include embedded guidance for making cross-curricular connections during oral discourse.
- The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building and background knowledge through written discourse. Guidance for supporting emergent bilingual students in developing academic vocabulary includes providing prompts written in sentence frame form that provide familiar words and encourage the use of new vocabulary with blanks that need to be filled in. Guidance for increasing comprehension through written discourse includes labeled pictures and illustrations to increase clarity. Background knowledge guidance includes the use of word banks with visual aids. The materials do not include embedded guidance for making cross-curricular connections during written discourse.

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

- The materials provide guidance supporting teachers for the use of *Just Right Readers* decodable readers and lessons in state-mandated standards-aligned English Language Arts programs. The materials include a small section titled “Supports for English Proficient students in Dual Language programs” which describes the benefits of dual language and that materials are available in Spanish and English for use in the program. The materials also mention the importance of cross-linguistic connections but do not provide specific guidance for use. The materials do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.
- The materials provide opportunities for students to practice comprehension skills during the “Reading Review” part of the lesson cycle. The questions asked are the same for all students. The materials do not provide specific, differentiated comprehension-building activities for emergent bilinguals orally or in writing. The resources are not designed for dual-language immersion programs.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials provide a *Pacing Guide* that outlines the systematic and sequenced instruction of phonics in alignment with grade K TEKS. Sets 1-5 begin with letter/sound correspondence. Then, Sets 6-10 introduce the idea of short vowel sounds in VC and CVC beginning with the short /a/ sound, then continuing the remaining short vowels in a specific order: /i/, /o/, /u/, and /e/. In sets 11a-15a, the progression concludes with lessons introducing digraphs, beginning with digraph *ck* in set 11a continuing in numerical order with *sh*, *th*, *ch*, and concluding with *wh*.
- The lesson plan for *A: A Short a Sound Letter Book* systematically instructs students to identify the letter and associate it with its sound. The teacher introduces the letter *A* and students can practice the short /a/ sound. In the “Practice” section of the “Phonics Review,” the teacher is guided to have the students say the letter *A* with the students and point to the *Aa*. Then say the sound together. The materials have a lesson plan that follows a sequence of having students start with phonemic awareness, then moving to a phonics review by introducing the *Aa* sound, and then finally having students read and write the letter.
- In the grade K lesson plan for *What Is It?*, the materials guide the teacher to tell the students that they will practice blending VC and CVC words. The teacher reminds the students that “a VC word has a vowel followed by a consonant and the vowel makes the short sound. A CVC word has a consonant, a vowel, and another consonant where the vowel makes the short

sound. The materials guide the teacher to use “Elkonin Boxes” to segment and blend several words, and then students practice segmenting and blending words using “Elkonin Boxes.”

- In the grade K lesson plan *Kim and Sis*, the “Phonics Review” section focuses on CVC Words with Short *i*. The teacher guides the students by stating the learning, short *i* reminding students of a CVC word. The teacher then guides students in a lesson by making a T-chart with to sort words with and without short *i*. The teacher models stretching sounds in each word to read each word.

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

- The materials provide a structured and consistent framework. The lesson plans include an introduction in the “Phonics Review,” which provides the purpose of the lesson and allows students to practice the skill. The “Guided Practice” section of the lesson guides the teacher to model. Then, the lesson plan moves to “Independent Practice” where the materials guide the teacher to listen to the students read and use the *Prompting Guide* and “Reading Observation” form to take notes on the student's use of phonics. The lesson plan also includes a “Reading Review” where the materials guide the teacher in a “Group Discussion” and then find the skill in the current text. The materials move to a “Writing Application” that guides the teacher through various activities such as beginning, middle, and end or writing something that happened in the book. At the “Closing” of the lesson, the teacher restates the purpose of the lesson.
- Teachers consistently use a scripted lesson plan that provides an unchanging format and the content vocabulary specific to the letter/sound relationship. In sets 1-5 of the decodable book, the lesson format and language are introduced. For example, in the “Phonemic Awareness” section of the lesson plan for, *A: a Letter Book*, the teacher is guided to say, “Today we are listening for words that begin with the sound /ă/.” In the “Phonics Review,” teachers are guided to introduce the letter *Aa* by saying, “Now I want to show you the letter that makes the /ă/ sound.”

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

- In the “Phonics Review” section of the lesson plan, *A: A Short a Sound Letter Book*, the materials guide the teacher to say, “Now I want to show you the letter that makes the /a/ sound.” In the “Practice” section of the “Phonics Review,” the teacher is guided to have the students say the letter *A* with the students and point to the *Aa*, then say the sound together. After “Guided Practice,” the materials include reading practice with the decodable text. The materials guide the teacher to give directions for choral reading. The teacher models the letter *A* sound and directs students to point to the *A* word in the text as they are reading it. The materials direct teachers to model to guide students through choral reading the rest of the book and encourage students to point to each word as they read.
- The materials include practice in phonics skills in isolation. In the lesson *Sid at Bat*, materials guide the teacher to use a T-chart to sort words with and without the short *i* sound. The

teacher models first, and then students have an opportunity to practice sorting words independently. Students continue to practice in the “Reading Review” section of the lesson. Using the decodable book *Sid at Bat*, students read and locate words with the short vowel *i* sound.

Materials include opportunities for cumulative review of previously taught skills.

- The materials include opportunities for cumulative review of previously taught skills in weeks 33-34. The materials guide the teachers to use the lesson plans for sets 1-15a and the *Just Right Reader Decodable* sets 1-15a. The materials guide incorporating decodables from previously taught skill sets and engaging review stations for students to review all standards incorporating comprehensive review stations to include all standards. The materials include a list of resources for the teacher to prepare for the cumulative review. For example, the materials include: *Just Right Reader Decodables* sets 1-15a. Lesson plans for *Decodables* in sets 1-15a. “Phonics Curriculum,” “Alignment Charts,” QR codes link to phonics videos, *Prompting Guide* and “Reading Workouts,” and Teacher tools (“Elkonin Boxes” and letter tiles).
- The materials include opportunities for cumulative review of previously taught skills. In the weekly lessons, there is a five-minute phonics review. The weekly decodable readers are aligned with the targeted phonics skill for grade K. The materials provide a cumulative review of previously taught phonics skills by guiding the teachers to remind students what they have learned in the past and how it aligns with what they are learning for the week. For example, in the grade K lesson plan *That is Red*, the teacher reminds students that "a consonant digraph is two or more consonants together that make a new word."

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	7/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	1/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	2/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	4/4

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

Evidence includes, but is not limited to:

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

- The materials include daily lessons including explicit instruction with teacher modeling. In the lesson plan *In the Bag*, the materials guide the teacher to model the word *fin*. The materials instruct the teacher to say the word, and explain that there are three sounds in the word. Then, they guide the teacher to stretch the word and write the letter for each sound. Next, the materials guide the teacher to model again with the word *bin*. In the lesson plan *My Dad Jim*, the materials guide the teacher to introduce the text and review the phonics skills for the lesson, CVC words with short vowel *i*. The teacher then models the word *dig*, explaining there are three sounds in the word and stretching the word as the teacher writes.
- The materials also include “Additional Lesson Plans” to support the teacher with modeling. In the “Deleting Syllables in a Word” lesson plan, the materials guide the teacher to introduce the skill, and then say, “Watch me as I show you how to delete a syllable in a word.” The lesson plan then guides the teacher on what to say by labeling the script with a “T.” The lesson plan says, “The word is popcorn, T: pop-corn,” After sliding the syllable *pop* away, the materials guide the teacher to say, T: “The syllable that is left is *corn*.”

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

- The materials include opportunities for corrective feedback. For example, during independent reading time, the materials guide teachers to listen and use the *Prompting Guide* where needed. The materials use the *Prompting Guide* to provide feedback for common mistakes when reading. Teachers may prompt students who do not attend to print with the question: “Use your finger to tap the sounds/words as you read. What does the letter or word say? Slide

through each sound.” The materials do not include opportunities for immediate feedback during daily lessons.

- In step 3 of the “Phonemic Awareness” section of the lesson plan, *N: A Letter Book*, the materials guide the teacher on what to say when the students do not identify the correct picture. The materials guide the teacher to say, “Listen as I say the name of each picture again”, then say the name of each picture twice, emphasizing the beginning sound the second time. For example, *net /n/*. The materials guide the teacher to ask, “Does that begin with the /n/ sound?” and say, “Yes!” when correct.
- The materials include opportunities for explicit and direct guided instruction. The decodable lesson plans follow the same structure, including a teacher introduction piece that guides students through the targeted phonics skill. For example, in the lesson plan *My Dad Jim*, the plans give an explicit script for teachers to follow to ensure accurate concept delivery. The materials provide directions for the teacher to say, “Today we will practice reading words with short *i*. Remember, a CVC word has a consonant, a vowel, and another consonant where the vowel makes the short sound.”

