McGraw Hill Texas Wonders Grade K
English Phonics Program Summary

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

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

Section 2. Instructional Approach

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

Section 3. Content-Specific Skills

- The materials provide systematic and direct (explicit) instruction, practice, and review related to alphabet knowledge.
- The materials provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.
- The materials provide some systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.
- The materials provide some systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.

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- The materials provide some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.
- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

Section 4. Progress Monitoring

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

Section 5. Supports for All Learners

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

Section 6. Additional Information: Resources

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

Section 7. Additional Support

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

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Indicator 2.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- A cohesive "Foundational Skills Scope and Sequence" chart outlines how phonics skills are taught throughout the units in grade K. The chart includes three side-by-side columns that outline the skills each week for each unit. The columns are titled Phonological/Phonemic Awareness, Phonics/Spelling/Handwriting, and High-Frequency Words. This scope and sequence outlines the sequence for introducing phonics skills throughout the units and/or year, from letter recognition to long vowels.
- The weekly TEKS are referenced in each lesson plan and align with the "Foundational Skills Scope and Sequence" by focusing on the components of phonological, phonemic awareness, phonics, spelling, handwriting, and high-frequency words. In Unit 1, Week 1, the phonological awareness skills focus on sentence segmentation; they increase in complexity in Unit 9, Week 1, where the phonological awareness skills focus on syllable segmentation.

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

- The materials outline the progression of skill development from prekindergarten to kindergarten and kindergarten to grade 1, reviewing and building on the previous year's skills. The "Pre-Kindergarten and Transitional Kindergarten Scope and Sequence" ends with students reviewing

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the alphabet and deleting onset during phonemic awareness. The Kindergarten Foundational Skills Scope and Sequence, Unit 1, Week 1, starts with phoneme *m* /m/ in the initial and final position and the phonemic awareness skills of phoneme isolation and blending.

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

- The lesson objectives do not follow a systematic progression from simple to complex concepts. In Unit 3, Week 1, the objective states, "Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent." In Unit 6, Week 1, the objective states, "Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent." In Unit 9, Week 1, the objective states, "Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent." The lesson objectives do not show a systematic progression.
- The grade K materials do follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year. In Unit 1, Week 1, the grade K phonological awareness lesson introduces Sentence Segmentation, Phoneme Isolation, Phoneme Identity, and Phoneme Blending. By Unit 4, Week 1, the phonological awareness moves to Onset and Rime Segmentation, Phoneme Isolation (initial, medial), Phoneme Blending, and Phoneme Categorization. In Unit 7, Week 1, grade K phonological awareness includes Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending, and Phoneme Deletion; and in Unit 10, Week 1, the lesson includes Syllable Segmentation, Phoneme Identity, Phoneme Blending, and Phoneme Substitution.
- At the beginning of the program, the students recognize that new words are created when letters are changed, added, or deleted. In Unit 5, the teacher continues with phoneme isolation (initial), phoneme blending (medial), and phoneme addition. In Week 3, materials direct teachers to have students change *rap* to form the word *rip* and have them tell which letters are the same and which letter is different and how the sound for the letter changes the word.

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Indicator 2.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- To assist teachers in using the gradual release of responsibility model, the materials provide subtitles in the Teacher's Guide for modeling and guided practice; this "model, guided practice, independent practice" routine continues throughout the program. In Unit 2, Week 1, to model new phonics skills, the materials suggest that teachers display the *piano* "Sound-Spelling Card" and say, "This is the *piano* card. The sound is /p/. The /p/ sound is spelled with the letter *p*. Say it with me: /p/. This is the sound at the beginning of the word *piano*. Listen: /p/, /p/, /p/, *piano*." Lessons include specific and precise terms, phrasing, and statements that teachers use to guide students during guided practice; teachers "Read the song lyrics and stop after each line to ask children to place self-stick notes below words that begin wit*h P* or *p* and say the letter name and the sound it stands for." Students who need additional practice use a practice page.
- The grade K materials use a 3-part routine to introduce skills that follows a gradual release of responsibility model. In Unit 4, Week 2, the phonics lesson begins with a sound-spelling review using the photos of a *camel* and *octopus* and word-building cards "*a, c, i, m, n, o, p, s, t.* Students chorally say each sound. Teachers repeat and vary the pace." During the "I Do," the teacher displays the *dolphin* Sound-Spelling Card and says, "This is the dolphin card. The sound is /d/. The /d/ sound is spelled with the letter *d*. Say the sound with me: /d/. This is the sound at the beginning of the word *dolphin*. Listen: /d/, /d/, /d/, *dolphin*." Next, during the guided practice/practice section of the "We Do/You Do," the teacher displays "Did You See a Dolphin?" and sings the song with the students, rereads the title, and points out that the word *did* begins and ends with the letter *d*. During guided practice, the teacher reads "each line of the song, stopping after each line, asks students to place self-stick notes below words that begin with *D* or *d,* and directs students to say the letter name and the sound it stands for. Students complete the practice page for additional practice to complete the lesson with a "You Do" activity.

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- The lessons include detailed guidance for each component of the gradual release of responsibility model; this "model, guided practice, independent practice" routine continues throughout the program. In Unit 6, Week 1 phonics lesson, materials guide teachers to model with scripting: "Display the bat Sound-Spelling Card. Say: 'This is the bat card. The sound is /b/. The /b/ sound is spelled with the letter *b*. Say it with me: /b/. This is the sound at the beginning of the word *bat*. Listen: /b/, /b/, /b/, *bat*.' Display the song 'Play Ball.' Sing the song with students. Point out that the word ball begins with the letter *b*. Model placing a self-stick note below the *b* in *ball*." The lesson progresses to "Guided Practice," directing teachers with the script: "Read each line of the song. Stop after each line and ask children to place self-stick notes below words that begin with *B* or *b* and say the letter name and the sound it stands for." Guided Practice progresses to students independently completing a practice activity where students write the letter *b* next to the pictures that begin with that letter. Example pictures include *baby, banana, balloon,* and *bus*.

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

- The teacher edition contains useful annotations and suggestions for teachers on how to present the content in the materials. For example, in Unit 2, Week 2, the materials include "Notes" in the margins that provide teachers with more details on how to support students: "Articulation Support*:* Demonstrate the way to say /t/. Open your mouth a little. Put the tip of your tongue on the roof of your mouth. Don't use your voice. Flick the tongue forward and push out a little air. If you put your hand in front of your mouth, you should feel a quick puff of air. Say these words and have children repeat: *tip, tool, time, take.* Emphasize initial /t/."
- The materials contain ample and useful annotations and suggestions on how to present the content in the student materials. In Unit 3, Week 3, a phonics lesson that introduces /k/ *c* includes a "Corrective Feedback" section to support teachers when students miss a sound. The script reads, "Sound Error-Model the sound /k/ in the initial position, then have students repeat the sound. Say, 'My turn. *Camel*. /k/, /k/, /k/. Now it's your turn.' Have children say the word and isolate the initial sound."
- The materials provide support for teachers using annotations and suggestions. In Unit 10, Week 3, materials suggest that teachers use "corrective feedback" during the phonics lesson that introduces final blends *-nk, -nd,* and *-st*. "Sound Error: Model the sound /ā/ in the medial position, then have children repeat the sound. 'My turn: *lake* /ā/ /ā/ /ā/. Now it's your turn.' Have children say the words *name* and *gate* and isolate the medial sound."

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Indicator 2.3

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

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

Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- In the *"Tier 2 Phonemic Awareness Intervention Teacher's Edition for K-2," "Lesson 7 Identify Rhyme: o"* provides the teacher with a corrective feedback suggestion that includes a misconception for rhyming. It suggests that the teacher "Spend extra time working with children who confuse words that rhyme with words that have the same final consonant." During the "Guided Practice" portion of each of these lessons, suggestions to the teacher occur to "provide corrective feedback."
- Corrective feedback may include misconception information. The *"Instructional Routines Handbook K-2"* Teacher's Manual provides a suggestion for corrective feedback for each type of phonological and phonemic awareness routines, including Sentence Segmentation, Identify and Generate Rhyme, Syllable Segmentation, Onset and Rhyme Blending, Onset and Rime Segmentation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation, Phoneme Deletion, Phoneme Substitution, Phoneme Addition, and Phoneme Reversal. For Phoneme

Categorization, the corrective feedback states, "When students make a mistake with a word that begins with a continuous sound (/f/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, or /z/), stretch the initial sound for three seconds and have students repeat your model (/lllet/). If the initial sound is not continuous (/b/, /d/, / g/, /h/, /j/, /k/, /p/, /kw/, or /t/), repeat the sound several times (e.g., /b/ /b/ /b/ /at/ rather than /bat/)."

- Guidance for teachers includes information about common phonics patterns. In Unit 3, Week 3, during the core instruction phonics lesson, the teacher follows the gradual release of responsibility routine to teach students about common phonics patterns; the plans direct the teacher to "PRACTICE: If children need additional practice connecting letter *n* with the sound /n/, have them use the practice page."

- The Tier 2 Phonemic Awareness Intervention Teacher's Edition for K-2 materials share guiding principles related to specific skills with Instructional Modifications for the teacher. It explains that "many struggling readers lack the prerequisite phonemic awareness skills to understand how words work, thereby rendering phonics instruction less effective. Some children also lack mastery of the phonemic awareness tasks strongly connected to early reading and writing. Children who cannot orally blend sounds to form words will struggle with decoding a word in print. Children who struggle when orally segmenting a word into its constituent sounds will struggle with spelling words when writing. These children need more time and practice to master these essential building blocks of reading. The lessons in *Phonemic Awareness Intervention* are ideal for these children."

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

- Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill. The materials provide an "Instructional Routines Handbook," which includes detailed specific strategies and routines for phonological/phonemic awareness, phonics, spelling, and high-frequency words. The phonics routines provide details in the areas of "Sound-By-Sound Blending Routine," "Sound-Spelling Card Routine," "Building Words Routine," "Reading Decodables Routine," "Multisyllabic Words Routine," and a "Reading Big Words Routine." The lesson plans include these routines as appropriate. The grade K lessons include a variety of instructional strategies with consistent routines for each phonics skill.

- In Grade K Unit 2, Week 2, during the phonics lesson introducing the letter/sound for *Tt,* the teacher models by displaying "the turtle Sound-Spelling Card." The script says, "This is the *turtle* card. The sound is /t/. The /t/ sound is spelled with the letter *t*. Say it with me: /t/. This is the sound at the beginning of the word turtle. Listen: /t/, /t/, /t/, *turtle*. Display 'My Two-Ton Turtle.'" The teacher continues with Guided Practice/Practice; the script says, "Read each line of the song. Stop after each line and ask children to place self-stick notes below words that begin with *T* or *t* and say the letter name and the sound it stands for. If children need additional practice connecting letter *t* with the /t/ sound, have them use practice page."

- In Unit 9, Week 2, during the "Word Work Phonics: Review Long *i*" lesson, in the "Dictation" portion of the lesson, the teacher says the word *bit* and has children repeat. The teacher asks the students "to say *bit* again, stretching the sounds." The script suggests that the teachers "may have children use 'sound boxes' before they write the word. Teachers then write the word

as you say the letter names and have children check their work." The class repeats the routine with additional words.

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

- In the "Resource Library," the materials provide two videos that model and note steps to follow when giving corrective feedback; the program steps include "Repeat the Error," "Provide Correction," "Elicit the Correct Answer," and "Encourage Self Correction."
- The grade K materials include specific guidance for providing students with immediate, corrective feedback for articulation. In Unit 2, Week 2, during "Phonemic Awareness" lessons using the sound /t/, the materials provide the teacher with "Articulation Support" at the end of the lesson. They prompt the teacher to "Demonstrate the way to say /t/. Open your mouth a little. Put the tip of your tongue on the roof of your mouth. Don't use your voice. Flick the tongue forward and push out a little air. If you put your hand in front of your mouth, you should feel a quick puff of air. Say these words and have children repeat: *tip, tool, time, take, tale.* Emphasize initial /t/."
- In Unit 3, Lesson 3, the phonics lesson "Corrective Feedback" includes "Sound Error: Model the sound /n/ in the initial position, then have children repeat the sound. 'My turn. Nest. /nnn/. Now it's your turn.'" Children say the word and isolate the initial sound.

