

Savvas Learning Company Grade K English Phonics Program Summary

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

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

Section 2. Instructional Approach

- The materials include systematic, year-long plans for phonics instruction.
- The materials provide some direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.
- The materials include some guidance that supports teachers' 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 some systematic and direct (explicit) instruction, practice, and review related to alphabet knowledge.
- The materials provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.
- The materials provide 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.
- 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.

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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 some integrated progress monitoring tools, with specific guidance on frequency of use.
- The materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Section 5. Supports for All Learners

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

Section 6. Additional Information: Resources

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

Section 7. Additional Support

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

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Indicator 2.1

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

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

Meets | Score 4/4

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

Materials include a cohesive, TEKS-aligned 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 units and/or year. For example, the kindergarten program materials include a year-long scope and sequence in the “Getting Started” section of the table of contents in each of the five kindergarten units.
- The materials provide a document called “English Foundational Skills and Word Study Scope and Sequence.” This document clearly outlines the phonological awareness skills, phonics skills, and high-frequency words taught within each of the five units in kindergarten. Within Unit 1, the students learn the letter-sound correspondences for the consonants *Mm /m/, Tt /t/, Ss /s/, Pp /p/, Cc /k/, Nn /n/, Bb /b/, and Rr /r/*; the short vowels *Aa /a/ and Ii /i/*; and the word families *-an, -at, -in, -ip*. Within Unit 3, students learn the letter-sound correspondences for the consonants *Jj /j/, Xx /ks/, Vv /v/, Zz /z/, and Qq /kw/*; the short vowel *Uu /u/*; the word families *-ug, -un, -un, and -ut*; and begin to compare the sounds of short and long vowels *Aa* and *Ii* as well as read words with the VCV and VCe patterns (a skill from the grade 1 TEKS). Finally, Unit 5 reinforces the consonants *Cc, Tt, Bb, Jj, Gg, Qq, Kk, Ss, Ww, Mm, Ll, Nn, Rr, and Zz* as well as short and long vowels *Oo, Aa, Uu*; provides practice in reading CVC and VCe words with these letter-sound correspondences; and introduces initial and final blends.

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

- The materials provide a document called “TEKS K-8 Vertical Alignment” on the digital platform that lists all of the TEKS for K–5 and notes the level of implementation in each grade level using the symbols I (“Introduced”), • (“Continued”), M (“Mastery”), and (“Maintained”). For example, “Recognize spoken alliteration” is introduced in kindergarten, mastered in grade 1, and maintained in grade 2 and beyond. “Spell words with VC, CVC, and CCVC” is introduced and mastered in kindergarten and maintained in grade 1 and beyond. “Identify and read high-frequency words from a research-based list” is introduced in kindergarten, continued in grades 1–4, mastered in grade 5, and maintained in grade 6 and beyond.

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).

- Kindergarten lesson objectives begin with an emphasis on phonological awareness and letter-sound correspondences before moving on to more complex concepts, such as decoding and encoding words with the CVC, CVCe, CCVC, and CVCC patterns. Once several consonants and one or more vowels are learned, the materials introduce blending sounds to make words, beginning with onset and rime in word families.
- In Unit 1, students learn the letter-sound correspondences for *Mm /m/*, *Tt /t/*, short *Aa /a/*, *Ss /s/*, *Pp /p/*, *Cc /k/*, short *li /i/*, *Nn /n/*, *Bb /b/*, and *Rr /r/* before moving on to work with the word families *-an*, *-at*, *-in*, and *-ip*.
- In Unit 4, after students learn all the consonant and short vowel letter-sound correspondences, the materials move to blending and segmenting sounds in words and reading words with the CVC and CVCe patterns.
- In Unit 5, students continue to practice decoding and encoding words with CVC and CVCe patterns; learn initial and final consonant blends; and begin to decode words with the CCVC and CVCC patterns.

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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.	PM

Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- Each phonics lesson begins with a minilesson that contains a “Focus” segment that is teacher-directed, a “Model and Practice” segment that contains modeled instruction, guided practice, and an “Apply” segment that contains additional guided practice and provides independent practice. For example, in Unit 1, Week 3, the teacher introduces the letters *Pp* and the sound /p/. The Focus segment reads: “Hold up Alphabet Card *Pp* and point to the picture of the penguin. Have students say *penguin* with you. ‘Let’s say the beginning sound /p/. The sound /p/ is spelled with the letter *p*.’” The Model and Practice segment reads: “Write the letters *P* and *p* on the board. Have students turn to p. 93 in the Student Interactive and trace the letters on the first line with their fingers. Tell students that you will write and read words. They should clap when they hear the sound /p/. Write the following words: *pit, Tim, mom, pail, hot, pan, Meg, pet*.” The Apply segment reads: “Have students look at p. 93 in the Student Interactive. ‘Point to the letter *p* and tell me the sound it makes. Now write *Pp* under each picture word that begins with /p/.’ Direct students to the first picture. Say the word *pig*, emphasizing the initial sound. ‘Does this picture word begin with the sound /p/? Yes, so write *Pp* on the line.’ Tell students to complete the activity. If students need additional practice with letter recognition, use the Letter Recognition Unit online resource. It includes instruction, activities, and student practice sheets.”
- The materials contain a document called “Reading Routines Companion Grade K” that includes explicit systematic routines detailing the gradual release of responsibility. Each lesson provides a step-by-step routine for introducing, modeling, guided practice, and independent work. For example, in the “Isolate Phonemes: Initial /m/” lesson, the teacher says the word *pan* and pauses between the onset and the rime. The teacher asks the students what they heard. Then the teacher says /p/ /an/ and asks whether it sounds right. The students respond, and the teacher says, “Let me say the sounds together without stopping: *pan*. Does that sound better?”

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Students respond, and the teacher continues the lesson introduction and the objective of the day.

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

- Materials include a limited number of annotations and suggestions to support how to present the content. In Unit 1, Week 3, the materials provide a sidebar with the “Consonant Cc Answer Key” that reads: “Model the sound of the consonant *c* by saying the words *cat* and *critter*. Say the word for each picture. Tell students to circle all the pictures that start with the sound of the consonant *c* and to write the letters *Cc* under the circled pictures.”
- Annotations within the lessons provide extensions and some tips for feedback. These do not support how to present the content. In Unit 5, Week 5, there is a “Foundational Skills Extension” that refers to a consonant *r* extension activity that can be used as the text is read on Days 2 and 3. In this activity, the teacher reads aloud the provided text and asks students to raise their hand when they hear a word that begins with the sound /r/. Then, the teacher asks the students to point to the word *raining*. The teacher points out that this word begins with the letter *r* and has students draw the letter *r* in the air.
- The materials include “Corrective Feedback” notes on the second page of each lesson in the “Reading Routines Companion Grade K.” For example, the lesson “Blend and Segment Onsets and Rimes: Onsets /k/, /m/, /p/, /s/, /t/” has annotations that tell the teacher to model how to blend and segment onsets and rimes by repeating Steps 2 and 3 on the first page to assist students who are having difficulty with the skill. Additional teacher suggestions include “Make It Easier” and “Make It Harder” sections, which include modeling and practice like finding objects in the classroom that begin with the same sound and taking turns saying the name of the object and segmenting the sounds.

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Indicator 2.3

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

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

Partial Meets | Score 2/4

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

Guidance for teachers includes some 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 some guidelines for feedback but do not include specific guidance for providing students with immediate, corrective feedback. Materials provide detailed guidance for connecting previously taught phonics skills to new learning. Materials provide some guidance for lesson pacing, but they do not 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.

- In Unit 1, Week 1, the teacher tells the students how to articulate the *m /m/* in *mouse*. The teacher says, "The sound /m/ is made by pressing your lips together while making a sound." The students practice making the sound /m/." The teacher points to the picture of the mouse in the "Student Interactive," while students listen to the teacher articulate the sound. The teacher says, "Listen to the sounds as I say this word: /m/ /ou/ /s/." Students circle pictures in the Student Interactive that begin with the sound /m/.
- The materials share some guiding principles, related mainly to high-frequency words, in the "Teacher's Edition." In Unit 3, Week 1, there is a box in the margin labeled "High-Frequency Words," which explains that high-frequency words appear over and over again in texts. The teacher tells the students that they will learn many of these words this year and that these words can help them become better readers. Then the teacher says the word *was* and asks

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students what letters spell the word. The students say the letters for the word as the teacher writes them on the board. The teacher repeats the process with the high-frequency words *said* and *where*.

- The materials do not include information for teachers about common misconceptions related to specific phonics skills. In Unit 3, Week 5, the teacher holds up the alphabet card *Bb* and points to the baby. The teacher has the students say *baby* with them. The teacher then points to the letters *Bb* on the alphabet card and tells the students that the letters *Bb* spell the sound /b/. The teacher also tells the students that *baby* begins with the /b/ sound, so it begins with the letter *b*. During the “Model and Practice” section, the teacher models how to form the letters *B* and *b*. Next, the teacher says a group of words. If the students hear the sound /b/ at the beginning of the words, they stand up. If the sound /b/ is at the end of the word, the students stay seated. The words for the activity are to have the /b/ sound emphasized: *bit, bill, mob, bowl, bush, bib, bet, fib*. The lesson on consonant sound /b/ does not emphasize that correct phonetic pronunciation does not include the schwa sound (e.g., /b/ and not *buh*; /m/ and not *muh*).
- Program materials guide teachers with a “Focus” section for each “Word Work” lesson. For example, this segment in Unit 5, Week 1, reads: “What letter spells the sound /k/ at the beginning of *cap*? Now let’s practice reading other words with the sound /k/ spelled *c*.” This does not demonstrate guidance for common misconceptions related to phonics.

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

- All lessons are divided into three sections: Focus, Model and Practice, and “Apply/My Turn,” which correspond to the elements of the gradual release of responsibility model. For example, during the Focus segment of Unit 3, Week 5, the teacher displays the word *bit*, has the students read the word with them, and says: “What sound do you hear in the middle of *bit* (/i/)? (The teacher circles the letter *i*) The letter *i* stands for the sound /i/ in *bit*.” The teacher then displays the word *bite* and reads it aloud, with the students repeating the word. The teacher points out that *bit* and *bite* have the same beginning and ending sounds but different middle sounds. The teacher says: “*Bite* has the sound /i/. Adding the letter *e* to the word *bit* changes the middle sound from /i/ to /ī/.” The teacher circles the letters *i* and *e* in the word *bite* and says, “The pattern *i_e* spells the sound /ī/.” In the Model and Practice section, the teacher displays the words *dim, dime, pin, and pine* and has the students read each word, identify the vowel sound, and name the letter or letters that spell the sound. Finally, during the Apply/My Turn section, students turn to a specific page in the Student Interactive and trace the letters and read the words. The teacher then has the students point to the first picture and says: “Listen carefully to this word: /z/ /i/ /p/, *zip*. Does *zip* have the same middle sound as *kit*?” Students should say *yes* and circle the picture of the zipper. Students then complete the rest of the page.
- The materials include a variety of instructional strategies with specific and detailed routines for phonics skills. In Unit 5, Week 2, the teacher says, “Listen carefully as I say this word: *honey*.” The teacher asks students, “How many syllables are in the word *hon* (clap) *ey* (clap)?” The students respond, and the teacher asks students, “What is the first syllable in *honey*?” The teacher routines include clapping motions, such as pronouncing each word and clapping after each syllable.