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

- In the lesson plan *The Fun Duck*, the materials give students multiple opportunities for students to independently practice the phonics skill digraph *ck*. During the “Phonics Review” part of the lesson, the students independently write words using Elkonin boxes. Then, in the “Reading Review” section of the lesson plan, the materials guide the teacher in step 2 to have students independently find a word that has the digraph *ck* sound in the text, then share it with a partner or out loud to the group.
- In the “Phonics Review” part of the lesson plan for *Chip and Pam*, Step 3 gives students an opportunity for independent practice. After the teacher's guided instruction in Steps 1 & 2, students continue sorting words on index cards. The students work with mixed index cards, some containing digraph *ch* and some with other previously learned digraphs. Then, students take turns reading the word, stretching the vowel sound, and sorting it into the correct column.
- In the “Reading Review” part of the lesson plan for *Chip and Pam*, students are given an opportunity for collaborative learning. In Step 2, students are guided by the teacher to find words in the book that have the digraph *ch* sound and share the word they found out loud or with a partner. In the lesson plan for *The Gum Hut* the “Phonics Review” section and the “Writing” section of the lesson plan provide teachers directions for partner reading word practice. Teachers are directed to have student pairs write 5-6 words using the short *u* on index cards. With a partner, students take turns reading the words and identifying the phonics skill.

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	5/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	1/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include practice activities throughout the curriculum but do not include intentional cumulative review throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate the cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

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

- The materials include practice activities throughout the curriculum. This spiraling approach is noted in the materials throughout the grade K “Phonemic Awareness” and “Phonics Review” sections in the lesson plans. In Sets 1-5, the lesson cycle begins with “Phonemic Awareness” introducing the focus sound for the lesson. For example, in the lesson plan for *A: A Short a Letter Book*, the lesson cycle begins with “Phonemic Awareness,” introducing the focus sound for the lesson (short *a*). Each lesson has this same introduction. In Sets 6-10, the lesson cycle begins with the “Phonics Review” section. The materials guide the teacher to remind students of the CVC rule and then practice reading words based on the lesson plan words with short *a*, *e*, *i*, *o*, or *u*. In the “Phonics Review” section of the lesson plan *In the Bag*, the materials guide teachers in reviewing the rule of CVC words and include the new skill of CVC words with short *i*. Finally, In Sets 11a-15a the “Phonics Review” section of the lesson plan the teacher reminds students of the concept of digraphs, then moves the students into new learning with digraphs.
- Teachers can view the use of the letter/sound correspondence taught in the letter decodable books to introduce blending with VC and CVC words. For example, in the lesson paired with the decodable book *Get It*, the objective is for students to "identify and read words with the VC and CVC pattern." To meet the lesson objective, students apply what they learned about letter sounds and the letter symbols representing the specific phoneme. While the materials include references to previously taught skills within a single lesson, these references are not explicit and are only referring to skills taught that week. Cumulative review is not intentionally integrated throughout the curriculum.

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 the “Writing Application” section of the lesson plan for *Bud the Bulldog*, the materials guide the teacher to have students create words that use short *u*. This is aligned with the skill taught, “Students will identify and read CVC words with short *u*.”
- In the “Guided Practice” section of the lesson plan for *Bud Has Fun*, there is a review of explicitly taught phonics skills for CVC Words with Short *u*. The materials guide the teacher to say: “There is a word with a short *u* on this page. Put your finger on it. The word is *Bud*. Say the word with me ... /b/ /ŭ/ /d/ *Bud*.”
- The materials include explicit teaching directions and practice opportunities for students. For example, in *My Dad Jim*, the guided practice models for students the name of the book and identifying the short *i* sound throughout the text. Students will point to short *i* words while reading and the teacher will check for understanding throughout the guided reading time.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Teachers can view the lesson plan and the decodable book to identify and verify the incorporation of skills taught in the book. For example, the vocabulary used in the book is the same as the words used for dictation in the “Writing” section of the lesson plan. This is paired with the lesson plan objective for the lesson is for students to identify and read words with the VC and CVC pattern in the “Reading Review” section of the lesson plan students are directed to find words in the book that have the VC or CVC pattern.
- Decodable texts incorporate cumulative practice of taught phonics skills. For example, in Set 10, in the “Independent Reading” section of the lesson plan, *Ben, Mel, and Pep*, the materials guide the teacher to have students independently read aloud or whisper read. The learning objective for the lesson is for students to read and identify CVC words with short *e*. This skill is covered in the decodable text with the words *Ben, Mel, Pep, pet, wet, leg, red, bed, Jen, Jet, hen, yet, and den*. Based on the grade K “Progression Chart,” the decodable also includes previously taught “High-Frequency Words” from Sets 6-9 with *said, see, do, has, is, my, she, look, and here* to name some. The decodable also includes the word *cat* taught in Set 6 with short *a* CVC words. It also includes the word *not* from Set 8 short *o* CVC words.

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

- Lessons include an instructional focus with opportunities for practice in isolation and connected text. In the “Phonics Review” section of the lesson plan, *A: A Short a Sound Letter Book*, the materials guide the teacher to say, “Now I want to show you the letter that makes the /a/ sound. In the “Practice” section of the “Phonics Review,” the teacher is guided to have the students say the letter *A* with the students and point to the *Aa*. Then tell the sound together.
- Materials include opportunities for practice in isolation and connected text. For example, in the lesson plan paired with decodable book *Pops!*, teachers can view directions in the

“Phonics Review” section to guide students to use letter tiles to build and read words. The lesson continues with practice from a line of text from the book, then students independently practice reading the story, focusing on the lesson skill.

Phonics Rule Compliance

4.4	Assessment	5/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	2/2
4.4b	Materials include clear, consistent directions for accurate administration of assessments.	2/2
4.4c	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	0/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	1/1

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

Evidence includes, but is not limited to:

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

- The materials include a “Baseline Assessment Sheet” that assesses “Phonics,” “Letter-Sound Correspondence,” “Blending Sounds,” and “Segmenting Words.” These are aligned with grade K TEKS. The materials guide the teacher to listen to each student read from their *Just Right Reader* Decodable and record the phonics skills, fluency, and initial comprehension on the “Baseline Skills Sheet.”
- The materials include a variety of assessment tools that are developmentally appropriate. The materials include a “Phonics Skills Checklist” and “Comprehension Check Form.” The “Phonics Skills Checklist” assesses “Phonics Skills: Alphabet Knowledge, Phonemic Awareness, Phonics Rules, and Sight Words.” This aligns with the grade K TEKS. The teacher is guided to use the “Phonics Skills Checklist” during the baseline reading to document each student's mastery of phonics rules. The “Comprehension Check Form” assesses student understanding of the main idea, response to inferential questions, and predictive thinking. These are aligned to grade K TEKS. The materials guide the teacher to use the “Comprehension Check Form” on Friday. The teacher orally asks the questions from the week's passages and the student responds.
- In the “Differentiation” section of the lesson plan, *Laps*, the materials guide the teacher to use the “Reading Workouts” for strategies to address common decoding challenges and document observations using the “Small-Group Reading Observation Form.” The materials guide the teacher to use “Building Words” for decoding challenges. In step 1, the materials guide the teacher to distribute letter tiles to students and initially only include the letters to build the words with the targeted skill. In step 2, the materials guide the teacher to model

building a word with the targeted skill. Then, in Step 3, the materials guide the teacher to have students use the letter tiles to create a word that uses the targeted skill and change a letter to create a new word. In Step 4, the materials guide the teacher to ask the students what letter was changed to build the new word. In step 5, the materials guide the teacher to extend the practice by having the students write each word and share how many words they can make.