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

- The "Smart Start" Unit begins prior to Unit 1 and includes lessons to set up routines and lessons for students to demonstrate what they know. In kindergarten, on Day 1, students are introduced to the interactive alphabet poster and word-building cards, and they begin letter recognition with upper and lowercase A. Students are introduced to the high-frequency word routine for the word *I.*
- The "Instructional Routines" handbook provides a single "Teacher Tip" to "review previously taught syllable types as necessary, especially open and closed syllables to help students choose which type of vowel sound to try first. Closed syllables typically have a short vowel sound, while open syllables usually have a long vowel sound." This tip does not appear in the teaching materials.
- In Unit 4, Week 1, the grade K lesson materials for Word Work include suggestions to review for phonemic awareness and phonics in the Sound-Spelling Review boxes. It provides the following instructions for review of /n/, /k/: "Ask children to tell the initial sound of the *net* and *car* Photo Cards"; it also includes a suggestion for the teacher: "To build fluency, the teacher shows the Word-Building Cards: *a, c, i, m, n, p, s,* and *t* and has the students chorally say each sound. Repeat and vary the pace." The Sound Spelling Review boxes provide cumulative review of some phonics skills but do not provide specific information on how the Sound-Spelling Review boxes connect to new learning.
- The grade K materials do not provide any other detailed guidance for connecting previously taught phonics skills to new learning or reference to specific lessons or scripts from previous learning. Among the teacher resources available, the materials supplement with the "Phonemic Awareness Handbook," which includes support lessons for students that require additional support. The lesson plans do not provide reference to these lessons or the handbook. Materials

do not make specific reference to what, how, or where to find a connection to previously taught skills and do not explicitly mention them in scripts or lessons.

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

- The materials include some guidance on the recommended length for each lesson. The "Professional Development Suggested Lesson Plans and Pacing Guides" resource includes a 120-minute pacing chart for 180 days of instruction. It states, "Allow for the flexibility needed to address the needs of the students in your classroom. Instruction begins with 3 weeks of Start Smart to introduce instructional routines, followed by 10 units of instruction focused on a particular topic or theme, approximately 3 weeks long. At the end of units 2, 4, 6, 8, and 10, 3 days are devoted to 'Review, Extend, and Assess' activities." The lesson pacing charts provide the specific length of time for phonics Word Work core lessons. For example, on Day 1, it suggests 25 minutes; on Day 2, 15 minutes; on Day 3, 25 minutes; on Day 4, 15 minutes; and on Day 5, 15 minutes. Guidance for each component of the gradual release model was not found in the materials.
- Within the lesson plan for core instruction, the materials provide suggested time frames for each section of the ELA block. Each Word Work lesson has a clock icon that indicates the recommended length of the lesson. The weekly planner shows the recommended daily schedule with time allotments for each lesson section. In Unit 2, Week 4, each of the Word Work content sections includes suggested time frames for each one. Phonemic Awareness Lessons (5 minutes), Introduction of new letter sound (10 minutes), Handwriting (5 minutes), and High-Frequency Words (5 minutes). In Unit 6, Week 2, these suggested time frames continue, and they appear to be consistent throughout the Teacher's Guide.
- The grade K materials do not include specific pacing suggestions for each component (stage) of the gradual release of responsibility for the lesson. However, they do include a detailed explanation of what happens during each stage and scripted lesson guidance for the teacher to use with students. In the Instructional Routines, a PDF shows "How the Gradual Release of Responsibility Works." The pacing for the phonics lesson provides time (10 minutes) to complete the entire gradual release of responsibility process.
- The Tier 2 Phonemic Awareness Intervention Teacher's Edition K-2 includes guidance on the recommended length for each intervention lesson; the pacing of the lesson plan does not provide an opportunity to add these lessons. The teacher "provides a set of strategic intervention materials and states that 'each set of materials contains over ninety 15-minute lessons.'" Each Phonemic Awareness Intervention Lesson "organizes instruction and practice on two-page spreads for ease of use" for the teacher, and "a short, 15-minute lesson provides targeted instruction in a discrete skill and a *Practice Reproducible* provides targeted practice."

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Indicator 2.4

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

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

Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- The materials include intentional cumulative review and practice for phonics and phonemic awareness skills throughout the span of the curriculum. The teacher introduces the new phonics and phonemic awareness skills, and the students practice these skills for the current weekly unit; the next week, a new skill is introduced and practiced. The lessons do not include a review of past skills learned until Week 3 in Unit 2. In Unit 2, Week 1, the phonics lesson introduces /p/ p, and then in Week 2, it introduces /t/ t. In Unit 2, Week 3, Phonics reviews the sounds /m/ m, /a/ a, /p/ p, /s/ s, and /t/ t. The program reviews phonics skills every six weeks (Week 3 of Units 2, 4, 6, 8, 10). Each review week reteaches the phonics skills taught in the previous five weeks. The review weeks use decodable readers that can include any phonics skill that was previously taught in addition to the review phonics skills. Sound-Spelling Review boxes in the Word Work section cumulatively review phonics skills throughout the program.
- The materials include intentional cumulative review and practice for other phonics and phonemic awareness skills throughout the span of the curriculum. The Phonemic Awareness Scope and Sequence includes recursive review of phonemic awareness skills throughout the program. The skills focus on different target sounds depending on the phonics skills. Each time a new phonics skill is introduced, the phonemic awareness lesson that precedes the phonics lesson is a phoneme isolation activity focusing on the target sound. During Unit 2, Week 2, the "Word Work" lessons include a sound-spelling review at the beginning of the lesson. The sound-spelling card review occurs during the phonemic awareness review on Day 1, and the fluency review happens on Days 2–5 in the phonics lesson in the Word Work portion of the ELA block. In Unit 2, Week 2, the teacher "reviews /p/, /s/" and introduces the *pie* and *sock* picture cards. Students identify the initial sound for each picture. To build fluency, the teacher "shows the

following Word-Building Cards: *a, m, p, s*" while students "chorally say each sound," and teachers repeat and vary the pace.

- The grade K materials include a weekly intentional review and practice activities. In Unit 6, Week 2, on Day 5 for the weekly phonics skill for Word Work in the "Phonics: Read Words Lesson," the teacher reviews the initial /k/ k. Students write *k* on their response boards; the teacher and students sing the song "Koala" while the students hold up and show the letter *k* when they hear initial /k/ within the song. It is important to note that the letter sound is introduced on Day 1 for that week, and students practice and review on Days 2–5 for that week; then, the materials introduce a new letter sound the following week for review and practice.

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

- Students apply the focus skill for the lesson or skills from previous lessons during guided and independent practice; the "Approaching Level" and "ELL" small groups practice current core skills during guided and independent practice during their groups. This instruction includes a review of the phonics or phonemic awareness skills, practice in isolation, and application in the leveled texts or decodable reader. In Unit 1, Week 2, during core instruction for high-frequency words, the teacher introduces the word *we* using the "Model and Practice" gradual release of responsibility routine. For support for the approaching level students, teachers reteach the word *we* using the "I Do, We Do, You Do" gradual release routine. The related decodable reader, "We Can," reinforces identifying and reading the word *we* by repeating it on each page and highlighting the word.
- In Unit 3, Week 2, during the Approaching Level small group, teachers utilize the "Tier 2" handbook lesson, which reteaches the high-frequency word *and* after introducing the word during core instruction using the Model and Practice routine. Later in the week, teachers use the "Pre-decodable Reader Unit 3: Going Places" to guide and support students to read "Nat and Nan" and "Nan and Nat See." Teachers point out the high-frequency word *and* and words with the initial and final sound /n/, and they support students who struggle sounding out words by modeling blending.
- Students apply the focus skill for the lesson or skills from previous lessons during guided and independent practice, and practice opportunities include only phonics skills that have been explicitly taught. In Unit 8, Week 2, in the "Shared Reading" lesson from the "Reading and Writing Companion" on the story "Pack A Bag!," the teacher instructs the students to circle words that start with "the same beginning sound as *zipper* and *yam*" and to underline and read the high-frequency words *this* and *what*.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The grade K materials include decodable readers for each unit. Decodable readers follow the phonics sequence and increase in complexity as new skills are introduced, allowing students to practice previously taught skills while applying new ones. Decodable readers incorporate cumulative practice, and each decodable reader outlines high-frequency words and decoding skills taught to date. Lack of access to the decodable reader handbook creates difficulty in the introduction and practice with the decodable texts. For example, in Unit 5, Week 2, in a sidebar, the materials state, "Have children read 'Not a Pet!' to practice decoding words in a connected text." Materials also provide a weekly Shared Read that is a decodable text.

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- Decodable texts incorporate practice by including taught phonics skills. Unit 3, Week 3, during the introduction of /k/ *c*, teachers use the song "Can Your Camel Do the Can-Can?" during the Model and Practice gradual release of responsibility routine. The decodable texts for Unit 3, Week 3, are the Shared Reads ("We Go to See Nan," "Can We Go?") and Decodable Texts ("Cam Cat," "See the Cat"). Example words showing cumulative practice with previously taught phonics skills are *nap*, *tap*, *sit*, *in*, and *mat*. In the Approaching Level small group lesson, teachers use the leveled reader "We Can Go," which includes the high-frequency word *can* and the phonics sound /k/ *c.* Directions include "point out the word *can…*and read it with children. Ask children to say the word aloud each time they point to it on a new page." Teachers provide corrective feedback for students. Decodable texts incorporate cumulative practice.
- The Unit 9 "Decodable Reader Teacher's Edition" lists the skills within that unit and decodable, including some words for the phonics patterns and high-frequency words. In "Jake Made Cake," the words using long *a (a_e)* include *ate, bake, cake, came, gate, gave, Jake, late, made, make, name, save,* and *take*. The high-frequency words include *help, too,* and "review words" *a, and, for, I, said, the, this, to, you.* Words from the story "Jake Made Cake" and from the other decodable texts for that week that review skills are *yes*, *it*, *box*, *red*, *had*, *on*, *ran*, *yum*, *fix*, *lock*, *tin*, *mix*, *lot*, *job*, *bed*, *get*, *jam*, *sack*, and *van.*

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Indicator 3.A.1

Materials provide systematic and direct (explicit) instruction, practice, and review related to **alphabet knowledge**.

1	Materials provide a research-based, systematic sequence for introducing letter names and their corresponding sounds.	M
2	Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (upper and lowercase) and their corresponding sounds.	M
3	Materials provide direct (explicit) instruction on forming the 26 letters (upper and lowercase).	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review related to alphabet knowledge.

Materials provide a systematic sequence for introducing letter names and their corresponding sounds. Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (upper and lowercase) and their corresponding sounds. Materials provide direct (explicit) instruction on forming the 26 letters (upper and lowercase). Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print. Evidence includes but is not limited to:

Materials provide a research based, systematic sequence for introducing letter names and their corresponding sounds.

- In Unit 0, Weeks 1–3, "Smart Start" introduces letter recognition of all the letters in order of the alphabet: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh in Week 1; Letters Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr in Week 2; Letters Ss, Tt, Uu, Vv, w, Xx, Yy, Zz in Week 3, with 1–2 letters each day.
- Materials provide a systematic sequence for introducing letter names and their corresponding sounds, but materials do not reference a research-based sequence. This progression allows for decoding and encoding CVC words starting with Unit 1, Week 3, and follows the routine through all introductions. The kindergarten "Foundational Skills Scope and Sequence" reflects that Mm /m/, Aa /a/, and Ss /s/ letters and corresponding sounds are introduced in Unit 1 during Weeks 1, 2, and 3. Unit 2 introduces Pp /p/ and Tt /t/; Unit 3 progresses to introduce Ii /i/, Nn /n/, and Cc /c/ during Weeks 1, 2, and 3. Unit 4 covers Oo /o/, Dd /d/, and initial blends *sn, sp,* and *sl.* Unit 5 introduces Hh /h/, Ee /e/, Ff /f/, and Rr /r/; Unit 6 continues with Bb /b/, Ll /l/, Kk /k/ (initial position), ck /k/ (final position), and the blends *bl, cl, fl,* and *sl*. Unit 7 presents Uu /u/, Gg /g/, Ww /w/, Xx /ks/, and Vv /v/; Unit 8 adds Jj /j/, Qu, qu /kw/, Yy /y/, and Zz /z/. Units 9 and 10 introduce the long vowel sounds and patterns.

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- The kindergarten materials provide letter introductions in a research-based order, but they do not reference the research information; the early units begin with high-utility letters so that students begin decoding CVC words as soon as possible. Unit 1 introduces the letter/sounds /m/ m (initial/final), /a/ a (initial/medial), and /s/ s (initial). The weekly spelling lists include words that include the weekly letter; for example, in Week 1, "words with /m/." In Unit 1, the decodable readers "I Am" and "Sam Can See" include words that use both the /m/, /s/, and /a/ sounds, such as *am* and *Sam.*
- Materials do not present visually similar letters in proximity; in Unit 2, Week 2, the program introduces /p/ p, and /d/ d is introduced in Unit 4.

Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (upper and lowercase) and their corresponding sounds.