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

- The materials provide little guidance on providing immediate, corrective feedback within the lesson. A limited amount of corrective feedback appears in the English learner sections. In Unit 3, Week 5, a margin note advises the teacher that some languages, such as Spanish, do not often have silent vowels, and students may want to pronounce the *e* at the end of *i_e* words. It further states that the teacher should monitor students' pronunciation of these words as they read the decodable story and gently provide corrections as needed.
- In Unit 4, Week 2, Lesson 2, students read and practice decoding and encoding words with diphthongs *oi* and *oy*, which they learned in Unit 4, Week 2, Lesson 1. Previously learned *oi* and *oy* words include *oil*, *boy*, *coin*, *toy*, *join*, and *joy*. The teacher writes the words *choice* and *toy* on the board. The teacher uses specific language from the previous lesson: "The sound /oi/ can be spelled *oi*." The teacher underlines the *oi*. The teacher points to the word *toy*, while students sound it out. The teacher then says, "What vowel sound do you hear in the word *toy*? (/oi/) How do you spell the sound /oi/ in *toy*?" Students decode words including *noise*, *joy*, *join*, *oil*, *Roy*, *boil*, and *Troy*.
- In the "Reading Routines Companion," under the heading "Phonics Generalizations," there is a chart with the following skill generalizations: *c* /k/ or /s/; consonant blend; consonant pattern -*ck*; final *x*; FLoSS rule; initial *qu*; long vowel; and short vowel. An example of a generalization is, for skill *c* /k/ or /s/: 1. The letter *c* can stand for the sound /k/ or the sound /s/ (e.g., *cat*, *ice*); 2. The letter *c* usually stands for the sound /s/ when followed by *e*, *i*, or *y* (e.g., *cent*, *city*, *icy*).

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

- The materials include references in lesson plans and scripts to previous learning. In this lesson, the teacher holds up the *man* picture card and says: "This is a picture of a man. I hear these sounds in the word *man*: /m/ /a/ /n/. I hear the sound /a/ in the middle of *man*. The sound /a/ is spelled *a*. Say the sound /a/ with me." The teacher then writes *man* on the board and the word *mane* under *man*. The teacher tells the students that when they add the letter *e* to the end of the word *man*, the sound changes to /ā/, and the *long a* is spelled *a_e*. The teacher has the students listen as they say the words with the short and long sounds for *a*: /a/ and /ā/. The teacher says, "We already learned how to write the letters *Aa*. Let's practice writing them in the air." The teacher has the students trace the letters *Aa* in the air as the teacher leads them.
- In Unit 3, Week 6, the teacher displays the alphabet card *Uu* and points to the picture of the umbrella. The teacher says, "What sound do you hear at the beginning of *umbrella* (students should identify the sound /u/)? We already learned which letter spells the sound /u/. What letter is it (teacher points to letters *Uu*)?" The students should say *u*.

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 Edition" includes a section before the actual lessons that shows the week-at-a-glance chart, which gives suggested times for lessons. In Unit 3, Week 2, the "Suggested Weekly Plan" designates 10–20 minutes for "Reading Workshop, Word Work, and Genre and Theme." The "Reading-Writing Workshop Bridge" consists of "Academic Vocabulary" and "Handwriting,"

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slotted for 5–10 minutes. “Small Group/Independent” work includes “Teacher Led Options” (e.g., guided reading/leveled readers, strategy/intervention/on level/advanced activities, EL targeted support, and conferencing) and “Independent/Collaborative Work” (“Independent Reading, Literacy Activities, Book Clubs”) and is scheduled for 20–30 minutes. “Writing Workshop” consists of a mini-lesson, which is scheduled for 5–10 minutes. “Independent Writing,” including conferences, is slotted for 30–40 minutes. Finally, the Reading-Writing Workshop Bridge, which is labeled as a flexible option, but could include a spiral review of conventions, is scheduled for 5–10 minutes.

- While there is a time suggestion for the lesson, there is not a time suggestion for components of the lesson. For example, in Unit 3, Week 1, there is a lesson on “Phonological Awareness: Syllables” and a mini-lesson on “Phonics: Introduce *Jj*.” Both lessons include Focus and Model and Practice sections, neither of which has a suggested time length or clock icon to indicate how long the lesson or components of the lesson will be.

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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 “Grade K Scope and Sequence” shows that in Unit 1, students learn and review consonants and the *short a* and *i* vowel sounds. In Unit 2, students learn to read and write words with initial and final consonant *Dd*, such as *dip*, *dad*, *sad*. Lessons in Unit 3 include reviewing *short i* and *long i* words, including *yip*, *ride*, *write*, *bill*, *bit*, *wide*, *will*, *time*. Then in Unit 4, students practice decoding words with *short i* and *long i*, including *rip*, *ripe*, *tip*, *time*, *yap*, and *pit*. Finally, in Unit 5, Week 5, students practice spelling words with *short i*, such as *zip* and *trip*.
- In Unit 3, Week 1, the teacher reminds students of this week’s high-frequency words: *was*, *said*, and *where*. The teacher tells the students that they will practice reading these words in the story *The Big Box*. The teacher then displays the words and says, “When you see these words in the story, *The Big Box*, you will know how to identify and read them. You will also see other high-frequency words you have learned: *a*, *we*, *they*, *that*.”
- In Unit 3, Week 3, the phonics lesson includes a review of *Zz* from Week 3, Lesson 1, and the letter *Qq* from Week 3, Lesson 3. In Lesson 5, the teacher writes the letters *Zz* and *Qq* on the board and has the students identify the letters as the teacher points to them. The students then identify the sound that the letters spell: *z /z/*, *qu /kw/*. During “Model and Practice,” the teacher tapes a *Zz* or *Qq* on each student and then writes the word *zip* on the board. The teacher says: “We will read this word together. If you hear the sound */kw/* spelled *qu*, stand up if you have a *Qq* taped to you. If you hear the sound */z/* spelled *z*, stand up if you have a *Zz* taped to you.” The teacher points to each letter as they say the sound. The teacher then says, “Let’s read this word together: */z/ /i/ /p/, zip*.” The process is repeated with the words *quit*, *zap*, *Zak*, *quilt*, and *Quin*.
- Previously taught phonics skills are practiced and maintained over the course of the year. In Unit

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3, Week 2, during the Model and Practice section, the teacher says: “Listen carefully as I read the word: /f/ /u/ /n/, *fun*. Do you see any of the letters you have learned already?” The teacher then has a student volunteer identify that they have learned the letters *f*, *u*, *n* in the word.

- The materials include intentional “Spiral Reviews” that have students recall how to spell the sounds *short o*, *e*, and *i*. One example is found in Unit 5, Week 6. Teachers model and practice reading words and having students spell them together (e.g., *on*, *zip*, *leg*, *trip*). Teachers have students sort the words based on the short vowel spelling pattern (*o* /o/: *on*; *e* /e/: *leg*; *i* /i/: *zip*, *trip*).

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

- In Unit 3, Week 2, the teacher introduces the medial *short u* sound: “Listen carefully as I say the new sound /u/. The sound /u/ is made by opening your mouth slightly and saying the sound /u/.” The teacher shows the students how to make the sound /u/ and has the students practice it. The teacher then has the students turn to a page in their “Student Interactive” and points to the picture of the bug. The teacher tells the students: “Listen to the sounds as I say this word: /b/ /u/ /g/. What sound do you hear in the middle of *bug*? Yes, the sound /u/.” Students circle the pictures of words with the same middle sound as *bug*. In the Student Interactive book, there is a picture of a bug on the top half of the page; the choice pictures on the bottom half are *sun*, *nut*, *clock* (non-example), *duck*, and *cup*.
- In the materials, students apply the focus skill for the lesson during guided and independent practice. In Unit 3, Week 3, the teacher says: “Today we are going to learn a new sound. Listen carefully: /kw/ /kw/ /kw/. The sound /kw/ is made by opening your mouth a little and letting out a small puff of air as you make the sound /kw/.” The teacher then displays the *queen* picture card and says: “This is a picture of a queen. Listen to the beginning sound as I say this word: /kw/ -een. What sound does *queen* begin with?” Students should supply the /kw/ sound. The teacher says the following words and has the students give a thumbs-up if they hear the sound /kw/ at the onset of a word: *quick*, *lip*, *queen*, *log*, *quilt*, *quiet*, and *long*. Students point to a picture of the quail in the Student Interactive. The teacher says: “This bird is called a *quail*. Listen to the sounds in the word: /kw/-ail. *Quail* has the sound /kw/ at the beginning, so we will circle the picture.” In the Student Interactive book, the teacher states the names of each picture, and students circle the pictures that have the /kw/ sound: *quail*, *dog* (non-example), *panda* (non-example), *tiger* (non-example), *queen*, *question mark*, *quilt*.
- In Unit 4, Week 1, the materials explicitly teach a new sound, /ō/. Teachers begin by introducing the skill: “Tell students that today they will learn a new sound. The new sound is /ō/. Let’s say it together: /ō/ /ō/ /ō/.” Next, the teacher connects to previous learning (in this instance, the sound of *short o*). The teacher says: “Let’s say this word together: /t/ /o/ /t/. The word is *tot*. The word *tot* has the sound /o/. If we change that sound to /ō/, we get the word *tote*. Let’s say it together: /t/ /ō/ /t/.” Students then complete an exercise in the Student Interactive.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Materials contain decodable books that follow each lesson and adhere to explicitly taught sound-spelling patterns and high-frequency words. For example, in Unit 2, Week 2, the decodable book *The Best Nest* includes practice opportunities for practicing decoding words with *short Ee* /e/: *best*, *hens*, *nest*, *pen*, *wet*, *web*, *yes*, *yet*. Students identify the letter-sound

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spelling for each phoneme as previously taught.

- Materials contain decodable books that follow each lesson and adhere to explicitly taught sound-spelling patterns and high-frequency words. For example, in Unit 3, Week 6, the decodable book *What Do You Like?* includes practice opportunities for the week's phonics focus on *short li /i/* CVC words and *long li /ī/* VCe words and the previous week's five high-frequency words (e.g., *funny, were, some*).
- The decodable texts increase in complexity, allowing students to practice previously taught skills while applying new ones. In the decodable story used in Unit 3, Week 1, the teacher tells the students they will read the story *The Big Box*. The teacher then says: "I hear the sound /ks/ in the word *box*. In this story, we will read words that have the sounds /j/ and /ks/." The teacher reminds the students of the week's high-frequency words that they will practice reading in the story: *was, said, and where*. The teacher also says, "You will also see other high-frequency words you have learned: *a, we, they, and that*."
- In Unit 3, Week 1, students revisit the previous week's decodable book *What Is It?* to practice reading words with the sounds /o/ and /e/ and the previous week's high-frequency words. Before reading the book, the teacher displays the prior week's high-frequency words: *what, blue, and green*. The teacher tells the students that they will practice reading those words in *What Is It?* The teacher pairs the students for reading and listening carefully, as they use letter-sound relationships to decode. Students read the story, switching readers after each page.

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Indicator 3.A.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials for kindergarten introduce two to three letters and their corresponding sounds per week in the first three units and review letter-sound correspondences in Units 4 and 5. For example, in Unit 1, students learn consonants *Mm /m/, Tt /t/, Ss /s/, Pp /p/, Cc /k/, Nn /n/, Bb /b/, and Rr /r/* and short vowels *Aa* and *li*. In Unit 2, students learn consonants *Dd /d/, Kk /k/, Ff /f/, Hh /h/, Ll /l/, Gg /g/, Ww /w/, and Yy /y/* and short vowels *Oo* and *Ee*. In Unit 3, students learn *short Uu* and consonants *Jj /j/, Xx /ks/, Vv /v/, Zz /z/, and Qq /kw/* and *short and long Aa* and *li*. Units 4 and 5 review consonant letter-sound correspondences and short vowel letter-sound correspondences and begin to introduce long vowels.
- Letters that are visually similar are not introduced in the same lesson. For example, the letter *Bb* and sound /b/ are introduced in Unit 1, Week 5, and the letter *Dd* and sound /d/ are introduced in Unit 2, Week 1.