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

- The materials include clear and consistent directions for administration of assessments. For the first 10 weeks of instruction, the section “Formative Assessment” is located in the “Lesson Plans.” Teacher guidance is clearly stated in the section. For example, in the book *M: A Letter Book*, teachers are instructed to observe and take note of the student's ability to recognize pictures, watch to make sure students are pointing to the words and reading along with the group, and note students’ ability to identify the correct pictures representing the short /a/ sound.
- In the *Teacher Edition*, the materials provide a *Progress Monitoring Guide*. The guide includes consistent, concise directions for teachers to follow. In Step 2, the materials include guidance on the “Baseline Assessment.” The materials guide the teacher to have each student read aloud from their *Just Right Reader* Decodable and record their phonics skills, fluency, and initial comprehension using the “Baseline Assessment Sheet.” While reading, the teacher is guided to use the “Phonics Skills Checklist” to document each student's mastery of phonics rules including “Alphabet Knowledge,” “Phonemic Awareness,” “Sight Words,” “Phonics Rules,” and “Additional Observations.”
- In *Progress Monitoring Guide*. Step 3 includes weekly monitoring guidance. The materials guide the teacher to assess phonics on Monday and assign a new section from the Decodable. Then, observe and record phonics applications on the “Reading Observation Form.” On Wednesday the materials guide the teacher to assess fluency by performing a timed reading of a previously read passage. On Friday, the materials guide the teacher to assess comprehension with targeted questions from the week's passage.

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

- The materials include progress monitoring materials used to measure student acquisition of phonics skills. For example, in Step 3: Weekly Monitoring in the *Progress Monitoring Guide*, the materials guide to assess students' phonics skills on Monday. The materials guide the teacher to assign a new section of the Decodable. Then, observe and record the student's phonics applications on the “Reading Observation Form.” These tools are not grade-level specific and all grades have identical formats in K–2.
- In the “Independent Reading” section of the lesson plan, *A Bed for Bug*, the materials guide the teacher to have students read independently and listen to the students read and, as needed, use the *Prompting Guide* and take notes using the “Reading Observation Form.” Located in the *Teacher Edition*, the *Prompting Guide* gives modeling instructions for teachers

to respond to common breakdowns during the reading process. For example, if a student made a reading error of not pronouncing the short e sound correctly, the teacher could respond by saying "What does the letter/word say? Slide through each sound. Does that sound like a word you know?" The *Prompting Guide* together with the "Reading Observation" can be used to monitor progress, however, these do not systematically and accurately measure the grade-level phonics skills.

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

- The materials provide assessment opportunities across the span of the school year. In Step 3: Weekly Monitoring of the *Progress Monitoring Guide*, the materials guide the teacher to assess "Phonics" on Monday, "Fluency" on Wednesday, and "Comprehension" on Friday. The materials include a "Phonics and Fluency Monitoring Form," a "Phonics Skills Checklist," and a "Comprehension Check Form" for teachers to record student skill progress.
- The materials include a monthly opportunity to monitor progress. For example, In Step 4: Monthly Review of the *Progress Monitoring Guide*, the materials guide the teacher to evaluate student progress at the end of each month by analyzing the data from the weekly forms. Teachers are guided to adjust reading levels based on their monthly performance.
- The materials include a tool to monitor progress and notate next steps for the following school year. In Step 6: End of Term Reflection of the *Progress Monitoring Guide*, teachers gather and review all progress data at the end of the year to evaluate overall student progress. Teachers are then guided to use insights from the term review to "outline the next term's instructional focus, interventions, and potential progression in reading materials."

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	5/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	1/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	2/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	2/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	0/1

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

Evidence includes, but is not limited to:

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

- The materials provide a “Small-Group Reading Observation Form” for teachers to track individual student progress and make appropriate instructional decisions to accelerate instruction. For example, in the “Formative Assessment” section of the lesson plan, *U: A Short u Sound Letter Book*, the materials guide the teacher to take notes on the “Reading Observation Form” during “Independent Reading.” This form allows teachers to write the student's name and observations, and provide the next steps. For example, the materials ask, “What does the student need next?” The teachers write specific observations for phonics, decoding, fluency, comprehension, and writing.
- The materials provide a “Baseline Assessment” sheet that guides teachers to determine what a student can or cannot do by reading a *Just Right Reader* decodable. For example, the teacher can observe the student’s ability to connect letters and sounds, blend sounds, and segment words. Teachers can assess fluency by recording the number of words read in one minute and assess comprehension by asking Who, What, When, and Why questions.

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

- The materials include for both formative and diagnostic assessments a “Collecting and Analyzing the Data” chart. This chart labels each assessment tool as either student or student/class. The chart also states the purpose for each tool. The tools can be used to track and analyze patterns and the needs of students.
- The materials recommend graphing student data to better analyze patterns and needs of students. Graph templates are provided to support teachers in organizing their data. For example, the “EN Summative Assessments Class Graph” includes each text set and the skills specific to each set. Teachers enter percentages of mastery. This visual gives teachers the ability to track overall student performance.

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

- The materials include a *Progress Monitoring Guide* in the *Teacher Edition* with step-by-step guidance to monitor student growth. The materials include a schedule for administering weekly progress monitoring in “Step 3: Weekly Monitoring.” Teachers are guided to assess students on Monday using the “Phonics Assessment.” The teacher assigns a new section from the “Decodable” for the week and observes and records phonics applications on the “Reading Observation Form.” On Wednesday, teachers use the “Fluency Check.” The materials guide the teacher to perform a timed reading of a previously read passage. On Friday, teachers are guided to use the “Comprehension Assessment.” The materials guide the teacher to test comprehension with targeted questions from the week’s passages.
- The materials provide an “Assessment Timetable” for each grade level. This table provides the assessment type and name, resource level (i.e., unit, lesson, course), assessment audience, frequency, and when to schedule the assessment throughout the course of the materials. Within the table is included the “Mastery Measures” formative assessment which is specific to student needs. The frequency of this assessment is determined by mastery and is shown in percentages. Formative (in the moment) assessments are daily throughout sets 11-44. Specific guidance found in the *Assessment Guide* in “Figure 1: Types and Purposes of Assessments” states that teachers use data to adjust instruction to provide targeted, differentiated support and enrichment based on students' strengths.

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

- Materials do not include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.
- The materials provide a “Small-Group Reading Observation Form” in the *Teacher Edition*, which includes a section for the “Date,” “Reading Group,” “Book Title,” “Student Name,” “Observations,” and “Next Steps” in “Phonics,” “Decoding,” “Fluency,” “Comprehension,”

and “Writing.” The materials guide the teacher to use this observation form during “Independent Reading” to track student progress. The materials do not include guidance on how teachers may accelerate learning based on the progress monitoring data to reach mastery of specific concepts other than adjusting reading levels.

- In Step 4 of the *Progress Monitoring Guide*, teachers are guided to perform a monthly review of student progress. Teachers are guided to analyze student data from the “Small-Group Reading Observation Form,” the “Phonics and Fluency Checklist,” and the “Comprehension Checklist” and input information into a “Monthly Progress Report” template. The materials guide teachers to adjust student placement based on monthly performance. The materials do not provide any reference or chart to adjust reading levels.

Foundational Skills

5.B.1	Oral Language Development	10/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	6/9

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

Evidence includes, but is not limited to:

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

- The *Teacher Edition* provides teachers with materials to use for student feedback. For example, each scripted lesson in the weekly decodable readers includes “Reading Workouts.” “Reading Workouts” are additional practice activities that provide opportunities for teachers to give students feedback during the activity. In the lesson plan for *Fox and Hog*, the teacher uses the “Reading Workout” named “Find It” where students find words with the short o sound in books, newspapers, magazines, or other materials. The students write any words they find with a short o sound on a whiteboard. The teacher provides feedback on each word they locate, confirming they follow the short o phonics pattern. The materials do not include explicit and systematic instructional guidance on developing oral language and oracy through a variety of methods.
- The materials include systematic and explicit instructional guidance on developing reading. In the “Guided Practice” section of the lesson plan, *Rex Can*, a script and numbered steps are provided for the teacher to engage students in reading and talking about the book. In steps 1 and 2, the materials guide the teacher to give students a copy of the book and introduce the text, giving students a preview. In step 3, the teacher models the text by reading page 1. Then say, “There is a word with the CVC pattern on this page. Put your finger on it. The word is *Rex*.” The materials then guide the teacher and students to sound out the word *Rex*, then, read the sentence, ‘*Rex can not,*’ together. During “Independent Reading,” teachers are guided to have the students whisper or read aloud. While students are reading, teachers are guided to use the

Prompting Guide where needed. For example, when students are reading, if the teacher hears a student hear the incorrect word, the teacher can prompt the student to use their finger to tap the word as they read and to reread what they have just read with the missing word. After reading, the teacher asks students questions such as, “How was the problem solved?” and “What is something you wanted to do? How did you solve it?” Students then share their thoughts with the group. Although the materials include step-by-step guidance for teachers when asking questions, the materials do not include explicit and systematic guidance to develop oral language and oracy.

