



**Just Right  
Reader**

# Just Right Reader's Response to the **First Grade Phonics IMRA Report 2024**

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**Just Right Reader thanks the Texas Education Agency (TEA) review committee for thoroughly evaluating our first-grade phonics program.**

We deeply value your feedback and are proud to share that our program is grounded in the Science of Reading and 100 percent aligned with TEKS. Our goal is to provide structured phonics instruction that meets the diverse needs of students, and we believe the strengths of our program—such as systematic phonics instruction, differentiated learning strategies, and robust assessment tools—truly reflect this. In this response, we will address the points raised in the final report to clarify and highlight how we've designed our materials to best support Texas educators and students.

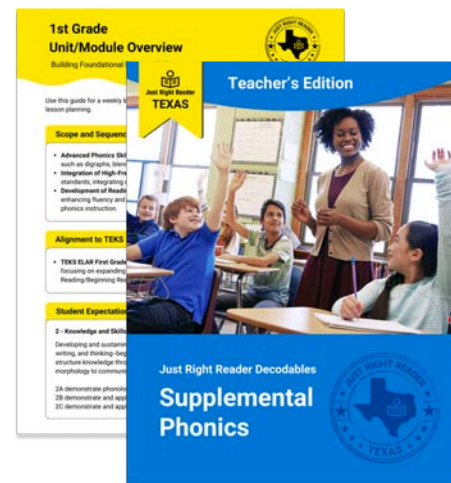
## SECTION 1:

# Instructional Design

(Responding to Sections 1.1, 1.2, 1.3)

Just Right Reader Kindergarten Phonics Program is comprehensive and intentionally designed for effective instructional delivery:

- **Course-Level Design (1.1):** While it was noted that ELPS alignment was absent, TEA’s guidance (as stated in the Quality Review workbook) clarifies that phonics-only programs are not required to provide ELPS alignment. We want to clarify that our program includes a comprehensive, research-based *Scope and Sequence* fully aligned with TEKS. The phonics progression in the *Scope and Sequence* and *Pacing Guide* offers teachers a clear roadmap for each week’s instruction, with options for multiple instructional calendars. Unit and lesson internalization is included in the professional development proposed for Texas.



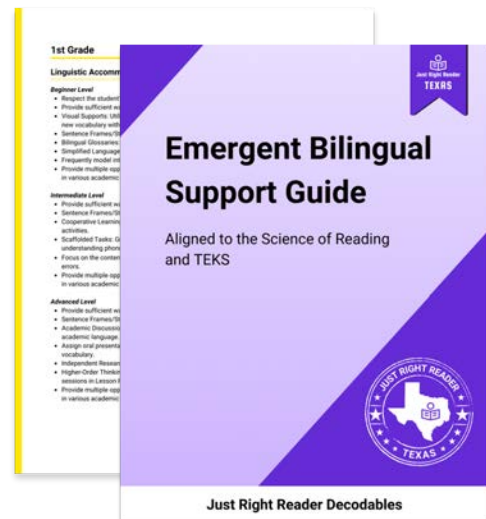
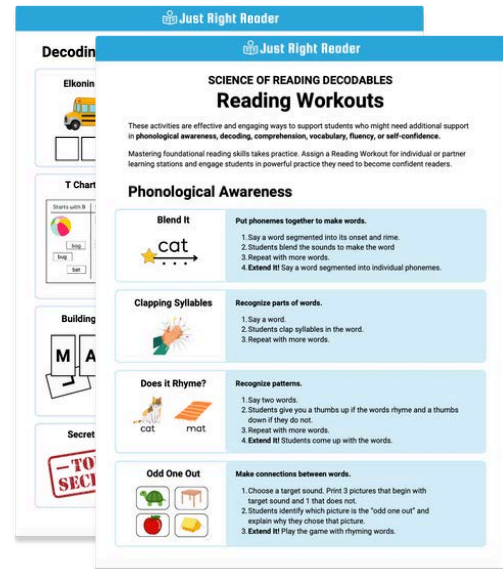
- **Unit-Level Design (1.2):** It was noted that our program lacks a comprehensive unit overview. However, our *Unit/Module Overviews*—available in the *Texas Teacher’s Edition*—contain detailed weekly breakdowns of the phonics skills covered, the alignment to the TEKS and Student Expectations, materials and resources needed, core instruction, and instructional strategies. These overviews include academic vocabulary and background knowledge to ensure teachers can deliver effective instruction.
- **Lesson-Level Design (1.3):** The Just Right Reader First Grade Phonics Program includes structured daily lesson plans with clear objectives, instructional tasks, and practice with decodable text. Just Right Reader lessons are built to support teachers with scripted directions. A *Phonics Skills Checklist* and *Reading Observation Forms* serve as daily formative assessments, ensuring students are continuously monitored for progress.