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

- Lessons identify the alphabet knowledge skills to be learned and support the teacher in communicating the objectives. In the “Teacher’s Edition,” Unit 1, Lesson 5, the phonics lesson introduces *Bb* and contains the objective “Identify and match the common sounds that letters represent.” (TEKS K.2.B.i.) The teacher holds up the alphabet card *Bb* and points to the baby. The students and teacher say the word *baby* together. Then, the teacher points to the letters *Bb* on the alphabet card and tells students that the letters *Bb* spell the sound /b/ and that the word *baby* begins with the sound /b/, so it begins with the letter *b*. Next, the teacher models how to form the letters *B* and *b*. Then, the teacher says a group of words that either begin or end with the sound /b/. Students stand if they hear /b/ at the beginning and sit if they hear /b/ at the end. Finally, the students write the letter *b* by completing the activity on the corresponding page in the “Student Interactive.”
- In Unit 3, Week 1, during “Word Work,” the teacher holds up a letter card depicting the letter *J*, both uppercase and lowercase, and a picture of a black jaguar. The teacher says the word *jaguar* and points to the jaguar; then, the students and teacher say the word together. The teacher says: “Let’s say the sound at the beginning of the word *jaguar*. The beginning sound is /j/ - *aguar*. The sound /j/ is spelled with the letter *j*.” The teacher then points out the letter *j* on the Student Interactive and asks the students for the sound the letter spells. The teacher tells the students, “Now we will circle each word that begins with /j/.” The teacher directs the students to the image of the milk jug. The teacher says: “Let’s say this word: /j/ /j/ /j/ /u/ /g/. Does the word *jug* begin with the sound /j/? Yes, it does, so we will circle it.” The teacher identifies the images on the page and has students complete the page accordingly.

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

- In Unit 1, students practice letter formation for both uppercase and lowercase letters by first learning directionality, vertical lines, and curved lines. The teacher shows students the alphabet and then directs them to look at the letters. The teacher says: “Some letters include straight lines. Others include curved lines. Still, others include both straight and curved lines. Before you can write letters, you must be able to write straight and curved lines. Today, we will start by practicing straight lines.” Students progress through the handwriting workbook with straight lines and then move to curved lines. The teacher models making a vertical line on the board and points out that it goes straight up and down; the teacher instructs students to start at the top and pull down. The students practice with their fingers in the air. Students continue in Weeks 2 and 3 with backward and forward circles.
- Materials provide general guidance in forming all 26 letters (uppercase and lowercase) within the Teacher’s Edition and a digital resource called “Handwriting for All.” For example, in the Teacher’s Edition for Unit 1, Week 5, Lesson 1, there is a “Handwriting” segment for the letters *Ll*: “Display the upper- and lowercase *Ll*. Explain that words beginning with the letter *Ll* can be written with an uppercase *L* or a lowercase *l*. Ask students to identify the uppercase *L* and the lowercase *l*.” Next, the teacher models the formation of the letters *Ll*: “Write the name *Lee* on the board. Point to the uppercase *L*. [Say: This is the uppercase *L*. We use uppercase letters to begin sentences and names. Watch as I trace the uppercase *L* with my fingers.] Show students

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where to begin the letter. Have students trace uppercase *L* in the air and then on their hands. Write the word *lap* on the board. [Say: This is the word *lap*.] Point to the lowercase *l*. Watch as I trace this lowercase *l* with my finger.] Have students trace lowercase *l* in the air and on their hands or the surfaces of their desks." Lastly, the teacher has students complete the handwriting worksheet from Handwriting for All to practice writing *Ll*. This digital resource shows the capital *L* and lowercase *l* with formation arrows on handwriting lines for students to trace. The teacher directions at the bottom of the page read: "Model the accurate formation of the letters *L* and *l*, pointing out the starting points, directions, types of lines made, and ending path. Have students practice tracing the letters, and then practice writing the letters on their own."

- In Unit 2, Week 4, "Handwriting Practice," the materials state: "Model the accurate formation of the letters *K* and *k*, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the letters, and then practice writing the letters on their own." The students practice on the worksheet "Handwriting Letters *Kk*" page, which depicts the letters *Kk*, with arrows 1–3 signifying the 1st, 2nd, and 3rd stroke in letter formation. One line provides a traceable uppercase letter *K* with strokes 1–3, and another line provides a traceable lowercase letter *k* with strokes 1–3. There are two blank lines to practice writing *Kk* without stroke numbers or traceable letters.

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

- The materials provide opportunities for students to practice and reinforce alphabet knowledge in isolation during phonics lessons and in meaningful print in decodable stories and decodable books. For example, during the phonics lessons in Unit 4, Week 4, Lesson 1, the students review the letters *Pp* and *Yy* and their corresponding sounds. First, the teacher holds up the alphabet card *Pp* and says: "This is a picture of a penguin. The word *penguin* begins with the sound /p/. The sound /p/ is spelled with the letter *p*. Say the sound /p/ with me: /p/ /p/ /p/." The teacher repeats this procedure for the letters *Yy* and the sound /y/ spelled *y* using the alphabet card *Yy*. Next, the teacher writes the following words on the board and reads them aloud with the students: *yes, yam, pit, yak, pat, pin*. Additional practice occurs when students complete the appropriate pages in the Student Interactive; read the decodable story "The Past and Now"; and read decodable book 22, *Now and the Past*, in small groups with the teacher.
- The materials provide a supplementary kindergarten "Letter Recognition Unit" on the digital platform that lists many activities the teacher can use to help develop letter recognition skills. For example, on the "Letters *Ee*" page, the materials provide a script for introducing the uppercase *E* and lowercase *e*. The teacher displays the letters *Ee*, points to the uppercase *E*, and says, "This is the uppercase, or capital, letter *E*." Then, the teacher points to the lowercase *e* and says, "This is the lowercase letter *e*." Next, the students practice saying the letter names as the teacher points to the letter *E* and says, "What letter is this? [uppercase, or capital, letter *E*]." The teacher points to the letter *e* and asks the same question. Next, the teacher uses the "ABC Rhyme Time" digital resource page for *Ee*, "Enter and Exit." The teacher reads the title, points to the uppercase *E*'s and lowercase *e* in the title, and reads the rhyme aloud. After reading, the teacher guides students to locate uppercase *E*'s and lowercase *e*'s in the rhyme ("Elephants

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enter an empty elevator to enjoy rides to higher floors. They don't ever forget to exit when the elevator opens its doors!")

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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 (explicit) 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.

- Letter-sound correspondences are presented in an order that starts with high-utility letters that can be used right away to decode and spell CVC words. For example, during the first two weeks of Unit 1, the letter-sound correspondences for consonants *Mm /m/*, *Tt /t/*, *Ss /s/*, and short *Aa /a/* are taught first, so that students can begin reading and writing CVC words with these letters (e.g. *mat*, *tam*, *map*, *bat*, *sat*, *same*) Additionally, in Unit 2, Week 2, the decodable story *Sam Sat* allows students to begin using the high-utility letters to decode and spell words such as *Sam*, *sat*, and *am*.
 - Within Unit 2, the students learn the letter-sound correspondences for the consonants *Dd /d/*, *Kk /k/*, *Ff /f/*, *Hh /h/*, *Ll /l/*, *Gg /g/*, *Ww /w/*, and *Yy /y/*; the short vowels *Oo /ō/* and *Ee /ě/*; and the word families *-op*, *-ot*, *-en*, and *-et*.
 - The end of Unit 3 and all of Units 4 and 5 focus on reading CVC words with short vowel sounds and VCe words with long vowel sounds (a skill from the grade 1 TEKS). Units 4 and 5 also focus on reviewing and reinforcing selected consonant sounds and provide continued practice with reading words with the VC, CVC, and VCe patterns.
 - Unit 4 teaches short and long vowels *Oo*, *Uu*, *Ee*, and *Ii*; reinforces the consonants *Pp*,

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Yy, Dd, Ff, Vv, Hh, and Xx; and provides practice in reading CVC and VCe words that contain these letter-sound correspondences.

- Unit 5 reinforces the consonants *Cc, Tt, Bb, Jj, Gg, Qq, Kk, Ss, Ww, Mm, Ll, Nn, Rr*, and *Zz* and short and long vowels *Oo, Aa, and Uu* as well as provides practice in reading CVC and VCe words with these letter-sound correspondences.

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

- In the “Word Work” segment of Unit 2, Week 1, the teacher explains the new sounds the students will learn. The teacher says: “Listen carefully as I say the new sound: /d/ /d/ /d/. The sound /d/ is made by placing your tongue behind your top teeth, then pushing air through, making the sound /d/.” The teacher shows students how to make the sound /d/ and has them practice it. The teacher says, “Try saying the sound /d/ several times.” Next, the teacher tells the students to turn to a specific page in the “Student Interactive” materials and point to the picture of the dog. The teacher says: “Listen to the sounds as I say this word: /d/ /o/ /g/. The first, or initial, sound in the word *dog* is /d/.” Then, the teacher names each picture in the first row and asks students to circle the pictures with the initial sound /d/ like *dog*. The teacher repeats this process for words that end with the sound /d/ in the second row.
- In Unit 2, Week 2, the teacher tells students that today they will learn a new sound. Then, the teacher says: “Listen carefully as I say the new sound: /ō/ /ō/ /ō/. The sound /ō/ is made by opening your mouth and dropping your jaw.” The teacher shows students how to make the sound /ō/ and has them practice it. The teacher tells students they can segment, or take apart, and blend, or put together, the sounds in a word and says: “Listen to this word: *hop*. Now listen as I take apart the sounds in the word: /h/ /ō/ /p/. I hear our new sound /ō/ in the middle. Now listen as I put the sounds together again to say the word: *hop*.”
- On the digital platform, the materials provide a book called “Reading Routines Companion Grade K.” This resource provides a two-page document for each letter-sound correspondence taught and a step-by-step routine with a script for clear modeling and explanation of tasks. The first page contains the segments of the gradual release of responsibility model: “Step 1: Introduce, Step 2: Model, Step 3: Guide Practice, Step 4: On Their Own.” The second page of the document contains three segments: “Corrective Feedback,” “Make It Easier,” and “Make It Harder.” Within these pages, teacher actions are in black, and the script for what the teacher says is in blue.
- One of the pages in the “Reading Routines Companion Grade K” booklet is called “Short *U* Words.” In Step 1: Introduce, the script reads: “Display the letters *U* and *u*. Point to the uppercase *U*. This is the letter uppercase *U*. Point to the lowercase *u*. This is the letter lowercase *u*. The letter *u* is a vowel. Today we are going to read words with the *short u* sound /u/ spelled with the letter *u*.” Step 2: Model reads: “Display the word *fun*. Point to each letter as you decode. Listen to the sounds in *fun*: /f/ /u/ /n/. Say them with me: /f/ /u/ /n/. What is the middle sound in *fun*? (/u/) The middle sound /u/ is spelled with the letter *u*.” The teacher distributes letter tiles or cards for *Uu*; students use their finger to trace each letter on the tiles as they say the sound /ū/. Materials direct: “Model how to write the letters *Uu*. Point to lowercase *u* as you say: Lowercase *u* spells the *short u* sound /u/ in *fun*.” The corrective feedback on the back says: “IF students cannot identify and spell *Uu* or read and write words

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with *short u*, THEN model how to identify vowel *u* and read and write words with *short u*, using Steps 2 and 3. Next, work through the Make It Easier activity.”

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.

- Unit 1, Week 4, includes the alphabet card *li* for identifying the letter sound /i/ in *igloo*. The lesson also contains related pages in the Student Interactive with opportunities for students to trace the letter *li* and name and circle the pictures with the *short i* sound in the name. Additional practice opportunities include a page in the Student Interactive where students write the final consonant to complete names of matching pictures that contain *short i*. For example, there is a picture of a pit. The students are provided with *pi...* and write the letter *t* in the blank. Additionally, the decodable text *In the Pit* provides opportunities for students to read words with the sound /i/, such as *in, sit, pit*, in connected text.
- In the Word Work segment of Unit 1, Week 6, the teacher directs students to say and distinguish words with *-in* and *-ip* ending sounds, such as *pin, bin, rip*, and *tip*. The teacher says: “This is a rip. The first sound in *rip* is /r/. The sound /r/ is spelled with the letter *r*. The ending part in *rip* is *-ip*.” The students use the same strategy to say the word *tip*.

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Indicator 3.B.1

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

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

- The materials provide a document called “English Foundational Skills and Word Study Scope and Sequence,” which provides a list of phonological awareness skills taught in each unit. Students are introduced to syllables in Unit 3 and learn to count, identify, blend, and segment syllables in compound words throughout Units 3 and 4. In Unit 5, students continue to practice what they learned in Unit 3 and Unit 4 and also learn to manipulate syllables.
- In Unit 3, Week 5, the students practice segmenting and counting the syllables in words. The teacher displays the *iguana* picture card and models clapping the syllables in the word: *i* (clap) *gua* (clap) *na* (clap). The teacher asks: “How many times did I clap? [Students should say three.] I clapped three times, so there are three syllables in the word. Now listen as I say the word *panda*. Clap the syllables with me: *pan* (clap) *da* (clap). How many syllables are in *panda*? [Students should say two.]” Next, the teacher selects a volunteer to say his or her name as students clap the syllables.