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

- The materials include opportunities for students to engage in academic communication for different purposes and audiences. In the “Reading Review” section of the lesson plan *Whack That Ball*, the materials provide steps to guide the teacher. In step 1, the materials include a group discussion. The materials include 2 questions, “What happened when the ball got whacked?” and “Why do the boys say, ‘Nooooooooo,’ at the end of the book?” Then, in step 2, the materials guide the teacher to have the students find a word in the decodable text with the digraph wh and put their finger on it. Then, share the word out loud or with a partner. In the “Writing Application” portion of the lesson *The Path*, students are instructed to write one sentence each about the beginning, middle, and end. The materials provide additional guidance to have students turn to a partner and take turns sharing the sentences they wrote.
- The materials include opportunities for students to engage in social communication for different purposes and audiences. In the “Reading Review” section of the lesson plan *Can Dot Win?* the materials provide steps to guide the teacher to ask questions about the story and guide students in making connections with the text. The materials include two questions, “What are two things Dot can do?” and “Do you think Dot should have won? Why or why not?” Under “Self-Confidence” in “Reading Workouts,” the “Encourage Effort” task prompts teachers to offer positive feedback on student effort and students reflecting on their growth.

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

- The materials include opportunities for students to listen actively to share information. For example, in the lesson plan *My Dad Jim*, students share what they have learned after listening actively to their teacher explain and model the phonics skill. The materials guide the teacher to provide the students with 5-6 words with short *i* on index cards. Students work with a partner to identify the phonics skill and read the words. In lesson plans for *Pat Cat and Max*, students practice building words with CVC patterns with short *a* after listening actively to their teacher explain and model how to build a word, then change a sound in the word to make a new word. Materials do not include authentic opportunities for students to ask questions to understand information.

- In the “Phonics Review” section of the lesson plan *Fins On*, the materials include opportunities for students to listen actively to understand information. In the “Introduction,” the materials guide the teacher to state the skill, and students recall their previous learning with CVC words. Then in step 2, the materials guide the teacher to write the word *sit* on a whiteboard and have the students listen to the teacher stretch the sounds in the word *sit*. The teacher and students say the word *sit* together. The materials do not have evidence of opportunities for students to ask questions to share information.
- The materials include opportunities for students to engage in discussions to share ideas. In the “Reading Review” section of the lesson plan *Fins On*, the materials engage students in a group discussion to answer questions about the text. For example, “What treasure did they find at the end?” and, “Would you hunt for buried treasure? Why or why not?” In the “Writing Application” section of lesson plans for the book *This or That?*, the materials guide the teacher to write the following prompt for the students: Write 1-2 sentences about a time when you had to choose between two things. The materials do not have evidence of opportunities for students to ask questions.

Foundational Skills

5.C.1	Alphabet Knowledge (K only)	16/24
5.C.1a	Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR 2.A.1)	2/2
5.C.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)	4/6
5.C.1c	Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)	4/4
5.C.1d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)	6/12

The materials include a systematic sequence for introducing letter names and their corresponding sounds. Materials include guidance for the teacher to provide explicit instruction for teaching the identification of the 26 letters of the alphabet and their corresponding sounds. Materials do not include guidance for the teacher to provide explicit instruction for developing automaticity in the identification of the 26 letters of the alphabet and their corresponding sounds. Materials include guidance for the teacher to provide explicit and systematic instruction for letter formation for the 26 letters of the alphabet. Materials include a variety of activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and in the context of meaningful print. Materials do not include reinforcement through cumulative review.

Evidence includes, but is not limited to:

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

- Materials provide an organized system for introducing letter names and their corresponding letter sounds beginning in Sets 1-5 of the *Just Right Reader* decodable books. The materials introduce frequently used letters and sounds before teaching infrequently used letters and sounds. The materials introduce a few consonants and a vowel in each set so students can use letters to build and read words. In the grade K “Phonics Progression” chart, the letters and their corresponding sounds taught in Set 1 are *m*, *s*, *a*, *t*, and *d*. Each lesson has a “Phonics Review” where the letter is introduced in its upper and lower case form with the sound. Set 2 includes the letters and sounds for *i*, *c*, *o*, *n*, and *f*. Set 3 teaches the letters and sounds for *r*, *u*, *l*, *w*, *g*, and *h*. Set 4 includes the letters and sounds *k*, *v*, *p*, *b*, *y*, and *e*. Set 5 teaches the letters and sounds *j*, *qu*, *x*, and *z*. Letters that may have sounds that could be challenging, such as *e* and *i*, and those that may be confused, such as *b* and *d* or *p* and *q*, are taught separately.
- The materials include a systematic sequence for introducing letter names and their corresponding sounds. In the weekly decodable lessons for grade K, each week focuses on a

different letter and sound. Materials include a standard lesson structure in the books in Sets 1-5. In the “Phonics Review” section of the lesson plan, *A: A Short a Sound Letter Book* in set 1, the materials provide 2 clear steps. In step 1, the materials guide the teacher to introduce the letter *Aa* by showing the students the letter card *Aa* and saying the short a sound. The materials then guide the teacher to say, "This is the letter A." and show students the uppercase *A* and lowercase *a*. The materials guide the teacher to say the short *a* sound and the letter name. In step 2, the materials guide the teacher to point to the letter *A* and say the letter's name with students. Then, the teacher and students say the sound *a* makes two times.

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

- The materials include guidance for the teacher to provide direct and explicit instruction for teaching the identification of the 26 letters of the alphabet and their corresponding sounds. The *Pacing Guide* found in the grade K *Teacher Edition* provides a recommended pacing for each letter-sound correspondence of two days, allowing the teacher to repeat the lesson if needed. The grade K materials include scripted instructions for each letter of the alphabet including naming the letter and sound and learning a keyword for the letter. For example, in the “Phonemic Awareness” section of the lesson plans for the book, *L: A Letter Book*, teachers are guided to show students three pictures of words that begin with *ll* and one picture that does not. The students listen for the sound *ll* and identify the picture that does not belong. In the “Choral Reading” section, teachers are guided to practice the words that begin with the sound *ll*, then continue reading the remainder of the text with students. The materials do not provide specific guidance for developing student automaticity in identifying the 26 letters of the alphabet and their corresponding sounds beyond the lesson in which the letter is introduced.

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

- Lesson plan materials include clear and explicit instructions for teachers to use as they guide students through the letter formation process. For example, all lesson plans used with the letter books in Sets 1-5 introduce the 26 letters and sound correspondences and include specific terms, phrasing, and statements that teachers can use during core instruction to model letter formation. Materials guide students to follow steps, which are numbered, with the arrows pointing in the direction in which lines should be drawn. A star note where students should begin forming letters. All letter books include the same template and instructions for letter formation.
- In the “Phonics Review” section of the lesson plan, *R: A Letter Book* in set 3, the materials guide the teacher to introduce the letter sound and name. Then, the materials guide the teacher to identify the uppercase and lowercase for the letter *Rr*. While showing the letter card *Rr*, the materials guide the teacher to say, "The uppercase *R* starts with a big line down, back

to the top, little curve to the middle, little line slant out." Then say, "The lowercase *r* starts with a little line down, come back up, then a little curve." In the "Writing" section of the lesson plan, in step 1, the materials guide the teacher to have students air-write the letter. The teacher guides the students to write a big line down, back to the top, a little curve in the middle, and then a little line slant out in the air. In step 2, Trace the Letter, the materials include teaching pages. The materials guide the teacher to have students trace the letter with their finger first and then a dry-erase marker.

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

- The materials include isolated alphabet practice activities and resources. For example, in the "Phonemic Awareness" section of the lesson plan, *J: A Letter Book*, the teacher is guided to use three picture cards that start with /j/ and one that does not; students identify which pictures begin with the letter *j*. In the "Reading Review," they guess words with /j/. All "Phonics Review" sections for the lesson plans in Sets 1-5 have the same scripted instructions and practice activities.
- In the "Phonics Review" section of the lesson plan, *H: A Letter Book* in set 3, the materials guide the teacher to introduce *Hh* by showing the students the letter card *Hh* and saying the /h/ sound. Then the materials guide the teacher to distinguish between the uppercase *H* and lowercase *h*. The teacher guides the students to say the letter name and sound. In the "Choral Reading" section, the materials include practice with text and the letter *H* in uppercase and lowercase letters. The teacher models reading the text on page 1, and the materials guide the teacher to identify the word *Hippo*. Then, the teacher and students choral read the remainder of the book. In the "Reading Review" section, the materials guide the teacher to have students participate in a group discussion and then find a letter *Hh* in the text and students put their finger on it. Then, say the name of the letter, *H*, and the sound /h/ out loud or with a partner. All "Phonics Review" sections for the lesson plans in Sets 1-5 have the same scripted instructions for introducing words that begin with the target letter and do not refer back to any other letters in which the students have already been instructed for review, practice or extension that leads to automaticity.
- The "Phonics Fun" section of the books for Sets 1-5, on page 15 of the decodable, has an activity for students to write or find a specific letter. For example, in *A: A Letter Book*, the "Phonics Fun" instructions tell students to use a book of their choice and find as many letter *A*'s as possible. Or, in the book *H: A Letter Book*, the instructions tell students to find three words in the room that begin with the letter *H* and write them down. In lesser-used letters such as *X*, *Q*, or *V*, the "Phonics Fun" instructions ask students to think of words that begin with each letter of the student's name. After the lesson, there is no opportunity for a cumulative review of each letter.

