



From Phonics to Reading, Grades K–3
Author: Wiley Blevins

William H. Sadlier, Inc. (Sadlier) is pleased to have received a near-perfect score across all grade levels of our comprehensive phonics and foundational skills program, *From Phonics to Reading*. Authored by Wiley Blevins and based on foundational skills research and practice, the program follows a systematic scope and sequence designed to promote early reading and writing. The Sadlier team would like to thank the Texas State Board of Education (SBOE), Texas Education Agency (TEA), SAFAL Partners, state review panelists, and public reviewers for their professionalism and for their fair, perceptive, and thorough evaluation of our program. Reviewers’ meticulous comments confirmed key program characteristics and offered guidance for continuous improvement.

Sadlier’s unique focus is providing high-quality, affordable, easy-to-use, streamlined instructional materials for a wide range of learning environments to serve educators. Thus, we particularly valued the acknowledgment of the distinctive characteristics of the *From Phonics to Reading* supplemental program such as:

“Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, and including resources to support administrators.”

In response to the state review panelists’ feedback in the IMRA Review Cycle 2024 Report, please note that regular and irregular high-frequency words are explicitly taught in *From Phonics to Reading*. Specifically, students are directed to orthographically map the words and practice them in isolation and in the context of sentences, as well as in each lesson’s authentic decodable text(s), ultimately leading to them becoming “sight” words. While some programs align high-frequency words with a lesson’s taught spelling patterns, there is no research to support this. (Shanahan, 2024) The program author’s approach to its scope and sequence for high-frequency words has been demonstrated to be effective in students’ acquisition of high-frequency words.

For nearly 200 years, we at Sadlier have been preparing students for academic and life success by providing excellent educational materials in print and digital formats. We value Texas’s commitment to providing information that will assist administrators, teachers, students, families, and community stakeholders in evaluating curricula. Access to high-quality content will support effective instruction and improve students’ academic achievement.

Sadlier is committed to supporting administrators and equipping teachers to implement the science of reading and effectively use *From Phonics to Reading* in their schools and classrooms of diverse learners. To realize that goal, we provide a robust professional learning plan, fully

supported by consultants, multiple Professional Development sessions, videos, study guides, online instructional guides, masterclasses, a learning community, and other resources. The program's author was integrally involved in the development of this plan and related resources and continues to support its revisions and enhancements. He joins our team in providing extensive support to administrators and educators across the globe. We value our relationships with educators and acknowledge that pairing this robust support with the curricular resources is essential to promoting students' success in learning to read.

Based on insight from Texas's in-depth analysis and feedback from reviewers, Sadlier believes that the resulting enhanced program of *From Phonics to Reading* will increase teachers' knowledge of the science of reading and evidence-based foundational skills instructional practices and unlock the full potential of all students. We are grateful for the opportunities provided through this review process and are committed to furthering the work of Texas SBOE because "Ensuring success for every Texas student post-graduation is a goal that can be achieved when students have access to rigorous, on-grade-level instructional materials."