Publisher Name	Program Name
William H. Sadlier, Inc	*From Phonics to Reading*

Subject	Grade Level
English Phonics	3

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**

English Language Proficiency Standards (ELPS) Coverage: **N/A**

Quality Review Overall Score: **313 / 315**

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	53 / 53
2. Progress Monitoring	28 / 28
3. Supports for All Learners	32 / 32
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	164/ 166

Strengths

- 1.1 Course-Level Design: Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guides for lesson internalization, and resources to support administrators and instructional coaches.

- 1.2 Unit-Level Design: Materials include a comprehensive unit overview, provide content knowledge and academic vocabulary for effective teaching, and suggestions to support families in their students' success.

- 1.3 Lesson-Level Design: Materials support educators in effective implementation through intentional lesson-level design.

- 2.1 Instructional Assessments: Materials provide clearly defined instructional assessments aligned to TEKS at varying levels of complexity. They provide adequate guidance on assessment administration.

- 2.2 Data Analysis and Progress Monitoring: The instructional assessments and scoring information guide interpretation and responses to student performance. Materials offer strategies for addressing performance trends and include tools for students to monitor their progress and growth.

- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.

- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual (EB) students, including resources for dual language immersion programs and metalinguistic transfer.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.2 Daily Instructional Sequence and Routines: Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate feedback, and diverse opportunities for collaborative and independent student practice.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials offer data-management tools for tracking individual and whole-class progress, with guidance on progress monitoring frequency and strategies to accelerate learning toward mastery based on data analysis.
- 5.B.1 Oral Language Development: Materials provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.
- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and

encoding one-syllable and multisyllabic words in both isolation and connected text.

- 5.E.4 Morphological Awareness: Materials systematically introduce grade-level morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text.

Challenges

- 5.E.2 Regular and Irregular High-Frequency Words: Materials do not systematically introduce regular and irregular high-frequency words.

Summary

From Reading to Phonics is a K–3 English phonics program. The program contains a TEKS chart as well as tasks for ELPS broken down by proficiency levels. It offers a comprehensive and structured approach to phonics instruction. The curriculum provides specific daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading and writing applications. The program provides teacher resources for implementing instruction, including detailed lists of needed materials and professional development videos to aid teachers. Additionally, the program includes resources designed to enhance family engagement, such as a family letter in English and Spanish. The letter outlines what the students will learn in the upcoming unit, provides information on how to interact with the Take-Home Book, and provides opportunities for parents to extend their students' learning about concepts in the unit at home.

Campus and district instructional leaders should consider the following:
- The materials include a variety of instructional assessments, tasks, and question types. The assessments vary in levels of complexity over the academic year as well as resources, documents, and strategies on how to use the program.
- The program provides teacher guidance for supporting emergent bilingual students in the differentiation support document "English Learner Supports." This document explains how to provide intentional EB Support in sound transfer and application and the following lesson routines: introduce sound-spelling, learn and blend, high-frequency words, read connected text, writing extension, and general vocabulary support. Additionally, specific EB support is provided for grades K–3 for each of the 30 academic year lesson cycles, including vocabulary and writing extension with sentence starters and sentence frames.

Intentional Instructional Design

1.1	Course-Level Design	15/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	5/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	2/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	4/4

The materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days—165, 180, 210). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

Materials include a scope-and-sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.

- The materials include course overview documents to support the teacher with effective implementation. Within the "Teacher's Guide," a "Texas Scope and Sequence" details the learning progression of the TEKS, concepts, and knowledge taught throughout each of the 30 units for each grade level is included. This learning progression highlights primary skills, word study/morphology, and phonemic awareness connected to the TEKS for each instruction unit.
- The "Texas Scope and Sequence" included in the material provides the TEKS number. A separate document shows the correlation between the TEKS and the skills taught across the program for each grade level. This digital document lists the TEKS number along with the TEKS full textual descriptions. The materials explicitly list the ELPS.
- The table of contents also offers an overview of skills throughout the course. This document shows how one unit consists of five lessons. In grade 3, teachers can find information on the units and lessons. For example, the table of contents provides lesson-specific details including the phonics target skill, connected text, connecting phonics and vocabulary, word study/morphology focus, and information on skills covered in the lesson's "Cumulative Assessment."

Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, and 210).

- Materials include multiple suggested pacing guides to meet the needs of various implementation models. The grade 3 teacher materials contain an "Annual Pacing Calendar" in the table of contents to support the effective implementation of instructional calendars for 165, 180, and 210 days. The calendar includes 30 units and lists each unit's main skill, TEKS alignment, word study/morphology, and phonemic awareness skills. In addition, the pacing guide includes suggested units for administering beginning, middle, and end-of-year benchmarks and an anticipated number of instructional days for each.
- The "Annual Pacing Calendar" includes a link to the digital "Texas Scope and Sequence" document. Teachers reference this alongside the pacing calendar to adjust their instructional calendars and ensure effective coverage of all lessons. The 180 and 210 calendars periodically include five days for any necessary reteach or catch-up. The 165 omits the reteach and catch-up days.
- The materials offer a pacing guide with lessons and activities for a full year of instruction. The guide recommends 20 minutes of daily phonics instruction for grade 3. A guide to intervention resources details 10 additional intervention minutes.

Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

- Materials include rationales for unit order and the progression of phonological awareness and print concepts. The grade 3 materials include a document titled "From Phonics to Reading Scope and Sequence Rationale." This rationale explains that no sequence is perfect, and some are more effective than others. The rationale explains the more effective sequences: "These sequences follow basic learning principles, such as progressing from the easiest and simplest concepts that can be immediately used to form words to more complex skills." The rationale also outlines nine guiding principles behind the learning sequence for grades K–3. Examples of the guiding principles include working with multisyllabic words throughout all of grades 2 and 3, teach the six syllable types, and "provide a differentiated stream of instruction in Grade 3 for students who have still not skills taught in earlier levels."
- The "Mastering the Skill" teacher reference chart in the resource overview illustrates the connection of concepts to be learned. It displays how a skill is introduced, reviewed, and assessed throughout the resource. For example, the short a skill is introduced in Lesson 2; applied, reviewed, repeated, and assessed throughout Lessons 3–15; developed in Lessons 16–27 with deeper application; and finally utilized as a bridge to help students "move from known to new" skills in Lessons 28–30.
- The "Phonological Awareness Rationale" teacher resource is a comprehensive outline for phonological awareness instruction throughout the K–3 "From Phonics to Reading" resource. It includes definitions of terms with research-based facts on the importance of phonological and phonemic awareness, an overview of the five basic types of phonological awareness

lessons, an explicit model for each of the five lesson routines (with corrective feedback as well as multimodal and multisensory supports for each), and information on where to find phonological awareness assessments within the curricular resource.

Materials include guidance, protocols, and/or templates for unit and lesson internalization.

- The "Unit Overview & Planner" documents provide teacher resources at the start of each unit. These documents include an explanation of the upcoming unit learning for students and a chart outlining the skills covered in each unit lesson. The document also references other online guides, videos, and resources to help teachers prepare for the unit. An "Instructional Routines Booklet" explains, "Model the first two words and discuss students' observations. Then guide students in a choral blending of the remaining words. Tap and pause on a word for students to whisper blend, then tap again for students to blend chorally. Continue through the blending lines. Stop when completed, or the activity has lasted 5–7 minutes. Students practice reading these words independently." An example of alternate pacing for students needing more initial support in the "Blending Lines Routine" is "Model the first two words and discuss students' observations. Run your finger under each letter for the remaining words as you slowly string together the sounds with students. Then have students chorally blend the sounds again. Do NOT blend by yourself, then have students repeat. That is just a repeated, parroting activity requiring minimal student effort and diminished learning opportunities."
- The materials include the "Instructional Routines Booklet." Teachers use this booklet to better understand the routines found in the skill areas students work on throughout the program. The booklet also includes directions for tailoring instruction to student needs.

Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

- The "Professional Development: Explicit Instruction" document directs administrators and instructional coaches to identify critical elements of explicit teaching in daily phonics lessons. This resource document also emphasizes the factors contributing to instructional failure and specific timestamps in the professional development videos for modeling explicit teaching during each essential instructional routine commonly found in the program's lesson cycles.
- The "Instructional Routines Booklet" provides "Look-Fors" for administrators and instructional coaches concerning what they should see during each lesson's routine events. This guidance supports them as they assist teachers in implementing the materials as designed. For example, as "Administrator Look-For" during "Routine 6: Reading Decodable Text" reads, "Does the reading of these texts focus on decoding strategies, checking comprehension, and building vocabulary?"

Intentional Instructional Design

1.2	Unit-Level Design	4/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	2/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain support for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

- The grade 3 "Unit Overview & Planner" outlines the essential background knowledge necessary to teach the unit concepts effectively. These detailed guides prepare teachers to deliver lessons to students and provide a preview at the beginning of each unit that shows how activities align target skills within and across lessons, including academic vocabulary, for teachers to teach the unit concepts effectively. For example, the "Unit 2 Overview" states, "Finding the vowels in a word is an important starting point for breaking it apart by syllables."
- The grade 3 "Unit Overview & Planner" in the online resources outlines the academic vocabulary necessary to teach the concepts in the unit effectively. For example, the "Unit 2 Overview" states, "A vowel digraph (or vowel team) is two or more letters such as ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei, and igh that together stand for a new vowel sound."
- The grade 3 "Unit 3 Overview & Planner" offers comprehensive guidance for decoding and encoding based on the unit's instruction. The following is an example: In Unit 3, explicit instruction and practice are provided for prefixes and suffixes. Students also read (decode) and write (encode) words with inflectional endings—with and without spelling changes—irregular plurals and related words.

Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

- The teachers and students can find the "Dear Family" (English) and "Apreciada familia" (Spanish) family letters in the "Student and Family Resources" tab of every unit's resources. The letter outlines what the students will be learning in the upcoming unit, provides information on how to interact with the Take-Home Book provided, and provides opportunities for parents to extend their child's learning about concepts in this unit at home. The "Unit 3

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Home Connection" family letter's extension of learning is "Write two words. One should be an example of the skill your child learned during the week, and one should not. Have your child identify the word with the skill, write a sentence using it, and then read it aloud. Then switch roles."

- The parent letter recommends at-home skills practice and guided activities to support parents in reinforcing content learned at school. For example, the letter states, "Write what your child says, and read the description aloud together." Grade 3 lesson materials frequently contain a "Home-School Connection" suggestion to enable families to support their child's progress. For example, in Lesson 18, the "Home-School Connection" states, "Have students take home 'Attention, Superhero Fans!' to read to their families.... Frequently repeated readings of stories containing the target and previously taught skills will help accelerate students' phonics and word study mastery."

Intentional Instructional Design

1.3	Lesson-Level Design	34/34
1.3a	[Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.](#)	**30/30**
1.3b	[Materials include a lesson overview outlining the suggested timing for each lesson component.](#)	**1/1**
1.3c	[Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.](#)	**2/2**
1.3d	[Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).](#)	**1/1**

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.

- The materials for grades K–3 include "Unit Planners" to assist teachers in meeting the lesson content standards. The unit chart contains the following information for each lesson: the phonemic awareness skill focus, high-frequency words, the title/location of connected text, dictation, word building, word study/morphology skill focus, a cumulative assessment, support for English language learners (EL), several pages of intervention information, a home-school connection, and add-on skills. The "Unit Planners" provide lessons to support English language learners and TEKS.
- The unit chart offers an accelerated scope and sequence option. The materials reference instructional guides and professional development resources, including structured daily lesson objectives, questions, tasks, and instructions on where to find support materials. For example, the "English Learner" lesson in grade 3, Lesson 7, states, "In most languages, there is no sound transfer for /är/. In Cantonese, Vietnamese, Hmong, and Korean, there is no sound transfer for /ôr/. Focus on articulation. Model correct mouth position." The "Unit Planners" provide lessons to support English language learners and TEKS.
- The lesson begins with a specific learning objective and follows a suggested bullet-pointed structure detailing these components. The lessons follow a clear format, with teachers receiving instructions that include step-by-step instructions on teaching each new component

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within a lesson. Differentiation strategies for diverse learners are provided at the bottom of the structure. For example, the text states, "The oa spelling for long o never appears at the end of a word or syllable; the ow spelling can, but not in the -own spelling pattern. Knowing this can help students decide which long o spelling to use when writing." A teacher explicitly teaching a spelling pattern helps with differentiation by providing targeted instruction that meets students' diverse learning needs and levels, ensuring that each student can master the pattern at their own pace. The "Unit Planners" provide lessons to support English language learners and TEKS.