## SECTION 2:

# Supports for All Learners

(Responding to Sections 3.1 and 3.3)

- **Differentiation and Scaffolds (3.1):** Just Right Reader *Reading Workouts* offer various activities to support students who need differentiation and more practice with phonemic awareness, decoding, fluency, and comprehension. *Reading Workouts* include 25 additional fun activities for reinforcing the components of reading. Additional reinforcement is available in the QR code instructional video included in each decodable book. New vocabulary used in decodables is introduced in the Guided Reading section in lesson plans.
- **Support for Emergent Bilingual Learners (3.3):** The Just Right Reader First Grade Phonics Program includes fully developed resources to support emergent bilingual students. The Just Right Reader *Emergent Bilingual Support Guide* includes accommodations for various proficiency levels, ensuring students receive the linguistic support they need. QR code resources in English and Spanish allow students and families to access engaging instructional content reinforcing key concepts.

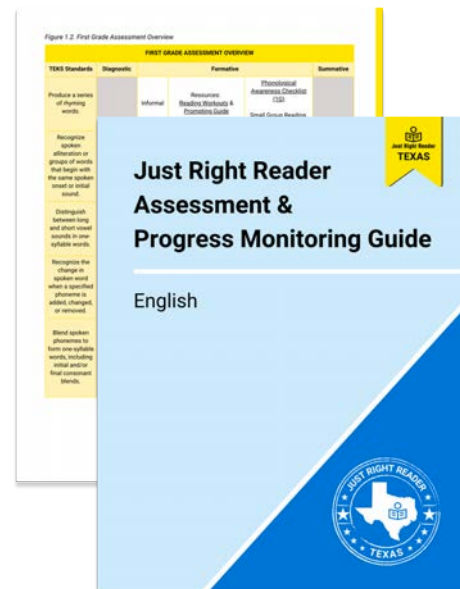


## SECTION 3:

# Phonics Rule Compliance and Foundational Skills

(Responding to Sections 4.2, 4.3, 5.D.1, 5.D.2)

- **Phonics Rule Compliance (4.2 and 4.3):** The first-grade review acknowledged strong phonics instruction but noted a lack of cumulative review and feedback. The Just Right Reader program uses spiraling to repeatedly review concepts once they have been introduced. This includes repeated practice of a phonics skill within a current book set and then use of the skill in successive book sets. The *Pacing Guide* also outlines specific weeks for cumulative review, ensuring students revisit previously taught phonics skills throughout the year. For example, weeks 33-34 are designated for a comprehensive review of the decodable texts and skills taught in sets 1-15a. Review is also addressed in the *Assessment and Progress Monitoring Guide*, which provides guidance and tools to track and measure students' mastery of grade-level phonics skills. Suggested feedback for common errors is provided in the *Prompting Guide*.
- **Phonological and Phonemic Awareness (5.D.1 and 5.D.2):** We acknowledge the feedback on phonological and phonemic awareness, but it's important to highlight that our lessons are designed to introduce these skills systematically, and our Scope and Sequence is research- and evidence-based. Every lesson addresses phonemic and phonological awareness in the Phonics Review section, with practice and application throughout the lesson. Additional practice activities, such as Clapping Syllables, Does it Rhyme, and Blend It, found in the *Reading Workouts*, allow students to practice phonological awareness progressively, aligning with grade-level TEKS. We ensure that students move from basic phonemic awareness skills to more advanced tasks like blending and segmenting phonemes, which are critical for reading success.



