Reading Horizons Grade 1
English Phonics Program Summary

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

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

Section 2. Instructional Approach

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

Section 3. Content-Specific Skills

- The materials provide systematic and direct (explicit) instruction, practice, and review 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 systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.

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- The materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.
- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

Section 4. Progress Monitoring

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

Section 5. Supports for All Learners

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

Section 6. Additional Information: Resources

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

Section 7. Additional Support

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

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Indicator 2.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials include a cohesive scope and sequence that outlines how phonics skills are taught throughout the year, in alignment with the grade-level TEKS. The "Content and Sequence" for grade 1 does not reference specific TEKS. The skill of each lesson is addressed in the title and a brief description. For example, "Lesson 33: Phonetic Skill 2. This lesson teaches that when a vowel is followed by two guardian consonants and nothing more, the vowel will be short, e.g., jump. Students learn how to read and prove Phonetic Skill 2 words."
- In the Content and Sequence for grades 1–3, there is a color-coded key to indicate if the lesson is a skill lesson, Most Common Word lesson, reference lesson, or bonus content.
- The materials include information and an overview of the phonological awareness objectives in the "Phonemic Awareness Supplement." For example, for Week 18, the document shows a table with the review objective (mixed review), Task 1 (Add a sound to the beginning of a word), and Task 2 (Blend and segment five-phoneme words).

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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 kindergarten through grade 3. The Phonemic Awareness Supplement presents a K–2 scope and sequence that includes a phonemic awareness continuum that specifies the skills that should be mastered at each grade level and in which order. For grade 1, the program suggests a review of specific "basic level" skills and introduction of "medium level" skills in Week 1, including isolating initial phoneme, blend phonemes in two-phoneme words, and segmenting phonemes in two-phoneme words.
- The lesson plans at the beginning of the year review and build upon the previous year's lessons. The phonemic awareness grade 1 lessons continue to build on kindergarten skills. Blending phonemes in CV and VC words is practiced in Week 4 of kindergarten and is reviewed at the beginning of Week 1 of first grade. In the kindergarten basic level, the students blend and segment four-phoneme words, while in grade 1 basic level, the students blend and segment five-phoneme words.
- The scope and sequence document presents grades 1–3 in vertical alignment. In the "Component Guide," the "Key Lessons" section presents a table with grades K–3, which shows how main concepts are developed throughout the grades, divided by alphabetic knowledge, alphabetic principle (K–1), grade-level sound-spelling patterns (K–3), high-frequency words (K–3), syllabication (1–3), morphological awareness (1–3), and word reading fluency (K–3). For example, this document shows how grade 1 decoding and encoding lessons build on kindergarten alphabetic knowledge skills.

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

- Lesson objectives systematically progress from simple to more complex concepts, building the prerequisite skills students need to read more complex words throughout the year. In Chapter 1, students review sound-letter correspondences of the whole alphabet as well as decoding and encoding CVC words in the first 14 lessons. In Chapter 2, blends are introduced in Lesson 18 with CCVC and CVCC patterns. Then, lessons progress to double consonant *ll* and *"spelling with -nk,"* followed by digraphs (Lesson 27), long vowels (CV, VCe, and *ai*, *ay*, *ea*, *ee*, *oa*, *oe*, *ui*, *ue*, *ie*), spelling with final *-ck* and *-k*, vowel families (*-old*, *-olt*, *-ost*, *-ind*, *-ild*), digraph blends (*shr*, *thr*, *phl*, *phr*, *chl*, *chr*, and *sch*), and letter combinations with *gh* (*gh*, *igh*, *ight*). The skills progress with the students decoding multisyllabic words, such as *program, digest*, and *minus*.

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Indicator 2.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Lessons include detailed guidance for each component of the gradual release of responsibility model. Lessons assist teachers in using the gradual release of responsibility by including subtitles in the Teacher's Manual. Each skill lesson has sections labeled "Review," "Teacher Instruction," "Guided Practice/Dictation," "Transfer/Individual Practice," and "Reinforcement and Differentiation Activities."
- Lessons include specific and precise terms, phrasing, and statements that teachers can use during core instruction to model and guide students' practice and application of new phonics skills. In Lesson 43 on VCe syllables, the teacher says, "In this lesson, you will learn Phonetic Skill 4. It is another long vowel skill (refer students to the Five Phonetic Skills Poster). The first vowel is long because the word ends in a silent *e*. Watch as I prove this word. Just like always, I will work, left to right, underneath the word." After showing the word *hope*, the teacher adds, "I will draw a line right down through the *e* and through the *x* that is beneath it (to mark the vowel). This mark looks the same as when someone is telling you to be quiet. Even though the *e* is silent, it is a very strong vowel. Silent *e* makes the first vowel say its long sound. What does long *o* say? /o/ What is the word? (*hope*) Use the word in a sentence."
- As part of guided practice, the teacher shows students what happens when you add silent *e* to a word that follows the CVC pattern. The teacher dictates CVC words, then prompts students to rewrite the word by adding a silent *e* and then marking it. Next, the class chorally reads words and sentences with VCe words from a projected "Whole Class Transfer Card."
- Lessons include detailed guidance on how students can practice and apply new phonics skills through independent practice. For example, lesson plans provide detailed guidance for teachers on how students can use four different Transfer Cards with word lists and sentences for

independent practice on new phonics skills. Following a lesson on VCe syllables, students use the Transfer Cards individually or in pairs to decode or dictate to each other words, such as *bike*, *shape*, and *skate,* and the sentence "A cube is a box shape." In all skill lessons, "Little Books" are included in the individual practice, giving the teacher a couple of ways to use them. One suggestion is to project the book to use as a choral read to facilitate fluency. Another suggestion is to print the book and use it in small groups or have students read it individually.

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 ample and useful annotations and suggestions on how to present the content in the materials. For example, the teacher manual includes a "Notes" section that is highlighted in green and is easy to see and read. This section includes suggestions on how to introduce new content to students and provides additional ways to support teachers and clarify possible misconceptions students might have about parts of the lesson. For example, in Lesson 10, the Notes tell the teachers that they may choose to provide guided practice/dictation after each letter rather than at the conclusion of all the letters taught in the lesson.
- There are useful annotations and suggestions in the margins on how to present the content materials throughout the whole lesson. In Lesson 47, the "Teacher Instruction" margin notes provide tips, such as "When '*y*' is a vowel, it also changes the sound of '*c*' to the sound of '*s.*' The '*cy*' combination is addressed in Chapter 4, Lesson 59, the 'Many Jobs of *Y.*'" The Guided Practice/Dictation section also includes annotations, such as "Remind students to prove (mark) the base word first. Then rewrite the word with the suffix, and then underline the suffix." The Transfer/Individual Practice section has annotations and suggestions like "If you have technology available, project the Whole Class Transfer Card using an interactive whiteboard or projector."
- The teacher edition includes previously taught routines in the margins for teachers to reference during instruction if needed. For example, when working with multisyllabic words, the margin notes review the steps to mark and decode the words: "If your students are unsure of how to prove a multisyllabic word, follow the summarized steps below: 1. Working under the word, left to right, mark all vowels, including Murmur Diphthongs. Also, mark any Blends and Digraphs. 2. Working again from left to right, for each working vowel: Count the number of constants after it. Review decoding skills one and skills 2, pronounce each syllable and word."

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Indicator 2.3

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

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

Meets | Score 4/4

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

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

- The materials include information for teachers about common misconceptions related to specific phonics skills. In Lesson 20, the script emphasizes that true blends can begin a word. It says, "S-Blends can also come at the end of a word, but any blend must be able to begin a word." In Lesson 24, students learn about special vowel combinations. There is a note for teachers that says, "Words continuing double /s/ are often taught as word families. Students can make many words from these combinations, but be sure when teaching these words that you stress sliding from the beginning consonant sound to the vowel sound." Additionally, the materials emphasize that "Phonics lessons focus on sounding out words and decoding each phoneme in the word, not using the initial sound, picture, or context to guess words." The marking system used by the program emphasizes moving from left to right and identifying patterns before decoding the word.

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- The materials share guiding principles related to specific skills. Several videos provide teachers with information on specific phonics skills. Some examples of videos include "Many Jobs of Y," "The Schwa," "Murmur Diphthongs," "Special Vowel Sounds," and "Video of the 42 Sounds." Additionally, phonics lessons include simultaneous instruction of the letter name, sound, and correct formation. Guiding principles are also found within the Phonemic Awareness supplement. For example, materials suggest the following: "Once students are successful at matching sounds, they are ready for the more difficult task of pulling words apart, or separating and identifying how many phonemes are in words. Since we are teaching students to identify the number of phonemes in a word, it is not necessary to be concerned with whether the vowel in the word is long or short. It is also appropriate to use Digraphs, like in the word ship, for phoneme identification."
- The materials share guiding principles related to high-frequency words. High-frequency word instruction includes reading and writing connected text to emphasize understanding the words' function and meaning. In every Most Common Words (MCWs) lesson, the materials emphasize "Provide opportunities for students not only to read but to write MCWs in context. In students' writing, look for correctly spelled MCWs that have been taught previously."
- The materials include information for teachers related to each specific phonics skill. For example, in Lesson 27, the notes section mentions that all vowels are voiced. It also states that one sound of the digraph *th* is produced in the vocal area, and the other is a voiceless sound used in words and provides examples for both. The materials also emphasize that digraphs make only one sound with the example /th/ not as /t/ /h/.

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

- The materials include a variety of instructional strategies with consistent routines for each phonics skill. For phonemic awareness, the program includes different routines. The program suggests playing the "Eraser Game" daily and includes a guide with sentence stems for different skills to target. Another routine used multiple times throughout the curriculum is the activity "Say-It-Slide-It-Change-It." Using counters and a copy of an Elkonin box, the teacher models saying a word, isolating each sound, and moving counters. After the teacher practices a skill, such as deleting a sound or substituting a sound and making a new word, students follow instructions to build a word and apply the skill.
- Phonics strategies include the use of a unique marking system to code words. Other strategies include using word sorts for categorizing patterns, games, review with sound-letter cards, and word cards for students to practice marking, decoding, and encoding. The materials include instructions for each one of these activities. For example, in the "Resources" section, there is a document titled "Example Transfer Card Activities" that includes general instructions and detailed activities for different purposes: "Whole Class Transfer Cards (WCTCs) should be read chorally, and Student Transfer Cards (STCs) should be read independently or with a partner on a daily basis."
- The materials include an explanation or overview of the instructional routines used consistently throughout the program. Materials include videos that explain the routine for the dictation process using kinesthetic cues and a video for how to use Student Transfer Cards. In the daily guided dictation, students stand up and use a whiteboard and dry-erase markers to encode

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words and use a unique marking system to code them from left to right as they identify likely and unlikely patterns. The "Teacher Supplement" provides teacher instructions: "Engage the students' attention… Dictate the information twice (letter name, sound, etc.). Use hand motions to draw attention to your mouth and the pronunciation of the sound/word. As you dictate, extend your fingers and hands away from your mouth and toward the students. Have students repeat twice (on your signal). As students repeat the dictation, hand motions are reversed, with your hands coming toward your mouth, as if drawing in or receiving information from the students."

- The "Quick Guide to Effectively Teaching Most Common Words" includes steps to introducing each word in the list. "Start with the pronunciation of the word and focus on the phonemes. Assess what they know about the letter/sound correspondence and focus on what letters represent the sounds in the specific word. Discuss the meaning and use of the word in context."

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

- The materials include specific guidance on providing immediate, corrective feedback within the lesson. In the Most Common Words (MCWs) List 1 lesson, the side note explains what to do when students skip MCWs while reading. "Some students will skip MCWs while reading because they have difficulty forming a pictorial reference for MCWs that are abstract in nature. They can form a picture of words such as *dog*, *hat*, and other nouns, but words like *and*, for instance, are more difficult to reference. To address this concern, have students draw a picture of *and*. For example, a student might draw himself or herself *and* a friend, ham *and* eggs, or mother *and* father."

- For the process of guided dictation included in every phonics skill lesson of the program, the materials emphasize having all students work on the board or standing on individual whiteboards placed around the room for the teacher to "be able to see their work and give immediate, corrective feedback." For example, in Lesson 40, during the "Guided Practice/Dictation" section, a note states, "make sure students are reading each word aloud after it is proven (coded). Be sure that when students are pronouncing words, they continue to slide from the first consonant to the vowel sound and then add the following consonants."