Foundational Skills

5.C.2	Letter-Sound Correspondence	10/18
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	0/2
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3)(S)	6/12

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

Evidence includes, but is not limited to:

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

- The materials provide specific language the teacher can use in each lesson that explicitly teaches basic decoding. Each lesson plan includes a script for teachers in the “Phonics Review” section. For example, in the lesson plans for *The Dock* in set 11a, the materials provide a script for teachers about the digraph *ck* sound. The teacher says, “The digraph *ck* is only making one sound /k/.” The materials build on that skill by providing “Guided Practice” using the digraph *ck* pattern with the decodable book. Then, students independently read the decodable book. Teachers engage in a “Reading Review” with students to find words with digraph *ck* within the story. Finally, the materials guide the teacher to close the lesson by reviewing digraph *ck*.
- In sets 1-5 the materials provide lessons that explicitly address the one-to-one letter-sound relationship in decoding. Then in Set 6 of the “Phonics Review” section of the lesson plan *Ads! Ads! Ads!*, the materials provide a scripted lesson to allow students to apply letter-sound relationships to basic encoding. In section 1, the materials guide the teacher to introduce the skill, CVC words with short *a*. Then, show the students a picture of a bag and say the word bag. The materials guide the teacher to say, “There are three sounds in this word.” The teacher

stretches the sounds and guides having the students identify each letter and sound in the word bag as the teacher writes the letters in the Elkonin boxes. The teacher is instructed to do the same with the word *tap*. Then students practice segmenting sounds and writing the letters for other words with the same pattern using Elkonin boxes. During the “Writing Application,” the teacher dictates a short set of words that follow the same pattern where students use their understanding of the letter-sound relationship when accurately writing words.

- Materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding. The materials start with decodable reader sets 1-5 that cover all 26 letters. The materials include direct and explicit instruction to introduce the letter-sound relationships. In the “Early Decodables,” the materials include lessons for VC and CVC words with short-word sentences, where students can begin to apply understanding of letter-sound relationships to decoding. The materials continue to build on previous lessons to read CVC with short vowel sounds in Sets 6-10 and then move to digraphs in sets 11a-15a.
- The materials provide lessons that explicitly address the letter-sound relationship in encoding. The materials include a “Spelling” grade K lesson plan in the back of the grade K *Navigation Guide*. In the lesson plan, the materials explicitly state what students will learn and do throughout the lesson. The lesson plan also includes a “Materials and Preparation” section. In this section, the materials guide the teacher to instruct students to spell with letter tiles and the “Spelling List.” The section also includes a “Say It, Tap It, Write It, Check It” activity for the students to encode words. Both activities include three steps using the gradual release process of “I Do, We Do, and You Do” and guide the teacher with a script. The materials include a grade K “Spelling List” with VC, CVC, and CCVC words to guide the teacher.

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

- The materials include scripted lesson plans that guide the teacher to provide direct instruction on connecting phonemes to letters within words. For example, in Set 10 of the “Phonics Review” section in the lesson plan *Get Wet*, the materials provide a scripted lesson. In section 1, the materials guide the teacher to introduce the skill, CVC words with short e. Then, show the students a picture of a jet and say *jet*. The materials guide the teacher to say, “There are three sounds in this word.” The teacher stretches the sounds and guides the students to identify each letter and sound in the word *jet* as the teacher writes the letters in the Elkonin boxes. The teacher is instructed to do the same process with the word *bed*. Then students practice.
- The materials provide a *Prompting Guide* that is generalized to decoding or fluency errors when reading and provides scripted prompts for the teacher to provide feedback during the independent reading part of the lesson. For example, if the student makes a decoding error where they say the incorrect sound or miss a sound/word then the prompting guide gives scripted instructions for teachers to provide feedback. The materials give prompts for the teacher, such as, “Use your finger to top the sounds/words as you read. What does the

letter/word say? Slide through each sound." The materials do not include recommended explanatory feedback for students based on common errors and misconceptions.

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

(S)

- The materials include a variety of resources and activities to develop an understanding of applying letter-sound correspondence to decode one-syllable words in isolation. For example, *W: A Letter Book* focuses on the *Ww* letter /w/ sound correspondence through activities such as picture cards with pictures that begin with /w/ and some that begin with other sounds. Then, the connection to each letter is made when writing the capital and lowercase letters. As soon as all sounds are introduced, students have an opportunity to understand how the letters and sounds work together to make a word. For example, in the lesson plans for *Get In!*, the teacher would guide students to build a vowel-consonant (VC) word, or a consonant vowel consonant (CVC) word using Elkonin Boxes to segment words and write each letter in the correct box.
- The materials include a variety of resources and activities to practice and reinforce understanding of applying letter-sound correspondence to decode one-syllable words in isolation. In the “Phonics Review” section of the lesson plan, *Mad Max*, the materials guide the teacher to state the skill and link the skill to a previously taught skill, CVC words in step 1. In step 2, the materials guide the teacher to model using a T-Chart for short *a* and not short *a* to sort words on index cards. The students then use the T-Chart to sort more words with short *a* and not short *a*. In the lesson plans for *My Dad Jim*, the materials guide the teacher to ask students for words that use short *i* and write them on a dry-erase board or index cards and practice reading the words. “Reading Workouts” activities such as “Phonics Go Fish” allow practice. With multiple lessons covering the same skill in each set, students can reinforce their understanding of the phonics skill covered in a lesson. The “Cumulative Review” in weeks 33-34 includes a “Materials and Resources” section which guides the teacher to use *Just Right Reader Decodables* and lesson plans from sets 1-15a, QR codes link to the phonics videos, *Prompting Guides*, “Reading Workouts,” and “Teacher Tools” such as Elkonin boxes and letter tiles. The materials guide the teacher to incorporate comprehensive review stations for students to review all standards taught in the “Instructional Strategies” section of the “Weekly Overview.”
- The materials include decodable readers practice and reinforce the application of letter-sound correspondence to decode one-syllable words in context. For example, in the book *Ham and Yams* in set 6, students practice the concept of CVC words with short *a* in context. Then, students can practice reinforcing the CVC with short *a* skill in subsequent lessons with the books *Laps*, *Mad at Max*, *My Map*, *Pat Cat and Max*, *Pat Cat and Rat Sat*, *Rad Max*, and *The Cans*. During “Cumulative Review” in weeks 33-34. The materials guide the teacher to incorporate previously used decodables from earlier lessons to reinforce phonics skills in review stations. Although the materials include decodable readers to develop, practice, and reinforce letter-sound correspondence to decode one-syllable words in context, there are no

other activities or resources available to the teacher for the development of letter-sound correspondence in context. Since grade K TEKS do not cover multi-syllabic words, no activities or resources cover multi-syllabic words in isolation or context.

Foundational Skills

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

The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begin with simple skills and larger units of sound and gradually transition to more complex skills and smaller units of sound. Materials do not include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials do not include a variety of activities and resources for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).

Evidence includes, but is not limited to:

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

- In the “Reading Workouts” section of the *Teacher Edition*, the materials provide four strategies for “Phonological Awareness” practice. The materials reference the “Reading Workouts” in the “Differentiation” section of each lesson plan. In weeks 1-10 and 33-34, the “Weekly Overview” refers teachers to use the activity “Blend It” where the teacher segments a word into its onset and rime, and students blend the sounds to make the word. In weeks 11-12, the “Weekly Overview” references the activity “Clapping Syllables.” In “Clapping Syllables,” the teacher says a word and students clap each syllable in the word. In Weeks 13-22, the “Weekly Overview” references the activity “Does it Rhyme?” In “Does it Rhyme?” the purpose is for students to recognize rhyming words. In weeks 23-32, the “Weekly Overview” references the activity “Odd One Out.” The purpose of “Odd One Out” is for students to identify a picture that does not begin with the target sound. The order of skills in “Reading Workouts” does not go

from simple to complex. The materials do not include a systematic sequence for introducing phonological awareness.