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- In Unit 4, Week 3, the teacher reviews syllables and models syllable identification. The teacher says the word *pencil*. Then, the teacher says the word and claps when segmenting the word *pencil* into two syllable parts. The teacher repeats the activity with the words *ruler*, *reading*, *marker*, *backpack*, and *recess*.
- In Unit 5, Week 1, students identify, clap, and count the syllables in the word *playground* (*play*, *ground*, two syllables) before learning to delete syllables. Then, the teacher asks: “If I take away the second syllable, *ground*, what word do I have left? [Students should say *play*.] If I take away the first syllable, *play*, what word do I have left? [Students should say *ground*.]” The teacher and students continue to practice deleting syllables in the words *cupcake*, *backpack*, and *starfish*.

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

- The materials introduce the concept of syllables in Unit 3, Week 1, with scripted, direct instruction: “All words have syllables. A syllable is a word part that has one vowel sound. You can break apart, or segment, the syllables in a word and tell how many syllables you hear. You can then put the syllables back together, also called blending. Listen to the word *water*. *Water* has two syllables: *wa* (clap) *ter* (clap), *water*. I can clap for each syllable. Now try it with me. Students should clap each syllable as you say *water*. Repeat with *blue* (one syllable) and *happy* (two syllables).” Next, the students turn to the appropriate page in the “Student Interactive,” and the teacher tells the students to identify the syllables in each picture word, segment each word into syllables, and then blend the syllables. Lastly, the students circle the picture words that have more than one syllable. The teacher says: “Let’s look at the first pair of pictures. I see *jam* and a *jaguar*. Let’s clap the syllables: *jam* (clap); *jag* (clap) *uar* (clap), *jaguar*. How many times did we clap for *jam*? [Students should say one.] How many times did we clap for *jaguar*? [Students should say two.] Let’s circle the jaguar.” Then, the teacher names each picture with the students and has them finish the page.
- Lessons include clear, precise directions and instructions using academic language. In Unit 3, Week 2, the teacher connects new learning to previous learning: “Today we will learn more about syllables. Remember that a syllable is a word part. A syllable has one vowel sound. We can break apart and put together syllables in a word. We can clap each time we hear a new syllable and count how many syllables there are. Let’s begin with the word *el* (clap) *e* (clap) *phant* (clap), *elephant*. Now clap with me: *el* (clap) *e* (clap) *phant* (clap), *elephant*. I hear three syllables.”
- In Unit 4, Week 3, the “See and Say” section of the lesson tells the teacher to have students point to the kitten in the Student Interactive. The script reads: “This is a picture of a kitten. Let’s segment, or break apart, the syllables in *kitten*: *kit* (pause) *ten*. What is the first syllable in *kitten*? (*kit*) What is the last syllable in *kitten*? (*ten*).” The teacher then guides students in blending the word parts to form one word. Students continue the activity using pictures of two-syllable words on the “Student Activity Page.” Pictures include *zebra*, *tiger*, *turtle*, *kitten*, and *rabbit*.
- The materials use the gradual release of responsibility model for instruction in the lesson structure. In Unit 5, Week 3, the teacher tells students that today they will do more work with syllables. The teacher displays the *playground* picture card and says: “Listen to the syllables in this word: *play* (pause) *ground*. Now I will switch the syllables: *ground play*. That is a nonsense word! I can also change a syllable in the word *playground* to a different syllable to make a new

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word. I will change the first syllable to *camp*. Listen: *camp* (pause) *ground*. What is the new word? (*campground*)." The teacher continues to guide students and says: "Listen to the syllables in this word: *sand* (pause) *box*. If we change the first syllable, what word can we make?" Next, students turn to their Student Interactive book to practice manipulating the syllables in the picture words to make nonsense words.

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

- Students develop, practice, and reinforce learning about syllables during modeled, guided, and independent practice within the "Phonological Awareness" segment of "Word Study" lessons. For example, in Unit 4, Week 2, students learn to identify and count syllables. The teacher says: "Today we are going to talk about syllables, or word parts. Listen carefully as I say this word: *winter*. How many syllables are in the word *win* (clap) *ter* (clap)? Yes, there are two. What is the first syllable in *winter*? [Students should say *win*.] What is the second syllable in *winter*? [Students should say *ter*.] Listen carefully as I say this word: *notebook*. How many syllables are in *note* (clap) *book* (clap)? Yes, there are two. What is the first syllable in *notebook*? [Students should say *note*.] What is the second syllable in *notebook*? [Students should say *book*]." Then, the teacher leads students in guided practice. The teacher says the word *singer* and claps the syllables as the word is said. The teacher asks students how many syllables they hear in *singer* and asks them to say the first and last syllable [*sing er*]. The teacher continues this activity with the words *background*, *playful*, and *sunshine*.
- In Unit 4, Week 3, the teacher displays the *zipper* picture card when segmenting the word *zipper*. The teacher asks the students to segment and identify each syllable. The students then blend the syllables and say the word together. The lesson continues using the words *turkey*, *horse*, *turtle*, and *dog*. The Student Interactive provides additional opportunities for practice as students segment the provided picture words, then blend the syllables to say the word. Students circle the two-syllable picture words.
- In Unit 5, Week 5, students segment and blend syllables during the lesson and apply what they learned as they play a game. The teacher reminds students that syllables are the beats we can hear in words. The teacher says: "Today we are going to practice breaking apart and putting together word parts. [The teacher holds up pictures of the sea and a horse.] This is a picture of the sea. This is a picture of a horse. Watch as I put the two parts together to say my word. [Hold the pictures together.] My word is *seahorse*. Now I will segment the word, or break it into parts again. [Pull the pictures apart.] The word parts are *sea* and *horse*." The teacher has students blend and segment the syllables in *seahorse* as the pictures are put together and pulled apart. Then, the teacher tells students that now they will play a game. The teacher gives two volunteers a picture of a *sun* and a *flower*. The teacher asks students to guess what word the word parts might make together. Volunteers put their pictures together as students blend the syllables to say the multisyllabic word; they pull the pictures apart as students segment the syllables. The process repeats with the pictures *jelly*, *fish*; *basket*, *ball*; and *butter*, *fly*.

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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 transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes.	M
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	M
3	Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M

Meets | Score 4/4

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

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

- The “English Foundational Skills and Word Study Scope and Sequence” lists all of the phonological awareness skills taught in each of the five kindergarten units. In Unit 1, students learn to identify initial sounds in words, and then final sounds in words; recognize alliteration; identify medial sounds in words; and blend and segment onset and rime. In Unit 2, students continue to identify initial, final, and medial sounds in words; begin to segment and blend phonemes; recognize alliteration; identify and count words in sentences; segment and blend

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onset and rime; and recognize rhyming words. In Unit 3, students practice and reinforce skills learned in Units 1 and 2. Unit 4 continues to review those same concepts, and students learn about adding phonemes to words. Unit 5 cumulatively reviews the skills learned in Units 1–4 and adds instruction on manipulating phonemes.

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

- In Unit 1, Week 3, the teacher says, “The sound /k/ is made by placing the back of your tongue against the top of your mouth, near your throat. Take air in and let it go by lowering your tongue to make the sound /k/.” Then the teacher says, “Listen to the beginning sound and ending part as I say this word: /k/ -an, can. What sound does *can* begin with?” The students should supply the /k/ sound. The teacher directs them to give a thumbs-up if they hear the sound /k/ at the onset of the words *can*, *send*, and *carry*. At the end of the lesson, the students complete a page in the “Student Interactive.”
- In Unit 2, Week 1, during the “Word Work” section, students learn to segment and blend phonemes. For example, the teacher displays the *dog* picture card. The teacher points to the dog and says: “Listen to the sounds as I say this word slowly: /d/ /o/ /g/. What is the first sound? Say it with me: /d/. What is the next sound? Say it with me: /o/. What is the last sound? Say it with me: /g/. This word has three sounds: /d/ /o/ /g/. Now listen as I blend the sounds, or say them together quickly, to say the word: *dog*.” The teacher repeats the routine with the word *kit*. Student practice includes the teacher saying the words *dot*, *dig*, *dip*, *kit*, *kid*, and *kin* one segment at a time and identifying each phoneme. Then, students blend the phonemes to say the word.
- Unit 2, Week 5, provides teachers with direct, explicit instruction for teaching phonemic awareness. The teacher script is written in blue, and the teacher actions or student actions to watch for are written in black. The “Focus and Model” script reads: “Today we are going to learn a new sound. Listen carefully as I say the new sound: /e/ /e/ /e/. The sound /e/ is made by opening your mouth, and placing the tip of your tongue behind your bottom teeth. Show students how to say the sound /e/, and have them practice it. Try saying the sound /e/ several times. Repeat these words after me: *pet*, *met*, *set*, *get*, *bet*, *let*, *net*.” The “See and Say” script is next and reads: “Have students turn to p. 168 in the Student Interactive. Tell them that they will be circling the picture words that have the sound /e/ in the middle. Listen to the sounds as I say this word: /w/ /e/ /b/, *web*. Say the sounds in the word with me: /w/ /e/ /b/. Repeat the word, emphasizing the medial sound: /w/ /e/ /e/ /e/ /b/. The word *web* has the sound /e/ in the middle, so we will circle the picture. Name each picture on p. 168 and have students circle the picture words with the middle sound /e/.”
- In Unit 5, Week 2, the teacher says: “Listen as I say the word *top*. Say it with me: *top*, /t/ /o/ /p/. Now we are going to add the sound /s/ to the beginning of *top*: /s/ -*top*. What is the new word? (*stop*) Let’s change the sound /f/ in *fan* to make a new word. We will change the /f/ to /b/. Listen: /b/ -*an*. The new word is *ban*.” The teacher continues to model substituting phonemes to make the words *bat*, *bet*, *met*, *mat*, and *cat*.

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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.

- As the materials introduce consonant and vowel sounds, the lessons are strategically designed so that related phonological awareness and phonics skills are taught together. For example, in Unit 1, Week 1, the phonological awareness focus of Lesson 3 is initial and final /t/. The teacher tells students: “Today we are going to learn a new sound. Listen carefully: /t/ /t/ /t/. The sound /t/ is made by placing your tongue behind your top teeth and then pushing air through, making the sound /t/.” The teacher shows students how to make the sound /t/ and has them practice it. Then, the teacher displays the *tub* picture card. The teacher says: “This is a picture of a tub. Listen to the beginning sound as I say this word: /t/ -ub. What sound does *tub* begin with?” Students supply the sound /t/. The phonics segment follows the phonological awareness segment and is focused on introducing the letters *Tt*. In this lesson segment, the teacher tells students that the sound /t/ is spelled with the letter *t*. The teacher displays the *Tt* alphabet card, points to the picture of the turtle, and tells students that the word *turtle* begins with *t*. Then, the teacher points to the letters on the card and tells students that the names of the letters are *uppercase T* and *lowercase t*. The teacher writes *Tt* on the board and slowly traces the letters and says the sound /t/.
- The “Word Work” section of Unit 3, Week 6, includes a phonological awareness activity with medial /u/. The teacher reminds students that the /u/ sound is made by opening the mouth slightly. Next, the teacher models the /u/ sound and students practice it. The practice section of the lesson includes the teacher displaying the *jug* picture card. The teacher says: “This is a picture of a jug. Listen to the sounds in *jug*: /j/ /u/ /g/. What sound do you hear in the middle of *jug*?” (Students respond /u/.) Next, the teacher holds up the *tub* picture card: “This is a picture of a tub. What sound do you hear in the middle of /t/ /u/ /b/, *tub*? (/u/) What other words can you think of that have the sound /u/ in the middle like *jug* and *tub*?” Student responses vary and may include *hug*, *bug*, *rub*, *cub*, and *mug*. The phonics segment follows the phonological awareness segment and is focused on reviewing /u/ spelled *Uu*. The teacher displays the *Uu* alphabet card, points to the umbrella picture, and asks students for the beginning sound in *umbrella*. The teacher tells the students that previous instruction told them the letter that makes the sound /u/. The teacher points to the letters *Uu*.
- In Unit 4, Week 1, the phonological awareness focus of Lesson 1 is medial /o/ and medial /ō/. The teacher tells the students that they will learn a new sound: “The new sound is /ō/. Let’s say it together: /ō//ō//ō/. Let’s say this word together: /t/ /o/ /t/. The word is *tot*. The word *tot* has the sound /o/. If we change that sound to /ō/ we get the word *tote*. Let’s say it together: /t/ /ō/ /t/.” The teacher has the students turn to the “Student Interactive”: “Circle the picture words that have the sound /o/, and underline the picture words that have the sound /ō/. Let’s look at the first pair of pictures. I see a log and a home. In which word do you hear the sound /o/?” The students should circle the picture of the log. The teacher then asks, “In which word do you hear the sound /ō/?” The students underline the picture of the home and finish the rest of the activity. The phonics segment follows the phonological awareness segment and is focused on introducing *short o* and *long o*. The teacher holds up the *top* picture card and points to the picture of the top. The students say *top* with the teacher. The teacher turns the card over and reads the word *top* with the students. The teacher says: “Let’s say the sound in the middle of