- The materials provide specific examples of how to provide immediate, corrective feedback. The "Kindergarten Chapter 1 Manual" suggests, "Corrections should be positive and immediate when possible." It also states that students shouldn't erase their words until the teacher instructs them to do so. It says, "When corrections need to be made, students can rewrite the word or sound next to their original work and can make an immediate comparison." This document includes another section titled "Attitude Makes the Difference" with 17 guidelines, such as "Praise often! It will move students ahead. Criticism and sarcasm can quickly destroy progress."

- The supplement document, "Teaching the Method," explains how to provide feedback when several members of the class have made the same error by providing an example of students writing *fa* instead of *fo*: "Seeing the error, a teacher could then say, 'Class, what is the sound of the vowel *a*?' The class would say the sound of *a*: /a/ (as in *at*). 'So, what is the sound of *f-a*?' The class would say, /fa/ (as in *fat*). 'What is the sound of the vowel *o*?' The class would say /o/ (as in *on*). 'Then what is the sound of *f-o*?' The class would reply, /fo/ (as in *fog*). 'Would those of you who wrote *f-a* also write *f-o* next to it, and let's say the sound of the two slides again? *F-a*

says /fa/, and *f-o* says /fo/.' An immediate comparison has been made, and re-teaching has been accomplished. The teacher could go further and have students make words with *fa* and *fo* to complete the learning process."

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

- The materials include specific references in lesson plans and scripts to previous learning. For example, before introducing murmur diphthongs *er, ur*, and *ir*, Lesson 78 starts with a review of the previous lessons on *ar* and *or* patterns. Then the teacher introduces the new skill: "Which two murmurs have you learned? (*a-r* and *o-r*). Each of the three remaining main vowels also can form a murmur diphthong. You will learn these last three together because they all have the same sound." Students are also consistently reminded to code a pattern they have learned. When teaching digraphs *ch, sh, wh*, and *ph*, the teacher asks, "How do we mark digraphs?" Students respond, "with an arc."
- The materials provide detailed guidance for connecting previously taught phonics skills to new learning. For example, in Chapter 2, Lesson 18 states, "You have learned all of the letters and sounds of the alphabet. Now you can join some of these sounds together to form Blends. A Blend is two or three consonants standing together. Each consonant keeps its own sound. Blends with the letter *l* are called L-Blends." In Lesson 20, the teacher tells the students, "Until now, you've slid from two consonants to a vowel. Now you will slide from three consonants to a vowel. Slide smoothly. Do not separate the sounds."

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 guidance on the recommended length for each lesson. The Teacher's Manual emphasizes the importance of mastery before moving on. The guide states, "Reading Horizons Discovery lessons are not taught in a single session. Most lessons are taught and reinforced over a period of several days. The time frame serves to guide the average amount of time used." The lesson manual suggests spending 30–45 minutes a day, not including the differentiated/enrichment resources.
- The materials provide specific guidance on how much time to spend on each lesson component and include specific pacing suggestions for components (stages) of the gradual release of responsibility. In a sample lesson plan located in the "Component Navigation Guide," the program suggests starting the day with a 5-minute Phonemic Awareness Warm-Up. At the beginning of each phonics lesson, a pacing guide recommends the amount of time for each component. An example pacing of Lesson 14, on spelling with *c* and *k*, recommends 5 minutes for Review, 15–20 minutes for Teacher Instruction, 10–15 minutes for Guided Practice/Dictation, 3–5 minutes for Whole Class Transfer Cards, and for Student Transfer Cards usage it states "Times will vary." For Differentiation/Reinforcement Activities, it states "as needed."

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Indicator 2.4

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials include intentional practice and review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. The materials begin each lesson with a short review. The review is a time for students to retrieve prior knowledge and show mastery of previously taught skills. For example, in the review section of Lesson 19, students review the skill of l-blends that they previously learned in Lesson 18. Students practice marking and decoding words with l-blends. Additional review activities include reading the decodable book from Lesson 18 or kindergarten Lesson 43 as a whole group or individually and having students identify the l-blends. Another suggested activity is projecting the l-blends refresher lesson from the software and using the blends flip chart or "Whole Class Transfer Card" from Lesson 18 to review.
- Instruction, guided practice, and transfer sections of the lessons include intentional practice and review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. For example, in Chapter 5, Lesson 82, students use the decodable skills they have learned to encode and decode two syllables and use the same method to encode multisyllabic words during guided dictation and decode them during the transfer section. Steps they follow for decoding include marking under the vowel, returning to each vowel (left-to-right), separating the syllables, and then applying the "five phonetic skills" CVC, CVCC, CV, Vce, and VV to identify patterns within the syllables. Dictation lists and "Student Transfer Cards" used in every phonics lesson of the program consistently include word lists with the new skill introduced in the lesson and a word bank or sentences with previously taught skills. For

example, in Lesson 14, students practice encoding a variety of previously learned skills of short *a* and short *e* words.

- Each lesson includes games in the "Reinforcement and Differentiation Activities" that reinforce previously taught skills and newly learned phonics skills. For example, in Lesson 20, one of the games is called "Detective." Students read a book and use their magnifying glasses to find a particular sound the teacher has given. Students stand up when they have found their word and prove their word to the class. This game can be used to find a variety of phonics skills, such as blends, short vowels, diphthongs, or digraphs.
- Lessons use consistent routines to introduce and review phonics skills that include different modalities. As students practice guided dictation with new skills, the lessons guide them in using the marking patterns they have previously learned. Additional opportunities during small-group teacher-led instruction or student centers include games, Elkonin box practice, writing and reading with Transfer Cards, decodable readers, and practice pages.
- Every lesson includes a guided dictation in which students use whiteboards and apply the program's unique marking system to identify likely and unlikely patterns within words. Lessons also include consistent use of Transfer Cards to practice decoding the skills in words and in context. Transfer Cards can be used individually or in pairs as students take turns dictating the words or sentences to each other. Other consistent routines include games such as the "Eraser Game," which is recommended to use daily for phonemic awareness and phonological awareness tasks.

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

- Practice opportunities include only phonics skills that have been explicitly taught. For example, after an explicit lesson on L-blends in Lesson 18, the teacher dictates the words, which include skills previously taught in Chapter 1 (short vowels and consonant sounds). For example, students write *clip*, *glad*, and *plus*. Then students read words and sentences that contain this pattern using Transfer Cards. Students practice as a whole class and then with a partner. Some example words from the cards in this lesson include *blab, plot, sled, slit,* and *plum*. Sentences include "They plan to sled" and "He had a blog." During reinforcement or differentiated practice, the students read the book "A Fox," which has a decodability of 91% and includes 13 words with l-blends, 12 high-frequency words previously learned, and 9 challenge words.
- Students apply the focus skill for the lesson or skills from previous lessons during guided practice. Every lesson includes a word bank to review previous skills during guided dictation. For example, during the guided practice for the lesson on r-blends, the teacher uses a list of words with r-blends first, then is instructed to use a list of words for dictation that include previous skills for review. The list includes *clap*, *plug*, *kit*, *bat*, *ten*, *blog*, and *get*.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate cumulative practice of taught phonics skills. They only include taught phonics skills. For example, decodable texts align closely with the scope and sequence of the lessons, connecting previously taught objectives to new ones. The program includes 54 "Little Books" students can use independently to practice decoding and are aligned to the program's sequence of instruction. The books have a decodability of 90% or above.

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- In Chapter 2, after Lesson 45 on s-blends, the teacher can use the decodable text "Spud" to assess phonics skills. The book is 100% decodable and contains a word count of 25 words, including 7 skill words (*fast, rest, spin, Spud, stand, stop, swim*) and the high-frequency word *is.* The materials also include Transfer Cards with each lesson that include decodable texts. The cards can include slides, sounds, words, and sentences. For example, in Lesson 62, students learn about the schwa sound and practice reading words such as *bacon, human, scuba* and *beacon*. Students also practice reading sentences such as "A dozen rolls are baking in the oven."
- The decodable texts increase in skill complexity as well as length. For example, in Lesson 18, the decodable book "A Fox" has 74 total words and focuses on the skill of L-blends, which includes words such as *plant, plants, plum, plums, plump, plus,* and *sled.* In Lesson 82, students read the book *A Game from the Middle Ages*, which has 391 total words. The focus skill is on multisyllabic words and includes the skill words *horrid*, *overcome*, *sickness*, *someone*, *circular*, and *closing*.

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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 scripted direct instruction for connecting phonemes to letters within words. 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.

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.

- Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. Letters are presented in an order that starts with high-utility letters (i.e., letters that can be used right away to decode and spell CVC words when enough have been introduced). In the scope and sequence, Lesson 1 teaches the name, sound, and letter formation of the vowel A/a and the consonants B/b, F/f, D/d, and G/g and introduces and practices the "slide."
- Lesson 3 is a skill lesson for building words. The teacher explains, "To read a word, start with the slide, and add the ending sound… I will say the slide, then the ending sound, and then the whole word together. For *gab*, I would say /ga/ /b/, *gab*." The teacher says the word *gab* while extending both hands forward from the lips. "Now you repeat. (/ga/, /b/, *gab*) What is the sound of the vowel *a*? Now say the word sliding all the sounds together." During the guided dictation, students spell and mark the words *dad*, *dab*, and *gag*. Then the teacher projects a word list to read chorally, including the words *bag*, *dad*, *gab*, and *fad*.

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- In each subsequent lesson, the teacher follows a set of projectable slides that start with an isolated pattern and add one sound pattern at a time to make real and nonsense words. All phonics lessons include a guided practice and dictation activity where students encode words. In Lesson 6, the teacher dictates words, saying them twice and separating the phonemes to support students as they begin encoding words. "For *fad,* I would say *f-a-d, f-a-d*."
- In Chapter 1, Lesson 13, the teacher models encoding and marking words and prompts students to decode them. The script says, "'On your paper, write the *z-a* slide.' Wait as students write the *za* slide on their paper. Make sure that they are using the slide arrow. 'What is the sound of the *z-a* slide?' (/za/) Write the *za* slide on the board. 'When I add the letter *p* to the end of the *z-a* slide, the slide is no longer just a slide.' Add the letter *p* to the end of the slide. 'Adding the letter *p* to the *z-a* slide creates a word.'" In the same lesson, the materials direct the teacher in another example. The script says, "Begin to say /h/, and slide to /a/. The sound of the slide is /ha/. Say the slide. (/ha/) Write the *ha* slide on the board. 'When I add the letter *d* to the end of the *h-a* slide, it creates the word *had*. What is the word?' (had) 'What is the beginning sound in this word?' (/h/) 'What is the vowel sound in this word?' (/a/) 'Slide the beginning sound and the vowel sound together. What is the slide?' (/ha/) 'What is the ending sound in this word?' (/d/) 'What is this word?' (had)"

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

- Lessons identify the skills to be learned and communicate the objectives clearly to students. For example, in Lesson 8, the teacher begins the lesson by saying, "In this lesson, you will learn consonants *n, p, r, s,* and the vowel *o.*"
- Materials provide clear, precise instructions and directions for connecting phonemes to letters within words. Every phonics lesson includes a modeling process of the sound and marking system. For example, in Lesson 3, the teacher is instructed to draw three lines on the board. On the first line, the teacher writes the letter *b.* The class makes the sound for this consonant. On the second line, the teacher adds lowercase *a* and asks, "What sound do these letters make?" "The slide," which is an arrow drawn under these two letters. The teacher adds the last letter, *g.* The slide becomes a word, so the arrow is erased, and the vowel is marked with an *x* under it.
- Instruction includes connecting new learning to previous learning as well as frequent review of previously introduced phonemes. For example, each lesson begins with a review. In Lesson 8, Letter Group 3 is introduced, and letters from Letter Groups 1 and 2 are used to build new words with new letters learned. In Chapter 1, Lesson 13, the materials review the short vowel sounds before introducing new consonants and vowel *i*. The sounds are connected to keywords: "What is the sound and keyword for *a* (/a/, *at*), *e* (/e/, *Ed*), and *o* (/o/, *on*)."
- Lessons use the gradual release of responsibility model. For example, each lesson follows the same format: Review, Teacher Instruction, Guided Practice, Transfer/Individual Practice, and Reinforcement and Differentiation Activities. In Chapter 5, the program introduces r-controlled syllables. The teacher shows students how to mark the pattern with the same arc code they have used for digraphs and models how to say the sound. Then, the teacher guides students to read and spell words with *ar* and other previously learned patterns, including *scar, shark, charge,* and *thar.*

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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.