- In the “Phonemic Awareness” section of the lesson plan, *M: A Letter Book*, students practice alliteration. The materials guide the teacher to introduce the sound /m/. Then, the teacher shows four picture cards, and says the name of the picture, focusing on the initial sound in each word. The teacher asks, “Which picture does not begin with the /m/ sound?” The materials guide the teacher with what to do if the students do not identify the correct picture. This same activity sequence is repeated in all lessons in the Set 1-5 books. Identifying the number of words in a spoken sentence is a missing component. The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS.
- In the *Teacher Edition* “Additional Resources” section, the “Deleting Syllables in a Word” lesson guides the teacher to introduce deleting syllables. Students watch as the teacher shows how to delete a syllable in the word, such as in the word *popcorn*. The materials guide the teacher to move to “Guided Practice” and then “Independent Practice.” The lesson plan includes an extension for students who can delete a syllable in compound words as well as a “Challenge” section that guides with deleting a syllable from a three-syllable word. The lesson does not have instructions for teachers to identify, segment, or blend syllables. The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begin with simple skills and larger units of sound and gradually transition to more complex skills and smaller units of sound.

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

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

- The materials include direct and explicit instruction for teaching phonological awareness skills. The materials guide the teacher to strategies that employ the gradual release of responsibility model (I do, we do, you do). In the “Phonics Review” section of lesson plans for *My Map*, the materials suggest that the teacher uses letter tiles to make the word *tab*, then, the teacher builds a new word with the students. Next, the students change one letter to make another word with modeling from the teacher. Students continue changing letters to build other CVC words with short vowel *a*. The materials do not include recommended explanatory feedback for students based on common errors and misconceptions.
- In the “Independent Reading” section of the lesson plan, *Yes!* in the “Early Decodables” section of the *Teacher Edition*, the materials guide the teacher to listen to students read aloud and use the *Prompting Guide* when the teacher determines the need to give additional support for students. *Prompting Guide* guidance includes a listing of possible miscues or errors in reading. The *Prompting Guide*, located in the *Teacher Edition of Just Right Readers*, includes specific prompts for decoding, fluency, multi-syllabic words, high-frequency words, not yet decodable words, and writing. The *Prompting Guide* provides the skill, a description of student error, a prompt and more targeted prompt, and a model the teacher can use. The *Prompting Guide* includes a column listing more targeted prompts, but the listing does not include a targeted prompt for missing a sound. The guide does not provide prompts for students

needing support with phonological awareness. The materials do not include recommended explanatory feedback for students based on common errors and misconceptions.

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

- The “Weekly Overview” section of the *Teacher Edition* identifies weeks 33-34 as “Cumulative Review.” The section has a “Materials and Resources” section that guides the teacher on materials available within the resources. The section also includes “Core Instruction” that guides the teacher to incorporate decodables from previously taught skills in review stations. The materials also guide the teacher on using the “Reading Workouts” for instructional strategies. The materials do not include a variety of activities or resources for students to develop, practice, and reinforce phonological skills connected to grade-level TEKS (through cumulative review).
- The weekly decodable readers allow students to practice phonological skills connected to grade-level TEKS. In the lesson plans for, *On a Job*, the teacher guides the students through a phonics review of blending VC and CVC words. The teacher guides the students by saying “This is a map. There are three sounds in this word. Let’s stretch the sounds and push a chip into a box for each sound.” The students practice saying words by pushing a chip into a box and blending VC and CVC words. In the decodable book *Ads! Ads! Ads!*, students have the opportunity to practice phonological skills in “Phonics Fun.” Students play “Word Stretch” with a partner, taking turns stretching words, listening, and saying the word that the student has stretched. Students switch and repeat the “Word Stretch.” The materials do not include a variety of activities or resources for students to develop, practice, and reinforce phonological skills connected to grade-level TEKS (through cumulative review).

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	7/13
5.D.2a	Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)	0/3
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	1/2
5.D.2C	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1)(T)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3)(S)	4/6

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

Evidence includes, but is not limited to:

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

- Materials include opportunities for teachers to guide students to blend and segment sounds in one-syllable words. In the “Phonics Review” section of the lesson plan, “*What Is It?*” the materials guide the teacher to introduce the skill of blending VC and CVC words using Elkonin Boxes. In step 2, the materials guide us to hold up a picture of the word *bag*, say the word, and tell the students that there are three sounds in the word. Next, the students and teacher stretch the word *bag*, identify the three sounds, and move a chip to represent each sound. Then, the materials guide the teacher to say, “There are three letters in the word *bag*. There are three sounds in the word *bag*. There are three boxes because each letter makes a sound.” In step 3, the materials guide the teacher to model the process again with the word *dad*. In step 4, the materials include the words *can*, *map*, *wag*, and *van* for the students to continue to segment and blend the words. Blending and segmenting words are done simultaneously, not

in separate lessons. The materials do not include a systematic sequence for introducing phonemic awareness activities that begin with identifying phonemes, blending, and segmenting phonemes.

- In the “Phonics Review” section of the lesson plan, *Laps*, the materials guide the teacher to introduce the skill, CVC words with short *a*, and then use letter tiles to make the word *lap*. The materials guide the teacher to say, “Today, we will use a word we know to build a new word. The first word has three letters in it. The word is *lap*.” The teacher tells the students to change the first letter to make the word *map*. Then, the students make the word *mat*. The students continue building the words *cat*, *can*, *ran*, *pan*, and *pal*. The materials do not include a systematic sequence for introducing phonemic awareness activities that begin with identifying phonemes, blending, and segmenting phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.

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

(T)

- Materials include direct and explicit instruction for teaching phonemic awareness. For example, in lesson plans for “*What Is It?*” the materials guide the teacher to practice blending VC and CVC words with the students using Elkonin boxes to segment and blend *bag*. The teacher shows a picture of a bag, names the picture, says the number of sounds in the word, and stretches the word, pushing a chip into a box for each sound. Then, the teacher asks students what the first sound is in the word *bag*. The teacher tells the students there are three letters in the word *bag*, three sounds, and three boxes because each letter makes a sound. The teacher then models again with the word *dad* using the Elkonin boxes to segment and blend words.
- Materials include direct and explicit directions for teaching phonemic awareness with explanatory feedback based on errors. For example, in *A Short o Sound Letter Book* lesson plan, in the scripted “Phonemic Awareness” section, teachers are prompted to introduce the short /o/ sound by showing students three pictures that begin with a short /o/ and one picture that doesn’t. Students are prompted to choose the picture that doesn’t start with the targeted sound. If students do not identify the correct picture, teachers can use the scripted prompt to provide explanatory feedback.
- In the “Independent Reading” section of the lesson plan, *Yum*, materials guide the teacher to listen to students read aloud or whisper and use the *Prompting Guide* to assist students in need. The *Prompting Guide* is also referenced in the “Weekly Overviews.” Material guidance lists possible miscues or errors and directions for teacher modeling (corrective action). The first column lists common breakdowns specifically grouped and identified under the headings “Decoding,” “Fluency,” “Multi-syllabic Words,” “High-Frequency Words,” “Not Yet Decodable Words,” and “Writing.” The *Prompting Guide* does not have prompts for students who need support in phonemic awareness. The materials do not include explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on misconceptions.

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

- Materials include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. In the “Phonics Review” section of the lesson plan, *In the Bag*, materials guide the teacher in segmenting words and using Elkonin boxes to write words. The teacher holds up a picture of the word *fin*, and then shares that the word *fin* has three letters and sounds. Plans prompt the teacher to model spelling the word *fin*, placing one letter in each box. Guidance is provided to model again with the word *bin*. Then, the teacher directs the students to build and write the words *fit*, *dig*, *pin*, *sit*, and *tip* using Elkonin boxes.
- In the “Phonics Review” section of the lesson plan, *The Path*, the materials guide the teacher in modeling reading words with digraph *th*. The teacher writes the word *moth* on a whiteboard, segments the sounds in the word, and restates the skill. The students are instructed to read the word *moth* with the teacher, and the teacher circles the digraph *th*. The teacher provides the students with 5-6 words with the digraph *th* on index cards such as *Beth*, *path*, *Seth*, *thick*, *thin*, and *with* and students practice reading the words and highlighting the phonics skill.