- Materials provide explicit instruction in teaching letter identification and their corresponding sounds. During Unit 3, Week 3, "Word Work" Phonics *c*, the teacher models *c* with the "Word Building Cards," saying, "This is the letter *c*. The letter *c* can stand for /k/, the sound you hear at the beginning of the (word) *camel*."
- Materials provide explicit instruction in teaching letter identification and their corresponding sounds. In Unit 5, Week 1, the teacher displays the "Photo Card" for *hippo* and says, "Today we are going to learn a new sound. Listen for the sound at the beginning of *hippo*. *Hippo* has the /h/ sound at the beginning. Say the sound with me: /h/." The teacher uses a song that promotes phonemic awareness; the materials prompt the teacher to read or sing the song, model decoding, and point out the words that begin with the lette*r h*.
- The materials use the gradual release of responsibility model. In Unit 6, Week 1, Day 1, "Phonics: Introduce /b/, /l/ lesson," the teacher models by displaying the "Sound Spelling Card" for *bat*. The teacher says, "This is the *bat* card. The sound is /b/. The /b/ sound is spelled with the letter *b*. Say it with me: /b/. This is the sound at the beginning of the word *bat*. Listen: /b/, /b/, /b/, *bat*." Students sing the song "Play Ball" with the teacher. Students then place self-stick notes below words that begin with *B* or *b* as they say the letter and the sound they stand for.

Materials provide direct (explicit) instruction on forming the 26 letters (upper and lowercase).

- In each unit, the phonics lesson/Word Work portion of the lessons utilizes phonemic awareness, phonics, and handwriting as part of the introduction of letters. The grade K lesson plan includes an introduction to the letter name and an explanation of the sound of the letter (accompanied by a keyword) during the phonics section of Word Work and then handwriting instructions on how to form the letter.
- The materials have explicit instruction on letter formation. In Unit 4, Week 2, the handwriting section of the Word Work lesson states, "Model: Say the handwriting cues below as you write and identify the uppercase (capital) and lowercase forms of *Dd*. Identify the forms of the letter for children. Then trace the letters on the board and in the air as you say /d/. *D: Straight down. Go back to the top. Around and in at the bottom. d: Circle back and around. Go to the top line. Straight down.*" For guided and independent practice, the lesson directs teachers to say the cues with students as they trace both uppercase and lowercase letters. Students identify each form of the letter and form the letters, saying the name and sound, first in the air and then on

response boards. Teachers observe and correct pencil grip, paper position, and letter formations.

- The materials have explicit instruction in letter formation. In Unit 6, Week 1, Day 1, Word Work "Handwriting: Write *Bb, Ll*," the lesson begins with the teacher modeling the formation of *Bb* in uppercase and lowercase forms. The teacher says, "Straight down. Go back to the top. Around and in, around and in," for forming *B*, while tracing the letter on the board and in the air as students say /b/. Students trace the letter *B* with their fingers and then write *B* in the air while saying /b/ multiple times. Students then form *B* with their response boards and pencils and paper while the teacher provides feedback as necessary. The lesson repeats this cycle with *b, L,* and *l*.
- The materials have explicit instruction in letter formation. In Unit 8, for the letter Jj /j/, the teacher directs students with the letter strokes, and students practice first tracing (in the air, on the desk). Materials direct the teacher to use the following script for letter formation on their response boards: "J: *Straight down, curl back, then stop. Straight across the top line. j: Straight down past the bottom line. Curl back, then stop, dot above.*" Additional supports provide extra practice; the "Approaching Level" guided reading group practices writing *j* or *qu* when the teacher pronounces words, and workbook pages demonstrate tracing and writing the letters.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.

- Materials include opportunities to practice identifying, naming, forming, and saying the sounds of letters in isolation (i.e., not in words). In Unit 2, Week 1, students practice phoneme isolation. The materials say, "Display and name the *pen, pie, pi*g, and *peach* Photo Cards and say each picture name." The teacher says, "Tell me the sound at the beginning of the word." Students name the letter and say the sound and the name of the picture card.
- Materials include activities and resources for students to develop, practice, and reinforce alphabet knowledge in context of meaningful print. In the lessons, there is a song or poem to provide the students with an opportunity to practice in context of print; materials include both a copy and video of the songs. For example, in Unit 7, Week 2 (letter *Gg* and *Ww*), the lesson plans say for the teacher to "Display the song 'Get a Guitar' and read or sing the song with students. Point out that the words *get* and *guitar* both begin with the letter *g*. Model placing a self-stick note below the *g* in *get* and *guitar*. For the letter *Ww*, use the song and video 'What Can You See Out Your Window?' and follow the same routine as for *Gg*."
- Materials include activities and resources for students to develop, practice, and reinforce alphabet knowledge in isolation. Lessons revisit previously introduced letters frequently. In every unit, the "Word Work" begins with a "Sound-Spelling Review" for previously taught letters and sounds. The "Build Fluency" activity provides the opportunity to review all the letters-sounds. In Unit 8, Week 1, teachers "show Word-Building Cards: *a, b, bl, c, ck, cl, d, e, f, fl, g, h, i, k, l, m, n, o, p, r, s, sl, sn, sp, st, t, u, v, w, x,* and have children say each sound. Repeat and vary the pace."
- Materials include activities and resources for students to develop, practice, and reinforce alphabet knowledge in context of meaningful print. In Unit 10, Week 1, using the gradual release routine, the teacher introduces long *u, u_e*. The materials direct the teacher to display the song

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"The Shapes Threw a Party" and read or sing the song with children, reminding them that the /ū/ sound can be spelled different ways, but we are looking for the /ū/ sound spelled *u_e*. The teacher keeps reading the lyrics line by line, looking for the *u_e* pattern. In the third sentence, the word *cube* has the sound /ū/ with the *u_e* pattern. The teacher models placing a self-stick note below the *u_e* in *cube*. As the "We Do" continues, teachers read each line of the song and stop after each line to ask children to place self-stick notes below words with the spelling *u_e* and say /ū/. For additional or independent practice, the materials provide workbook pages where students recopy the sentences "It is June" and "Play a tune" and participate in an online reading of "The Shapes Threw a Party," both of which reinforce the *u_e* pattern for long *u.*

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Indicator 3.A.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to the **alphabetic principle.**

1	Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding	M
2	Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words.	M
3	Materials incorporate 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 simple words both in isolation and in decodable connected text.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.

Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. Materials provide explicit, scripted instruction for connecting the phonemes to letters within words. Materials incorporate a variety of activities and resources for students to develop, practice, and review cumulatively their understanding of applying letter-sound correspondences to decode simple words both in isolation and in decodable connected text.

Evidence includes but is not limited to:

Materials systematically introduce letter sound relationships in an order that quickly allows for application to basic decoding and encoding.

- Each unit provides opportunities for application to basic decoding and encoding. In each unit, the students practice phonics skills, spelling words, and reading decodable books, and the teacher has children underline a word that ends or begins with the same sound that the lesson focuses on. The letters are in an order that starts with high-utility letters so that students use them right away to decode and spell CVC words as they learn more letter sounds.
- In Unit 1, Weeks 1–3, the program introduces the letter sounds /m/, /a/, /s/; then, in Unit 2, the program introduces the letter sounds /p/ and /t/ and provides opportunities for application, decoding CVC words such as *mat, pat, Sam,* and *sat*. Unit 3 introduces /i/, /n/, /k/; Unit 4 /o/, /d/, and on Week 3, the program reviews all the previous letters and introduces blends *(sn, sp, st)*. In Unit 5, the program introduces /h/, /e/, /f/; Unit 6, /b/, /k/, and blends *(bl, cl, fl, sl)*. Unit 7: /u/, /g/, /xs/, /v/. Unit 8*: /j/, /y/, /z/, /u/, /g/, /w/*. The program introduces the long vowels in Units 9 and 10.
- The lesson script does not include a specific objective for the sound-spelling pattern to be learned. For example, in Unit 2, Week 5, the core lesson for "Word Work" begins with the

instructions for the teacher: "Use the Word-Building Cards to display the word *spring*." Then, the directions prompt the teacher to teach the skill: "When the consonant*s, p*, and *r* come together in a word, their sounds blend together." Even though lessons **s**piral back and connect the new pattern to previous sound-spelling patterns, the program does not provide an explicit script for the teachers to mention the review concept. There are directions in each section of the lesson that prompt the review of last week's words. In Unit 2, Week 5, the cumulative review script says, "Review last week's words using the Read/Spell/Write routine."

- The grade K "Foundational Skills Scope and Sequence" outlines the sequence for introducing letter-sound relationships.
- In Unit 8, Week 2, during the Word Work lesson, teachers tell students that they will say some words that have /y/ or /z/ at the beginning. Students say /y/ and write the letter *y* on their response boards when they hear /y/ at the beginning of a word; they repeat this routine with /z/. Some words may include *yam, yuck, Yan, zoo, zebra, zipper.*
- At the beginning of each phonics lesson, the teacher reviews the previously learned letter sounds using the Sound-Spelling Cards. For example, in Unit 8, students review and identify the sound/letter of *a, b, bl, c, ck, cl, d, e, f, fl, g, h, i, j, k, l, m, n, o, p, qu, r, s, sl, sn, sp, st, t, u, v, w, x.* The materials suggest that the teacher varies and randomly repeats the cards; this activity can be choral or individual.

Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words.

- Lessons employ a gradual release of the responsibility model (I Do, We Do, You Do). For example, in Unit 2, Week 1, Word Work lessons begin with the teacher modeling the letter and phoneme *p* with the *piano* Sound-Spelling Card. The teacher says, "This is the *piano* card. The sound is /*p*/. The /*p*/ sound is spelled with the letter *p*. Say it with me: /*p*/. This is the sound at the beginning of the word *piano*. Listen: /p/, /p/, /p/, *piano*." After explicit teaching and modeling from the teacher, the lesson progresses to guided practice with students responding on response boards and writing the letter *p* when they hear it in a word. Some suggested words include *pan, pen, play, pizza,* and *pig*. Then, the teacher models blending with the letter *p* using the word *map*. Students apply this knowledge to provided words *Pam, sap, am,* and *Sam*. The lesson concludes with students writing dictated sentences, "I am Pam" and "I see the map."
- The materials contain explicit instruction for connecting phonemes to letters within words. Once the students have enough letters, the teacher practices blending words with the letters the students know. In Unit 4, Week 2, the teacher models the use of letter-sound d /d/ and other letters previously learned to blend words: "Place Word-Building Cards *d, i, p* in a pocket chart. Point to the letter; say, 'This is the letter *d*. The letter *d* stands for /d/. Say: /d/. This is the letter *i*. The letter *i* stands for /i/. Say: /i/. This is the letter *p.* The letter *p* stands for /p/. Say: /p/. Listen as I blend the sounds together: /diiip/. Now blend the sounds with me to read the word.'"

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Materials incorporate 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 simple words both in isolation and in decodable connected text.

- In Unit 2, Week 2, the Work Work lesson includes blending words with *p* and short *a*, Word-Building Cards, and a phonics letter/sound activity sheet. Materials include opportunities for students to decode and encode simple one-syllable words in isolation. For example, in Unit 2, Week 1, the lesson "Word Work Phonics: Blend Words" uses *p* and *m, a, s;* then, during guided practice, students construct words with Word-Building Cards *p* and *m, a, s.* Students construct and decode *Pam, Sam, sap,* and *map*.

- In grade K, several different activities, resources, and materials are provided for phonics instruction. Both digital and printed materials are included for phonics videos, spelling songs, phonics sound-spelling cards, digital activities such as sounds isolation, word blending, phonemic awareness, letter writing, phonics practice sheets, handwriting, phonemic awareness, alphabet interactive posters, spelling, photo cards, and decodable readers. In Unit 4, Week 1, teachers build fluency using the Word-Building Cards *a, c, i, m, n, o, p, s, t.* Children chorally say each sound; the teacher repeats and varies the pace. In the interactive presentation materials, the teacher uses or assigns the letter *Oo* review for initial and medial sounds for each picture. On the printable practice page, students review previous sounds and write the words *on*, *pop, can, cot* for each picture. The decodable text for Unit 4, Week 1, "Tom on Top," directs children to circle and read the word *you* and words that have the same middle sound as *mop* (*pot, Tom, top*).

- In Unit 7, Week 3, Day 1, the program prompts the teacher to "Have children change *n* to form the word *tax*. Have them tell which letters are the same and which letter is different and how the sound for the letter changes the word. Have them continue changing letters to form v*et, get, bet* and *mix, fix, flex*." The students read and write the new words. Children write the words and work with a partner to correct any errors they made when encoding. The program indicates the children read "Fox Had a Big Box" to practice decoding words in connected text. During Shared Read "A Vet in Van," the program prompts the teacher to reread aloud specific paragraphs and invite students to "circle words that end with the same sounds as box (ox, fix)." On Day 3, the children read "Rex the Vet" to practice decoding words in connected text. The teacher encourages children to practice reading for accuracy with a partner. Teachers listen in and offer support and corrective feedback.

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Indicator 3.B.1

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of **oral syllable awareness** skills, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables.	M
2	Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the TEKS.

Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables. Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills. Materials incorporate some activities and resources for students to develop and practice skills. The materials do not provide reinforcement activities through cumulative review.