- Materials include a variety of resources to use for developing, practicing, and reinforcing students' understanding of applying letter-sound correspondence. For example, in Lesson 16, sound cards are used for review. A vowel poster is used in teacher-led instruction. In the video resource section, kinesthetic cues are presented.
- Materials include opportunities for students to decode and encode simple one-syllable words in isolation. For example, Lesson 3 goes into detail on building words. Lessons after this one practice using the slide method for a list of words with letters and sounds already learned. Lesson 4 also gives practice with nonsense words.
- In Chapter 1, Lesson 8, students play the game "Scramble" to practice identification of letter sounds or vowel sounds within words. The materials include "Alphabet Cards." When students hear the sound of a letter in a word, they pass the beanbag. They can also use vowel cards from the Alphabet Card deck to read words containing short vowel sounds. Players identify the proper vowel by saying the vowel sound as they pass the beanbag.
- Materials include opportunities for students to decode and encode simple one-syllable words in connected text. For example, in Lesson 13, on the "Student Transfer Cards," students are given the opportunity to read sentences with the letter group they are working on and review ones previously learned. "Little books" are also used to give students the opportunity to decode and encode words in connected text.
- "Whole Class Transfer Cards" are designed to facilitate automaticity. Whole Class Transfer Cards can be projected and are meant to be read chorally by the class after they have completed the guided practice and dictation section. Skills on the Whole Class Transfer Cards progress from sound to slide, from slide to word, and finally to sentences.
- In Chapter 3, Lesson 36, students listen to two words, such as *snake* and *snack,* and take turns spelling the word that ends with *ck* and proving it. Then, they write sentences, including "Chuck had bad luck." In Chapter 6, Lesson 64, students read and mark two-syllable words in which *y* is at the end and makes the /ee/ sound, including *lady*, *baby*, *deny*, and *defy*. The practice page includes a paragraph for students to read. The reinforcement activities for every letter-sound pattern include generic games, computer software lessons, spelling lists, and an extended dictation.

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English Phonics Program Summary

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.	Yes
2	Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills.	Yes
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	No

Not Scored

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 do not incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (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 begin with simple skills and gradually transition to more complex skills. For example, first grade reviews blending syllables and segmenting syllables in week 3 (two-syllable words) and Week 4 (two- to four-syllable words). In Week 8, the students learn syllable deletion. Week 31 provides students with the chance to review these skills.
- Included in the "Component Navigation Guide" is a supplementary lesson on syllable identification, which covers syllable awareness activities that gradually transition from simple to more complex skills. This lesson can be used multiple times and adapted with different words suggested in the notes. In this lesson, the teacher introduces the concept of a syllable and models with one-syllable words, two-syllable words (including compound words), and three-syllable words. The lesson moves on to practicing manipulating syllables. Students practice adding and substituting syllables during the "Eraser Game."

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English Phonics Program Summary

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

- Materials include teacher scripts that guide teachers through direct instruction in oral syllable awareness. These scripts can be found in the "Phonemic Awareness Supplement K–2 Manual." For example, in the supplementary lesson on syllable identification, the teacher script helps teachers model how to orally segment syllables: "Sometimes, words are made of just one syllable, and sometimes they have more than one. For example, the name Tom is a word with only one syllable. Let's clap that syllable sound together. (*Tom*, and clap once.) Let's do that again. (*Tom*, and clap once again.) Using the names of students in your class is an excellent way to introduce syllables. Another example of a one-syllable word is *cake*. Let's all clap the word *cake*. (*cake*, and clap once)."
- In Week 8, on Friday, students engage in an activity to support syllable deletion. The teacher informs students that they will find objects around the classroom that have more than one syllable. The teacher starts by saying, "A syllable is a small part of a word that has one vowel sound. I'm going to say a word, and I want you to repeat the word, and then we will subtract a syllable and say the chunk or chunks that are left."
- In the supplementary lesson on "Syllable Identification" found in the "Component Navigation Guide," the materials include scripted instruction for teaching syllable deletion: "How about the word *doghouse*? How many syllables does it have? (two) Very good. Let's remove the word *dog*. What does the word say now? (*house*)." The script says, "Practice identifying the number of syllables in a word and manipulating the syllables several times before beginning the skill of identifying the number of phonemes in a word. See examples in the notes column."

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

- Materials do not incorporate a variety of activities and resources for students to develop, practice, and reinforce oral syllable awareness through cumulative review. The program includes one syllable identification lesson in which students practice segmenting and deleting syllables. Phonemic awareness lesson plans include reviewing blending and segmenting multisyllabic words in Weeks 3 and 4 of first grade. For reinforcement, the syllable identification lesson suggests that students play games from the "Games Supplement," including "Duck, Duck, Goose," "Picture It," and the "Syllable Name Game." For example, in Duck, Duck, Goose, the students sit in a circle, and the teacher selects one student to be "it." The teacher whispers a word to the student, and the student repeats the word in syllables. The student taps a different student as they repeat the syllable, and when the final syllable is said, the last student tapped tries to catch the student who said the syllable before they make it back to the empty space. In the Syllable Name Game, students clap the syllables in their first and last names and compare the number of syllables. In Picture It, students determine the number of syllables in pictures or words as they clap them.
- The online software includes one phonemic awareness lesson on syllables in which students can practice independently to develop, practice, or reinforce skills. The lessons model how to identify the number of syllables in a word by clapping them. During guided practice, the program says, "I say the word, you clap it, and click on the number of syllables in the word." In the assessment section, the program asks how many syllables are in words with one, two, or

three syllables, and students choose between number tiles 1, 2, or 3. For example, "How many syllables do you hear in the word spider?"

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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 and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include scripted direct instruction for teaching phonemic awareness. 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. Materials incorporate a variety of activities and resources for students to develop, practice, and 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, starting with simple skills and progressing to more complex skills. The scope and sequence starts with a review of the phonemic awareness skills that were covered in kindergarten. In Weeks 1–16, students focus on identifying, blending, segmenting, deleting, and substituting phonemes. In Week 3 of first grade, students substitute the first phoneme in a word (e.g., *fine/line*, s*eat/neat*).

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In Week 7, the lessons focus on substituting the final phoneme (e.g., *bug/bun*, *log/lock*), and in Weeks 11 and 12, lessons focus on substituting the medial phoneme (e.g., *bat/bit*, *map/mop*).

- Phonemic awareness activities gradually transition to more complex manipulation practices, such as adding, deleting, and substituting phonemes. During the transition, the number of phonemes increases. Starting in Week 17, students start to add phonemes. The sequence progresses from adding phonemes in the initial position before the final position. In Week 17, students also start blending and segmenting words with five phonemes. These skills get more complex in Week 19 when students practice substituting initial phonemes with initial consonant blends. In Weeks 29-33, students practice deleting and substituting the second phoneme in words with initial consonant blends.

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

- Lessons identify the skills to be learned and communicate the objectives clearly to students. For example, in Week 21, on Monday, Task 2, the teacher states, "we are going to take the last sound away from a word."
- Lesson plans include specific and precise terms and statements for teachers to use during instruction. The lesson script directs the teacher to say, "The final sound is the ending sound. Can you tell me the final sound in the word *mop*? /p/"
- Lessons follow the gradual release model. For example, after learning to substitute final phonemes in Week 25, the script includes an activity called "Say-It-Slide-It-Change-It." The script prompts the teacher to give each student five counters and a copy of an Elkonin box. The teacher says, "I am going to say a word and slide a counter into the box for each sound I hear in the word. The first word is *flame*. The first sound I hear is /f/. I will slide my first counter in the box while making the /f/ sound." The teacher continues with each sound and adds, "Now I am going to change the final sound from /m/ to /k/. I will remove the /m/ sound by sliding out the counter and replacing it with another sound. The new word is *flake*. What is the new word? (*flake*)." Then students practice with teacher guidance as the teacher says words from lists, including *grim, grip, grit, grid,* and *blog, blot, block, blob*.

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 provide specific and precise terms, phrasing, and statements that teachers can use during core instruction for connecting phonemic awareness skills to the alphabetic principle. For example, in Lesson 35, students practice decoding and encoding words with *-ck*. The teacher starts the lesson by asking students to help spell the word *sack*. After students segment the phonemes /s/ and /a/, the teacher states, "The next sound in the word sack is /k/... Listen for the vowel sound that comes before the /k/ sound. Is it a long or short vowel sound?... Because the vowel is short it will be spelled with BOTH *c* and *k*, like this." Then the teacher finishes writing the word on the board. Students then practice writing words with *c* and *k* during guided dictation.
- In the "Component Navigation Guide," the materials link to the "Eraser Game" to practice connecting phonemic awareness to decoding and encoding as a daily practice. The instructions

state, "During the Eraser Game, build in phonological and phonemic awareness practice to provide students an opportunity to connect speech to print." During the game, students write a list of words on their whiteboards. The teacher guides students in tasks that include previously learned phonemic awareness skills, including blending, segmenting, adding, deleting, and substituting phonemes. Examples include:

- "I will say a word slowly; point to the word I say: /s/, /k/, /ĭ/, /m/." Students point to the word *skim*, read it twice, and erase the word.
- "Point to the word that has five phonemes." Students point to the word *blast*, read it twice, and erase the word.
- "Point to the word that would say *troll* if we add /t/ to the beginning." Students point to the word *roll*, read it twice, and erase the word.
- "Point to the word that would say *pan* if I took out the /l/ sound." Students point to the word *plan*, read it twice, and erase the word.
- "Point to the word that would say *chip* if I changed the /sh/ to /ch/." Students point to the word *ship*, read it twice, and erase the word.

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

- Materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills. For example, lessons include gestures/body movements and other kinesthetic activities to help students visualize blending, segmenting, and manipulating phonemes orally. The descriptions of each movement are located in the "Phonemic Awareness Supplement."
- The materials suggest or provide resources, including manipulatives, to practice and reinforce students' phonemic awareness skills. The Phonemic Awareness Supplement includes printable resources, such as Elkonin boxes and multiple game pieces, in the appendix section. For example, in Week 7, students use the Elkonin boxes to substitute the final phoneme. There is a list of possible words to use that includes *pit, pin, pig, fan, fab, fad, web, when,* and *well.* During this activity, students review identifying the number of phonemes in a word as they say each sound to move a counter into the boxes.
- The document also includes a weekly game that often varies and provides an opportunity for cumulative review. For example, in the Eraser Game, students write words and practice different phonemic awareness skills. The script provides different tasks for the teachers to use, such as "Point to the word with the same vowel sound as the word…. Point to the word that would say… if I changed the vowel sound."

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Indicator 3.C.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. For example, the materials provide a "Content and Sequence" with clear phonics objectives for lessons, chapters, and grade levels. The scope and sequence shows the main lessons for the four chapters covered in grade 1 and how they are aligned with grades 2 and 3. The planner, which is in calendar form, also provides the same progression outlined in the content and sequence.
- The materials progress from simple to more complex sound-spelling skills. In the first 14 lessons, students review all alphabet letters and the pattern *qu* in CVC words. Chapter 1, Lesson 1 begins with letter-sound correspondence. Students identify the name and the sound of the letter *a*. The teacher says, "The vowel *a* has many sounds, but you will study only one now. The sound of

the vowel is /a/, /a/, as in the word (AT)." In Lesson 2, the materials develop a common word list. In Lessons 3 and 4, students build words and nonsense words. In the next lesson, students start learning another group of letters, which includes the vowel *E/e* and the consonants *H/h*, *J/j*, *L/l*, and *M/m*. Five letter groups are introduced this way before moving into blends in Chapter 2 (Lesson 18 introduces *l* blends, and Lesson 27 introduces voiced and voiceless spelling patterns).