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

- The materials provide activities and resources for students to develop and practice phonemic awareness skills. In the “Reading Workouts” section of the *Teacher Edition*, the materials provide strategies for phonemic awareness. A strategy included in the “Reading Workouts” is Elkonin Boxes. The purpose of the Elkonin Boxes is to segment words and connect letters to sounds. In step 1, the materials guide the teacher to pronounce a target word and stretch the word out by sound. Then in step 2, the materials guide the teacher to draw a box for each sound and segment the word by its phonemes. In step 4, the materials guide the teacher to slide a chip, object, or letter(s) into each box to represent each sound. Another strategy is “Secret Word.” The purpose is to deepen phonemic awareness. The materials guide the teacher to segment a word. Students then blend the word. “Reading Workouts” are referenced in the “Differentiation” section of each lesson. While the materials include these activities for students to develop and practice phonemic awareness skills, there is no evidence of cumulative review throughout the scope of the resource.
- Materials provide general guidance for the implementation of a cumulative review in the “Weekly Overview,” found in the grade K “Unit/Module Overview” section of the *Teacher Edition*. Weeks 33-34 are identified as “Cumulative Review.” Materials in the weekly overview guide teachers to establish review stations using previously taught skills and concepts found in decodable sets 1-15a. Teachers are also guided to set up comprehensive review stations for students to revisit all previously taught content. The materials do not provide specific guidance for teachers to use in setting up and running the review stations nor directions linking

the strategies to specific skills or concepts. The materials do not include a variety of activities and resources for students to reinforce phonemic awareness skills (through cumulative review).

Foundational Skills

5.E.1	Sound-Spelling Patterns	14/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)	1/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1)(T)	4/6
5.E.1d	Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3)(S)	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources to develop and practice grade-level sound-spelling patterns. Materials do not include a variety of activities and resources to reinforce grade-level sound-spelling patterns through cumulative review. Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts)

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. The grade K “Phonics Progression” begins with beginning sounds in Sets 1-5. Materials provide a systematic phonics progression chart and a *Pacing Guide* for introducing students to grade-level sound-spelling patterns. Lesson materials provide a lesson unique in its lesson objective to its paired letter book. For example, the lesson materials paired with *A: A Short a Sound Book*, guide the teacher with a scripted dialogue to model the short a sound, lead students to practice the short a sound, introduce the letter *Aa*, model reading words beginning with letter *Aa* and its short a sound with a text reading, and lead students in a choral reading of the *A: A Short a Sound Book*. Then the materials guide the teacher to close the lesson after modeling the formation of the letter *A* using air writing.

- Lesson materials provide the same scripted sequence of dialogue and teacher guidance for the remaining letters in Set 1 and each decodable book in Sets 2-5. Lesson scripts for the remaining book sets guide the teacher in using a concrete model to build the words they are using to practice the sound-letter correspondence being introduced in the lesson. For example, in the “Phonics Review” section of the lesson plan “*Get In!*” materials guide teachers to use Elkonin boxes to segment and blend CVC words. Then, in the lesson plans for *The Dock*, the teacher introduces the digraph *ck*. The teacher models for the student how to say the *-ck* sound and read words with the digraph *ck* from index cards.

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

- The lesson materials provide opportunities for teachers to provide instruction for grade-level sound-spelling patterns in the “Phonics Review” section of the lesson plan. For example, in the lesson plan, “*Pop Ten!*” in the “Early Decodables” section of the *Teacher Edition*, the materials provide an explicit lesson script. The materials guide the teacher to state the skill and read VC and CVC words. Lesson materials then guide the teacher to remind students that a word with the VC pattern has a vowel followed by a consonant and the vowel makes the short sound. Then the teacher explains that a CVC word has a consonant, a vowel, and another consonant where the vowel makes the short sound. The materials then guide the teacher to write *red* on the whiteboard and have students look at the word as the teacher stretches the sounds. Then, the teacher explains the rule: “The vowel *e* is short because it’s followed by a consonant.” The teacher and students read the word *red*, then choral read the words *dot*, *lot*, *up*, *pop*, and *ten*.
- The lesson materials guide teachers in the “Phonics Review” section of the lesson for the book *Shel at the Farm* to introduce students to the digraph *sh*. The materials prompt the teacher to remind students that a consonant digraph is two or more consonants together that make a new sound. Then, the materials direct the teacher to write the word *fish* on a whiteboard. The teacher directs students’ attention to the word and stretches the sounds, then notes that digraph *sh* makes only one sound. Digraph *sh* is then circled in the word to highlight the sound-spelling pattern. The teacher continues to read and highlight words with the students, then students have a list of the words and highlight the digraph *sh* as they read the words.

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

- The materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns. In the “Phonics Review” section of the lesson plan *Chad and Chuck*, the materials guide the teacher to use Elkonin boxes. The materials guide the teacher to show a picture of the word *chick*, then say, “This is *chick*. There are three sounds in this word. Let’s stretch the sounds and write the letter for each sound. We will use three boxes.” Then the materials guide the teacher to ask, “What is the first sound in

chick?" Students respond and the teacher writes *ch* in the first box, then continues with the rest of the sounds in the word.

- In the “Phonics Review” section of the lesson plan, *Shel at the Farm*, the materials guide the teacher in writing words on a whiteboard. The teacher writes the word *fish* on a whiteboard. The teacher says the word, stretches the sounds, then says the rule, “The digraph *sh* only makes one sound.” The students then say the word *fish* with the teacher and the teacher circles the digraph *sh*. The students practice reading other words such as *she*, *shack*, *shop*, and *Shel* and highlight the digraph *sh*.
- Lesson plan materials for the grade K decodable book *My Map* includes materials that guide the teacher to lead students in guided and independent practice. Students apply their new learning of building CVC words with short a with letter tiles by finding and reading CVC words from the book. Then, teachers have students share the CVC short a words they identified during their reading. While the materials include a variety of activities and resources for students, there is no evidence of reinforcement through cumulative review.

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

- The materials provide a variety of activities and resources for practicing decoding and encoding in isolation. For example, in the “Phonics Review” section of the lesson plan for *In the Bag*, the materials guide the teacher to practice spelling, then reading words with short *i*. The teacher uses Elkonin boxes to model reading and writing with the students. The teacher models writing and reading two words with the students and then the students practice with prepared CVC words with the short *i* sound. The materials provide a possible word list in the lesson *The Path* for students to practice highlighting the target skill, digraph *th*, and reading the words. The materials include a “Spelling” grade K lesson within the “Additional Materials” section. The lesson plan materials guide the teacher to instruct students to spell with letter tiles, using the provided list of words. The section also includes a “Say It, Tap It, Write It, Check It” activity for the students to encode words. The materials include a grade K “Spelling List” with VC, CVC, and CCVC words, allowing the practice of newly learned or previously learned skills.
- The materials provide opportunities to build upon previously learned skills in decodable connected text. In the “Independent Reading” section of the lesson plan *Ben, Mel, and Pep*, the materials guide the teacher to have students independently read aloud or whisper read. The learning objective for the lesson is for students to read and identify CVC words with short *e*. This skill is covered in the decodable text with words *Ben*, *Mel*, *Pep*, *pet*, *wet*, *leg*, *red*, *bed*, *Jen*, *Jet*, *hen*, *yet*, and *den*. Based on the grade K “Progression Chart,” the decodable also includes previously taught “High-Frequency Words” from Sets 6-9 with *said*, *see*, *do*, *has*, *is*, *my*, *she*, *look*, and *here*. The decodable also includes the word *cat* taught in Set 6 with CVC words with short *a* and *not* from Set 8 CVC words with short *o*. There are multiple titles of decodable readers that cover the same skill after Set 5. The materials provide activities and

resources to support students in encoding words in decodable connected text that builds on previous instruction. In the “Writing Application” section of the lesson plan for *In the Bag*, the materials guide the teacher to dictate the sentence ‘The pig can fit’ and students write what was said. Students have previously been taught CVC words with short *a*, so the practice allows for a review of that sound-spelling pattern.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include a resource for introducing high-frequency words. In the “Additional Resource” section of the *Teacher Edition*, the materials include a 200-word “High-Frequency Word List” formatted in 50-word increments. The “High-Frequency Word List” begins with 75 one-, two-, and three-letter one-syllable words, such as *I*, *am*, *has*, and *say*. Checklist materials continue listing one-syllable words, increasing the number of letters in the words to four, five, then six. The last 50 words in the list are 2-syllable words with up to 8 letters, such as *number*, *because*, and *sentence*. The list provided is the same for grade K through grade 2.
- The *Phonics Progression Guide* lists high-frequency words beginning in Set 6. All high-frequency words listed in the guide are in the first 100 words. Other regular high-frequency words are included in the decodable readers, which are words that are decodable or those that have been introduced previously. The high-frequency words are presented in a systematic way as phonics skills build beginning in the “Early Decodables” and through Set 15a.