- The materials include a unit and weekly planner to guide instruction. The plans are comprehensive and include details for content supported by assignments and activities to demonstrate mastery. Unit overviews at all kindergarten through grade 3 levels have included language support strategies. For example, the "English Learner" lesson in grade 3, Lesson 12, states, "In Spanish and many Asian languages, syllables typically end in vowels. EB students may divide syllables after a vowel or add a vowel sound after a consonant. Have students say isolated closed syllables. Focus on articulation."

- The online teacher materials include a comprehensive list of materials, supplies, and instructional assessments needed to support instructional activities for each lesson/unit. For example, Lesson 10 has high-frequency words, a read-connected text, "The Monster Pumpkin," a fluency check for Lesson 1, and various instructional resources. The "Unit Planners" provide lessons to support English language learners and TEKS.

- The materials provide a cumulative assessment for teachers to check their students' understanding. For example, they state, "Administer the Cumulative Assessment, select a small group of children to assess this week. Note that the goal is to cycle through all the children every 3–4 weeks." The "Unit Planners" provide lessons to support English language learners and TEKS.

Materials include a lesson overview outlining the suggested timing for each lesson component.

- The guide entitled "Implementing From Phonics to Reading" for grade 3 clearly outlines the suggested timing for each component of the daily lessons. For example, it states, "1. Introduce Sound-Spelling 10 min," "2. Word Sort 5 min," and "3. Spelling 5 min." The daily lessons suggest timing for each component of daily lessons in clear headings throughout the materials. For example, they state, "Sound-Spelling Blending 5 minutes" and "Build Fluency 5 minutes."

- The lesson materials provide a clear overview, suggesting the timing for each component. The guide contains engaging tasks like oral and writing prompts to apply their knowledge regularly. For instance, in grade 3, Unit 1, teachers can locate the "Introduction" under the "Instruction and Practice" tab. This section suggests, "Day 1–Build Fluency, Day 2–Mark It, Day 3–Spell It, Day 4–Write About It."

- The "Comprehensive Phonics Solution Guide" includes a "Fast Track" plan for pacing. This plan is an option for school schedules that may limit the time for phonics instruction. The guide explains that the program designer's research-based methods of instruction still support the faster pace.

Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

- The resources include an overview of each lesson's time, and a list of the materials needed for each learning event. For example, grade 3 Lesson 10 states, "Students will complete the Listen and Spell activity in Student Book " and "Word Building 10 min." Instructional resources include picture cards and word cards that are accessible to support teaching.
- The teaching materials include a 13-page list of interactive practice activities organized by skill for grades K–3. For example, Unit 1 consists of the "Sort It, Build It, Sound It/Spell It" and "Word Interactive Practice" activities. The "Interactive Resources" include "Interactive Decodables" and "Interactive Practice Activities" for further engagement.

Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

- Teachers provide families with the "Dear Family" (English) and "Apreciada familia" (Spanish) family letters in the "Student and Family Resources" tab of every unit's online resource to allow families to extend their students' learning from school to home.
- Teachers can reference enrichment activities for students to complete at home or school that connect with student learning in each program unit. These activities are available in both English and Spanish. For example, in Unit 2 of grade 3, there is a "Unit 2 Enrichment Take a Taxi to the City" activity in which students identify and spell words with closed and open syllables.
- The materials provide opportunities for writing extension at various points throughout the units. The unit overview offers guidance for when these activities occur in the scope of the materials. The daily plan for that lesson includes the necessary materials and resources for the instruction. For example, the materials provide a "Write About It" resource stating, "Have them write to tell what they learned about a dog walker's job. Then have students complete the writing activity during independent work time. Remind them to use the Quick Check at the bottom of the page to review their responses. Then have them share their responses with partners, get feedback, and revise as needed."