Evidence includes but is not limited to:

> **Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables.**

- Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills and gradually transitions to more complex skills. The kindergarten "Foundational Skills Scope and Sequence" lays out the units by week and includes a "phonological awareness/phonemic awareness" section. Teachers present lessons on oral syllable work as early as Unit 2, Week 3, where students learn to count syllables. In Unit 5, Week 1, syllable work and direct instruction move to the "Approaching Level" small group instruction block. By Unit 8, students begin to add and delete syllables, while in Unit 9, the students segment, count, and blend. Unit 10 focuses on segmentation and substitution.

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Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.

- The grade K materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills. The "Tier 2 Intervention Phonemic Awareness" Teacher's Edition contains two lessons in "Section 3: Syllable and Ending Sounds" that practice segmenting syllables. Following the gradual release model, teachers model clapping syllables utilizing a think-aloud process: "I am going to say a word syllable by syllable. Hearing the syllables in a word is a lot like hearing the beat of a song. I will clap to the syllables to help you hear them better. Listen as I say the word *basket* /bas/ /ket/. (Clap once for each syllable as you say it.) I hear two vowel sounds, so *basket* has two syllables. Listen as I clap and say it again, /bas/ /ket/. Now you try it with me /bas/ /ket/. (Have children repeat, stretching out each syllable. Ask them to hold two fingers under their chins so they can feel their chins drop and then say each syllable again.)"
- The grade K materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills. In Unit 2, Week 3, during phonological awareness practice, the teacher and students practice "Counting and Pronouncing Syllables." The teacher says, "Water. 'We can break the word *water* into parts: /wô/ /tər/. We can count the parts, or syllables, in this word. The word water has two parts.' Clap out each part as you say the word." The teacher continues, "Let's say and count the parts of another word. Listen: *butterfly*. How many parts does *butterfly* have? (three)" The teacher invites volunteers to clap out and count the parts of the words *picture* and *two* and repeats with *spout* and *window*.
- The grade K materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills. In Unit 8, Week 3, in the phonological awareness lesson for syllable deletion, the teacher says, "Listen as I say a word: *newspaper*. When I take away the word *paper* from *newspaper,* I make the word *news*. The word *newspaper* has two syllables, and *news* has one syllable. Clap out the syllables as you say *newspaper* and *news* for comparison." During that week, students practice taking away syllables from multisyllabic words to make new words. "What word do you have if you take away *note* from *notebook*? (book); What word do you have if you take away *house* from *clubhouse*? (club); What word do you have if you take away *flash* from *flashlight*? (light)"

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

- Materials incorporate a variety of activities and resources for students to develop and practice oral syllabication skills. The "Instructional Routines Handbook" includes a variety of phonological awareness routines where the teacher models and guides the practice of syllabication skills. This resource for the small group instruction groups provides lessons to support the reinforcement of segmenting, blending, and deleting syllables; this resource suggests support for students in the Approaching Level small group. The materials do not provide resources for spiral/cumulative review or reteaching.
- Materials incorporate a variety of activities and resources for students to develop and practice oral syllabication skills. The Foundational Skills Scope and Sequence for grade K outlines this progression of oral syllable awareness throughout the units. In Unit 2, Week 5, the teacher says and claps out the syllables for the word *spider*. The teacher and students clap and count the

number of syllables in words orally and when repeating the words in the song "Eensy Weensy Spider." The materials do not provide resources for spiral/cumulative review or reteaching.

- Materials incorporate a variety of activities and resources for students to develop and practice oral syllabication skills. By Unit 8, Week 1, the phonological awareness lesson for "syllable addition" presents a more complex skill. The teacher and students work together, adding syllables to make multisyllabic words. "What word do you have if you add *paint* to *brush*? (*paintbrush*)" Students practice with *pancake, sidewalk, highway, tugboat,* and *backpack.* The materials do not provide resources for spiral/cumulative review or reteaching.

- Materials incorporate a variety of activities and resources for students to develop and practice oral syllabication skills. In Unit 10, Week 1, lessons direct the teacher to say a list and words, and students practice segmenting words into syllables and count how many parts are in the word. Words include *working, many, pride, better, people,* and *middle*. The materials do not provide resources for spiral/cumulative review or reteaching.

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Indicator 3.B.2

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of **phonemic awareness** skills, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.	M
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	M
3	Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include scripted direct (explicit) instruction for teaching phonemic awareness. Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate a variety of activities and resources for students to develop and practice skills; the program does incorporate activities and resources to reinforce skills through cumulative review.

Evidence includes but is not limited to:

> **Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.**

- Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Starting in Unit 1, Week 1, the scope and sequence notes phonemic awareness skill instruction, such as "Phoneme Isolation," "Phoneme Identity," and "Phoneme Blending." The phonemic awareness activities continue to focus on more complex skills as the year progresses; in Unit 2, Week 3, the lessons focus on phoneme segmenting and blending. By

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Unit 5, Week 2, students work on isolating initial phonemes, blending medial phonemes, and phoneme segmentation. Unit 6 adds phoneme addition, and Units 7 and 8 proceed with substituting and deleting phonemes. Unit 10, the final unit, wraps up the year by continuing and reviewing the skills of phoneme segmentation, blending, and substitution.

Materials include scripted direct (explicit) instruction for teaching phonemic awareness.

- The grade K materials include scripted direct (explicit) instruction for teaching phonemic awareness. In Unit 1, Week 1, in the Phonemic Awareness lesson, "Phoneme Blending," the teacher models by saying the "Sounds in a word: /m/ /o/ /p/. I can blend these sounds together: /mmmooop/, *mop*. Let's say the sounds and then blend them together: /m/ /o/ /p/, /mmmooop/. Now repeat the word with me: *mop*." Teachers repeat this routine with the three sounds in *ham*; students blend sounds to form the word. The teacher continues the lesson, saying, "I will say the sounds in a word. Listen as I say each sound. Repeat the sounds, and then blend them to say the word: /m/ /a/ /n/ *man*, /s/ /a/ /m/ *Sam*, /r/ /i/ /m/ *rim*, /m/ /i/ /t/ *mitt*, /p/ /a/ /t/ *pat*, and /m/ /i/ /s/ *miss*."
- In Unit 2, Week 1, the first lesson is phoneme isolation. The teacher Introduces initial /p/: "Listen for the /p/ sound at the beginning of this word: *piano*. *Piano* has the /p/ sound at the beginning. Say the sound with me: /p/ /p/ /p/." The next lesson introduces phoneme blending to make words with /p/. *"*Listen to the sounds in a word, /p/ /a/ /t/. I can blend those sounds to make a word: */paaat/ pat*." The materials move to the lesson for phoneme isolation at the end of the words: "*Map* has the /p/ sound at the end. Listen: /m/ /a/ /p/, *map*." The teacher emphasizes final /p/. "Let's say /p/ because we hear /p/ at the end of *map*: /p/." At the end of the week, the lesson phoneme categorization occurs: "Listen for the words that begin with the same sound." The teacher says the picture names *pie, seal, penny.* "*Pie* and *penny* both begin with /p/. *Seal* does not begin with /p/. *Seal* does not belong."
- Materials include scripted direct instruction for teaching phonemic awareness. In Unit 3, Week 1, the phonemic awareness lesson directs the teacher to model phoneme /i/ with a Photo Card for *insect*. The script begins with, "Listen for the sound at the beginning of this word: *insect*. Say the sound with me: /iii/. *Insect* has /i/ at the beginning." The teacher then says *it, is,* and *in,* and students repeat, emphasizing the phoneme /i/.

Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.

- The grade K materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. In Unit 1, Week 1, the phonics lesson for Letter *Mm* begins with the teacher displaying the *map* "Sound-Spelling Card." The teacher says, "This is the *map* card. The sound is /m/." The teacher connects the sound to the letter *Mm* and says, "The /m/ sound is spelled with the letter *m*. Say it with me: /mmm/. This is the sound at the beginning of the word *map*. Listen: /mmmap/, *map*." The teacher and students use the song and lyrics "My Map" to point out words that begin with the /m/ sound.

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- Materials include direct detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. In Unit 3, Week 2, the phonemic awareness lesson guides the teacher to say each word and have students repeat it. Students advance to recognize the final position sound from the initial position in lessons. Students say /*n*/ if they hear the /*n*/ sound at the end of the word. Words include *spoon, pig, tune, jan, fly, brown, pan,* and *boy*. The lesson continues with the script, "Then show the Photo Cards for *chin, fan, queen, sun, vest, web,* and *wolf*. Have the students say the name of each picture with you and ask them to raise their hand if they hear the /*n*/ sound at the end of the word." As the phonics lesson continues, students read each word, blending the sounds. Words include *nap, tan, tin, nip, in, pin,* and *Nan*. Students write the words from the teacher's dictation. Words include *in, pin, tin, tan,* and *tap.*
- Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. In Unit 8, Week 3, the phonemic awareness lesson for phoneme addition directs the teacher to say, "Listen as I say a word: *ox*. Repeat the word: *ox*. Now we are going to add /*b*/ to the beginning of *ox*. What word do you have if you add /*b*/ to the beginning of *ox*? *Box* is the word you have when you add /*b*/ to the beginning of *ox*." The teacher asks students to add initial phonemes to words to make new words: "What word do you have if you add /*kw*/ to the beginning of *it*? (quit) What word do you have if you add /w/ to the beginning of ax? (wax)" The materials do not provide a script for independent practice. On a later day during the week, students use "Word-Building Cards" for the word *tap*. The teacher asks students to build the word *tap.* "I will add the letter *r* to make the word *trap*." The teacher adds *r* after the *t* in *tap* and reads aloud the word *trap*, reminding students that the letters *tr* together make the sounds /*tr*/. Students read the word with the teacher. Practice continues with the words *dip, drip, rip, trip, trick,* and *brick.* The students write each word in the list on a sheet of paper and work with a partner to correct any errors they make when encoding. Materials suggest students read "A Big Trip for Gram" to practice decoding words in connected text.

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

- The materials incorporate a variety of activities for students to develop, practice, and reinforce skills. However, cumulative review outside of each isolated unit is not evident. The *"*Instructional Routines Handbook" includes resources to use during the "Word Work" routines, such as Photo Cards with a variety of phoneme types, and provides a variety of oral phonemic awareness and syllabication activities through routines, such as identifying the sound, identifying the sound in words, and syllable manipulations such as blending, segmenting, adding, deleting, and substituting. The phonics routine introduces routines for sound-by-sound blending, using sound-spelling cards, building words, reading decodables, and multisyllabic words. All lessons use the GRR model: the teacher explains, models, guides practice, and provides independent practice.
- The grade K materials incorporate a variety of activities and resources for students to develop and practice phonemic awareness skills; materials provide cumulative review for the understanding of phonemic awareness skills in the grade K materials. The Scope and Sequence for Phonemic Awareness is recursive and includes instruction and practice for skills such as Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation, and

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Phoneme Manipulation throughout the year. In grade K, the students practice phonemic awareness skills using the online digital activities. In Unit 1, Week 3, students practice the sound /s/ using the "Isolate the Initial Sound /s/ Digital Phonemic Awareness Activity." Students click on each picture, then click on the sound boxes and choose the sound they hear at the beginning of the picture names.

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. In Unit 3, Week 1, phonemic awareness lessons direct students to review the phoneme /i/ by listening to the sounds in the word *ill*. Students blend the sounds and say the word together with the teacher, /i/ /l/, /ill/ *ill.* Students listen to the sounds in words, repeat the sounds, and then blend them to say the word. Words include *itch, win, bit, if, inn,* and *sip*. Students then continue with digital activity blending phonemes. The program provides the word, and the student moves the chips with the phonemes in the word. Words include *it, if, inn, ill, bit,* and *lid*. Materials do not provide cumulative review.

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. In Unit 6, Week 1, the materials provide an opportunity to review the "Onset and Rime" blending and continue the segmentation: "Remind children that a word can be divided into its beginning and ending sounds. Say, 'The beginning sound in the word day is /d/. The ending sound in the word day is /ā/.'" The teacher guides practice using *happy* and *little,* and students segment the words and receive corrective feedback. Materials provide cumulative review.

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Indicator 3.C.1

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

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

Partial Meets | Score 2/4

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

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide some scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (including cumulative review). Materials provide some activities and resources for decoding and encoding in isolation. Materials do not provide opportunities for students to practice encoding in connected text.

Evidence includes but is not limited to:

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

- Kindergarten resources include a document titled "Grade K Foundational Skills Scope and Sequence," which provides the teacher with an overview of the phonics/sound-spelling for the week, as well as spelling words and related decodable readers.
- The early units focus on vowel and consonant sounds, and introduction to digraphs begins in Unit 9. Final digraph *ck* is included with the /k/ sound, but digraphs *ch, th*, and *sh* are only included as extension activities and instruction during high-frequency practice.
- The materials include a sequence for introducing grade-level sound-spelling patterns. Digraphs are in "extended lessons" starting in Unit 9. Since they are extended lessons, they may not be taught to students. To extend the lesson in Unit 9, Week 1, the Foundational Skills Scope and Sequence directs the teacher to introduce digraph *sh.* Later in the unit, "Word Work: Teach

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High-Frequency Words," the teacher introduces the digraph *ch*. In Unit 10, Week 3, Day 3, the teacher introduces digraph *th* in "Extend the Lesson: Digraph /th/."