## SECTION 4:

# Assessment and Progress Monitoring

(Responding to Sections 4.4, 4.5)

- **Assessment (4.4):** Our assessment framework is designed to track students' progress effectively and includes diagnostic, formative, and summative assessments, along with a comprehensive *Assessment and Progress Monitoring Guide*. Tools such as the *Baseline Assessment Sheet*, *Phonics Skills Checklist*, and *Small-Group Reading Observation Forms* provide consistent, systematic methods for teachers to monitor students' acquisition of phonics skills. These tools help guide instruction by offering insight into students' progress and mastery.
- **Progress Monitoring and Acceleration (4.5):** We offer detailed guidance on adjusting instruction based on progress monitoring data. Our *Assessment and Progress Monitoring Guide* outlines clear steps for teachers to conduct weekly, monthly, and end-of-term reviews. This ensures that teachers can make informed decisions to support and accelerate student learning as needed. Tools like the *Phonics and Fluency Monitoring Form* allow teachers to track individual and class-wide progress, helping identify areas where students may be ready for acceleration or need additional support.

The image shows two overlapping forms from Just Right Reader. The top form is the 'Phonics Skills Checklist' (page 26), which includes sections for 'Phonics Skills' (Alphabet Knowledge, Phonics Awareness, Sight Words), 'Additional Observations', and 'Areas for Improvement'. The bottom form is the 'Comprehension Check Form' (page 28), which includes sections for 'Comprehension Analysis' (Ability to Summarize Main Ideas, Response to Inferential Questions, Productive Thinking) and 'Depth of Content Understanding' (Understanding Level, Noted Strengths and Challenges).

The image shows the 'Phonics & Fluency Monitoring Form' (page 27) from Just Right Reader. It includes sections for 'Focused Phonics Skills' (Targeted Phonics Rule for This Week), 'Application of Phonics Rule' (Correct Application, Errors Observed), 'Engagement and Confidence' (Highly Engaged, Moderately Engaged, Disengaged; Confidence in Phonics Skills), and 'Fluency Assessment Details' (Selected Passage for Assessment, Reading Duration, Total Words Read, Error Analysis). It also includes 'Fluency Development Insights' (Progress in Reading Speed, Accuracy Improvement, Observations on Fluency Trends) and a 'Words Correct Per Minute (WCPM)' section.

## SECTION 5:

# Foundational Skills

(Responding to Sections 5.B.1, 5.C.2, 5.E.1, 5.E.4)

- **Oral Language Development (5.B.1):** The review mentions a lack of systematic guidance for oral language development, but our program includes multiple opportunities in every lesson for students to engage in academic conversations. Each lesson incorporates structured discussion prompts, allowing students to engage with the material orally. Our *Prompting Guide* supports teachers in providing immediate feedback during these conversations, further developing students' oral language skills. The QR code videos for each lesson/decodable also model proper pronunciation and language use.
- **Letter-Sound Correspondence (5.C.2):** We offer explicit and systematic instruction for teaching letter-sound correspondence, and students have multiple opportunities to practice these skills both in isolation and through connected text. Lessons like *Duck and the Slush Shop* focus on digraphs, providing structured practice through activities like Elkonin Boxes, decodable reading practice, and encoding. Our program also includes additional resources like *Spelling Lessons* to reinforce letter-sound relationships further.
- **Sound Spelling Patterns (5.E.1):** The first grade *Scope and Sequence* is spiraled, so students will continue to be exposed to previous skills even if they are not the focus of the current lesson. Monthly review is included in the *Assessment and Progress Monitoring Guide*, and the *Pacing Guide* also suggests weeks for cumulative review. Each lesson begins with a Phonics Review section, in which the teacher models sound-spelling patterns with manipulatives, followed by guided practice for students with manipulatives. The sound-spelling patterns are reinforced through decoding in guided and independent reading, as well as through writing activities and the QR code video for each decodable.
- **Morphological Awareness (5.E.4)** The first-grade *Scope and Sequence* includes a systematic sequence for introducing grade-level morphemes, as outlined in and aligned with the TEKS, moving from simple to complex. The sequence begins with reviewing digraphs, moves on to blends, and progresses to the suffixes -s and -ing in Set 16 and the sounds of -ed covered in Set 20. Morphemes are instructed in the lesson plans and read in connected text in the decodables. Additional lesson plans—*Suffixes -s and -es*, *Contractions*, *Compounds Words*, etc.—are also provided in the Additional Lesson Plans section to support the understanding of morphology.