Progress Monitoring

2.1	Instructional Assessments	24/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	12/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	6/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	2/2

The materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

- Materials include a variety of instructional assessments, tasks, and questions at the unit and lesson level. Grade 3 digital teacher materials contain "Comprehensive Phonics & Spelling Surveys" to administer to students in the first few days of school. This diagnostic pre-unit assessment asks students to read and write words with various phonics patterns, including short vowels, consonant blends/digraphs, long vowels, complex vowels, and multisyllabic words.
- Teacher materials include an "Assessment Overview Chart" outlining the assessments within the resource from grades K–3. The chart outlines various assessments, including diagnostic, formative, and summative options, to be administered at specified times throughout the academic year. These assessments help teachers gain a clear understanding of student progress and comprehension. For example, the overview includes a "Writing Mastery Checklist" that monitors the mastery of phonics skills. A mastery writing checklist of taught phonics skills helps a teacher by providing a clear, structured way to track student progress and identify areas needing further instruction.

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- In grades K–3, the materials provide assessment through teacher observation, fill-in-the-blank, and multiple choice. Decoding, encoding, comprehension, and fluency evaluations are scheduled throughout the units and lessons. Some are formal assessment tools, and others are quick checks of understanding.
- The online materials provide teachers with a comprehensive overview of formative assessments. They include formative assessments for reading observation. For example, the materials state, "Reading Behavior Look-Fors: Student self-monitors and self-corrects using known sound-spelling correspondences and knowledge of syllables. Prompts: Use what you know about syllables to chunk and pronounce each word part. Blend the sounds (word parts) to read the word. Reinforce the steps in the Reading Big Words Strategy. Model using the steps with words students struggle decoding."

Materials include the definition and intended purpose for the types of instructional assessments included.

- Materials include the definition and intended purpose for the types of instructional assessments. They also include an "Assessment Overview Chart" outlining the assessments within the resource from grades K–3. This chart outlines the following items concerning the assessments: where to find them, their purpose, administration guidance, frequency, scoring guidance, professional development support, and planning resources.
- Online teacher materials include the "Phonics Assessment" 12-page instructional guide, which clearly defines and explains the intended purpose of the "Comprehensive Phonics Assessment Survey," "Cumulative Phonics Assessment," "Observations During Reading," "Analysis of Student Writing," and "Assessing Other Foundational Skills." For example, the materials state, "Cumulative phonics assessments monitor mastery and/or decayed learning in real-time. They are a critical phonics instructional tool and fluency check."
- "From Phonics to Reading Assessment Overview" is available for teachers in grades K–3. Materials provide a "Cumulative Assessment" overview detailing progress monitoring, diagnostic, and formative assessments. The overview defines each type of assessment and its intended purpose. For example, the "Cumulative Assessment" is a formative assessment that evaluates accuracy and fluency.
- The online materials provide access to "Benchmark Assessment Administration and Analyses." These materials offer baseline data essential for instruction and planning, enabling teachers to monitor student progress and make data-driven decisions.
- The teacher materials include a "Comprehensive Assessment System" built into the curriculum. An "Assessment Overview Chart" outlines the system's structure. The document outlines the purpose of the different assessments. The definitions of assessments and more guidance for teachers on why they are administered are located in this 13-page document. In grade 3 interactive, comprehensive phonics assessment located in the digital materials, students are assessed over individual concepts, such as short vowels, by recording themselves as they read the words and submitting them to the teacher on the platform.
- Materials include opportunities for assessment training located in the "Professional Development" tab. The two-part video series on assessment under the instructional guides

heading includes explicit details on types of assessments and why they are necessary for the program. Materials present a "no assumption" philosophy in assessments. The program recommendation is that all students be assessed so there is data on where they are in the phonics learning process.