- After learning *l, r, s,* and *w* blends, students learn tri-blends, double consonant *ll,* and *"*spelling with *-nk."* In Lessons 27 and 28, digraphs are introduced (*th*, *ch*, *sh*, *wh*, and *ph*). Chapter 3 introduces long vowels (*CV*, *VCe*, and *ai*, *ay*, *ea*, *ee*, *oa*, *oe*, *ui*, *ue*, *ie*), spelling with final *-ck* and *-k*, vowel families (*-old*, *-olt*, *-ost*, *-ind*, *-ild*), trigraphs (*shr*, *thr*, *phl*, *phr*, *chl*, *chr*, and *sch*), and letter combinations with *gh* (*gh*, *igh*, *ight*). Chapter 4 covers sound patterns of *y* and then introduces two-syllable words, the schwa sound, double consonants, final stable syllables (*-le*), and r-controlled vowels.
- The objectives are mostly aligned to the grade-level TEKS sound-spelling patterns. For example, in grade 1, students are expected to decode words in context and isolation with common letter-sound correspondences, including consonants, short vowels and long vowels, consonant blends, consonant digraphs, and vowel digraphs. Diphthongs are excluded from the scope and sequence document. Lessons on diphthongs are referenced and available in the "key lesson" chart of the "Component Navigation Guide."
- Reading and spelling words with tri-blends is an above-grade-level skill and includes the same instructions and words for grades K–2. In this case, teachers must go through the program's training modules or have knowledge of the appropriate sequence of grade-level sound-spelling patterns to select the appropriate words within the lesson instructions and dictation lists.

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

- The materials clearly communicate the objectives for the lesson. In Lesson 8, the teacher states at the beginning of the lesson, "In this lesson, you will learn consonants *n, p, r, s,* and the vowel *o.*" Next, the teacher spirals back and connects the new pattern to previous sound-spelling patterns: "Who can tell me the names of the four consonant letters that we learned in Letter Group Two? What is the name of the vowel in letter group two?"
- The lesson sequence follows the gradual release of responsibility model. For example, each lesson has sections: "Review," "Teacher Instruction," "Guided Practice/Dictation," "Transfer/Individual Practice," and "Reinforcement and Differentiation Activities." In Chapter 1, Lesson 13, the teacher instruction is as follows: "The name of this consonant is *q*. It has no sound when it stands alone. The consonant *q* must stand with the vowel *u* in order to make a sound." The teacher writes the letter *u* next to the *q* on the board. The teacher then instructs the students, "Repeat after me. The name of this letter combination is *q-u*. The sound of this letter combination is /kw/." They repeat several times. The students are then released to practice on their own. The teacher instructs them to "Write the lowercase letters *q-u* five times on your paper. Each time you write them, say the names of the letters and the sound of the letter combination."
- In Chapter 3, Lesson 43 introduces VCe syllables. The teacher says, "In this lesson, you will learn Phonetic Skill 4. It is another long vowel skill. (Refer students to the Five Phonetic Skills Poster) The first vowel is long because the word ends in *silent e.* Watch as I prove this word. Just like

always, I will work, left to right, underneath the word." After showing the word *hope*, the teacher adds, "I will draw a line right down through the *e* and through the *x* that is beneath it (to mark the vowel). This mark looks the same as when someone is telling you to be quiet. Even though the *e* is silent, it is a very strong vowel. *Silent e* makes the first vowel say its long sound. What does long *o* say? /o/ What is the word? *(hope)* Use the word in a sentence." As part of guided practice, the teacher shows students what happens when you add *silent e* to a word that follows Phonetic Skill 1 (CVC). The teacher dictates CVC words, then prompts students to rewrite the word, adding a *silent e* and then marking it. Next, students chorally read words and sentences with VCe words, and then they practice proving and reading VCe words in pairs or individually.

- The materials provide teachers with important points to emphasize about grade-level sound-spelling patterns. For example, in Lesson 38, students learn the three sounds for the suffix -*ed*. The teacher states, "The third sound of *e-d* is /id/. Use this pronunciation after base words that end in the /t/ or /d/ sounds."

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

- Materials focus on one consistent routine of marking patterns and reading aloud to develop sound-spelling patterns, and they incorporate a variety of resources for students to practice and reinforce their knowledge of sound-spelling patterns. Every lesson starts with a review of previously taught patterns and uses words and sentences for dictation that incorporate the patterns that have been introduced. Lessons also include practice pages and decodable texts that include all the patterns students have learned to that point.
- Lessons build on patterns previously taught and provide opportunities for cumulative review. In Lesson 18, after students have learned all consonants and short vowels, the teacher introduces L-blends: "You have learned all the letters of the alphabet. Now you can join some of these sounds together to form blends." "Whole Class Transfer Cards" and "Student Transfer Cards" are used during this lesson during individual practice and include words with short vowels and varied ending consonant sounds: *blab*, *flop*, *slam*, *plot*, and *Glen*. The game "Scramble," which uses fly swatters and is a quick action game, is played during reinforcement and differentiation activities.
- In Chapter 1, Lesson 13, the materials reinforce spelling patterns with the practice page lesson. Students write a whole row of each letter and a whole row of *qu*. "Remember to join *qu* with an arc. Say the name of the letter and the sound of *qu* each time you write them."
- In Chapter 3, students learn Phonetic Skill 5, adjacent vowels. The teacher and students write five vowel teams (*ay*, *ee*, *oe*, *ue*, *ie*). The teacher shows students how to mark this pattern by coding both vowels with *xs* underneath, crossing the second vowel, and marking the first one with a macron. After modeling the long vowel sounds, the teacher dictates the letters *b-e-a-t*. Students write them, code the word with the marking system, say it, and use it in a sentence. Next, the teacher dictates words: "In this word, the silent vowel is *a*. Write the word *moan*, *moan*. Prove the word. Say it. What does it mean? Use it in a sentence." The script provides dictation lists for nine vowel teams and ends with the dictation of sentences.
- During transfer or individual practice, students prove and read words such as *grain*, *coax*, *sea*, *tie*, and *eel*, as well as sentences. For reinforcement and differentiation, practice pages review

the steps to mark vowel teams and provide a list of words to prove and read. Students mark words and sort them into long or short vowel sounds.

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).

- The materials provide activities for students to practice encoding and decoding in every lesson. In Chapter 2, Lesson 27, students learn digraph *th*. After guided practice and transfer activities, they may complete a practice page, which asks them to "Write a sentence with one of the *th* Digraph words. Then read the sentence."
- In Lesson 28, the teacher says, "You just finished learning the *t-h* digraphs. In this lesson, you will learn four more digraphs, *c-h, s-h, w-h,* and *p-h.*" The teacher notes, "You have probably noticed all of these digraphs end with the letter *h*. The Digraph *c-h* says /ch/. Listen for /ch/ at the beginning of the following word: *chip*. Say the sound with me, /ch/." The teacher prompts students to encode the words *chug*, *chin*, *rich,* and *chess*. Students continue the lesson, decoding words with digraphs in decodable connected text, using the "Little Book" "Chip and Fish."
- In Chapter 3, Lesson 57, "Sounds of *gh*, *igh*, and *ight*," students mark words and decode them in isolation. They code or prove the word *sigh* from left to right, marking the *i* with an *x* underneath, crossing the *h* and then the *g* to show they are silent, and marking the vowel with a macron. Then they read it aloud. They follow the same process with *sight* and move into guided practice, where they encode words in isolation. Transfer Cards include words in isolation for students to decode with previously taught patterns (consonant sounds and blends), such as *flight*, *high*, *zigh*, and *bright*. Transfer Cards also include decodable sentences, such as "*There was a bright light on the ship.*" On a practice page, students prove and decode words in isolation, then circle *gh* words in road signs.
- In Lesson 76, during guided practice, students mark and decode words using murmur diphthong *AR*. During individual practice, students use Transfer Cards and practice pages. Three games are included with this lesson for reinforcement: "Beat the Clock," "Beginning and Ending," and "Blends Game." The Blends Game uses manipulation of cards with blends on them to make words in isolation.

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Indicator 3.C.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing high-frequency words following Fry's Frequently Used Word List. The first-grade sequence teaches 220 high-frequency words referenced as "Most Common Words" (MCWs). The first-grade curriculum contains 18 sets of MCWs presented throughout the course. Students begin reviewing MCWs from kindergarten in Lesson 2 (*the, of, and, a, to, in, is, you, that,* and *it).* As the program progresses, the high-frequency words become more complex.
- The introductory lesson plans address the decodable and non-decodable parts of high-frequency words. The "Quick Guide to Effectively Teaching Most Common Words" provides a routine with steps for teaching all the MCWs. The script prompts the teacher to:
    - o Connect each sound to print (orthographic mapping).
    - o Identify which parts of the high-frequency words are decodable.
    - o Identify irregular spellings, letters, or letter combinations that don't match the sound.
    - o Underline the word, indicating it is an MCW.

o   Analyze each word with students.

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

- The materials provide generic, scripted instruction for teaching students how to decode regular and irregular high-frequency words. Every MCWs lesson includes the same four steps: "analyze each word using the provided questions, remind students they only need to mark the phonetic parts of the most common words, define the word and create a visual, and use the most common word in context." The analysis questions are provided for each word and include "What do you already know about this word? Does this word have sounds that you already know how to spell?" Possible MCWs analyses are also provided for teachers to reference. For example, "and: this word has three letters, but it starts with a vowel and ends in two consonants. It follows phonetic rules, but students may not yet have learned the sound /n/." For the irregular word *of*, the script says, "This is a two-letter word that begins with a vowel. It is one of only three pure sight words, meaning that both the vowel and the consonant sounds are irregular."
- The materials provide partially scripted instruction for the guided practice section of each lesson in which students engage in intertwined decoding and encoding of high-frequency words. This section suggests multiple activities for the teacher to choose from to promote reaching three main objectives: read the words with sight-to-sound correspondence, correctly read and spell them in context, and recognize them with automaticity. Suggestions for decoding activities include "Have students circle, underline, or use a marker to highlight the MCWs found in a prescribed reading selection." Suggested encoding activities include "Write sentences on the board… Insert a blank where an MCW belongs in each sentence. Have students fill in the correct MCW," and "Have students write context sentences of their own." The materials state, "Provide opportunities for students to not only read but write MCWs in context."

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). Every lesson provides four steps to develop knowledge: analyze the word using a list of questions, teach the students to underline the word instead of marking it for coding, define the word and create a visual when possible, and use the words in context. Each lesson starts with a review game. Lessons also include an analysis of each word being taught, which guides the students to consider parts previously taught and connect the MCWs to other words learned before when applicable.
- The materials include activities and resources for practicing and reinforcing decoding and encoding of high-frequency words through cumulative review. Each Most Common Words lesson includes a review of high-frequency words at the beginning of each lesson using a game. Also, most lessons include sentences with MCWs taught previously in the guided dictation, "Transfer Cards," and practice pages. The "Little Books" are also available for students to practice MCWs and phonics skills taught up to that point in decodable texts.

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- The program asks for students to review Most Common Words daily, using their "Most Common Words Flashcards" in print or using the online software. The flashcards can also be used to build a word wall to reinforce all the MCWs taught.

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, read, and write high-frequency words in isolation and in connected text. Each MCWs lesson suggests a variety of activities to decode, including the use of MCWs cards, providing reading materials for students to identify the MCWs, playing games, and asking students to notice how frequently MCWs occur in a text. Reinforcement activities include online software with digital flashcards and Little Books in which students read the MCWs in connected, decodable texts. Also, "Whole Class Transfer Cards" with word lists and sentences are read chorally in every lesson.
- Each MCWs lesson suggests a variety of activities for students to write high-frequency words in isolation and connected text. Some suggested activities are as follows:
  - Dictation of words in isolation.
  - "Sky-write" words with the index finger.
  - Have students trace and write each MCW independently.
  - Write sentences and have students fill in the correct MCW.
  - Have students write sentences of their own.
  - Use sound cards to spell MCWs.

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Indicator 3.C.3

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. The sequence for introducing syllable types and syllable division principles is aligned to grade-level TEKS and covers closed syllables, open syllables, VCe syllables, vowel teams including digraphs and diphthongs, and r-controlled syllables. Diphthongs are a separate lesson from the Teacher's Manual and are found on the Key Lessons chart. Closed syllables, VCe syllables, open syllables, and vowels team syllables are presented in the program as "Phonetic Skills" and are numbered for students to reference. For example, students identify CVC words as words following "Phonetic Skill 1." The program

introduces two-syllable words and final stable syllables (-le), which are not included in the first grade TEKS.

- Lesson objectives progress from easier to more complex skills. In the first 14 lessons, students review all alphabet letters and the digraph *qu* in CVC words. Then, students continue learning closed syllables with blends, tri-blends, double consonant *ll,* and digraphs. As the year progresses, students gradually learn more complex syllable types. Chapter 3 introduces long vowels, including CV, VCe, and vowel team patterns (*ai*, *ay*, *ea*, *ee*, *oa*, *oe*, *ui*, *ue*, *ie*), in that order. Chapter 4 introduces two-syllable words, final stable syllables (-le), and r-controlled syllables.