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the word: /o//o//o/. The middle sound /o/ can be spelled with the letter *o*.” The teacher holds up the *nose* picture card and points to the picture of the nose. The students say *nose* with the teacher. The teacher turns the card over and reads the word *nose* with the students. The teacher says: “Let’s say the sound in the middle of the word: /ō//ō//ō//ō/. The middle sound /ō/ is spelled with the pattern *o_e*.” The teacher writes *o* and *o_e* on different sides of the board and tells the students that they will read a group of words and listen for the sound /o/ or /ō/ in each one. The students walk to where the spelling for the sound they hear is written on the board. The process is practiced with the following words: *rob, robe, jog, bone, joke, log, mom, home, dot*.

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

- In Unit 1, Week 2, the teacher says: “Today we are going to learn a new sound. Listen as I say the sound: /n/ (pause) /n/ (pause) /n/ (pause) *nest*. *Nest* begins with the sound /n/. Say the sound with me: /n/.” The teacher points to a picture of a nest in the Student Interactive and asks, “What sound does *nest* begin with?” The teacher continues with the *can* picture card for the final /n/. The teacher says the following words and has the students give a thumbs-up if they hear /n/ at the beginning of the word and a thumbs-down if they hear /n/ at the end: *net, fan, run, not, nice, Jen*. The teacher then points to the picture of the net in the Student Interactive: “Listen to the sounds in this word: /n/ /e/ /t/. *Net* has the sound /n/ at the beginning.” Students complete the top half of the page by circling the picture words that begin with /n/. They complete the bottom half of the page by circling the words that have the sound /n/ at the end.
- In Unit 1, Week 4, the phonological awareness script reads: “Tell students that alliteration is when a group of words all begin with the same sound. Say: Listen to this sentence: ‘Tommy Tiger tickles toes.’ What sound does the word *Tommy* begin with? (/t/) Continue with *Tiger, tickles, and toes*. All the words begin with the same sound. What sound do the words *Tommy Tiger tickles toes* begin with? Yes, /t/. (Have students repeat the sentence after you.)” The next part of the script reads: “Display the *taxi, tulip, and toes* picture cards. Say: These picture words all begin with the same sound. Let’s say these three words. (Say the words and have students repeat after you.) What sound do you hear at the beginning of *taxi, tulip, and toes*? (Students should supply the sound /t/.) Then say the following groups of words and have students touch their toes if the words all begin with the same sound. Have them stand still if the words do not all begin with the same sound: *top, tidy, Tim; John, fan, feather; man, map, mud*. Repeat the alliterative groups of words again and have volunteers tell you what sound the words all begin with.”
- In Unit 5, Week 1, students blend and segment phonemes. The teacher begins the lesson by saying words orally and then modeling how to segment the phonemes. For example, the teacher says: “Listen to this word as I segment and blend the sounds: *tug, /t/ /u/ /g/, tug*. How many sounds do you hear in /t/ /u/ /g/? (Students should say three.) What are they? (Students should say the sounds /t/, /u/, /g/.)” The teacher continues the activity with the words *cat, big, hat, and jog*. Next, the teacher gives students the picture cards for *jam, hen, mop, and net*. The teacher guides students as they look at each picture and say the word. Then, students slowly segment and blend the phonemes in each picture word.

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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.

- The “Unit Skills Overview” and “Unit at a Glance” within the “Teacher’s Edition” for each unit outline the phonics focus for each week. For example, in Unit 3, students learn the letter-sound correspondences for the consonants *Jj /j/, Xx /ks/, Vv /v/, Zz /z/, and Qq /kw/*, the short vowel *Uu /ü/*, and the word families *-ug, -un, -un, and -ut*; they also begin to compare the sounds of short and long vowels *Aa and Ii* as well as read words with the VCV and VCe patterns.
- Units 1, 2, and 3 focus on teaching single consonants and vowels and include instruction on word families that apply the consonant and vowel sounds in decoding and encoding words. Units 4 and 5 review short and long vowel sounds and then progress to decoding and encoding words with all of the learned letters and sounds.

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- The document “Correlations of Texas MyView Literacy Kindergarten, Print + Online to the Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) and the Teacher English Language Proficiency Standards (ELPS)” lists each of the specific grade-level spelling patterns and provides at least one example from the materials that illustrates how that sound-spelling pattern is covered.

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

- The Teacher’s Edition demonstrates steps of the gradual release model by highlighting sections titled “Focus on Strategies,” “Model and Practice,” and “Apply” in each lesson. Each section provides a detailed script for teachers to say while instructing learners.
- The Teacher’s Edition for Unit 1, Week 3, directs teachers to say: “Listen as I say a new sound: /p/ /p/ /p/. The sound /p/ is made by pressing your lips together and pushing air out. Have students practice making the sound /p/. You can hear the sound /p/ at the beginning of some words. Tell students that words are made up of sounds and parts. Listen as I say the beginning sound and ending part of a word: /p/, -at. Now I will say the parts together to say the word: /p/ - at, pat.”
- In Unit 4, Week 4, the materials teach the VC pattern with *short i*. The teacher models sorting *short i* words using the provided “Student Interactive” page. The teacher says: “I am looking for *short i* words that have just two letters, a vowel followed by a consonant. I will read the first word, *in*. It has two letters. It starts with a vowel and then has a consonant. It also has a *short i* sound. This follows the vowel-consonant pattern, so I will write it in the first column.” The students complete the remainder of the Student Interactive page.

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

- In Unit 1, Week 2, students identify the letter and sound for *s* /s/ and *a* /ă/. Providing opportunities for cumulative review and practice, the teacher divides students into an *A* team and an *S* team. The teacher reads words, and when each team hears the sound /ă/ or /s/ corresponding to their team letter, the students clap. The teacher then writes words on the board, including *mat*, *tap*, *sit*, *sun*, *Sam*, *sip*, and *am*, and students decode the words using the letter-sound relationships established in Unit 1 lessons.
- The kindergarten program introduces identifying initial and final *Dd* /d/ using the alphabet card *Dd* in Unit 2, Week 1. The card has a picture of a dolphin on it and the letters *Dd*. Students point to the letters on the card and say the beginning sound /d/ for *dolphin*. The teacher tells the students to relate the sound /d/ to the letter *d*.
- Students practice tracing the letters *Dd* on the applicable page in the Student Interactive. Students also complete another activity by circling names for select pictures that begin or end with the /d/ sound.
- The materials include “Extension Activities Online Student Resources,” “Phonics Word Study Online,” and “Texas Progress Checkups.” The first two listed are digital tools that allow students to practice and reinforce their learning while providing immediate feedback.

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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).

- In Unit 2, Week 1, materials include the picture card *dog*. The teacher shows the card to the students and emphasizes the sound /d/. The students identify the card as *dog* and listen as the teacher slowly sounds out the word. The teacher asks students what sound each letter makes, and they say it together. The teacher then has students repeat the sound and segment and identify word parts in the following words: *dot, dig, dip, kit, kid, and kin*.
- In Unit 3, Week 2, students read the decodable story *The Man* to practice reading CVC words with *short a*. In this lesson, the teacher introduces the story and tells students they will read words with the sounds learned this week (/ă/, /v/, and /ÿ/) as well as other sounds they have already learned. The first page of the story reads: “Val can make a man. She can make a vest.”
- In Unit 5, Week 4, students practice reading words with *short e* in the CVC pattern in the Student Interactive. The Student Interactive page is titled “Sentences I Can Read.” Students read each sentence and draw a line to the picture that depicts the sentence (e.g., “Dot can dig.” The student draws a line to the picture of a girl holding a shovel).
- The “Reading Routines Companion Grade K,” provided on the digital platform, provides routines for decoding and encoding words in word families. For example, one page is titled “Word Families *-ug, -un*.” The teacher tells students that a word family is a group of words that have the same ending sounds spelled the same way, and that they will read and write words from the word families *-ug* and *-un*. Words read include *hug, dug, pug, and jug*. Students say and spell the words *sun* and *fun* and generate additional words that belong in each word family.

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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 (explicit) 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 regular and irregular high-frequency words in kindergarten. In these materials, students are taught 18 high-frequency words per unit for a total of 90 high-frequency words during the year.
- Three high-frequency words are taught and practiced in each week of instruction. This instruction is sometimes aligned to the phonics skill being taught. For example, in Unit 1, Week 1, students learn the letter-sound correspondences for *Mm* /m/ and *Tt* /t/ and learn the high-frequency words *I*, *am*, and *the*.

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

- In Unit 1, Week 1, Lesson 1, scripted instruction for teaching students how to decode high-frequency words is found in a “High-Frequency Words” mini-lesson. The teacher tells students that some words are not spelled the way they sound and that those words need to be learned by

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remembering the letters. The teacher says, “When you remember the letters in these words, you will be able to identify and read them.” Then, the teacher and students read the words at the top of the page in the “Student Interactive”: *I, am, the*. Students look at the words at the top of the page and point to the words as the teacher says them. The teacher says *the* and pauses to let students find and point to the word. The teacher repeats this process with the words *am* and *I*. Students read the sentences on the next page in the Student Interactive and identify the words *I, am, and the* in the sentences.

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

- Within each week of instruction, students have multiple opportunities to develop, practice, and reinforce their knowledge of high-frequency words through cumulative review within lesson segments called “Reading Workshop—Word Work,” “Foundational Skills Extensions,” and “Reading Workshop Small Group” activities with decodable books and decodable stories. For example, the high-frequency words *was, said, and where* are reviewed in Unit 3, Lesson 2. The teacher tells students that high-frequency words are words that they will hear and see over and over in texts. The teacher writes the target words on the board and reads them aloud. The students repeat each word, and then spell each word, clapping as they say each letter. Later in this lesson, there is a Foundational Skills Extension where students identify the word *said* in the shared reading text, and the teacher challenges the students to count how many times they can find the word *said* on specific pages in the story. Additionally, the materials include the previous week’s decodable book *What Is It?* in small group lessons with the teacher. Students review the previous week’s high-frequency words (*what, blue, green*) and other previously learned high-frequency words (*do, see, you*) while reading sentences from the book, like “I see green on top. What do you see?”
- Students review and practice previously taught words, in Unit 3, Week 1, as they read the decodable story *The Big Box*. The teacher reminds students of the week’s high-frequency words: *was, said, where*. Then, the teacher displays the words and reads them aloud with the students. The teacher says: “When you see these words in the story *The Big Box* you will know how to identify and read them. You will also see other high-frequency words you have learned: *a, we, they, that*.” Examples of sentences from the decodable story are “‘Where can we go?’ said Jan. They went on a jet.” In small groups, students also read the decodable book *They Are Lost!* for further practice with the week’s high-frequency words *was, said, and where* as well as with previously learned high-frequency words *are, look, they, he, was, here, and she*. Some of the sentences from the book are “Where is Jan Fox? She is lost! Dad said Max was in the pen.”
- The game “Word Island” is provided on the digital platform to support students’ development of high-frequency word knowledge. This game provides opportunities for students to identify, select, and review high-frequency words as they progress from Level 1 to Level 3 in each of the 40 islands included in the game. For example, Level 1 on the first island, Cod Island, includes words such as *is, to, my, and a*.