- The materials do not provide a research-based sequence for teaching digraphs. The *-ck* digraph is taught as part of a word family with other spellings of /k/. In Unit 6, Week 2, Day 2, while doing a guided practice word-building activity with words that begin or end with the /k/ sounds, the program recommends including words from the *-ock* word family: *rock, sock, lock*; however, it provides no direct teaching related to the *-ck* ending or *-ock* word family. On Day 4, the teacher dictates words for children to spell, including *kit, kid, sick, back,* and *snack,* and models for children how to segment each word to scaffold the spelling.

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

- The materials do not always provide scripted explicit instruction of grade-level sound-spelling patterns. In Unit 9, Lesson 2, Day 5, during the Word Work: Teach High-Frequency Words, as an extension of the lesson, the materials state, "You may wish to use this lesson to teach the digraph *ch*. Use 'Word-Building Cards' or write the word *much*." To extend the high-frequency lesson, the materials direct the teacher to "Point to *ch* and remind children that when the letters *c* and *h* appear together, the sound is /ch/. Blend the word *much* with children. Blend and read the following words with children: *rich, such, chick,* and *chug*." The teacher does not model blending the words with *ch*. Instead, students blend the words with the teacher.
- The materials do not provide thorough, explicit instruction on grade-level sound-spelling patterns. In Unit 6, Week 2, the teacher introduces the /k/ sound using modeling; the teacher displays the *koala* "Sound-Spelling Card" and says, "This is the *koala* card. The sound is /k/. The /k/ sound can be spelled with the letter *k*. Say it with me: /k/. This is the sound at the beginning of the word *koala*. Listen: /k/, /k/, /k/, *koala*." The teacher repeats this instruction with the ending sound /k/ spelled *ck* using the *lock* Photo Card. While the teacher models *ck* with *lock,* not all aspects of gradual release are included.

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

- The materials have resources for students to develop, practice, and reinforce skills. In each lesson, students have access to Photo Cards, Sound-Spelling Cards, Response Boards, Word-Building Cards Online, and Phonics Practice Activities. The grade K materials introduce digraph *ch* using the Sound-Spelling Card and Word-Building Cards to practice blending and reading some words with *ch* at initial and final positions, such as *rich* and *chick*. There are some digital and printed materials and activities to introduce and practice digraphs.
- In Unit 6, Week 3, "Guided Practice Review" includes handwriting and letter-sound correspondence with the letters *h, e, f, r, b, l, k,* and *ck.* The materials state, "Write the following sentence: *Rick and Kim had fed the cat.* Read the sentence with children and track the print. Students will also review previous sounds including the final digraph *ck*" during handwriting practice. The teacher asks students to identify words with the following sounds and underline the letter that stands for the sound. The digraph *ck* is with the sound /k/ and words *pack* and *ck.* The activity for *ck* is not connected to an explicit lesson of digraph *ck*.
- Cumulative review from previous units is in the materials. In addition to the program's built-in

review of phonics skills every six weeks in the scope and sequence, the materials include a Sound-Spelling Review on Days 1–5 of each week.

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

- Digital and printable practice pages and decodable texts "Sock on a Duck" and "Pack It" provide practice writing and reading words with final digraph *ck*. "Sock on a Dock" includes the sentence, "My red sock is not in the sack." The related practice page directs teachers to "Point to and say the name of the picture of the *tack*. Tell children that the word *tack* ends with the */k/* sound spelled *ck*. Now point to and say the names of the rest of the pictures on the page. Have children write the letters *ck* next to the picture if its name ends with the /k/ sound, as in *tack*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom." Students encode digraph *ck* in isolation. Students write *ck* if the sound /k/ is at the end of the picture names, such as *lock, deck, sock,* and *duck*. During an online "Your Turn" activity, the program directs students to "blend the sounds of the word, listen to three answer choices, and click on the correct word." After presenting the letter cards *d, e,* and *ck*, the student chooses the blended choice /*deck*/.
- In Unit 9, texts provide opportunities for students to apply previously taught and new sound-spelling patterns; materials do not provide resources or activities to encode in connected text to support the "extension lesson" of digraph *sh.*

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Indicator 3.C.2

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

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

Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- Materials provide a systematic sequence for introducing regular and irregular high-frequency words. Materials include research-based high-frequency words (decodable and non-decodable) listed together in units. The lesson plans for introducing high-frequency words do not align with the phonics lesson plan. In Unit 5, Week 1, the phonics lesson introduces the letter and sound of short Oo /o/ and presents the high-frequency word *you,* which does not follow the short /o/ sound pattern. The introductory lesson plans do not address the decodable and non-decodable parts of high-frequency words. The lesson introduces the words each week and tells how to spell them and use them in a sentence, but there is no mention of the parts of the word in the lesson plan.
- The kindergarten "Foundational Skills Scope and Sequence" document includes introducing high-frequency words in order of high utility (most used in texts). The program uses a "Read/Spell/Write" routine from the beginning units through the end; this routine, used for each "new" word for the unit, relies on memorization and rote practice. The first high-frequency word, *I,* is introduced in Unit 0 "Smart Start," Week 1, followed by *can* and *the* in Weeks 1 and 2.

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In Units 1 and 2, the teacher introduces the words *the, we, see, a, like*. Units 3 and 4 introduce *to, and, go, you, do.* Units 5 and 6 increase the weekly introductions to include *are, he, is, little, my, she, was, with.* Units 7 and 8 present the words *for, have, they, of, said, want, here, me, this, what.* Units 9 and 10 finish the year with the words *good, who, come, does, help, too, play, has, where, look.*

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

- The grade K high-frequency word lessons provide scripted instruction for teaching students how to read and encode but do not include specific instructions to decode each regular and irregular high-frequency word. Throughout the entire program, materials utilize a routine that uses a Read/Spell/Write model to memorize high-frequency words; the routine allows students to both read and spell these words. The routine directs teachers to "Briefly point out any spelling patterns students have learned to help them distinguish the word from other similar words and to ensure that students fully analyze the word," but does not distinguish irregular high-frequency words from regular high-frequency words. In Unit 3, Week 2, the teacher models using the "High-Frequency Word Card" *and*. Using the Read/Spell/Write model, the teacher models the word *and*. The teacher points to the word and says, "This is the word, *and*. Say it with me: *and*. I hear buses and trucks in the city." The teacher and students then spell the word; the teacher says, "The word *and* is spelled *a-n-d.* Spell it with me." The teacher points out the sounds in the word, saying, "The letter *a* stands for the /*a*/ sound in the beginning of *and*. The letter *n* has the same /*n*/ sound as in *nap*." The teacher and students air-write the word, saying each letter as they write.
- By Unit 10, Week 1, only the words change, but the routine follows the steps. The Read section directs the teacher to display the High-Frequency Word Card *good;* the teacher points to the word *good* and reads the word. "This is the word *good*. Say it with me: *good*. The pie tastes very good." To support students' encoding, the teacher says, "The word *good* is spelled *g-o-o-d*. Spell it with me," and the encoding continues as the teacher directs, "Let's write the word in the air as we say each letter: *g-o-o-d*." The routine directs the teacher to point out that the letters *g* and *d* have the same sounds as in *gate* and *dolphin;* partners create sentences using the word. Then, the teacher displays the word card *who* and repeats the Read/Spell/Write routine for *who.*

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

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). The materials include digital flashcards of high-frequency words in isolation and in a sentence for students to practice and review. In Unit 2, Week 2, students practice the word *like* in the digital resources. During the Read/Spell/Write routine, the practice activity aligns with the lesson, reinforcing the recognition of the word *like.* Materials provide paper copies of these activities.
- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). The lesson instruction for high-frequency words includes practice for fluency, automaticity, and review. In Unit 7, Week 3, the lesson includes

practice reading the take-home book. To practice, the teacher and students chorally read the take-home reader "A Bed for Foxx." Students reread the books to review high-frequency words and build fluency. To build automaticity, teachers write the following sentences: "They said they want to go," "Max and Val said yes," and "I want the little cat," and students chorally read aloud while the teacher tracks the reading. Each week, the high-frequency lessons include this routine.

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). A Unit 9 lesson reviews the word *play* using the "Visual Vocabulary Card." The students stand holding up the High-Frequency Word Card when they hear the words *has, a, too, me, play,* and *with* in the teacher's dictated sentences. One example sentence is, "He has time to play."

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

- Materials provide a variety of activities and resources for students to recognize and read in connected text (e.g., within sentences or decodable texts). In a Unit 3, Week 1 lesson, the teacher writes sentences on the board, reads each sentence, and has students chorally read as they track the print; students repeat several times. Sentences include "We like to sip it" and "I like to see the map." Students chorally read to practice word automaticity for the following high-frequency words: *the, we, see, a,* and *like*.
- Materials provide a variety of activities and resources for students to recognize and read in isolation and in connected text (e.g., within sentences or decodable texts). In Unit 4, Week 3, High-Frequency Words, teachers display and read a page of the Big Book "Roadwork," and students point to the high-frequency words *to* and *and*. Students use sentences on the print or digital Visual Vocabulary Cards to review *you, do,* and *go;* students point to the high-frequency words in the sentence. The teacher uses the High-Frequency Word Cards and the Read/Spell/Write routine to review all of the words. The teacher points to the word *to* and says the word. "This is the word *to*. Say it with me: *to*. We ride *to* work. The word *to* is spelled *t-o*. Spell it with me. Let's write the word in the air as we say each letter: *t-o*." During guided practice, students build sentences using high-frequency words. Students point to the high-frequency words *and, do, go, to,* and *you*; they use these sentences: "Do you like celery?" "We go to a farm," "We like grapes and celery." Partners create sentences using the words while the teacher guides practice and provides corrective feedback.
- Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). At the end of every two units, the high-frequency words from those units are reviewed cumulatively. In Unit 10, Week 3, the group for students "Approaching Level" reviews the words *too, play, has, where, look, who, good, come, does,* and *use,* utilizing the Read/Spell/Write routine as the "I Do" portion of the lesson. For the "We Do" portion, materials direct teachers to "Continue to display the high-frequency word cards and read aloud each word with children. Write these sentences and read them aloud together: *Does Mike want to help, too? Come and look at my plant!* One at a time, hold up the High-Frequency Word Cards for *help, too, play, has, where, look, who, good, come,* and *does*. Have children say the word on the card. Ask them whether the word is in the sentence. If they say yes, have them touch and say

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the word in the sentence." During guided practice, "You Do," teachers write the sentence frame "Who has time to play?," children copy the sentence on their Response Boards, and then partners work together to read and create more sentences using the high-frequency words.

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Indicator 3.D.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The grade K materials include embedded modeling using the "Spelling Sounds Cards" and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. The Unit 1, Lesson 1, Word Work lesson guides the teacher to use the cards to build words with the *short o* sound and model how to blend each word. The teacher uses word lists to help students practice hearing the letter /m/ sound at the beginning of words. The teachers distribute Response Boards, saying, "Listen as I say some words. *If the word begins with* /m/, *write the letter* m." Students practice writing the letter *m* in the air and saying /m/ before beginning. The teacher guides practice and provides corrective feedback as needed. Words include *mix, music, soup, move, map, bus,* and *moose*.
- The lesson plans include guided practice with decodable texts. In Unit 8, Week 3, "Blend Words," the teacher writes *rag, brag, rack, crack, Gran.* The students read each word. The teacher writes the decodable sentences: *Gran can trick me. The crab can run.* The teacher prompts children to read the connected text, sounding out the decodable words. The teacher provides feedback.
- The lesson plans include explicit modeling and demonstration of skills with various decodable texts. For example, in Unit 9, Week 3, Day 1, the teacher displays the song "A Goat in a Boat"

and reads or sings the song with students. The teacher models placing a note below the *o* in the word *no*. For guided practice, the teacher continues to read each line of the song and asks children to place self-stick notes below words that have the /ō/ sound with the *o_e* and *_o* patterns. The materials do not state that students practice reading the patterns during this lesson. Later in the week, during guided practice to blend words, the materials guide teachers to "Write the following words: *code, so, hose, go, rope, joke, note, spoke.* Have children read each word, blending the sounds. Guide practice with the first word. Write these sentences and prompt children to read the connected text, sounding out the decodable words: *We can go to vote. I hope I can get a cone."*

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

- The materials guide teachers to provide practice with word reading fluency in small groups. In all units, the program prompts the teacher to teach the "Word Work" lesson in small groups, following the routine from the beginning of the curriculum to the end. In Unit 2, Week 1, the teacher builds fluency by showing the Word-Building Cards *a, m,* and *s*. The students chorally say each sound. The teacher repeats and varies the pace. Materials do not include independent word reading fluency.
- The materials provide partner practice for fluency. In Unit 3, Week 1, in the "Beyond Level" lesson, the teacher practices fluency with students using the text "The Birdhouse." The "Focus on Fluency" section of the lesson states, "Remember that children need to read with accuracy first. Once children have read the text with accuracy, have them read the story again, focusing on rate. Provide corrective feedback as necessary. Have them practice reading with partners." Materials do not include independent word reading fluency.
- The materials provide small group and independent practice. In Unit 7, Week 2, the "Differentiated Instruction" tab for the "Beyond Level" group includes a gradual release lesson structure that allows for small group and independent practice for fluency. "I DO: "Display the *guitar* Sound-Spelling Card. 'The letter g stands for the /g/ sound you hear at the beginning of guitar. Say guitar, emphasizing the /g/.' Repeat the routine with the *window* Sound-Spelling Card." WE DO: "Display the *gate, goat, game, web*, and *watch* Photo Cards. Have children say the name of each picture together with you. Then ask children to share words that begin or end with /g/ or begin with /w/." YOU DO: "Write the words *hug, get, tag, wet, win,* and *wag*. Have partners read each word. Ask them to write the words on their Response Boards, underlining the letter in each word that stands for /g/ or /w/. Fluency: Have children reread the story "I Hug Gus!" for fluency." Materials do not include independent word reading fluency.