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

- The materials include principles of explicit instruction in identifying syllable types and applying that knowledge to decoding and encoding. The materials clearly communicate the objectives for the lesson and syllable type or syllable division principle to be learned. For example, in Lesson 43, the teacher says, "In this lesson, you will learn Phonetic Skill 4. It is another long vowel skill. Phonetic Skill 4 is the *silent e* skill. Phonetic Skill 4 is: the first vowel is long because the word ends in *silent e*."
- The materials include specific and precise terms, phrasing, and statements teachers should use during core instruction. The grade 1 Teacher's Manual includes an explanation of the VCe syllable type in Lesson 43. Materials guide the teacher to say, "This is the first time we have had two vowels in a word. Phonetic Skill 4 tells us that when *e* is at the end of a word, and it has another vowel before it in the word, the *e* is silent. Since *e* is silent, or quiet, I will draw a line right down through the *e* and through the *x* that is beneath it… Even though the *e* is silent, it is a very strong vowel. *Silent e* makes the first vowel say its long sound. What does long *o* say? /o/ What is the word? (*hope*) Use the word in a sentence."
- The materials provide teachers with important points to emphasize for decoding and encoding words by applying knowledge of syllable types. The Teacher's Manual Notes section states, "Phonetic Skill 4 words do not have more than one consonant between the first vowel and ending *e*. Exceptions: *waste, paste, haste.*"
- The materials provide teachers with important points to emphasize for decoding and encoding words by applying knowledge of syllable division principles. In Lesson 76, teachers introduce r-controlled syllables. The lesson guide provides the teacher with a script to introduce syllable division principles. When the teacher models coding the word *carpet,* the teacher starts by having students count the consonants after the vowel. The teacher reminds students that *ar* is considered a vowel sound. After students identify that there is one consonant that follows, the teacher states, "we will divide the word between the murmur diphthong (r-controlled vowel) and consonant *p*." The teacher models this division by drawing a line between the two.
- Lessons employ the gradual release of responsibility (I Do, We Do, You Do). Each lesson has teacher instruction, which is a script for teachers to follow as they demonstrate the skill. After introducing *silent e*, the guided practice continues with the teacher showing students what happens when you add *silent e* to CVC words. The teacher dictates CVC words, then prompts students to rewrite the word by adding a *silent e* and then marking it. Next, students chorally read words and sentences with VCe words. During the independent practice/transfer section,

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students use "Transfer Cards" to read independently or work in pairs to dictate the words and sentences to each other.

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

- The materials include a variety of activities to develop, practice, and reinforce the identification of syllable types and the application of syllable division principles to decode and encode words. In Lesson 43, students learn about the VCe syllable type. During the Dictation portion of the lesson, the teacher spells or reads words with VCe and CVC patterns. The teacher also dictates sentences with words that follow the patterns previously learned. During independent practice, students can decode words and sentences using the "Student Transfer Cards" or take turns dictating them to a partner to practice encoding.
- The materials include a variety of activities to develop, practice, and reinforce the identification of syllable types and the application of syllable division principles to decode and encode one-syllable words through cumulative review. In Lesson 43, students practice decoding CVC, CVCC, and CV patterns before being introduced to VCe syllables. A suggested review activity includes reading the corresponding decodable book from Lesson 42 and having students identify words with open syllables. During the lesson's guided practice, the teacher dictates CVC words first, then the word with a *silent e* at the end, reviewing closed syllables and contrasting them to VCe syllables. Sentences in the dictation practice include both patterns. For example, "Mike had a milk shake." The lesson includes a list of words that include other previous words for review, such as *find*, *ranch*, *troll*, and *she*.

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

- The materials provide a variety of activities and resources to decode one-syllable words in isolation. Each lesson that covers syllable types and decoding skills includes a guided dictation, a whole group choral read, Student Transfer Cards, practice pages, suggested games, and software to practice and reinforce with word lists. In Lesson 42, students practice coding and encoding words with an open syllable. During the dictation portion of the lesson, the script encourages teachers to spell some words instead of sounding them out to give the students the opportunity to encode the word. Students write down the words and code them with the program's marking system before decoding. Examples of words included are *go, she, hi, he, be,* and *me.* Using the practice page for the lesson, students code each of the words before reading them. Examples of words on the practice page include *we, so, hi, he,* and *no*. During independent practice, students decode words and sentences using the Student Transfer Cards or take turns dictating them to a partner to practice encoding.
- The materials provide a variety of activities and resources to decode one-syllable words in connected text. In Lesson 42, students practice decoding words with an open syllable in the decodable reader "All About Oil," which includes words such as *be, we, go,* and *so*.
- The materials provide activities and resources for students to practice syllable types and division patterns that were previously taught as well as those recently introduced. In Lesson 42, students

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practice identifying closed syllables that were previously introduced as well as open syllables that were recently introduced. Students code and read a variety of words, including *soft, he, led, melt*, and *me*. Students also read sentences and underline CVC words, box CVCC words, and circle open syllables.

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Indicator 3.C.4

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The program begins with less complex morphology lessons in grade 1 and progresses to more complex objectives in grades 2 and 3. In grade 1, students learn inflectional endings, including -*ed, -s,* and *-es*. The "Component Navigation Guide" for grade 2 includes prefixes *un-, re-*, and *dis-*. The Component Navigation Guide for grade 3 includes a lesson on adding suffixes to words ending in *y*, as well as other suffixes (*-tion, -sion*, and *-ous*).

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- The lessons are taught in a logical order, are aligned to the TEKS, and build on prior learning. First, students learn how to create plurals from singular nouns. Then, students are introduced to the suffixes *-ing, -er, -ed,* and *-est* and how to apply them to CVC and CVCC words. Then they learn the three sounds of *-ed,* how to apply the suffixes they have been taught to CV and VCe words, and how to add suffixes to words ending in vowel teams. Students also learn to add suffixes to words that end with *y*.

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

- The program includes direct (explicit) instruction on specific morphemes. In Chapter 2, Lesson 23, the teacher writes the word *dot* on the board, draws a picture, and explains, "When I add the letter *s* to the word *dot* it becomes *dots*, adding *s* makes the word plural… Most of the time plurals will end in *-s,* but sometimes they will end in *-es*. If a word ends in double *s, z,* or the consonant *x*, add the ending *-es* to make it plural." The teacher follows the steps with the words *box* and *boxes*. Then the students independently change the word *class* to *classes*.
- Lessons employ the gradual release of responsibility model and suggest a variety of practice activities with opportunities for purposeful feedback. The lesson suggests steps to prove words with suffixes, which means students mark the base word's sound-spelling patterns and underline the suffix. Dictation in this lesson includes words and sentences. Additional practice activities include "Little Books," games, practice pages, online software, and "Transfer Cards."

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

- Materials provide direct instruction for using the meanings of morphemes to support decoding, encoding, and reading comprehension. For example, in Lesson 37, the script states, "In this lesson, you will learn how to add the suffixes *i-n-g, e-d, e-r*, and *e-s-t*. Before we begin, let's talk briefly about how each suffix can affect the meaning of a word. *-ING*: When added to a verb, like *hop*, the *i-n-g* suffix means the action is happening right now, in the present, like in this sentence: Ethan is hopping like a bunny."
- The materials provide support for students to connect meaning to affixes and build new words. In Lesson 37, the teacher writes the word *run* on the board and has the students mark the patterns within the word. The teacher models adding the suffix *-ing.* The teacher guides students into writing the word with suffix *-ing* and asks students to create a sentence with the word *running*. This process is repeated with adding the suffix *-er.*
- Students engage in multiple reading and writing activities that focus on the application of base words and affixes. In Lesson 37, the teacher projects the Whole Class Transfer Card with words and sentences for the class to read together. Practice pages allow students to read and write base words first, then words with affixes. They also include sentences for students to read and circle the words in the sentence that end with a suffix. Additional practice activities include Little Books, games, practice pages, and a software program.

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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 provide a variety of activities and resources to develop morphological awareness skills, such as guided dictations, Whole Class Transfer Cards, games, and a software program with lessons and decodable books.
- Lessons are sequenced to build upon previously learned morphological awareness skills. After introducing plurals in Lesson 23, the next lessons include plurals during guided dictations and in decodable texts. For example, Lesson 25 includes a list of words to dictate during guided practice to review previously learned concepts with pairs of words, such as *cuff/cuffs*. Student Transfer Cards include sentences with plural nouns, such as "Her hen has a lot of eggs." In Lesson 28, students learn digraphs and how to make words ending in digraphs plural by adding -*s* or -*es*.

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

- The materials provide a variety of activities and resources that involve decoding and encoding morphemes in isolation. Games, practice pages, software programs, and Transfer Cards provide opportunities for decoding words in isolation. Transfer cards can also be used for dictation in pairs, providing an opportunity for encoding words in isolation. For example, Lesson 36 materials guide the students to add suffix -*ed* to CVC and CVCC words and then decode the words in isolation (*fix - fixed*; *grab - grabbed*; and *dust - dusted*). On a practice page, students prove and read the root word, rewrite the word with suffix -*ing* twice, and then read the new word.
- The materials provide a variety of activities and resources that involve decoding and encoding morphemes in connected text that builds on previous instruction. Students decode sentences using the Whole Class Transfer Cards and Student Transfer Cards. In Lesson 36, students read sentences with suffix -*ed* and previously learned suffixes such as "He trimmed the grass and planted the bulbs."
- Little Books, Student Transfer Cards, some practice pages, and the software program provide opportunities for decoding words with morphemes in connected text. In Lesson 48, students practice reading words and sentences with suffixes with a partner or independently. Students also practice reading suffixes in the decodable book "A Close Call."
- Students encode words in isolation and in sentences during the Guided Practice/Dictation section of every lesson. Lessons on morphemes prompt the teacher to dictate base words; then, once the suffix has been added, students decode the word and practice suffix pronunciation. For example, in Lesson 48, the teacher says, "write the word *blame, blame*. Prove the word. Write it again. Add -*ing*. Underline the suffix. Say the word." The dictation includes sentences such as "Jack is the finest baker."

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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 guidance for teacher modeling and practice with word lists, decodable text, and sentences. 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 lesson plans include explicit modeling and demonstration of skills with word lists and sentences. For example, in Chapter 1, Lesson 8, the teacher uses a list of words to review the spelling sounds for five letters. The words include *red*, *sap*, *nag, pen*, and *pig*.
- The lesson plans include guided practice with word lists. In Chapter 1, Lesson 8, the teacher uses a list of words during dictation. These words include *nab*, *nag*, *pen*, *peg*, *rap*, *ran*, *sad*, and *sag*. The materials provide an additional list with about 20 extra words and a list of nonsense words for dictation.
- The lesson plans include independent practice with word lists, decodable sentences, and decodable texts. "Student Transfer Cards" include words beginning in Lesson 1 and decodable phrases/sentences beginning with Lesson 8. Lesson 8 also includes the introduction of an optional word wall and "Little Books," which are decodable texts to go with the lesson. They are listed as optional. After Lesson 8, there is a list of books for each lesson. Word lists are also found in the back of the Little Books.
- In Chapter 1, Lesson 22, the teacher models reading words with the blend *tw*. After writing the word *twin* on the board, the teacher models how to mark the words with an arc under the *tw* pattern and an *x* under the vowel *i*. Next, the teacher asks, "What is the word? (twin)." Next,

students write, mark, and decode the slides *twi*, *twu*, and *twe*. Then they copy, mark and read aloud real and nonsense words, including *twist*, *twig*, *twin*, *twust*, *twud*, and *dwut*. The script prompts the teacher to "Ensure that students are accurately pronouncing short vowels while combining them with the Blends that have just been introduced." After instruction and guided practice, the teacher projects the "Whole Class Transfer Card," and the class practices decoding the words *twin* and *twist* and the sentence "The twin can twist." "Student Transfer Cards" include words (*twin, twist, twig*) and sentences, such as "Spin and twist the disk."