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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).

- Within each week of instruction, students have multiple opportunities to recognize, read, and write high-frequency words in isolation and in connected text within lesson segments called “Foundational Skills—Word Work,” Reading Workshop—Word Work, and Reading Workshop Small Group activities with decodable books, and within minilessons, worksheets, Foundational Skills Extensions, and decodable stories. For example, “Student Interactive” pages provide the opportunity to recognize and read high-frequency words in isolation. In Unit 2, Lesson 3, High-Frequency Words, the teacher tells the students that today they are going to continue working with the week’s high-frequency words. The teacher says, “You will need to remember these words by sight.” The teacher and students read the words at the top of the Student Interactive page: *go*, *from*, *yellow*. Then, students look at the words at the top of the page and point to each word as the teacher reads it. The teacher says the word *go*, and then pauses to let students find and point to the word. The teacher repeats this process with the words *from* and *yellow*. The teacher continues this activity until students are familiar with each word, and then asks students to use the words in sentences. Next, students read sentences on the identified page in the Student Interactive (e.g. “The sled is yellow. He got it from me. Look at him go.”) Students identify the three high-frequency words, underline the high-frequency words in the sentences, and read the sentences with a partner.
- In Unit 3, Week 1, Lesson 1, students are introduced to high-frequency words *was*, *said*, and *where* in the segment Foundational Skills—Word Work. The teacher points to the word *was* and reads it aloud. Students point to the word *was* and read it aloud. This process is repeated for the words *said* and *where*.
- In Unit 3, Week 1, Lesson 4, a suggestion for additional practice can be downloaded from the “Resource Download Center” on the digital platform. This worksheet, called “My Words to Know,” provides additional student practice with the week’s high-frequency words: Students select words from the word bank to write in the space provided in the sentences. For example, the first sentence reads, “...is my pie?” Students write the word *where* in the blank.
- In Unit 4, Week 5, Lesson 4, students read the decodable story *We Have Fun* to practice the week’s high-frequency words: *please*, *want*, and *every*. The teacher tells students they will practice reading these words in the story, displays the words, and reads the words aloud with the students. The teacher says, “When you see these words in the story *We Have Fun*, you will know how to identify and read them.” Some of the sentences in this book are “Every June we go west on a jet.” (pg 1) “We want to help.” (pg 2) “Please sit and dine with us.” (pg 3)

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Indicator 3.D.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Unit 1, Week 3, provides word lists with base words and endings such as *-ed*, *-ing*, *er*, and *-est*. For example, the “Word Study” segment directs the teacher to display words including *bake*, *baked*, *baking*; *hop*, *hopped*, *hopping*; *carry*, *carried*, *carrying*; and *big*, *bigger*, *biggest*. The students read each word, and the teacher guides the discussion about how adding a suffix to a base word changes the meaning. The lesson focus includes learning that adding *-ed* to a verb shows the action happened in the past and adding *-ing* means the action is occurring at the present time. Additionally, the instructional focus includes adding endings to compare things; for example, adjectives with endings *-ed* and *-est* show comparison, such as in the words *sadder* and *saddest*.
- In Unit 1, Week 6, word work focuses on the *-in* and *-ip* word families. The teacher holds up a safety pin, describes it to the students, and says: “This is a pin. The first sound in *pin* is /p/. The sound /p/ is spelled with the letter *p*. The ending part in *pin* is *-in*.” Then, the teacher writes *-in* as a heading on the board and tells students that the ending sound of *pin* is spelled *-in*. The teacher points to a garbage bin and has students say the word and tell if it is in the *-in* word family. Then, the teacher writes *pin* and *bin* on the board under the heading *-in* and tells the students that the words *pin* and *bin* are members of the *-in* word family.

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- In Unit 5, Week 1, the students turn to the page in the “Student Interactive” that has the decodable story *Tif and Cole*. The teacher says: “We are going to read a story today about two children who like to play in the snow. [Teacher points to the title of the story.] The title is *Tif and Cole*. I hear a word with the sound /ō/. [Teacher asks students to find and point to the word.] In this story, we will read many words that have sounds you have learned.” Next, the students whisper-read the story as the teacher listens in. The materials direct the teacher to listen carefully as the students use letter-sound relationships to decode words. The decodable includes several words with *long o*. For example, two sentences from the book are “Cole saw some black smoke.” “They went to a slope.”
- In Unit 5, Week 2, the teacher models blending sounds in words with initial and final blends. The teacher writes the words *camp* and *slid* on the board and says: “Listen carefully as I blend the sounds in these words: /k/ /a/ /mp/, /sl/ /i/ /d/. Both words have a blended sound. One is at the beginning of the word, and one is at the end of the word. Listen: /k/ /a/ /mp/; /sl/ /i/ /d/. Which word has the blended sound at the end of it? Yes, *camp*. What letters spell the blended sound /mp/?” Students should respond with the letters *m* and *p*. The teacher repeats this process with the word *slid*.

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

- In Unit 2, Week 1, students work in small groups to read the decodable book *We Did It*. In the book, students practice reading CVC words in sentences such as “We dip in cans of tan.” “We are not sad!”
- In Unit 3, Week 1, students work in partners to practice reading /ks/ spelled *Xx* and /j/ spelled *Jj* using the decodable book *They Are Lost!* Sentences include “Where is Jan Fox?” and “Dad said Jan was in the box.”
- In Unit 4, Week 5, the teacher pulls small groups to review the week’s high-frequency words. The teacher reads and displays the words *please*, *want*, and *every*. Students practice reading the words in the decodable reader *Ed and Eve* with a partner, as the teacher listens for application of letter-sound relationships in decoding.

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

- The materials provide digital and hard-copy decodable texts that emphasize specific phonics patterns. During each week of instruction, students read one new decodable story as well as an additional decodable reader for additional practice with the skills learned.
- In Unit 2, Week 4, the teacher writes the words *four*, *five*, and *here* on the board. The teacher reads the words, and students repeat each word and gently tug on their ear. Students also read the decodable story *Pig and Frog* for practice with decoding words with *short i* and the week’s high-frequency words. Two of the sentences in the story are “Here is Pig at the bin.” “He got four.”
- Students read the decodable story *Play at Home* in Unit 4, Week 4, with words that include the sounds /ū/, /ū/, /h/, and /ks/ and high-frequency words. The teacher says: “Listen to the middle sound as I say the word *read*: /r/ /ē/ /d/. Does the word *read* have the middle sound /ĕ/ or /ē/?” The teacher displays and reminds students of the week’s high-frequency words: *this*, *round*,

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may. The teacher says, “When you see these words in today’s story, you will know how to read them.” The students read the story in pairs and focus on decoding using the letter-sound relationships. Students alternate reading one page at a time. Sentences from the story include “May I get you some in a cup?” and “This is the play home.”

- In Unit 4, Week 6, word lists emphasize the medial /ĕ/ and medial /ē/, such as *fed, feed, bead, bed*. First, the teacher reviews the sounds /ĕ/ and /ē/ with the students, and the students repeat the sounds. The teacher says: “Listen to the middle sound as I say the word *red*: /r/ /e/ /d/. Does the word *red* have the middle sound /ĕ/ or /ē/?” Students answer /ĕ/. Instruction on the medial /ē/ continues. The teacher reads the word *read* and says: “Listen to the middle sound as I say the word *read*: /r/ /ē/ /d/. Does the word *read* have the middle sound /ĕ/ or /ē/?” Students answer /ē/. Then, the teacher divides the students into an /ĕ/ team and an /ē/ team. The teacher says several words with medial sounds /ĕ/ and /ē/. Students listen for their team’s sound and stand when they hear it. The teacher uses the following words: *fed, feed, bead, bed, bet, beat*.

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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 “Baseline Test,” “Middle-Of-Year Test,” and “End-Of-Year Test” are the diagnostic tools in these materials and are provided in the document “Texas Summative Assessments—Teacher’s Manual with Student Reproducibles—K.”
- The Baseline Test is used to determine each student’s starting profile to help guide and inform instruction. The assessment features a group-administered assessment for “Letter Recognition, Phonological Awareness, and Listening Comprehension” as well as an individually administered assessment for “Concepts of Print.” The materials state that the Baseline Assessment is aligned to the kindergarten TEKS. Additionally, the summative assessment guide states, “Students are assessed in a developmentally appropriate manner with all directions, questions, and the listening comprehension selection read aloud to them and multiple-choice answer choices presented as either letters or pictures.”
- The Middle-Of-Year Test assesses the skills students have learned during the first half of the year in Units 1–3. This data can help teachers recalibrate their understanding of where students are and how to instruct them for the rest of the year. The skills assessed are “High-Frequency Words, Listening Comprehension, Phonics, Phonological Awareness, and Writing.”
- The End-Of-Year Test is used to monitor student progress on skills and standards taught through the course of the year. This data can serve as a baseline for students as they enter the next grade. The skills assessed are “High-Frequency Words, Listening Comprehension, Phonics, Phonological Awareness, and Writing.”

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

- The materials provide a document called “Texas Summative Assessments—Teacher’s Manual with Student Reproducibles—K.” The overview and description segment of this document states that full teacher scripting is provided for the Baseline Assessment. The next section describes how to administer the Baseline Assessment; there are prompts for the teacher to introduce the assessment and its purpose. For example, the directions state: “Prior to administering the assessment, review assessment-taking procedures with students. Explain to students that the purpose of the assessment is to understand more about how well they understand letters, sounds, and text that is read aloud to them.”
- The materials include notes for the teacher about how to administer each of the subassessments. For example, the directions read: “The Letter Recognition, Phonological Awareness, and Listening Comprehension subassessments of the Baseline Assessment can be administered to the entire group in one sitting, or you may wish to give the assessment in two or more sittings. Modify the directions as needed based on how you decide to administer the assessment. The Concepts of Print assessment is administered individually.”
- The “Teacher Scripting for the Baseline Assessment” provides a detailed script in bold and corresponding actions in normal type. For example, the script for the “Letter Recognition” subassessment begins: “Turn to page 1. Use the following directions to administer the assessment. Directions in bold are to be read aloud. The others are for your information only. Look at the first page of your assessment. I will ask you to find some letters. I will say a letter, and you will draw a circle around the letter I say. We will do a sample question together. Listen carefully. [Sample] Put your finger on the star at the top of the page. Look at the letters in the row. Find the letter *R*. Draw a circle around the letter *R*. (Pause.) Which letter is *R*? (Have a student point to the *R*.) Yes, that’s the letter *R*. You should have drawn a circle around the letter *R*. (If needed, demonstrate for students how to draw a circle around an answer.)
- The script for the “Phonological Awareness” segment page reads: “Now I will ask you to listen for the beginning sounds in words. I will say a word. You will find the picture that begins with the same sound. Then you will draw a circle around the picture. We will do a practice question first. Listen carefully.” The teacher reads a sample question and begins: “Move down to the next row. Put your finger on the square. Look at the pictures in the row: *jar, ring, book*. Which begins with the same sound as *bed...bed?*” The students identify *book* as having the same initial sound as *bed* and circle the book.

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

- Within the “Texas Summative Assessments—Teacher’s Manual with Student Reproducibles—K” document, there are tools for tracking individual and whole class student progress. The “Baseline Assessment Student Record Chart” is one tool for tracking individual student performance, where the teacher records the student’s score on each subassessment and writes notes and observations about student performance. There is also a “Baseline Assessment Item Analysis Chart” that shows each section of the Baseline Assessment, the item numbers for each section, item focus/skill, DOK level, and TEKS covered. The materials also provide guidelines for interpreting the assessment results, including guidance for instruction based on student scores.
- The “DATA” tab of the digital platform offers class and student data reports, including scores by assessment, question, and standard; overall progress; and time on task for content completed

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online. Teachers can view data for individual students in the class, scores by standards, progress reports, and usage reports.