- Materials provide an assessment overview, from phonics to reading assessment overview, including the definition of diagnostic assessments. This pre-evaluation gauges students' knowledge and identifies learning gaps before a new topic. This can be found in the "Assessment" tab in the assessment overview. For example, the materials state, "Cumulative Assessment: Fluency Check, Purpose: Monitor Mastery and Identify Decayed Learning." Located in the online "Professional Development" instructional support by Wiley Belvins, assessment videos define formative assessments and their purpose of informing instruction, helping educators and students make adjustments, identifying misconceptions, gauging progress, and guiding instructional decisions.

Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

- Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Grade K–3 digital teacher materials include teacher guidance to support the accurate administration of instructional assessments. For example, the "Phonics Quick Check Analysis" states, "Show the student the "Phonics Quick Check." Explain to the student that he or she is to read each word down one column, then the next. Have the student point to each word and read it aloud. Place a checkmark beside every word accurately (correctly) read...."
- Teachers receive guidance on accurately administering assessments in various assessment videos available online. These videos ensure consistent administration of instructional assessments such as the "Phonics Quick Check," "Letter-Name and Letter-Sound Assessments," and "High-Frequency Word Assessments." Materials include "Benchmark Assessment Administration and Analyses," which provides an overview of the assessment, step-by-step guidance for administering each measure, and support for understanding the benchmark.
- The online materials for grades K–3 provide teachers administration videos that guide them in ensuring consistent and accurate administration of instructional assessments. For example, in grade 3, teachers can view "Administering: Comprehensive Phonics Survey Grade 3 Valentina," which models how to administer the assessment. Following this, teachers can view "Author Debrief," which discusses the anecdotal evidence that supports teachers in collecting consistent and purposeful data.
- Materials provide modeling of assessment administration through video presentations with students. Examples of these videos are in the administration videos section in the "Assessments" tab. The author administers the assessments to a student in the video, and debriefing videos are accessible to teachers in the exact location.

Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

- The diagnostic, formative, and summative assessments align with the TEKS and lesson objectives. In the "High-Frequency Word Assessment Analysis" document, grade K–3 teachers can view information for the summative assessment of high-frequency words, including assessment directions, teacher recording forms, student forms, and if-then documents to guide instruction. These assessments align with grade-level TEKS, and their administration timeline connects to the objectives of the lessons.
- In grade 3 online assessment materials, teachers can locate the "Cumulative Spelling Sentences" document in the "Formative Assessment" tab to view the list of spelling sentences intended to be used with each of the 30 units throughout the academic year. The sentences correlate with the phonics focus/objectives listed for that unit. For example, Lesson 3's phonics focus is long o, and some sample spelling assessment sentences are "What goes best with toast?" and "It gets so cold when it's snowing." Additionally, the "Cumulative Spelling Sentences Administration & Analyses" document explains that once a skill is introduced, it will appear in the spelling sentences for the next four to six weeks for continued review of recent learning objectives and TEKS.
- The ELAR "Assessment Item Analysis TEKS Correlation Chart" is located in the online materials. This chart provides a clear overview of how the assessments align with the TEKS. For example, in grade 3, students are assessed on high-frequency words. Beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) expectations are listed. The EOY expectation is that students accurately and automatically read all the words on the grade 3 list, which aligns with grade 3 TEKS 2.Avii.
- In grades K–3, teachers can assess the "Texas Scope and Sequence" in online materials, which outlines the lessons and aligns them with the TEKS. This ensures that teachers can effectively track the progression of topics and align their instruction with the required state standards for each grade level.
- Materials provide Identification of TEKS alignment in assessments in the document titled "Benchmark Assessments and Expectations" under the "Overview" tab. Assessment materials are aligned by concept and identified by grade level in all guidance throughout the teacher's guides and in professional development. Materials also provide TEKS under the heading "Texas Scope and Sequence" in the "Overview" tab.
- Materials include assessments in the digital resources under the assessment tab. In the analysis guidance of each assessment, teachers are provided references to mastery based on grade level performance rather than the TEKS. The "Benchmark Assessments and Expectation" document provides the TEKS correlation for tracking performance to adjust instruction based on TEKS.