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. For example, games are provided for teachers to use in small groups. In Lesson 53, the game "Plunked" allows students to discover and identify words written on the opponent's grid.
- The materials guide teachers to provide partner practice with word reading fluency. Every lesson includes a Whole Class Transfer Card and a Student Transfer Card with word lists and one or two sentences for students to practice proving words and reading. Student Transfer Cards can be used individually, in small group, or in pairs as students take turns dictating or reading words. For example, in Lesson 23, "Double S, F, and Z and Plurals," the Transfer Cards include words and sentences such as *bliss, mess, fluff,* and "Was that a buzz?"
- The materials include independent practice with word lists, decodable phrases/sentences, and decodable texts. For example, the Reading Horizon Discovery Software allows students to complete lessons independently. As they progress, stories are unlocked in the library, which can be accessed by clicking on the bookshelf in the "Clubhouse" section. Students can access unlocked books at any time. Each story ends with a set of comprehension questions. Once the story has been read and the questions have been answered, a gold coin is placed on the spine of the book. This means it can be read as often as desired.
- One or more practice pages are included for every lesson for students to complete independently, consisting mostly of words and sentences for students to mark and read. For example, on one practice page, students read the words *class, bluff, buzz, cliff, miss*, and *jazz* and the sentence "Jeff left a mess on the grass for Buzz."
- The script also suggests using Little Books in whole group, small groups, or individual practice. In Lesson 23, "Double S, F, and Z and Plurals," students read the decodable text "Miss Fluff."

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

- The materials provide a variety of grade-level connected decodable texts. For grade 1, the program includes a set of Little Books, which are decodable texts. According to the publisher, 90%-100% of the words used in each story incorporate the skills that students have been taught up to that point in the sequence of instruction. These books start accompanying lessons at the beginning of Chapter 2 (week 4 of the program) and continue throughout the rest of the lessons. The "RHD Little Books: Teacher's Edition" includes a list of the titles and lessons they support.
- In Chapter 2, Lesson 18, the students who are on grade level independently read the Little Book "Bill and the Strong Smell." The book is 95% decodable and includes the following: word count,

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147; Skill Words (18): *all, Bill, clang, drink, hill, long, sang, skunk, small, smell, song, spring, still, stinks, strong, tell, well, will;* Most Common Words (30): *a, all, as, but, by, can, for, from, had, he, here, his, it, like, look, not, of, on, said, so, that, the, then, there, they, time, to, was, what, will;* and challenge words (7): *back, began, could, cowbell, cows, too, water.*

- The materials provide a software program for students to continue at their own pace with embedded word lists and decodable text. The software program has a library. "The Library contains 74 stories that reflect the themes of each chapter. In the Library, students can practice transferring the skills they are learning in the lessons to connected text and improve their fluency and comprehension. After students read a story, they answer comprehension questions to measure understanding."
- The texts are aligned to the phonics scope and sequence for word-reading fluency. For example, each decodable Little Book follows the phonics scope and sequence. Lesson 64 introduces the last job of *y*. The book introduced is "The Safari." The lesson also gives another optional book from Lesson 62.
- Transfer Cards and practice pages include sentences with no illustrations. Some practice pages include paragraphs for students to read. In Chapter 6, Lesson 64, the practice page includes a one-paragraph thank-you note for students to read.

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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.

- The materials include a variety of diagnostic tools for measuring phonological awareness and phonics skills that are developmentally appropriate. The "Phonemic Awareness Assessment" assesses rhyme, syllables, initial sound, final sound, medial sound, blending, and segmenting. The "Spelling and Word Recognition Assessment" assesses features such as subskills within words and assesses single-word decoding ability. This growth assessment is administered four times a year and is used as a benchmark to determine if students are on track based on the skills they should know for each grade level at the appropriate time of the year. The "Spelling Assessment" is given again at the end of every two chapters and as a final assessment at the end of the student's track. In grade 1, students take this assessment three to four times.
- The "Reading Assessment" uses the Lexile® Framework for Reading to find each student's Lexile measure. There are three versions of the assessment intended to be taken at the beginning, in the middle, and at the end of the year (as assigned by the teacher or administrators) to validate student gains and connect students with texts that match their individual reading level. A student can be reassigned to take an assessment for progress monitoring, but only up to three scores are recorded throughout the year.

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

- The materials include guidance to help the teacher efficiently administer the assessment. On www.rhaccelerate.com, teachers can access videos that explain the assessment and how to

assign it. The implementation guide advises teachers to "Prep students to take initial assessments by previewing content with them. Ensure students get logged in to the software," and "Use the Class Roll Report to ensure students get logged into the software." In the "Software Demo Account - Texas Resource Review," the instructions explain that when students log on to the online platform, they click the green "Next" button, which takes them to the assessment they need to take. It also explains that the assessments should take 30–35 minutes on average or could take less time if students get the determined number of questions incorrect. Assessments can be reassigned, but only three scores are kept. The resource video on "Assessments" guides the teacher on how to reassign assessments.

- The online diagnostic assessment has clear directions for students and teachers. For example, in the Spelling and Word Recognition Assessment, the test clearly states the directions: "It's time for a spelling test. I will read a word and use it in a sentence. Type the word I say and then submit your answer by clicking the arrow button. If you make a mistake when spelling, make sure you correct it before you submit your answer. Click the arrow button when you are ready to begin."
- The materials include detailed information that supports the teacher's understanding of the diagnostic tools provided in the curriculum and the scoring procedures. Materials provide a "Software Assessment Reference Sheet" with a description of each assessment. Teachers and administrators can preview the assessments online. To support understanding of the assessment and scores, the tutorial video "Reports," available in the online resources, focuses on key reports: class roll report, group most common words assessment report, check-ups report, and individual student reports. For example, for the Spelling and Word Recognition assessment, the video explains with a student example how the points were given in the spelling of the word *kind*. The program assessed the *k* spelling and the *ind* vowel combination. In the example, the student received 2 points for having a *k* at the beginning of the word. The video also explains icons and where to find all skills assessed.

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

- The materials include data management tools to enable teachers to document individual and whole-class data regarding tracking progress on taught phonemic awareness skills. These tools do not include specific skills or student response analysis and do not give specific information regarding students' progress on taught phonological skills (the scores refer to the latest assessment taken). The group Phonemic Awareness (PA) assessment report allows the teacher to click on a PA skill, organized in order of complexity from rhyming to segmenting sounds. Group and student reports show the percentage correct, the total number correct, the total number of questions, the amount of time spent on the assessment, and the date. There is also a class average for each category at the bottom of the chart.
- In the Common Core student report, data tables are organized by specific skills. This report uses data from the phonemic awareness assessment and multiple other tests to break down student mastery of foundational skills by print concept (including recognizing and naming all the letters of the alphabet), phonological awareness (including recognizing and producing rhyming words; count, pronounce, blend, and segment syllables in spoken words; blend and segment onsets and rimes of single-syllable spoken words; isolate initial, medial, and final sounds in CVC words; and

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add or substitute phonemes). This report does not include data from the beginning-of-year, middle-of-year, and end-of-year diagnostic assessments.

- The materials include Spelling and Word Recognition Assessment data-management tools to enable teachers to document individual and whole-class data to track progress on phonological awareness skills by listening to words orally, then responding by selecting the correct spelling. The report includes chart tables organized by sound-spelling patterns in order of complexity. A graph compares overall results from different times in the year. It does not show progression on subskills of the sound-spelling patterns. The report shows an average score, but progression for specific phonics patterns is not easy to track using this tool because the report shows student responses and errors in another chart and is specific to one test.
- The materials include some tools to help teachers understand the data and how to use it to track student progress. For example, the program color-codes student data by level of mastery and suggests multi-tiered supports for student progress. The "Class Roll" report shows the student status with color-coded dots. The Group Reading Assessment class report also shows Lexile levels from three different assessments. It does not provide specific skills. These reports can be downloaded to an Excel or CSV spreadsheet to generate charts.
- To support tracking student progress, the software includes the Message Center. Messages are generated by the software when a student fails a lesson or portions of a test and are sent to the teacher. The messages can be sorted by type, student name, subject, or date.

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Indicator 4.2

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

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

Meets | Score 2/2

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

Materials include 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 materials include progress monitoring tools that routinely and systematically assess students' acquisition of grade-level skills. The program includes formal assessments (Spelling and Word Recognition, Reading Assessment) and formative assessments (Phonetic Awareness Assessment, Dictation, Transfer Cards, Checkups, Most Common Words Assessment, Skill Tests, Chapter Tests, and Reading Records). Check-ups are available for each lesson, and there are three skill checks for each chapter. Chapter Tests appear in the students' sequence in the software at the end of each chapter. MCWs are assessed separately and are given at the beginning of every chapter for grades 1 to 3 (Scores will determine the instruction of MCWs lists given to the students within each chapter).
- The program includes a "Spelling Supplement" that integrates reading and spelling instruction and includes weekly pre- and post-assessments to guide instruction and show the level of student mastery of the skills taught during each of the 36 weeks. Both types of assessment track student mastery with spelling skill words that correlate to the skills lessons, spelling high-frequency words (including only those words that have been explicitly taught in the previous six weeks of instruction), and coding word patterns with the program's unique marking system. The program includes pages to keep track of student scores by individual test or from multiple tests.
- The materials recommend embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. The program suggests teachers gather observational data for every lesson, including phonemic awareness skills and phonics skills. In the training lesson on "Using Observational Data," the program also recommends keeping track of phonemic awareness activities from the "Eraser game" to identify which tasks students struggle with. The tutorial recommends tracking two phonemic awareness

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skills at a time (such as rhyming, syllable identification, initial consonant position, final consonant position, medial consonant position, phoneme blending, phoneme segmentation, and manipulation of sounds). It provides a data tracking sheet for the teacher to complete.

- The materials recommend embedded systematic observations of students' everyday activities and interactions to track progress and monitor the acquisition of grade-level phonics skills. The program includes weekly dictations and Transfer Cards, as well as spelling tests and reading records. According to the publisher, dictation activities and Transfer Cards can be used as screeners, progress monitoring, and formative assessments. The program encourages daily tracking and monitoring skills over time. One sheet is provided to track each specific word from dictation, and another sheet tracks student performance on sentences, Transfer Cards, and the "Eraser Game." During sentence dictation, the teacher tracks skill words and high-frequency words. On the "Dictation Tracking Grid," the teacher gives each student a rectangle and records various observation notes about phonemic awareness, high-frequency words, and phonics skills. A "Blank Tracking Sheet" allows the teacher to track a variety of skills.
- Progress monitoring tools reflect multiple, accurate methods for assessing students. For example, the teacher monitors student understanding of a specific phonics pattern with dictations, spelling assessments, and oral reading of decodable text using Student Transfer Cards and decodable readers. The materials include 20 running record forms for the teacher to use when listening to a student read the provided decodable readers. Running record instructions are provided for teachers to use. There are also columns for teachers to tally up the number of current skills, previous skills, and challenge words that are missed.

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

- The materials include suggested timelines for checking progress that align to the TEKS and the scope and sequence of the materials. For example, every lesson is correlated with an online lesson on the online software. The software gives students the lesson online and tracks progress on activities and assessments over the skill. Materials recommend assigning a check-up for every lesson and skill checks if a student is struggling.
- The materials guide teachers to monitor progress at a frequency appropriate for the age and skill development. The program suggests using observational data for every lesson: "To meet student needs, we highly recommend that the Dictation Sheets or Dictation Grids be used as an observational assessment tool to collect student data during direct instruction lessons. The Dictation Tracking Sheets and Grids allow teachers to track student performance during each lesson's Dictation and Transfer portions to provide proof of proficiency and help teachers determine which students need additional support in small-group instruction."
- The materials include specific suggestions for how often to monitor the progress of different groups of students or individuals. The program suggests monitoring children who are not receiving intensive interventions less frequently: "Individual Tracking Sheets can be used as a progress monitoring tool to ensure specific students are making progress based on assessments. Teachers may decide to only use these tracking sheets for students who continually struggle with reading and receive additional support during small-group instruction."
- The progress monitoring guidelines adhere to grade-level expectations but recognize that primary students experience variation in growth and learning. In the online software, the

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assessment results inform students' experience in the lesson instruction. Throughout the assessments, a student who shows proficiency in certain skills will get the activities first for those specific skills rather than the instruction. Instruction will be given only if needed based on results from within the activities. In the Most Common Words (MCWs) assessment, if the student scores 85% or higher on a list within the assessment, the lesson instructing that list will be overridden. Within the lessons, the activities track assesses students in the skill taught in a given lesson. If the student scores below 85% on the activities, the instruction is given, followed by the activities a second time.