- Materials include recommendations for students who score 90%, 60%–89%, and below 60% on the diagnostic assessments. For example, the materials suggest that students who score below 60% may benefit from “regular instruction during whole-class time, intervention activities during small-group time, more scaffolding, more practice with critical skills and more opportunities to respond, decodable books to practice word-reading skills, being matched with text appropriate for developing learners through leveled readers, receiving more frequent additional support, and intensive instruction.”
- The program provides support to help teachers understand the data on individual and whole class progress. The teacher types the word *data* in the search field and selects the video “Analyzing Qualitative and Quantitative Data” to inform instruction. A professor from Harvard explains the variety of assessments and how to analyze the data to improve instruction for individual students and the class as a whole.

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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.	PM

Partial Meets | Score 1/2

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

Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills in phonemic awareness, phonics, or morphology. Materials include some guidance on determining frequency of progress monitoring, but it is not 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 list “Unit Tests” and “Progress Checkups” as progress monitoring tools. These tools, however, are curriculum specific to units and weeks of study and do not systematically and accurately measure students' acquisition of grade-level skills in phonemic awareness, phonics, morphological awareness, or word reading skills over the course of the school year.
- The Progress Checkups teacher's manual includes the following: (1) a description of the Progress Checkups, (2) instructions for administering the check-ups, (3) instructions for scoring and recording assessment results, (4) reproducible charts on which to track students' progress, (5) item analysis charts with alignments to assessment items' skills and standards, (6) a scoring rubric for writing, (7) top-level responses for the “Writing” portion of each Progress Checkup, (8) an answer key, and (9) reproducible student assessment pages.
 - The “High-Frequency Words” section of each Progress Checkup consists of three multiple-choice questions that assess students' knowledge of the week's high-frequency words. Teacher scripting is provided for each item.
 - The “Phonics” section of each Progress Checkup consists of four multiple-choice questions that assess students' knowledge of the week's phonics skills. Answer choices are provided as pictures, so students do not have to be able to read. Teacher scripting is provided for each item.
 - The “Listening Comprehension” section of each Progress Checkup consists of a selection read aloud to students and three multiple-choice questions that assess students' knowledge of the week's comprehension focus. Answer choices are provided as pictures, so students do not have to be able to read. Teacher scripting is provided for each item.

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- The Writing section of each Progress Checkup consists of a writing prompt that asks students to draw and write or dictate in a particular writing mode.
- The Unit Tests are aligned to the kindergarten TEKS. Students are assessed in a developmentally appropriate manner, with all directions, questions, and listening comprehension selections read aloud to them and multiple-choice answer choices presented as either letters, simple words, or pictures. Full teacher scripting is provided for the assessments. All items test content that has been taught within the unit.

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

- The materials list Unit Tests and Progress Checkups as progress monitoring tools. The frequency of administration is tied to the instructional pacing of content, not based on student need. There are no additional tools for progress monitoring based on students' strengths and needs in phonemic awareness, phonics, morphological awareness, or word reading skills.
- In kindergarten, there are 25 Progress Checkups, one for each instructional week in the "myView Literacy" program. The Progress Checkups are administered at the end of the instruction for each week.
- The Progress Checkups teacher's manual describes how to intervene based on student scores. For example, if a student receives a low score on a Progress Checkup or shows a lack of adequate progress during the year, the teacher should use "myFocus Intervention Level A" to provide the student with additional opportunities to practice high-frequency words, phonics, comprehension, and writing via large groups, small groups, and/or individual instruction.
- The Unit Tests are designed to assess students' progress in "Listening/Reading Comprehension High-Frequency Words, Phonics, Conventions, and Writing" at the end of each unit. Teacher scripting is provided for the Unit 1 and Unit 2 tests to accommodate the expectation that many students may not yet be strong readers. All items test content that has been taught within the unit, and all items are aligned to the TEKS. Some items also provide TEKS "Test Practice" by introducing students, in a developmentally appropriate manner, to formats and language similar to formats and language they may encounter on the state test. Three items in each Unit Test provide introductory TEKS Test Practice. Selections and questions on the Unit Tests become progressively more difficult from Unit 1 to Unit 5 to reflect the increasing sophistication of materials students are able to handle.

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Indicator 4.3

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials guide the teacher to analyze the assessment data. In the "Summative Assessment" booklet, the directions tell the teacher to score by subassessment and by total assessment because both types of scores will be useful in interpreting assessment results and informing instruction for each student.
- The Summative Assessment booklet states that specific literacy skills are assessed during the course of the assessment and that those are the skills that students should use and master. It also explains that assessment results can help teachers identify which core skills students understand and which will require additional practice or reteaching. Further, the Summative Assessment booklet explains that by using the "Item Analysis Charts," the teacher can determine specific areas in which students need additional help. For example, if the student answers six questions incorrectly on a skill, the teacher needs to plan additional instruction of this skill for the student.
- The materials support the teacher's interpretation of the data. In the Summative Assessment booklet, "Interpreting Baseline Test Results," it states that the initial baseline for a student should not be based exclusively on the "Baseline Test," but instead the teacher should use all available information about a student. Additionally, the materials recommend that the teacher compare the Baseline Test results for each student only with other students in their class to allow the teacher to inform future instruction by examining general trends in their students' grade-level knowledge and abilities.
- The "DATA" tab of the digital platform shows teachers how to view the results of assessments

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taken online by class and by student. For assessments aligned to standards, teachers can also view the score results by question and standard. The materials note that the report data is cumulative, so students' scores will change as new tests are completed.

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

- The materials support teachers in their efforts to analyze data and determine paths for meeting student needs. For example, materials suggest students who score below 60% on the Baseline Test may benefit from “regular instruction during whole-class time, intervention activities during small-group time, more scaffolding, more practice with critical skills and more opportunities to respond, decodable books to practice word-reading skills, being matched with text appropriate for developing learners through leveled readers, receiving more frequent additional support, and intensive instruction.” For students who score between 60% and 89% on the Baseline Test, a suggested strategy is being matched with text appropriate for on-level learners through leveled readers. The materials also advise the teacher to have these students use “myFocus Readers” to practice word reading skills. If students score more than 90% on the Baseline Test, differentiated instruction includes but is not limited to students beginning “regular instruction during whole-class time and being matched with text appropriate for advanced learners through leveled readers.”
- The teacher’s manual for Summative Assessment provides teachers with remediation suggestions in the “myFOCUS Intervention Guide.” The teacher uses the results from assessment questions to place students in remediation lessons corresponding to items missed. For example, Baseline item number 1 (TEKS K.2.A) corresponds to remediation opportunities in two separate lessons in the myFOCUS Intervention section of the material. “Unit Assessments” and “Progress Checkups” also suggest remediation opportunities in the myFOCUS Intervention Guide according to items and TEKS missed.
- The information gathered from the diagnostic tools helps teachers plan their core phonics instruction. In the Summative Assessment booklet, guidelines help the teacher determine how best to help improve students’ areas of need and build upon students’ areas of strength. Ultimately, for all students, the materials state that teachers should use flexible grouping options and formative assessment, such as “Quick Checks,” to monitor progress and inform and differentiate instruction throughout the year.

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

- The myFOCUS Intervention teacher’s guide includes resources aligned to student assessment data. This resource includes scaffolded lessons, including reproducible student pages and checkpoint assessments. Lessons address foundational skills, reading literature, reading informational text, writing, language and conventions, and inquiry and research. The grade-level skills lessons align with the assessments and include guided and independent practice and progress monitoring on a step-by-step basis, ensuring mastery; this helps teachers assess student proficiency and determine next steps. The materials state: “The goal is to make intervention as quick and efficient as possible. Pacing should be adapted as students’ skill level increases.”

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- Materials do include digital games and decodables that align to student data. For example, decodable books correspond to unit objectives, providing an opportunity to practice objectives that require reinforcement as well as extending opportunities to practice on-level and extension opportunities for students who have mastered skills. Digital games such as “Word Island” include opportunities for teachers to reinforce objectives as needed by assigning lessons according to student need. Online games may also be used at school or at home and progress according to student need.

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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 the “myFocus Intervention Teacher’s Guide” with scaffolded lessons addressing “Foundational Skills, Reading Literature, Reading Informational Text, Writing, Language and Conventions, and Inquiry and Research.” The guide states that instructional focus strategies include the development of skills and strategies to help students achieve on-grade-level expectations. Materials further state, “Discrete skills are scaffolded into small, manageable minilessons for thorough coverage, focused practice, and built-in progress monitoring.”
- In Unit 2, Week 6, “Word Work” lesson plans provide intervention suggestions to scaffold learning for students who have not mastered reading *-en* and *-ent* word families. For example, the whole group phonics lesson teaches students to identify and match the common sounds in words including the *-en* and *-ent* word endings. The lesson plan states that if students struggle with this skill, the teacher should “revisit instruction for word families.” The intervention activity includes a minilesson for decoding the *short e* in words. The lesson provides a teaching script wherein the teacher models decoding CVC words with the *short e*: “The word *red* has a consonant, then a vowel, and then another consonant. Each letter has its own sound.” The teacher models reading words with *short e*, and students work with the teacher to add and delete sounds to create new words with *short e*. Words include *let*, *met*, and *bet*.
- The materials provide additional lessons for targeted instruction that include differentiated instructional approaches. After the lessons, there is a quick check/formative assessment as well as additional differentiated strategies. For example, in Unit 5, Week 1, “Phonics: Review Words for *Short* and *Long o*,” the teacher notices and assesses if students can read words with *short*

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and *long o*. If the students are struggling, the teacher revisits instruction using the specified pages for small group instruction.

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

- In Week 1, Lesson 2, the Word Work segment includes extension activities for students who have achieved grade-level mastery of identifying and writing the letter *Mm*. The materials tell teachers, if students show understanding for writing the letter *Mm*: “Read a poem or sing a song with students, and have a volunteer track the print as you do. Students may also identify any familiar letters or words.” In addition, students can extend their learning by building words using letter tiles. For example, the teacher reads words like *map*, *mitt*, *back*, and *sack*; students hold up the letter tile *m* if words from the word list begin with the /m/ sound.
- The lessons include recommendations for upward scaffolds to support extension and application of learning. In the “Reading Routine Companion for Phonics,” “Consonant *Mm*, Side B,” there is an extension activity called “Make It Harder” for students who can comfortably identify the letter *m*. In this activity, the teacher says: “I will say some words. Listen carefully to the first sound in each word. When you hear the consonant sound /m/ at the beginning of a word, spell the sound /m/.” The teacher says the following words: *milk*, *fish*, *mitten*, *toy*, *move*, *money*, *music*, *ball*, *run*, and *mail*. The teacher then checks students’ responses.
- In the Make It Harder segment of Reading Routine Companion for Phonics, “Words with *Bb*,” the teacher has the students write the following letters and words on index cards or slips of paper: *B*, *b*, *tab*, *bat*, *cab*, *bin*, and *bit*. Working with a partner, students combine their cards and place them face down. The partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. The activity continues until students have matched all letters and words.

Materials provide enrichment activities for all levels of learners.

- Enrichment resources that support students’ development of high-frequency word knowledge include the game “Word Island.” Students identify and select high-frequency words and progress from level 1 to level 3 in each island, which provides a cumulative review of previously learned high-frequency words. For example, “Cod Island” includes level 1 words to collect, such as *is*, *to*, *my*, and *a*. This game progresses at the student’s ability level.
- The materials include enrichment activities for all levels of learners that provide students opportunities to explore and apply new learning in a variety of ways. In Unit 3, Week 4, the teacher gives letter tiles to students and has them make *long a* and *short a* words. Students also play “Letter Tile” in the “myView” games and read the decodable book *Lin*, *Sam*, and *Jake* to practice reading *short a* spelled *a* and the week’s high-frequency words.
- All students can participate in the following independent or collaborative activities to enrich their learning: 1. read a self-selected trade book; 2. read and listen to a previously read leveled reader; 3. read their “Book Club” text; 4. write or draw about their reading in a reading notebook; 5. play the myView games; and/or 6. use an anchor chart to draw pictures showing the main idea and one detail of an informational book they are reading.