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

- The grade K materials provide a variety of grade-level connected decodable songs with lyrics and decodable texts that align with the scope and sequence. The materials provide songs with displayable song lyrics that emphasize a specific phonics pattern for practice each week. The materials provide decodable passages that emphasize specific phonics patterns. In Week 4, the

materials include two different decodable passages that connect to the letter Oo: "Mom and Pop" and "Tom on Top."

- The texts are aligned to the phonics scope and sequence for word reading fluency. In Unit 8, Week 3, the program directs the teacher to read the decodable readers "Zig-Zag Jet Can Zip" and "A Big Trip for Gram." The teacher asks the students to identify the high-frequency words, words with r-blend, and other previously learned sound-spellings. The students practice with the teacher and then in pairs.

- The kindergarten "Foundational Scope and Sequence" states that students focus on long *o* spelled *o_e* during phonics in Unit 9, Week 3. The Unit 9 "Shared Reading" Day 2 lesson provides the decodable text "Look! A Home!" to support decoding long *o* spelled *o_e* and *oo* words. Some words in the text include *home, Rose, bone,* and *Cole.*

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Indicator 4.1

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials include a variety of diagnostic tools that are developmentally appropriate; the "Assessment Handbook" found under the "Assessment and Data" tab provides directions, suggestions, and a layout of when to administer the assessments. The program informs teachers that "Assessments use existing testing designs as their validity structure and alignment model. The construct validity of the (program's) assessments is high because the questions reflect the skills as they are taught in the program. The items measure how well the students understand the skills and provide a reliable portrait of student mastery and progress." Suggested "Benchmark Assessments" timelines include beginning, middle, and end of year.
- In kindergarten, the handbook suggests that teachers administer "Phonemic Awareness," "Phonological Awareness," "Sight Word Fluency," and "Phonics Survey" subtests at the middle and end of year. The handbook suggests beginning, middle, and end of year for "Letter Naming Knowledge." "Developmental Spelling Inventory" testing occurs at the end of the year.
- The initial screeners include DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and TPRI (Texas Primary Reading Inventory). The materials provide another handbook titled "Placement and Diagnostic Handbook," where the directions for teachers state, "Administer the following assessments to students: *Phonological Awareness Subtests* and *Letter Naming Fluency Assessment* OR *Listening Comprehension Tests.*"
- The "Unit Assessments" handbook suggests that the TPRI be administered diagnostically at the middle (Unit 4) and end of year (Unit 9) for the following subskills assessments: Phonemic Awareness—blending, onset-rimes, and phonemes; Phonics—graphophonemic knowledge.

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Placement for students in the program utilizes a combination of the skill-specific tests included in the "Placement and Diagnostic Assessment Teacher's Guide" to make decisions about placing students. The *"Placement Decision"* charts provide cut scores and guidelines for decision-making.

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

- The materials provide clear, consistent directions for administering diagnostic tools. When administering the "Phonological Awareness Grades K–1 Recognize Rhyming Words" subtest, teachers assess a student's ability to recognize words that rhyme. The directions tell teachers to "Say a word. Have the student circle the picture that names a word that rhymes." Instructions for administering the assessment provide clear steps to accurately administer this test. They include "Make a copy of page 5 for each child. Say these directions to the child:
  - Look at Number 1 (point to the number). Listen carefully as I say a word: *pet*. Now listen to these answer choices: *cap, net, bed*. Which word rhymes with *pet*? Circle the picture of the word that rhymes with *pet*.
  - Look at Number 2 (point to the number). Listen carefully as I say a word: *van*. Now listen to these answer choices: *vase, fork, fan*. Which word rhymes with *van*? Circle the picture of the word that rhymes with *van*.
  - Look at Number 3 (point to the number). Listen carefully as I say a word: *coat*. Now listen to these answer choices: *boat, hat, sock*. Which word rhymes with *coat*? Circle the picture of the word that rhymes with *coat*.
- The materials provide clear, consistent directions for administering diagnostic tools. Teacher Tips include the suggestion to be sure to pronounce the phonemes correctly and to start with the easiest task and stay with that piece of the inventory as long as the student scores "developed." If a student scores "still developing," the teacher stops that section and moves to the next subtest.

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

- The materials include a data dashboard to enable teachers to document individual and whole-class data regarding progress on taught phonics skills. The data dashboard helps the teacher understand the data collected and how to use it to track student progress and target student needs. The "Data Dashboard Overview" guides the teacher on how to use and implement data in their daily routines and instruction. The Overview informs the teacher that the data dashboard collects data from online assessments, online games, and observational rubrics. The Data Dashboard Overview continues to guide the teacher in navigating the platform by selecting the desired report, exporting it to a PDF, and disaggregating data to specific standards, skills, students, classes, and activity types.
- The Data Dashboard Overview provides a detailed description of each report type and a visual to support the teachers' understanding of each report. The "Progress Report" displays data for all students in a registered class or individual student data. The Progress Report compiles data throughout the year, focusing on specific skills and/or activities over time to report student growth and mastery made. The teacher can select specific skills or activities, including phonics reporting.

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Indicator 4.2

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

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

Meets | 2/2

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

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

Evidence includes but is not limited to:

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

- The "Assessment Component Resources Chart" includes the "Progress Monitoring Assessments" for each grade. These "Benchmark Assessments," given at the beginning, middle, and end of year, provide progress monitoring data for teachers to use to monitor students' longer-term progress. These assessments provide data and reports, including "Item Analysis Report Standards and Analysis Report." The assessment booklet recommends that "students need to be tested periodically to determine whether they are progressing on a grade-level or faster pace" and suggests that "many teachers administer these progress monitoring or benchmark tests on a regular schedule throughout the year: fall, winter, and spring, or over a regular period of time, such as every four to six weeks." The "Assessment Planning and Pacing Guide Chart" provides a "general testing scheduling guide." The materials do not provide specific guidance on determining frequency of progress monitoring based on students' strengths and needs.
- The materials provide "Unit Assessments," which assess the current unit's skills in phonological/phonemic awareness, phonics, and high-frequency words; the program calls them "progress monitoring"; these assessments do not show growth over time since they assess the current unit's skills and do not spiral back to any other learning or interventions. Each week's "Weekly Planner" provides a block of time to administer a progress monitoring assessment (on Day 5).
- The materials suggest using the "Texas Primary Reading Inventory" (TPRI) or "Dynamic Indicators of Basic Early Literacy Skills" (DIBELS) for progress monitoring data for teachers to use to monitor students' longer-term progress. These assessments provide data and reports, including Item Analysis Report Standards and Analysis Report. TPRI and DIBELS are outside assessment tools.

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

- Each week, the "Weekly Planner" provides opportunities to utilize informal progress monitoring assessments, including the practice book, Response Boards, and digital activities. The materials provide weekly rubrics that assess progress on current skills. The program does not allow access to the rubric or assessed letters and words, and the lesson plans do not explicitly direct teachers to use these progress-monitoring options weekly. In Unit 4, Week 3, the assessment concepts include *N, O, D, C, short I,* and high-frequency words. These program-supplied assessments do not show growth over time since they assess the current unit's skills and do not spiral back to any other learning or interventions.

- The Assessment Component Resources Chart includes the Progress Monitoring Assessments for each grade. These Benchmark Assessments, given at the beginning, middle, and end of year, provide progress monitoring data for teachers to use to monitor students' longer-term progress. These assessments provide data and reports, including Item Analysis Report Standards and Analysis Report. The assessment booklet recommends that "students need to be tested periodically to determine whether they are progressing on a grade-level or faster pace" and suggests that "many teachers administer these progress monitoring or benchmark tests on a regular schedule throughout the year: fall, winter, and spring, or over a regular period of time, such as every four to six weeks." The Assessment Planning and Pacing Guide Chart provides a "general testing scheduling guide." The materials do not provide specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

- Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. In the "Assessment Handbook," in the "Assessment Options" section, the materials explain the progress monitoring assessment and how to use the results. In the section "Using Assessment to Guide Instruction," the materials suggest using the answer keys that follow each progress monitoring and unit test for the specific skills to review or reteach based on student performance. "Teachers need to compare these results with their observations; identify one or more skills to reinforce; add them to their lesson objectives for the next week for one student, for a group of students, or for the whole class as indicated." Teachers decide how to work these objectives into individual, group, or whole-class work so that the students who need practice get it.

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Indicator 4.3

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials guide the teacher in using assessment data to inform and plan for core instruction. The materials provide videos about how to use assessments. The video suggests the need to adjust assessments for English Language Learners and students new to the country. The videos support the teacher's interpretation of the data. For example, in "Linking Assessments to Instruction" or "Collecting Data for Assessment," when analyzing data, the program suggests that teachers "Make data-based grouping decisions by using the following reports to verify assessment results. For additional options for your children, refer to the reteaching and enrichment opportunities." These reports, available through the "Online Assessment Center," include "Item Analysis Report Standards and Analysis Report."
- The materials include the "K-5 Placement and Diagnostic Assessment" booklet. The introduction for "Placement Assessments" guides the teacher in using the data to inform future phonics instruction and primarily focuses on "assessments that can be used for screening and placement into an instructional level: *on grade level, beyond level,* or *approaching level.*" The K-5 Placement and Diagnostic Assessment book helps teachers "manage the use of multiple assessments, compare and interpret the results, and then use that information for instructional planning. It provides basic definitions and clear guidance on how test scores can be a useful resource for addressing your students' needs."
- The assessment tool results in data that is easily analyzed and interpreted. The "Kindergarten Placement Chart" states, "IF students score 80% correct or higher on the Phonological

Awareness Subtests AND At or above the appropriate benchmark for the Letter Naming Fluency Assessment OR 80% correct or higher on the Listening Comprehension Tests," THEN "Begin instruction with *Wonders* On Level materials." It recommends the teacher "use *Beyond Level* materials for students who score high on placement assessments and easily complete *On Level* assignments." The chart shows, "IF students score 60–79% correct on the *Phonological Awareness Subtests* AND *at or above* the appropriate benchmark for the *Letter Naming Fluency Assessment* OR Less than 80% correct on the Listening Comprehension Tests" THEN "Begin instruction with *Wonders* Approaching Level materials." Finally, the chart shows, "IF students score below 60% correct on the *Phonemic Awareness Subtests* OR below the appropriate benchmark for the *Letter Naming Fluency Assessment*," THEN "students require focused, intensive instruction," and the teacher should "place students in Approaching Level materials"; it also recommends that the teacher "use *Intervention materials* based on placement tests results."

- The materials guide the teacher in using assessment data to inform and plan for core instruction. The materials provide a video, "Collecting Data," which guides the teacher on how to create anecdotal observations to collect individualized data on each student. The video guides the teacher to use this observational data to support student grouping, plan instruction, target student needs, samples of reports, and "when to use." Access is provided after clicking on any of these tabs on the teacher dashboard: "Resources," "Professional Development," "Assessment & Data," and then clicking on the "Know Your Reports User Guide."

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

- The materials provide an electronic data entry system to aid in reflecting on students' needs, grouping, and future reteaching. In the Online Assessment Center, teachers analyze data using the Item Analysis Report Standards and Analysis Report. The "Data Dashboard" suggests teachers utilize the "Activity Report," "Skills Report," and "Progress Report." The program does not provide a sample of what the data reports demonstrate or include detailed instructions for the planning next steps.
- The materials include tools for teachers to analyze weekly progress monitoring data with an "if not…then" chart. In Unit 5, Week 1, the progress monitoring tool for phonemic awareness suggests that teachers ask themselves, "Can children isolate and blend the targeted sound?" If not, the program provides reteach information: "Reteach tested skills using lessons 16–17 in the 'Phonemic Awareness' PDF."
- The materials include tools for teachers to analyze weekly progress monitoring data with an "if not…then" chart. In Unit 8, Week 2, the progress monitoring tool for phonics suggests that teachers ask themselves, "Can children match /y/ and /z/ to the letters *Yy* and *Zz*? If not, reteach tested Phonics skills using lessons 39-40 in the 'Phonics/Word Study' PDF."