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 include a data analysis section that supports the teacher's analysis of assessment data. For example, in the professional learning platform, under the Training tab of rhaccelerate.com, the materials provide videos that explain scoring and analysis in detail, including demonstration and explanation with sample student and class data. The materials do not include suggestions for how to examine patterns or trends in the data or guiding questions to ask when interpreting student data.
- The assessment tool results in data that are easily analyzed and interpreted. For example, the program color-codes student data by level of mastery. The "Class Roll" and "Spelling and Word Recognition" reports show the student status with color-coded dots and allow the teacher to sort the students into tiered groups (red: needs intensive intervention, yellow: needs intervention, green: on track). The program also suggests that teachers use these colors or percentages in the printable data sheets.
- The assessment tools result in data reports that inform instruction and facilitate tracking student progress toward skill mastery. In the "Lesson Planner," the teacher can view where each student scores on each lesson from the online program assessment and progress monitoring tools. It indicates the number of students above, on, and below grade level. It also indicates the number of students who don't have data. From this view, the teacher can view the lesson, check-up results, and lesson results. This information is also summarized in a student view. Scores are color-coded to show levels of mastery, e.g., green for initial instruction/practice, yellow for the first time the student scores below 85% on activities, and red for the second time

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the student scores below 85% on activities after additional instruction. Teachers can also view customized student progress reports from all assessments administered online.

- The online software includes a Message Center. When a student shows signs of struggle, the software reviews instruction, notifies the teacher, and offers more practice opportunities. The teacher can directly reassign a lesson, a refresher lesson, or another check-up from the Message Center.

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

- The data-management tools allow teachers to color-code or organize student data to differentiate phonics instruction and easily group students according to assessment results. The teacher can create, edit, or delete groups at any time. All assessment data and check-ups can be filtered by groups. On the "Class Roll" report, students are color-coded by tier status. Students with a yellow dot need intervention, and students with a red dot need intensive intervention. The materials also give suggestions for grouping students during core instruction in class. For example, the manual states, "Strategically place strong students next to those students having difficulties."
- Another tool to differentiate phonics instruction is the guide to "Planning to Cover a Lesson Over Multiple Sessions," which explains in detail how to look at the Spelling and Word Recognition Assessment to gather data on student status on specific skills. The document states, "This data can help determine whether this lesson may need to be broken up."
- In the "Implementation Guide," the materials recommend using the data from the informal phonological awareness assessments to select appropriate games in the "Games Supplement" for additional practice. They also state, "Use data from phonological awareness assessments to inform your initial use of the Eraser Game."
- The materials include teacher guidance for differentiating instruction based on the students' demonstrated understanding of specific phonological awareness or phonics skills. In the "Spelling Supplement," each lesson includes a table titled "Suggested Differentiated Activities and Instruction" in the "Teacher Resource Manual." Suggestions for direct instruction are included for students in each of four categories based on post-test results: "Above (91–100%), On (80–90%), Below: Emerging (60-79%), and Below: Intensive (0-59%)." For example, when students have difficulty with a spelling pattern and score below 59%, the materials recommend repeating the lesson, doing a guided dictation, practicing "Sound and Spell," and using the "Building Words" activity from the "Review Activities Manual." For independent practice, they recommend using the activity "Sort and Spell," the Transfer Cards from specific lessons, and the homework page.
- Using the data from the diagnostic reading assessment, the materials provide detailed suggestions on how to use the Lexile® measures. For instruction, it is recommended to choose text that is 50L above a student's level but no more than 100L above. For independent practice, choosing text 100L below a student's reading level is recommended. It is not recommended to go below 100L because the text would be too easy.
- The materials include teacher guidance for differentiating instruction after administering running records. Teachers complete a "Student Summary Sheet/Plan for Instruction" in which they mark the areas(s) for instruction (Current Skill, Previously Taught Skills Skill, or Most

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Common Words), write the specific skill or lesson to teach, and check off activities for further instruction from a list of suggestions. Recommended next steps include:

- o Reteaching identified skill(s) using software or using direct instruction
- o Repeated reading of a decodable text (timed for automaticity or not timed for accuracy)
- o Reading along in the software (with narration/highlights, read along with highlights only, or read without narration/highlights)
- o Using "Student Transfer Cards"

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

- ● Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, the program provides direct instruction of phonics concepts followed by guided dictation and practice with decodable word lists and sentences in Transfer Cards and practice pages. Other resources include check-up tests for each skill, independent spelling tests, and online activities. The program includes suggestions or materials for literacy stations specifically targeting phonics concepts, such as Transfer Cards in pairs, games from the "Games Supplement," and decodable readers. For example, "Student Transfer Cards can be used with a whiteboard and markers in an independent literacy center." Each lesson includes a "Reinforcement and Differentiation Activities" section with games, practice pages, software lessons, extended dictation, and skill checks to use as needed.
- ● The materials include an online component that gives students lessons based on their deficiencies. Teachers can also assign specific lessons to students. The Reinforcement and Differentiations Activities section is divided into three sections: below, on, and above grade level. It lists activities and resources for decodable books, games, practice pages, online software lessons, and extended dictation/practice for each level based on their needs.

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Indicator 5.1

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include research-based guidance that supports teachers in understanding developmental continuums across foundational phonics skills. In the Resources section, the video on "Differentiating Reading Instructions for Intervention and Special Education" states, "Introduce new letter or letter groups when a student(s) has demonstrated mastery of the current skill or concept and is ready to move on."
- The Teacher's Manual has suggestions for teaching prerequisite skills needed to access grade-level content. The Teacher's Manual states, "You may choose to assign the software lesson for the following week's related classroom teacher instruction to pre-teach the skill." Additionally, each lesson starts with a short review. The materials state, "It is important to verify that students have the prerequisite skills and knowledge to learn the new skill being taught in the lesson."
- The Teacher's Manual has suggestions for providing additional guided practice in small groups. Each lesson includes a chart with suggested "Reinforcement and Differentiation Activities" to be conducted in small groups or in centers, categorized by proficiency level. For example, in Chapter 2, Lesson 28, students below level on digraphs play the "Scrabble" game to promote rapid identification of the skill. In this game, the teacher displays digraphs on the board, and one player from each team uses a flyswatter to swat the digraph the teacher calls out. Another recommended activity is to complete practice pages in small groups with teacher guidance.

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- The Teacher's Manual has suggestions for providing intervention in small groups. The "Recommendations for Small Groups and Center Work" document suggests providing intensive intervention for students with a proficiency below 60% in phonemes and intervention for students with a proficiency between 61% and 80%. It adds, "Based on student grade level, performance of skills, and the amount of sub-skills within lessons, choose one or two skills to teach for the week." This document provides a list of activities teachers can use for their teacher-led reading groups to monitor and support students based on their proficiency level. For intensive intervention, recommended activities include Phonemic Awareness tasks using Elkonin Boxes or manipulatives, games, and dictations with letter cards.
- The "Spelling Supplement" lessons in the "Teacher Resource Manual" offers suggestions for differentiating activities based on targeted areas that students have not yet mastered. Each lesson includes a table titled "Suggested Differentiated Activities and Instruction" that includes suggestions for direct instruction for students "Below: Emerging (60-79%)" and "Below: Intensive (0-59%)." For example, when students have difficulty with a spelling pattern and score below 59%, the materials recommend repeating the lesson, doing a guided dictation, practicing "Sound and Spell," and using the "Building Words" activity from the "Review Activities Manual."
- Materials provide additional lessons for targeted instruction that include differentiated instructional approaches. The materials include connected texts at different levels for independent or guided small-group instruction. For grade 1, there are decodable readers for 10 specific skills, with 2 options per skill differentiated by Lexile level. The online software includes additional "Refresher" lessons that summarize the concept and provide practice with three different activities and a story matching the skill. These are assigned to students who score below 85% on a skill and can also be assigned by the teacher.

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

- Materials include guidance for teachers on including enrichment activities for students who have mastered grade-level foundational phonics skills. Lessons include recommendations on upward scaffolding to support the extension and application of learning. In the "Enrichment Resources," the "Additional Sentences for Dictation" section shows the dictation sentences that were included in the main lesson and then gives additional sentences that can be used to extend the learning.
- The online materials include a variety of student activities that can be assigned based on the achievement of students' grade-level mastery of phonics skills. The program assesses students in spelling and word recognition. Based on this online assessment, the student receives targeted lessons in the software. For skills the student has scored above 85% on, the program skips instruction and provides practice activities.
- The "Recommendations for Small Groups and Center Work" document has suggestions for providing enrichment activities in small groups. It states, "Groups of students who show proficiency during a Reading Horizons decoding lesson can complete Enrichment Activities that allow them to focus on encoding (spelling). For proficient students, teachers may also choose to work on language comprehension skills that have been modeled during whole-group instruction through the use of Little Books or through connected text." Examples of activities to use during

small-group for the "Approaching" group include reviewing the skill, dictation, and playing the game recommended for the On-Level students from the differentiation table for the lesson.

- The Spelling Supplement lessons in the Teacher Resource Manual offer enrichment activities for students who have mastered grade-level foundational phonics skills. Each lesson includes a table titled "Suggested Differentiated Activities and Instruction." For example, in the spelling lesson for Week 4, the suggested activities for students On Level (80 to 90%) include using an opinion writing prompt, assigning a cloze passage, using Transfer Cards from Lessons 18 and 19, using the Sort and Spell activity, and using the homework page as independent practice. For students Above Level (91% to 100%), it suggests assigning an opinion writing prompt, using a cloze passage, assigning a homework page, and practicing vocabulary. For direct instruction, the recommendation is guided dictation for both levels.

Materials provide enrichment activities for all levels of learners.

- Materials provide enrichment activities for all levels of learners in foundational phonics skills. Lessons provide additional activities and resources to support student choice and extend and explore new learning in collaborative groups or independently. For example, the materials include a "Game Supplement" document with instructions for over 90 phonics games students can play. For example, in the game "Bear It," the objective is to identify and read Most Common Words (MCWs) aloud and be the player with the highest number of Most Common Words Flashcards.
- Student packets include letter formation practice, "Sort and Spell" activities (words can be cut out and moved into the appropriate columns on the sort page), cloze passages with only words that the student has learned, writing prompts, building words activities with letter cards, and games.

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Indicator 5.2

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials engage students in the mastery of phonemic awareness skills through developmentally appropriate instructional approaches. The "Phonological Awareness Manual K–2" includes a section called "Scaffolding Instruction with Hand Motions and Manipulatives," where teachers can find scaffolds using hand motions and manipulatives grouped by task type to help students with phonological awareness activities.
- Materials include a variety of developmentally appropriate instructional approaches to engage students in the mastery of the content. Grade 1 lessons include using sound-letter cards, Elkonin boxes, colored squares, online activities, games, word sorts, and decodable cards and books. For example, the phonemic awareness supplement includes poems and a game or activity every Friday, such as using Elkonin boxes or puppets. In Chapter 5, Lesson 78, students start by reviewing previously learned "Murmur Diphthongs" by pairing words that belong together, such as *report card, farmer's market, sports camp,* and *yard sale*. The teacher may also choose to project the "Murmur Diphthong or" Refresher from the software, read the "Little Book" from Lesson 77 as a whole class, or use the "Whole Class Transfer Card" from Lesson 77.
- After direct instruction, students engage in guided dictation using whiteboards and coding the words with the program's marking system. Then students read Transfer Cards or use them to dictate parts of words and whole words to a partner. Additionally, students can read the Little Book "Thor, God of Thunder" and play games such as "Lingo," "Plunk/Plunked," "Newspaper Search," "Scramble," or "Build a Word." In the online software, students can review the lesson, which includes a fiction story about turtles, and play different activities, such as identifying rhyming words, retyping words with murmur diphthongs with a given suffix, and identifying words they hear from a variety of street signs.

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- Materials engage students in the mastery of the content through developmentally appropriate instructional approaches. For example, the program supports phonological awareness skills with pictorial support and hand motions. When introducing a letter, the program includes a hand motion and a keyword. For each sound, there is also a poster card with a picture referenced as "vowel valley" and "consonant corner" posters. For example, for letter *a*, the picture on the poster is an apple. The kinesthetic cue for vowel *a* taught during the lesson is pretending to take a bite of an apple while making the sound /ă/.
- The materials engage students in the mastery of the content through a variety of instructional approaches when learning high-frequency words. Every lesson on high-frequency words recommends activities to promote sight-to-sound correspondence, such as using flashcards, dictation, tracing, "sky-writing" (tracing the letter in front of them with their index fingers), and using the words in context.