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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 include a variety of developmentally appropriate instructional approaches that include the use of visuals and print to engage students in mastery of the content. For example, in Unit 2, Week 5, the teacher displays the *yak* picture card. The teacher says: “This is a picture of a yak. Listen to the ending sound as I say this word: *ya- /k/*. What sound does *yak* end with?” Students respond with the */k/* sound. Then, the teacher says the words *book*, *kit*, *king*, and *speak* and has students give a thumbs-up when */k/* is the ending sound and a thumbs-down when the */k/* is the beginning sound in each word.
- The “Reading Routines Companion” states that the following multisensory activities connect with the “myView Literacy” phonics lessons: “Phonological and Phonemic Awareness Activities; Rhyming Activities; Letter Recognition Activities, Letter-Sound Correspondence Activities; Word Recognition Activities.” One specific example is “Dots and Tails,” where the teacher distributes lowercase magnetic letters or letter tiles to partners or small groups. The students sort their letters by what they have in common. The teacher calls out a letter characteristic for students to sort, such as letters with dots (letters *i, j*), letters with tails (letters *g, j, p, q*), tall letters (letters *b, d, f, h, k, l, t*), letters with circles (letters *a, b, d, g, o, p, q*), and letters with slanted lines (letters *k, v, w, x, y, z*).
- Each lesson incorporates a “Model and Practice” component for each skill taught. In Unit 5, Week 1, the teacher displays the letter *o* and the vowel pattern *o_e*, and then points to the letter *o* and the pattern *o_e*. The teacher says: “Listen carefully to the following words: *tone*, *top*. What sound is in the middle of each word? Listen again: *tone*, *top*.” The teacher then has a volunteer identify the sound in the middle of each word.

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- “Sky Writing” is another instructional approach described in the materials. For example, when learning about the letter *p*, the teacher displays or writes the letters *Pp* on the board. The teacher says, “Listen carefully to the letter *p* sound: /p/ /p/ /p/.” The teacher then guides the students to form the strokes and write the letter *p* in the air with their finger. Finally, the teacher guides the students to write the letter *p* on their palms. The teacher observes the students during the activity and provides feedback.

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

- Materials support a variety of instructional settings that include whole group, small group, and individual practice. For example, the “Word Work” segment of Unit 2, Week 6, includes whole group, small group, and independent practice. In the whole group lesson, the students identify the beginning sound /e/ in *escalator*. The teacher models blending sounds while pointing to each sound, /s/ /e/ /t/. The students and teacher then say the sounds together, blending them to form the word. Then, student partners practice reading words like *bet* and *get*. Students work independently to identify and underline high-frequency words in the “Student Interactive,” and then student partners read the sentences.
- In the whole group phonological awareness segment of Unit 5, Week 2, students identify and count syllables in words. The teacher says *honey* in syllables (*hon ey*), clapping after each word part. Students respond and identify the first and second syllables. The teacher says the words *picture*, *machine*, *shampoo*, and *handbag*, and student volunteers clap, count, and identify the syllables in each word. Students work independently to complete the corresponding page in the Student Interactive.
- Each lesson in the materials begins as whole group instruction; instructional settings vary during the rest of the lesson. In Unit 5, Week 1, the teacher has the students turn to a specific page in the Student Interactive. After modeling the sounds of *short o* and *long o*, the teacher guides the activity with the students by reading the first sentence (“She had a...”) and circling the word *robe*. The students tell the teacher the vowel sound in *robe* and how it is spelled (/ō/: o_e). During the “Quick Check,” the teacher notices and assesses if students can read words with *short o* and *long o*. The teacher must then decide how the students performed. If the students are struggling, the teacher revisits instruction for *long o* and *short o* in the small group segment of the lesson. If students show understanding, the teacher extends instruction for *long o* and *short o* as directed in the small group segment of the lesson.

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- In Unit 2, Week 1, the materials include the section "ELL Language Transfer." The teacher note states that the /d/ sound is pronounced the same in many languages. The teacher uses words including *dentista* (Spanish, Filipino, and Portuguese) to guide students in the letter and sound. The teacher displays English/Spanish word pairs such as *day-día*, and *dollar-dólar* to help students identify the words' beginning sound.
- The materials include linguistic accommodations commensurate with various levels of English language proficiency as defined by the ELPS. In the lessons, there are sections labeled "ELL Targeted Support" that give differentiated support for beginning/intermediate and advanced/advanced high proficiencies. In Unit 5, Week 1, the teacher tells the students that it is important they know how to distinguish between vowel sounds. For students at the beginning/intermediate level, the teacher says the words *pat*, *pot*, *cab*, *cob*, and *mad*. The students repeat each word after the teacher until they correctly pronounce the sounds /a/ and /o/ in English. For students at the advanced/advanced high levels, the teacher says the words *cot*, *tone*, *tote*, *jot*, and *cone*. ELPS 2.A.i is referenced in this lesson: "Distinguish sounds of English with increasing ease."
- In Unit 3, Week 1, the teacher explains to the students that learning syllables is important for good pronunciation skills. The teacher tells the students that the number of beats in a word corresponds to the number of syllables. The teacher then provides each student with multisyllabic word puzzles. For example, for the word *water*, the teacher cuts a picture of water into two pieces, one piece for each syllable. For students at the beginning proficiency level, the

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teacher distributes a puzzle piece to each student and has them find classmates whose piece completes their puzzle. The groups say the word and clap the number of syllables. Students at the intermediate proficiency level work with partners to put their puzzles together. Then the partners put the word in a sentence. Students at the advanced/advanced high proficiency level create their own one-, two-, or three-syllable puzzle pieces by drawing or pasting multisyllabic words on index cards and cutting them apart. ELPS 2.A is referenced in this lesson: “Distinguish sounds and intonation patterns of English with increasing ease.”

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

- The materials contain linguistic support for Emergent Bilinguals. The supports are in the form of a companion book titled the *Language Awareness Handbook*. The core materials also contain tidbits to support Emergent Bilinguals. For example, Unit 1, Week 2, highlights English learner language transfer cognates by pointing out the Spanish cognates in a read-aloud, such as *opposite-opuesto* and *similar-similar*.
- The Unit 5, Week 1 “ELL Target Support Background Knowledge” segment directs teachers to support student understanding of details of *homes* as referenced in the text’s main idea that homes are special. Beginning level students receive pictures of different homes, including types of homes that may be in the community. The teacher says the word while showing the pictures. Students repeat the word after the teacher. Intermediate students tell about details in their home. The teacher prompts: “Do you live in a house or an apartment? What is your home made of?” Advanced/advanced high students work with partners, discussing their home’s details. Then, the students introduce their partner and tell others about their partner’s home. For example, “...lives in a...”
- The “Family-School Connection” letters are provided in both English and Spanish. These letters explain the theme of each unit and the reading and writing skills being studied. The letters also provide examples of how parents can help their child with those skills and the student’s project-based inquiry.
- In the “Dual Language Toolkit,” in the “Articles” section, there is an article about “Cognate Analysis and Classifying Cognates.” The article suggests teachers should have students keep, and regularly update, a list of cognates in their writing journals. If appropriate, the teacher should encourage students to apply what they know about language patterns in Spanish and English to generate additional cognate pairs.

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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	No
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding students' progress.	No

Not Scored

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

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

- The materials provide a resource called "Family-School Connection: Grade K." This document, presented in both English and Spanish, provides parents with information about what students are learning and doing in the program. Each unit has its own page that contains the following segments: "Highlights of the Unit, Reading, Writing, Project-Based Inquiry." For example, the Unit 5 page starts with a short paragraph that reads: "Dear Family, What was life like in the past and how has it changed now? In this unit, students address these questions by reading and understanding narrative nonfiction texts. After learning about the qualities of narrative texts they have read, they compose their own personal narratives." The Reading segment explains the comprehension focus and skills of the unit as well as the phonological awareness and phonics skills covered. Within the Reading section, a component called "Ways to Help Your Child" states: "When you talk about this unit's activities, the following topics and questions may help you start the conversation. Tell me about your Book Club book. What is something interesting you learned about the past from your reading?"

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

- Materials include conversation starters for families in the Family-School Connection letter as well as decodable texts. Information about specific strategies and activities for families to use at home to support students' learning and development is not evident. The Family-School

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Connection letter has a section labeled Ways to Help Your Child. For example, the Unit 1 letter includes these conversation starters: “Tell me about your Book Club book? What special places did you read about today?” Specific strategies and supports to promote families’ understanding of students’ learning and development are not included.

- The program overview states that there is a decodable story for every skill taught, to use in independent practice and to take home. Materials contain resources such as this for families to use at home. Specific strategies, guidance, or specific activities for how to use these resources are not included.
- The program overview states that students have online access to the program resources anywhere and at any time. The materials do not provide information about how to use this access to support students’ learning and development.

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

- Each unit contains a “Weekly Progress Checkup,” available in print and online. This teacher resource explains how to administer and score the Progress Checkups and provides reteach options based on student results. No cover sheet or school-home correspondence indicating how many problems students answered correctly or the objective associated with each question or score interpretation is noted.
- Each unit has a unit test that can be assigned to students via the digital platform or in print. No resources for communicating the results with families are included.
- Materials include online and print summative assessments as well as materials for teachers to document each student’s assessment results. These assessment materials do not contain any resources for communicating the assessment results with families in an ongoing manner.

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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

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

- In the online parent portal, the materials provide a resource called “Realize and Realize Reader System Requirements,” which provides an operating system and browser support matrix. This matrix indicates that the materials are accessible via all common operating systems, including Windows, Chrome OS, Mac OS, iPad OS, and Android. It also lists the compatible browsers and versions, ideal screen resolutions, and accessibility parameters for each, including whether or not screen readers and keyboards are supported.

Digital materials support and enhance virtual and in person instruction.

- Marketing materials state that the publisher’s digital learning management system is optimized for distance learning. It further states that teachers can switch from classroom instruction to the remote learning curriculum with the click of a toggle switch; however, the toggle switch could not be located.
- The materials provide web-based learning resources, including Google Integration and OpenEd for additional vetted materials.
- The materials provide districts with “PearsonEasyBridge,” allowing for single sign-on support and automated class rostering. The platform also allows teachers to create classes and assign materials to students for use in instruction.
- The materials provide PDFs of all materials in the “Teacher’s Edition” and the “Student Interactive” on the digital platform. Additionally, decodable texts, alphabet cards, sound-spelling cards, leveled readers, and many other resources can be downloaded from the digital platform.
- “Digital Resources” for teachers are included in each grade level, including “ExamView®, ELL Access Videos, Essay Scorer, Practice Games, and Author Professional Development Videos.”

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- Each unit’s weekly plan includes a “myView Digital” informational box that details digital components of the unit, including opportunities for the “Realize Readers,” videos, research, audio, games, assessments, annotation, and downloading.

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

- A digital version of the Student Interactive is included with each unit. The visuals on the pages are needed for the lesson; there are no superfluous or distracting images. Graphics and text are presented with appropriate white space to draw attention to the components of the activity.
- The digital game “Word Islands” displays instructions specific to the learning objective. The image is clear and is located at the top of the screen. The game audio begins immediately upon game activation. A speaker icon is located on the initial page and provides opportunities for the repetition of game objectives. The title of the game is presented in larger font and is visually appealing. The play activation button is located at the bottom center of the screen. The game requires students to move through 40 word islands; each island includes three levels. The screen includes four speaker icons at the top of the page. Icon labels include “Instructions, Repeat Word, ASL Instructions, ASL Word.” Correct word selection places the word in the word list located on the side of the page, places a green checkmark beside the word, and repeats the word. Students have two opportunities to select the word correctly. Upon the second selection, the word is placed on the word list with a yellow dot, indicating that it was not selected the first time. If students incorrectly select the word twice, the word is automatically moved to the word list, and a red x is placed beside the word. Students proceed to the next level upon game success or repeat the game if unsuccessful.