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

- Materials provide resources teachers can choose from to respond to student data. The program reinforces the idea that reteaching should be differentiated—activities, instructional moves, and

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    student products. For example, the materials suggest that teachers place students within reteach groups using the "if not…then" chart. In Unit 7, Week 3, when testing for high-frequency words, materials suggest that teachers consider the question, "Can children recognize and read the high-frequency word?" If not, teachers reteach the tested skills by "Using the high-frequency word cards and asking children to read and spell the word. Point out any irregularities in sound-spellings."

- Materials provide resources teachers can choose from to respond to student data. The "Tier 2 Intervention Phonics/Word Study Teacher's Edition K–2" suggests using Weekly Assessments, Unit Assessments, and Progress Monitoring results to determine which students are ready to move on and which need to repeat lessons. There are practice pages for different skills, such as closed syllables.
- Materials provide resources teachers can choose from to respond to student data. The Assessment Handbook recommends instructional decisions. In "Ways to Address Weakness," it suggests, "Reteach skills in which a significant number of students are demonstrating weakness. Form groups for peer tutoring by using one student's strength to assist with another student's weakness. Mix groups often, and don't allow one student to always be the 'weak' one. Use individual student work as the basis for student conferences. Plan with the student what he or she needs to work on and how that can be done."

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Indicator 5.1

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

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

Partial Meets | Score 1/2

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

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

Evidence includes but is not limited to:

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

- Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. The *"Instructional Routines Handbook"* for grades K-6 provides guidance to the teacher about *"Differentiated Learning."* "When you think of differentiated learning, the first thing that may come to mind is small group instruction. But differentiated learning is more than that. It is a flexible approach to teaching so that your instruction meets the needs of all students. Look for the Differentiated Reading and Writing boxes in your Teacher's Editions. They provide guidance on how to use Whole Group lessons with Approaching Level, On Level, Beyond Level students, as well as English Language Learners. In addition to the scaffolded Differentiated Reading and Writing boxes, you will find lessons with support for English Language Learners, with Spotlight on Language Features woven throughout."
- Throughout the program, scaffolds and differentiation support students who have not yet mastered phonics skills through small group differentiation. In Unit 3, Week 3, during the "Approaching Level" small group instruction, teachers reteach/reinforce the /k/ *c* phonics application and the high-frequency word *go* using the "I Do," "We Do," "You Do" process before reading the leveled reader "We Can Go."
- In Unit 4, Week 2, the "Grade K Teacher Edition PDF" outlines steps for targeted instruction and activities to scaffold learning for Approaching Level students. The manual suggests that the teacher use the "Check for Success observations and Data Dashboard to determine each child's needs. Then select instructional support options throughout the week." Targeted instruction

and scaffolded activity suggestions include Leveled Reader "My Neighbors," Literacy Activities, Phonological/Phonemic Awareness Sentence Segmentation, TIER 2 Isolation, TIER 2 Blending/Segmentation, Phonics Sound-Spelling Review, Connect *Dd* to /d/, TIER 2 Blend Words, Build Words/Decodable Reader/Fluency, High-Frequency Words Reteach, Cumulative Review, Leveled Reader Neighborhood Party, Literacy Activities, Phonological/Phonemic Awareness Isolation/Segmentation, Phonics Review Phonics, Picture Sort, Blend Words/Decodable Reader, High-Frequency Words Review Words, and Comprehension Self-Selected Reading.

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

- Materials provide instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills that are not phonics based. The "Teacher's Suggested Lesson Plan" for Unit 4 includes a note to the teacher: "For additional information about how to differentiate for English language learners, students with special needs, and gifted and talented students, see the Instructional Routines Handbook and online Professional Development (on our website)." During the Grade K Beyond Level differentiated lesson, after a review of skills, the teacher has the Beyond Level students practice fluency and innovation.
- The materials include extensions and differentiation for students that have achieved grade-level requirements. Unit 3, Week 3, during the Beyond Level small group instruction, teachers utilize more comprehension strategies for the leveled reader lesson. The students read "Carl's Busy Week," which reinforces the /k/ *c* initial sound and high-frequency word *go,* but the passage includes more text, and the teacher does not review the foundational skills in the lesson plans.
- In Unit 8, Week 3, students reread the story "Up! Up! Up!" The Grade K Beyond Level lesson includes recommendations for upward scaffolds to support extension and application of learning and an innovative suggestion to extend learning. The students "create a new page for 'Up! Up! Up!' using the sentence frame 'I can see a…here in my lab' to name something else that the man might see with his telescope."

Materials provide enrichment activities for all levels of learners.

- Materials include leveled readers for students. Students in the Beyond Level receive enrichment activities. In Unit 3, Week 3, Approaching Level students read "We Can Go," On Level students read "Going By Cab," and Beyond Level students read "Cal's Busy Week." Even though these readers' Lexile levels increase through the groups, they all contain the skills of the week; teachers support and scaffold based on students' needs.
- Materials provide occasional enrichment activities. In Unit 8, Week 3, the Teacher Edition suggests that the teacher provide "Differentiated Instruction: To strengthen skills, provide targeted review and reteaching lessons to meet children's specific needs. Differentiation lesson suggestions are provided for *Approaching Level includes Tier 2*, *On Level, Beyond Level includes Gifted and Talented* and also lesson suggestions for *ELL* students. The enrichment activities are only included within the Beyond Level small group plans and for Advanced ELL students." Independent Practice suggestions are available for students "who have the key skills can work

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independently or with partners on Workstation Activity Cards, Word-Building Cards, online Digital Activities, Decodable Readers and workbook pages."

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Indicator 5.2

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

<div style="background:#1F4E79; color:white; font-weight:bold; padding:6px;">Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.</div>

- The grade K materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content for phonics. The materials engage students in mastery of the content through a variety of materials. In Unit 4, Lesson 2, the "Word Work" lessons include instructional materials that include Photo Cards, Response Boards, Response Board Practice Books, High-Frequency Word Cards, High-Frequency Word Activities, Visual Vocabulary Cards, Shared Read, Word-Building Cards, online Phonics Practice Activities, Phonemic Awareness Activities, Songs and Poems, Decodable Readers, and Take-Home Stories. During independent practice, students who have the key skills can work independently or with partners using Workstation Activity Cards, Digital Activities, Word-Building Cards online, Decodable Readers, and the Practice Book.
- The grade K materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content for phonics. In Unit 3, Week 3, the phonemic awareness and phonics lessons focus on the hard *c* /k/ sound, as in *camel*. During the introductory lessons, teachers model the sound, and students interact with the song "Can Your Camel Do the Can-Can?" by finding words that start with the hard *c* sound in the title. For guided and independent practice, students identify other words in the lines of the song*:* "Can your camel do the can-can? Can she do the can-can? Yes, she does the can-can." For small group instruction, all levels, the lesson plans provide leveled readers that include words with the hard *c*: Approaching Level reads "We Can Go," On Level and English Language Learners read "Going by Cab," and Beyond Level reads "Cat's Busy Week." The lesson plans provide additional support for individuals through practice pages, an online game, and "articulation support/corrective

feedback" suggestions throughout the weekly lesson plan; an articulation suggestion within the phonemic awareness lesson directs, "demonstrate the way to say /*k*/. Open your mouth. Put your tongue against the back and top of your mouth. Hold your breath. Now, let a little air out as you lower your tongue. Say *cool, cane, cat,* and have children repeat. Emphasize initial /*k*/."

- The grade K materials engage students in mastery of the content through developmentally appropriate instructional approaches. The phonics instruction includes a Gradual Release model for whole group skills and content and also differentiated small group targeted lesson instruction. In Unit 6, Week 2, phonics lessons introduce /k/ *k*, *ck,* and the teacher models using the "Sound-Spelling Card" and Photo Card *koala* and sound /k/. The teacher uses the "Guided Practice/Practice" routine to practice the letters *k* or *ck* with the sound /k/. The lesson suggests that students who "need additional practice connecting letters *k* or *ck* with the sound /k/, use Practice Book" pages.

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

- Materials provide a variety of instructional settings. Throughout the units, during the whole group portion of the ELA block, students move from whole group to partner work to individual work time. The online activities include various practices to engage the students and support the students' reinforced use of the skill. The materials provide small group lesson plans and suggestions for reteach options for small groups or individual students.
- The materials provide age-appropriate activities that engage a variety of learning settings. During whole group, students interact with the weekly sounds and spellings through phonological awareness, phonics, spelling, handwriting, online games, and small group instruction. In Unit 5, Week 3, the lessons and skill practices introduce students to /f/ *f* and /r/ *r.* The whole group introduction to these sounds utilizes the songs "Let's Make a Fire" and "A Rose"; students sing and mark words that use the sounds. Lines from the songs include "Let's build a fire," "Fiona said to Farley," and "A rose is nice. A rose is sweet." The small group Approaching Level reviews the whole group introduction using Photo Cards *rose, rock, feet, fan,* and *farm.* An online game, "Blending words with initial *f* and *r,"* allows students to practice the weekly sounds; the Shared Read "Ron with Red" directs students to circle words with the initial sounds /r/ and /f/. The teacher has the option to read aloud, assign to partners, or allow students to listen to the story.
- Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one). The phonics lesson includes whole group, small group instruction, and independent practice. The grade K phonics instruction includes a Gradual Release model for whole group skills and content and also differentiated small group targeted lesson instruction. The Unit 6, Week 2, phonics lesson introduces /k/ *k, ck.* During whole group, the teacher models using the Sound-Spelling Card and Photo Card *koala* and sound /k/. The teacher uses the Guided Practice/Practice routine to practice the letters *k* or *ck* with the sound /k/. The lesson suggests that if students "need additional practice connecting letters *k* or *ck* with the sound /k/, use Practice Book" pages. In each weekly unit for grade K small groups, differentiated lesson suggestions may be provided for Approaching Level, On Level, Beyond Level, and EL learners.

Indicator 5.3

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

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

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials support Emergent Bilinguals to meet grade-level learning expectations.

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

Evidence includes but is not limited to:

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

- The Resource Library provides short videos to help teachers support Emergent Bilingual students. Video topics include "Supporting ELLs during Whole Group Instruction," "Small Groups Addressing All Proficiency Levels," and "Best Practices for Teaching ELL Students (Part 1 and 2)." Identified best practices include "clear objectives" and "differentiated support."
- Each page of the lesson plans includes the ELPS associated with that particular lesson. The "Instructional Routines Handbook" explains the routines related to Multilingual Learners, including English Language Proficiency Levels, Teaching Strategies for Language Growth, Educating English Language Learners, Language and Content Objectives, Differentiated Texts, Collaborative Conversations, Cognates and Language Transfers, Interactive Question-Response Routine, Define/Example/Ask Vocabulary Routine, Text Reconstruction Routine, and Scaffolded Shared Read Routine. The program provides whole-group, integrated scaffolded instruction at several proficiency levels. The "Spotlight on Language" feature helps students while reading texts. Support for newcomers includes references to "newcomer" components. Support for small group instruction focuses on helping MLs understand the meaning of the texts they read and apply the skills they have learned.
- The materials provide a "Bridge to English" PDF, which provides a lesson plan to support students learning English. The Kindergarten Unit 4 document suggests that for phonics and spelling using short and long *e,* teachers "Write these words on the board: *pet, men, bed,* and

point to each word as you say it aloud." The teacher underlines the *e* in each word and says, "'This is the letter *e*.' Explain to children that the letter *e* in English has a short sound and a long sound. Teachers underline the *e* in each word and say, 'This is the short e sound.' Teachers write *we, need, read,* underlining the long *e* letters in each word, telling students that these words have the long *e* sound, pointing to each word while saying it aloud. Teachers say the words in each group again and have children listen and repeat." Teachers present more words with short and long *e* in the "Key Words" charts and have children practice the pronunciation; example words include *legs, utensils, heavy, be, beat,* and *carry*. Teachers use the "Sound-Spelling Cards" for further practice.

- The materials provide linguistic supports in the form of scaffolds to support Emergent Bilinguals. Materials generally support Emergent Bilingual students in all literacy components. Support for newcomers is at the point of use and includes references to "Newcomer components" in addition to the English Language Learners Scaffold section. Additional support for small group instruction focuses on helping ELLs understand the meaning of the texts and apply the skills of the lesson. In Unit 7, Week 3, during the small group "English Language Learners," the lesson plans include this suggestion: "After each paragraph, use Interactive Question-Response prompts like the following to provide language support and guide comprehension." During the same lesson, teachers pre-teach vocabulary: "Use the routine on the Visual Vocabulary Cards to pre-teach the ELL vocabulary: *nest* and *shelter*. Use the images and any labels to identify and model the use of key vocabulary in context."