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

- The materials include guidance for the teacher to provide direct and explicit instruction for encoding regular and irregular high-frequency words. In the “Additional Lessons” section of the *Teacher Edition*, the materials provide a lesson plan for high-frequency words. Lesson plan materials provide a sequenced step-by-step process for teaching high-frequency words. The process in the lesson plan is “Look, Say, Spell, and Cover.” Preparation materials also guide teachers to pre-select words they are to teach from the “High-Frequency Words” list, found in the resource pages of the grade level TE. Materials include two step-by-step directions to guide teachers when teaching high-frequency words that do not follow common sound-spelling patterns. The materials include practice for encoding regular and irregular high-frequency words.
- The lesson plan guides teachers in how to use a “Look, Say, Spell, Cover” method that includes recognizing non-decodable high-frequency words, decoding decodable high-frequency words, encoding/spelling all the words, and then encoding/spelling the words a second time for reinforcement. The lesson is designed to be used with groups of high-frequency words as they are introduced in the lesson decodable books, with the systematic sequence available in the “English Phonics Progression Chart.” The weekly decodable readers list regular and irregular words found in the text. Lesson plans guide teachers in having students read high-frequency words from a teacher-provided list to check for their ability to read the words accurately.

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

- The materials include a resource for students to practice skills to read regular and irregular high-frequency words. For example, the *Prompting Guide* provides guidance for teachers to use to address if students are struggling with decoding a high-frequency word when reading the decodable book. The teacher will prompt them by saying “Remember, this is a unique word. Try reading it again.” The *Prompting Guide* gives a targeted prompt by saying, “The letters make the sound /__/.” The teacher then models by having students read the word and having students echo the word. The *Prompting Guide* is the same for grade K, grade 1, and grade 2. The materials include a variety of resources to assist students in reinforcing skills to decode regular and irregular high-frequency words through cumulative review.
- The materials include an activity to develop and practice skills to encode regular and irregular high-frequency words. The “High-Frequency Words” lesson plan is a template for explicit instruction in teaching students to identify, read, and spell high-frequency words, including decoding for high-frequency words that are decodable. The lesson plan guides teachers in how to use a “Look, Say, Spell, Cover” methodology that includes recognizing non-decodable high-frequency words, decoding decodable high-frequency words, and encoding/spelling all the words. For high-frequency words that don’t follow the regular sound-spelling patterns, strategies such as drawing a heart under a tricky sound or pattern (e.g., The letter *a* in the word

was) or highlighting the regular sound(s)/pattern(s) in one color and the “tricky” or irregular sounds/patterns in a different color are suggested. Other activities to reinforce decoding high-frequency words are available in the “Reading Workouts,” including “Phonics Go Fish” and “Racetrack,” which can be used with any group of high-frequency words. The “High-Frequency Words” lesson plan also provides tracking for teachers to track which words have been introduced.

- “Reading Workouts,” found in the “Additional Resources” materials include three high-frequency word activities that could be used to practice reading regular and irregular high-frequency words. “High-Frequency Word Go Fish” guides teachers to choose 15-25 high-frequency words and create 2-4 cards with the same word. Students play “Go Fish” in a small group, and the objective is to match two cards containing the same high-frequency word. Students practice reading the words and asking players if they have a card with the same word that is being requested. “High-Frequency Word Racetrack” guides students to read the high-frequency word written on the index card as they move a toy car across the card. “High-Frequency Word Find It” guides students to search for 5-6 high-frequency words in a book, newspaper, magazine, or junk mail and write the words on a piece of paper or whiteboard. Guidance for teachers to use these activities is listed in the “Differentiation” section of each lesson plan. The guidance states “Identify where students are getting stuck,” then refers teachers to “Reading Workouts” to address decoding challenges.

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

- In the “Additional Lessons” of the *Teacher Edition*, the materials provide an activity for students to recognize, read, and write high-frequency words in isolation. The teacher guides the students by saying, “I am going to show you how to read and spell a new high-frequency word.” Then, the teacher provides 4 steps for students to learn new HFW. In Step 1, the teacher shows the new high-frequency word on chart paper or a whiteboard. In Step 2, the student says the word with the teacher. In Step 3, the students spell the word with the teacher and spell it one more time. Then in Step 4, the students cover the word and spell it out loud again. The teacher repeats the same four-step process with the same word. The notes section at the bottom of the lesson plans includes an activity for addressing sound-spelling patterns that are “tricky or don’t follow the regular sound-spelling pattern.” The materials guide the teacher to have students draw a heart around a “tricky” sound or pattern, or highlight the regular sound or pattern in one color and highlight the “tricky” sound or pattern in another color. The activity is the same for grade K, grade 1, and grade 2.
- The materials include a variety of activities for students to recognize and read high-frequency words in isolation. “Reading Workouts,” found in the “Additional Resources” materials include two high-frequency word activities that could be used to practice reading high-frequency words in isolation. “High-Frequency Word Go Fish” guides teachers to choose 15-25 high-frequency words and create 2-4 cards with the same word. Students play “Go Fish” in a small group, and the objective is to match two cards containing the same high-frequency

word. Students practice reading the words and asking players if they have a card with the same word that is being requested. “High-Frequency Word Racetrack” guides students to read the high-frequency word written on the index card as they move a toy car across the card. The activities listed are the same in the grade K, grade 1, and grade 2 *Teacher Edition*.

- Two activities in the materials provide students an opportunity to recognize and read high-frequency words in connected text. High-frequency words are found in all decodable books after Set 5. For example, in the decodable text, *Pop, Pop, Pop*, the high-frequency word *is* is in the text. In the book *Can You Pop Gum?* The materials allow the students to read the high-frequency words *can* and *you*. In the book *Ben and Hen*, includes high-frequency words *and*, *get*, and *to*, *have*, and *will*. The “Reading Workout” activity “High-Frequency Word Find It” guides students to search for 5-6 high-frequency words in a book, newspaper, magazine, or junk mail and write the words on a piece of paper or whiteboard.

Foundational Skills

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

The materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multi-syllabic words (through cumulative review).

Evidence includes, but is not limited to:

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

- This guidance is not applicable to the grade level.

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

- This guidance is not applicable to the grade level.

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

- The materials include a variety of activities for students to develop and practice decoding one-syllable words. Lesson materials for the book *The Cans* guide the teacher to tell students that

a CVC word includes a consonant, a vowel, and another consonant where the vowel makes a short sound. The teacher is then guided to write the word *can* on a whiteboard as she has the students look at the word and listen to the teacher as she says the word and stretches the sounds. The teacher reminds students that the vowel is short because it is followed by a consonant. Materials then guide the teacher to repeat the process with the same word. Students work with a partner to practice reading the CVC words and identifying the phonics skills. During “Guided Practice,” the teacher models stretching the sounds and reading the word *Dan*, then students read a sentence from the book with the teacher.

- In the “Phonics Review” section of the lesson plan, *Kim and Sis*, the materials include the use of a T-chart to sort words by short *i* or not short *i*. In the lesson, the materials guide the teacher to show a picture of the word *pig* and stretch the sounds. The teacher says, “I hear the short *i* sound, so I will put the picture of the word *pig* under the short *i* column.” Next, the materials guide the teacher to show students a picture of the word *sun*. The teacher and students stretch the word and determine the word *sun* does not have the short *i* sound. The teacher places the picture of the word *sun* in the not short *i* column. The students continue to sort the words *lip*, *pan*, *wig*, *pin*, *leg*, and *hit* by saying the name of the picture, stretching the words, and placing the picture in the correct column. In the “Guided Reading” section of the lesson plan, the materials guide the teacher to hand out the book, introduce the text, and model reading a sentence from the book. Then, the teacher asks students to find the word with a short *i* on the first page. The teacher says the word and the students and teacher stretch the sounds and read the word. Then, they read a sentence from the page to practice.
- The materials provide a lesson and an activity to practice students' encoding of one-syllable base words. The materials include a “Spelling” grade K section. The lesson uses letter tiles using an “I Do, We Do, You Do” progression with the strategies “Say It, Tap It, Write It, and Check It.” The materials include a grade K “Spelling List” with VC, CVC, and CCVC words to guide the teacher. In some lessons, the “Writing Application” section of the plan includes sentence dictation for students to write, using the target skill. For example, in the plan for *Kim and Sis*, the teacher dictates the sentence “The lid hit Sis” and the students write the sentence.

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

- This guidance is not applicable to the grade level.