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

- Each phonics skill lesson includes a table with instructional components and settings, including direct instruction in whole group, guided dictation in whole group, and a transfer section that starts in whole group. Afterward, students read Transfer Cards independently or in pairs so they can dictate words to each other. Every lesson also recommends reinforcement and differentiation activities that happen individually, in pairs, or in a small group with the teacher.
- Suggestions are provided for small-group guided practice or small-group activities. Non-negotiable activities include reading the "Student Transfer Cards" (independent center or teacher-led center), reading the decodable book aligned to the lesson, practicing most common words with flashcards or Transfer Cards, sentence writing, practice pages, and Assigned Check-Ups.
- Additional suggestions are provided for one-on-one and independent practice as needed. Activities that students can complete independently include online software, practice pages, games, and spelling activities such as "Sort and Spell" and "Cloze Passages."

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Indicator 5.3

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

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

Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. Materials include some supports for Emergent Bilinguals to meet grade-level learning expectations.

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

Evidence includes but is not limited to:

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

- Materials include some linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS, but the accommodations are not sequenced or scaffolded through the lessons. The document "Meeting the Needs of Emergent Bilingual students" includes a table with general suggestions to support Emergent Bilinguals of different proficiency levels. For example, for Beginning and Intermediate students, the table shows "Simplify sentences and speak slowly, provide picture dictionaries, make visual connections to the vocabulary through drawings, provide multiple opportunities to practice pronunciation, provide sentence stems," among other general statements. For Emergent Bilinguals at the Advance High level, suggestions include "Connect English words to students' first language, partner and seat students next to classmates with different proficiency levels, and use skill words in context sentences." Proficiency levels are not addressed throughout the lessons. The accommodations, such as sentence stems and scripts, are not provided throughout the instructional materials.
- Text and activities do not support various levels of English language proficiency. Phonics and skill lessons include lists of words that are the same for all students, one "Whole Class Transfer Card," and four Transfer Cards at the same level. The supplemental document on "Recommendations for Small Group and Centers" suggests that English Learners should use the "Student Transfer Cards" focused on vocabulary or phonemic awareness. Practice pages are not differentiated. Decodable texts for 10 skills are available in 2 levels, not associated with the ELPS. The software does not provide differentiation for Emergent Bilingual students.

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- The "Meeting the Needs of Emergent Bilingual Students" guide includes a compilation of general suggestions for teachers of Emergent Bilingual students in grades K–4. The document shows examples of how to give feedback and provides recommendations such as using bilingual dictionaries, pre-teaching key vocabulary, providing sentence stems, using a vocabulary wall, asking the students to identify cognates with their native language, incorporating visuals whenever possible, providing additional time to complete a task, and using graphic organizers. These activities and tools are not sequenced or referenced consistently throughout the lessons.
- There are some suggestions targeted for English Learners in general, but the suggestions do not consider various levels of English language proficiency. The document "Teaching the Method" states, "It is extremely helpful for students, especially English Language Learners, to watch your mouth as you say words and/or sounds. Speak at an appropriate pace, and do not drop ending consonants. Sounds must be clearly pronounced for the listener to understand."
- Some phonics lessons include annotations with comments or suggestions regarding English Learners' instruction but do not consider various levels of English language proficiency. For example, in the "Sound City" curriculum, the lesson on consonant /r/ says, "Depending on the first language of some ELL students, the /r/ sound can be difficult to produce. Pay attention to the instruction regarding tongue placement and provide plenty of opportunity for practice and support. A phonics phone may also be useful as the student practices the sound." In the "Chapter 1 Manual," in the phonemic awareness "Rhyme" section, a note states, "Non-native English speakers may need to master the alphabet portion of Reading Horizons Discovery before they have the ability to hear individual sounds and words. For those students, integrate phonemic awareness activities within the Guided Practice/Dictation sections as you progress through the course." In Lesson 62, as students learn about the schwa sound, a note says, "Most native English speakers will be able to use their ears to correctly identify where a schwa is needed unless they are pronouncing a word they have never heard." The note suggests that students use a dictionary or ask another person. In Lesson 76, students learn about murmur diphthong *ar*. A note says, "The term murmur diphthong may be difficult for English Language Learners to understand and pronounce." It suggests calling it r-controlled vowels or bossy *rs,* as long as students know the term murmur diphthong means the same thing when they complete the online program.
- Materials include one game named "ELL Memory," in which students practice letters or other phonics skills taught.

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

- Materials encourage some use of students' first language as a means to linguistic, affective, cognitive, and academic development in English. These suggestions are not strategically connected to specific lessons or grade levels. In the guide titled "Meeting the Needs of Emergent Bilingual Students," the publisher states, "Understanding the similarities and differences between English and other languages allows for a more efficient transfer of knowledge for students, thus, accelerating English acquisition and maximizing impact with students." It later adds, "We encourage you to pursue information regarding other languages your students speak with the resources in the References section or other sources." Some examples of linguistic similarities between English and Spanish are provided in this document,

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including some consonant phonemes that are present in both English and Spanish and a definition of cognates and false cognates with examples and question stems to encourage students to identify and analyze cognates. The materials do not include information about language transfer in the Teacher's Manual or within the lessons. The suggestions available in some lessons do not address transferable and non-transferable skills.

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Indicator 6.1

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

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

Not Scored

Materials provide guidance on fostering connections between home and school.

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

Evidence includes but is not limited to:

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

- Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. The "Family Guide" is a letter for teachers to send home to families. This letter is available in English and Spanish. The document explains the main components of the program and invites families to learn more about the program on the website www.readinghorizons.com, where there is a Family section. It also provides a direct link to a tutorial video on how to log in. A suggestion for support states, "In order to help your child reinforce the skills learned in school, please encourage your child to use the Reading Horizons Online Software at home."
- The parent letter includes a "Home Access" information sheet. On this page, the teacher fills in the username and password as well as the recommended number of minutes and days students should be completing the online program at home. The document includes more information about the software that can be completed at home. The "Addressing Student Questions" section emphasizes that parents should not read questions or passages or assist with selecting answers.
- The materials include a link for questions and help while navigating or using the software. The Family Guide states, "We encourage you to assist your student with any questions he/she has while navigating or using the software (there is a help video that is accessed by clicking the compass on the Clubhouse and technical help at www.ReadingHorizons.com/support)." This information helps parents assist students at home when they have technical questions and need support.

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- The materials provide a parent letter to assist with spelling homework. The letter provides information about the spelling timeline and guidance on how to help the student at home. The letter is offered in English and Spanish.
- Printable decodable texts and homework pages that connect to the phonics and spelling lessons for that week and previous weeks are available to be sent home. They are located throughout the lessons in the "Planner" section and also in the Resources section of www.rhaccelerate.com.
- The materials provide a podcast called "Podclassed" to explore current educational topics from a variety of perspectives and to learn practical solutions for the current challenges facing educators. Each episode focuses on a specific topic in education. These topics are discussed by parents, educators, and experts and hosted by Laura Axtell, M.Ed. from Reading Horizons.

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

- Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials include weekly packets that are sent home for students. These are located under "Enrichment Resources – Additional Student Activities." They are broken down by chapter and then by skill. Each "Homework Page" includes a concise overview of what was covered in that week of instruction on the first page. It states, "This information can serve as a review for the student and as a synopsis for anyone assisting in the home." It also suggests that students will need help reading the instructions at the top of the practice pages.
- For example, in "Frist Grade Student Packet 6," there is a weekly packet for review of all Blends. The first page is information for families. It explains all the components in the packet and gives brief directions on completing each activity. Each information sheet states, "There are more than enough activities in each packet to keep a child engaged. You may find that the teacher will assign only certain pages each week. She or he may also send these packets home for a two-week period. Be sure to follow whatever instructions are communicated by the teacher."
- Spelling packets are sent home weekly to provide further practice and application. Each spelling homework page includes a word bank containing 15 skill words and 5 high-frequency words. The parent letter that explains the spelling connection to reading and homework guidelines states, "Encourage your child to write daily. Monitor whether the skills learned are being applied in his or her everyday writing."

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

- The materials include an introductory letter in English and Spanish that presents the program and its objectives, the student login information, and the recommended usage. There is also a letter for spelling and a weekly packet that informs families about the skills students are working on.
- The materials include standards-based reports that teachers can use to provide families with information about student progress. The publisher's website blog section has two posts related to which reports should be shared with families. The publisher says, "Student Report—This report is good to share with families and future teachers," and "We recommend sharing the

Student Report with families. There is a 'Batch Report' option that will allow you to download the report for all of your students." For the end of the year, another post states, "You will likely want to download reports for families, reports for your records, and reports to roll up to the student's teacher," and provides a list of the best reports to download.

- Materials also include paper assessments for "Chapter Tests" and "Skills Check." There is no guidance on what to do with these after students complete them, but they could be shared with parents.

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Indicator 6.2

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

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

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

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

Evidence includes but is not limited to:

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

- Digital materials are accessible and compatible with multiple operating systems and devices. The computer software package is web-based and compatible with Windows, Mac OS, and iOS. The website is accessible with Chromebooks, iPads, PCs, Apple computers, and smartphones. Information on the compatibility and accessibility of the materials is found on the publisher's website.
- The materials offer iPad apps, including Clubhouse App, Library App, Vocabulary App, and Games App. Once downloaded, the student can access the four apps from the Clubhouse. All instruction is consistent between the software and the apps. The apps are compatible with iOS 8.1 or greater and require an internet connection.
- Using any of the operating systems and devices listed, educators can access tutorial videos for student log-ins and other components of the software at www.rhaccelerate.com under the Resources tab. Teachers also have access to presentation slides to project or share virtually while providing instruction. The slides are located in the "Dashboard" section and labeled with the grade level and chapter. They include the letters, words, and sentences used for direct instruction and guided instruction.

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

- Materials support and enhance virtual and in-person learning. Detailed information on the software and how it supports and enhances virtual and in-person learning is located in the "Reading Horizons Professional Development Software Teacher Training Guide" and the publisher's website. For example, the materials provide clear instructions and guidance for teachers on using the digital teacher and student materials. On the rhaccelerate.com website, teachers can access all materials and manuals, lesson planning tools, how-to videos, training

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modules, and a community forum. Tutorial videos introduce the student software and how to manage it, as well as modeling for different teaching routines. More software tutorial videos can be accessed through the publisher's website.
- The materials include online access to student activity pages for teachers to reference while planning or guiding instruction. Under the "Lessons" section, the teacher can find all the activity pages linked. Some examples of activities that can be viewed online include "Student Transfer Cards," practice pages, assessments, and "Little Books" (decodable readers). These can be downloaded and printed.
- Teachers can assign specific lessons or activities for students to complete independently. Teachers can assign a lesson or check-up assessment under the "Lessons" tab. There are directions and a video on how to complete this in the "Help" section.
- Activities and online games extend in-person learning. For example, the skills being taught in class are also taught and reinforced online. The software includes three diagnostics or benchmark assessments and comprehension checks for the decodable books used both in print and online. The program allows teachers to assign assessments, specific lessons, refresher lessons, and practice activities. For example, when teaching spelling with *c* and *k*, students can review and practice a rhyme to remember when to use each and then complete three activities in which they complete the spelling of a word with *c* or *k,* hear a word and select from *c* or *k* tiles, and identify spelling errors in a paragraph. The software provides immediate feedback. When a student shows signs of struggle, the software reviews instruction, notifies the teacher, and offers more practice opportunities.
- There is also an online library that extends the skills being used in class. This allows students more practice using skills within texts.

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

- Digital materials enhance student learning and are not distracting or chaotic. For example, content is presented in a logical progression, from simple to more complex skills, aligned to the lesson progression in the in-person lessons. The objective of the lesson is present throughout it in a thin banner on the top left corner of the screen.
- The design of the materials includes appropriate use of white space. The lessons present a few texts in a bold, black font centered over a white background with a thin colorful border, making the content easy to read and comprehend. As letters or sounds are referenced, the program highlights them in blue. When using the program's unique marking system, symbols are in gray and distinguishable from the actual letters when positioned on top. The words that students will manipulate appear in front, away from the other graphics. The design of white space, spacing, and font are consistent throughout the materials. The digital content displays well on multiple devices, including computers and smartphones.
- Graphics support student learning and engagement but do not visually distract. Images engage student interest and support learning by drawing attention to important information or content. For example, when teaching how to spell with letters *c* and *k* in the student software, the lesson presents two simple illustrations; a coin with the letters *C, a, o,* and *u* inside of it and a kite with the letters *K, i,* and *e* inside of it.
- Images demonstrate balanced racial and ethnic representations. The main page has two main characters that represent both genders and are of different racial backgrounds.