- The teacher manual includes differentiation sections and tips for the teacher to use with English Language Learners. In Unit 8, Week 3, "Word Work," the ELL suggestion for Phonemic Awareness and Guided Practice/Practice says to "help children say the names in each set of cards. Give corrective feedback by modeling pronunciation. Then help them identify the initial sound in each set using: *umpire, undershirt*, and *up* begin with the sound /u/." In the same unit, an ELL scaffold tip includes teacher guidance for various levels during the high-frequency words and guided practice/practice. The tip breaks down information for beginning level, Intermediate level, and advanced/advanced high levels; it states, "Beginning: Point to each card as you read each sentence. Ask children to repeat. Ask a volunteer to point to each high-frequency word. Intermediate: Point to each word as you read the second sentence. Have volunteers point to What and the question mark. Have children echo read to practice intonation. Advanced/Advanced High: Read the first sentence and challenge partners to take turns reading the other sentences."

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

- Materials provide a "Language Transfers Handbook," which includes a transfer chart aligning sounds and phonics in English to Spanish, Cantonese, Vietnamese, Hmong, Korean, Tagalog, Arabic, Urdu, Russian, Haitian, Creole, Portuguese, and French. The options suggest utilizing Sound-Spelling Cards, cognate instruction, and sample lesson plans. A note in reference to teaching spelling patterns for "other languages" suggests, "Students whose native language is not English will need additional articulation support to pronounce and perceive nontransferable English sounds. Use the articulation photos on the backs of the Sound-Spelling Cards and the student-friendly descriptions of how to form these sounds during phonics lessons."

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- Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English. In the Instructional Routines Handbook, in the "Educating English Language learners" section, it explains that "Newcomer students have varying amounts of formal schooling in their own countries, as well as different levels of literacy in their home languages. Newcomers must adapt to a new school system, develop conversational ability in English, learn basic reading skills, while also acquiring academic English and content." It goes on to explain, "To progress academically, newcomers must have access to high-utility vocabulary from which they can build English language skills. Much of this vocabulary will become a part of their everyday speech when they are given opportunities to converse with their classmates." The "Seven Principles to Help Your Students" section explains, "Capitalize on Student's Home Language, Knowledge, and Cultural Assets. Ways to do this include providing opportunities for students to engage in conversational exchanges that permit some interpretation to take place in their first language, giving first-language definitions for the targeted vocabulary, teaching word-learning strategies that help ELLs uncover the meanings of cognates, and connecting key concepts to students' prior knowledge or experiences at home and in their community."
- "Cognates Strategy Instruction" suggestions include, "Help students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge by explaining that cognates are words that look similar, sound similar, and share meanings across some languages, that many words have multiple meanings and sometimes cognates share one meaning but not others; and sometimes words look and/or sound alike but are not cognates. Pie is an example. It means 'foot' in Spanish but 'a type of pastry' in English."

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Indicator 6.1

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

1	Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.	Yes
2	Materials provide specific strategies and activities for families to use at home to support students' learning and development	Yes
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.	No

Not Scored

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

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials do not contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.

Evidence includes but is not limited to:

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

- The kindergarten materials provide opportunities for teachers to communicate with families using email/letters to inform home in ways to support progress and achievement. The "Resources" tab, under "School to Home," provides a "My Messages" template for teachers to send to families. In the "For the Week" section, materials provide spelling lists that are differentiated based on "Approaching Level," "On Level," and "Beyond Level" groupings.
- In the grade K materials, each unit includes a "School to Home" letter. In Unit 1, Week 1, the teacher prints and sends the letter home or sends it digitally from the "My messages" section of the online platform. The "School to Home" letter for Unit 1, Week 1, includes ways the family can support the student's learning goals in reading, phonics and phonemic awareness, comprehension, vocabulary, and social-emotional skills at home.
- The materials include information about how families can support student progress and achievement. The students' workspace contains a tab, "School to Home," which includes parent letters, activities, and suggestions for home practice. The weekly letter explains the objectives of the lessons and how families support student progress. In Unit 2, Week 1, the family letter displays the learning goals for the week, and the "Word Workout" includes vocabulary, high-frequency and category words, and phonics. Parent activities include "Vocabulary: Tool Discover. Invite your child to hunt for different kinds of tools and tell what each one is used for. Make a list of the tools and read it together when you're done. My Words to Know/ High-Frequency Word: *a*. Write simple sentences and leave a blank in each sentence to represent the word. Have your child write the word in the blanks."

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- Materials contain a "Student Access for Online Resources" letter to parents with username and password information along with how to explore the workspace. The materials contain a "School to Home" section with a weekly letter informing parents of the student's goals and phonics. This letter is available in multiple languages, including Spanish, Arabic, Chinese, Korean, Urdu, Vietnamese, Tagalog, and Hmong. In Unit 3, Week 3, the "School to Home" section contains a digital letter to be sent to parents with student goals, stating, "I can read and spell words with *c*." The letter states that *c* is the phonics pattern, and directions for parents state, "Play a rhyming game and invite your child to guess words that begin with the letter *c*. If your child does not guess the word, give another clue. Then make a list of words your child guesses correctly. Read the list together."

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

- Materials contain support for parents, including strategies and activities to support their students. In the "School to Home" section of Unit 3, Week 3, a digital letter is displayed with student goals, stating, "I can read and spell words with *c*." The letter states that *c* is the phonics pattern, and directions for parents state, "Play a rhyming game and invite your child to guess words that begin with the letter *c*. If your child does not guess the word, give another clue. Then make a list of words your child guesses correctly. Read the list together."
- The grade K "School to Home" letter for Unit 4, Week 2, includes specific strategies and activities for families to use at home to support students' learning and development. The phonics section of the letter says, "Phonics: *m.* Write words that begin or end with *m* on sticky notes. Have your child circle the *m* in each word, then find objects that begin/end with *m* and place a sticky note on them."
- The "School to Home" section includes information about how families can support student progress and achievement. The letter to the family explains the objectives of the week and how they support student progress. This letter displays information about the class Workout (Words to Know and Spelling/Phonics) and the spelling list. In Unit 8, Week 2, the letter includes "My Words to Know—High-Frequency Words: *this, what.* Write the words on paper. Then have your child trace each word. Think of short sentences that include each word and write them down. Have your child point to each word and read the sentences."
- Kindergarten materials provide specific strategies and activities for families to use at home to support student learning and development. The "Resources" tab includes a "School to Home" link; this link includes emails/letters based on the weekly skills, activities for families to do together, and leveled spelling lists for the week. In Unit 10, Week 2, the letter includes the following: "High-Frequency Words: *come, does.* Write the words *come* and *does* on paper. Then have your child write each word. Write sentences using each word. Have your child read the sentences aloud. Ask your child to circle the words *come* and *does.*

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

- Kindergarten materials provide open emails/letters to inform families in an ongoing manner about their child's progress. The "Resources" tab, under "School to Home," provides a "My

Messages" template for teachers to send to families. Materials do not contain any specific templates or suggestions for teachers to communicate with families about assessments, progress monitoring, or support in areas of need.

- The materials provide a weekly newsletter to help parents support student learning and development, but not a letter to families explaining the developmental continuum of phonological awareness, phonics, and/or spelling. The teacher assigns and customizes resources according to the student profile. In the "My Message" tab, the family finds the resources and communicates with the teacher.
- Materials contain a messaging system for parents and teachers to communicate back and forth. However, materials do not provide information on how or when to communicate students' progress to parents. The materials do not include materials to support teachers in communicating with parents about students' progress in an ongoing way throughout the school year.
- Materials do not contain resources to help teachers communicate with families in an ongoing manner regarding students' progress. The only guidelines for the teachers include "The results of the assessments provided in Assessment can be used to inform subsequent instruction and assist with grouping and leveling designations."

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Indicator 6.2

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

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

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

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

Evidence includes but is not limited to:

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

- The "PreK-12 Digital Tech Support" link at the bottom in the online Teacher Edition provides the compatibility required for online access to teacher and student materials. It states, "In order to use all functions of McGraw Hill digital programs effectively, you must use an updated web browser. We currently support the following browsers and versions:
  - Google Chrome 86+
  - Mozilla Firefox 86+
  - Apple Safari 12+*
  - Microsoft Edge 90+"
- The PreK-12 Digital Tech Support website includes instructions to "Install the App and Log In: Follow the steps below to install the ConnectED app on a supported tablet or phone. You can check the system requirements at https://mhedu.force.com/DTS/s/article/McGraw-Hill-System-Requirements.
  1. Access the appropriate App Store.
  2. Search for "McGraw-Hill K-12 ConnectED" and select the McGraw-Hill K-12 ConnectED app icon (green hills and blue sky).
  3. Follow the normal process to install the free McGraw-Hill K-12 ConnectED app.
  4. Once installed, launch the app and enter the same username and password used to log in at my.mheducation.com. This is the same username and password you use to access your ConnectED programs."
- The Technical Support includes "ConnectED - How to Access and Use the ConnectED App," which has downloadable PDF instructions for both General Tablets and Chromebooks.

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Digital materials support and enhance virtual and in person instruction.

- The "Instructional Routines Handbook" in the "Professional Materials" within the online manual explains that "While a book, paper, and pencil are essential tools for students to grow as readers and writers, there are digital tools that can enhance and support student learning as well. Program core texts, such as the Shared Read, authentic Anchor Texts, Paired Texts, and Leveled Readers, are all provided in a multi-sensory eBook format that includes audio to support struggling readers and mark-up tools to support students in interacting with the text." In the Teacher Dashboard the teacher has "easy access to weekly and daily lessons and the ability to customize lessons and resources based on teaching style and students' needs. This tool also simplifies the process of printing or assigning student work, practice activities, and instructional games." The grade K online presentation materials for Unit 1, Week 1, include interactive phonics activities, songs, and games to practice: "Isolate the initial sound /m/," Spelling song "My Map," digital Sound-Spelling Cards and Photo Cards for the letter-sound *Mm*, displayable and printable practice pages, and an interactive alphabet poster. For the e-game Isolate The Initial Sound /m/, students click on each picture to hear its name, click on the sound boxes, and choose the sound box that matches the sound they hear at the beginning of the picture names.
- The digital materials and resources support and enhance in-person and virtual learning. In Unit 3, Week 3, the phonics lesson resources include a digital Sound-Spelling Card *C*, a digital Sound-Spelling Song, "Can Your Camel Do the Can-Can?," and a digital Letter C Phonics Activity for words in isolation. Words and pictures in isolation include *camel, cup, calendar,* and *can.*
- The materials support and enhance virtual and in-person learning. An "Access Digital Resources" PDF document explains how to access program resources. The online teacher manual contains access for planning and/or guiding instruction. On the Dashboard, "Today's Presentation" includes "Lesson Resources" with all the resources applicable, including presentation slides for teachers to project or share virtually during instruction. In "My Binder," teachers and students save their materials and documents. Materials include a PDF version and a video, "School to Home Overview," for parents, which provides clear instructions and guidance on using the digital student materials at home for virtual learning and enhancing in-person learning. The videos include "Grade K-6 Introduction and Dashboard: Parent Support," "Grade K-2 To Do List," and "Vocabulary, Games, Read: Parent Support." Teachers assign specific lessons, online games, and other activities for students to complete during independent practice, which extends in-person learning.

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

- The digital materials enhance student learning and are not distracting or chaotic. Materials contain a video titled "Using the Digital Presentation" to guide teachers on how to use digital presentations to support student learning. It includes a teacher testimony on how to organize instruction, use the digital tools, and interact with students making it less distracting and chaotic during instruction. When using digital materials, the letters, words, or pictures are highlighted when spoken through the audio. For example, in the Unit 3 phonics review of /k/ *c*, the digital phonics practice highlights the *cup* picture when the picture is read aloud or the student selects the *cup* picture.

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- Digital materials enhance student learning without being distracting or chaotic. In Unit 2, Week 3, in the Handwriting section, the program offers Handwriting online practice and a High-Frequency Words Activity. The graphics support student learning and engagement but do not visually distract. Images are age-appropriate, engage student interest, and support learning by drawing attention to important information or content. Students' individual homepages have color-coded navigation buttons that are associated with pictures showcasing what the navigation button does for emerging readers.
- Digital materials enhance student learning and support virtual and in-person instruction. The kindergarten materials provide in-person presentations to support and enhance learning; the weekly presentations provide interactive and editable (to change the order or add to) screens. In Unit 10, Week 2, the presentation provides teachers with a pre-built presentation that includes videos and picture cards to support the /ē/, *e_e*, and *ee.* The spelling song "Chickadee in a Tree" supports the /ē/ learning with video and the lyrics posted visually. The lyrics include, "Even saw a chickadee sitting in a birch tree." The online game continues the support and reinforcement of the sound /ē/ when students build words: *p/ee/l* letter "birds" build *peel* and *m/e* birds build *me*.