Instructional assessments include standards-aligned items at varying levels of complexity.

- The instructional assessments include standards-aligned items at varying levels of complexity across different assessments. In grades K–3, teachers can digitally reference the "ELAR Assessment Item Analysis: TEKS Correlation Chart" to view a list of assessments given in the

beginning, middle, and end of the year with their corresponding TEKS for each listed. Assessments vary in levels of complexity and expectation of score over the academic year. These assessments include "Letter Formation," "Letter Sound," "Print Concepts," "Phonemic Awareness," "Reading Observation," and "Spelling Survey."

- Grade 3 materials include a variety of informal assessments throughout the daily lesson cycle, which provide teachers with in-the-moment feedback on student learning and allow small-group instruction to fit the needs of students best. These informal assessments involve students demonstrating their mastery of TEKS in a variety of ways, such as identifying syllable types in words to decode correctly, word sorts, building fluency, reading connected text, and open-ended response writing followed by identifying words written with particular phonics patterns learned in the lesson.
- The instructional assessments in grades K–3 online resources include standards-aligned items. For example, the materials provide a "Cumulative Review" at the end of each unit. In the grade 3 "Cumulative Review," students complete a fluency check of 24 words. This aligns with the grade 3 standard TEKS 2.Aii, which requires students to accurately and automatically read high-frequency words.
- The digital resources provide a benchmark interactive assessment located under the "Assessment" tab. The comprehensive "Phonics Survey" assessments and the "High-Frequency Words" assessments offer one type of assessment item. Students record themselves reading the words and then submit the recording to the teacher.
- Materials provide informal assessments throughout the curriculum based on the assessment method outlined in the document titled "Mastering the Skill." In Step 6 of the diagram, ongoing assessment of the skill is referenced with recommended assessments. The speed drill located in the grade 3 materials in Lesson 2 reviews the long a spelling pattern with words such as rain, strain, and explain and is used to have students practice fluency to increase mastery. The format of assessments is the same for grades K–3; however, the word lists and concepts change based on the grade level.

Progress Monitoring

2.2	**Data Analysis and Progress Monitoring**	4/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	**2/2**
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	**1/1**
2.2c	Materials include tools for students to track their own progress and growth.	**1/1**

The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.

- The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Digital teacher resources contain the "Phonemic Awareness Assessment: Administration and Analyses" document, which provides teachers guidance for interpreting student performance and suggestions for response if intervention support is needed. An example of support for interpreting student scores is provided on the grade 3 specific area of the document for beginning-of-year assessment as a score of 10 on Part 6: Segmentation, a score of 10 on Part 7: Blending, and a score of 8–10 for Part 8: Phoneme Manipulation. The materials provide the following example of guidance for responding to student scores: "If not, then provide additional small-group instruction on the specific skills assessed below grade level expectations. Note that the goal and focus in Grade 3 (Level C) should be on orally segmenting words at the phoneme (sound) level and phonemic manipulation (substituting, adding, and deleting sounds)."
- The "Phonemic Awareness Assessment: Administration and Analyses" online document provides teachers guidance on the "Phonemic Awareness" assessment, including timelines for testing, materials for testing, interpreting performance for each designated testing window, and instructions for responding to student performance. One example of directions for responding to student data is "Provide additional small-group instruction on the specific skills assessed below grade level expectations."
- The online materials for grades K–3 provide teachers with administration videos that guide them in ensuring consistent and accurate administration of instructional assessments. For example, in grade 3, teachers can view "Administering: Comprehensive Phonics Survey Grade 3 Valentina," which models how to administer the assessment. Following this, teachers can

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view "Author Debrief," which discusses the anecdotal evidence that supports teachers in collecting consistent and purposeful data.

- The online materials provide a "Benchmark Assessment Administration and Analysis," which gives an overview of the assessment and offers step-by-step guidance for administering each measure and understanding the benchmark. For example, the overview includes administration guidelines that list three steps for the teacher to follow at the beginning. Additionally, it guides teachers in interpreting student performance and responding effectively to assessment results in the section titled "Analyze Student Writing."
- The materials provide a "Comprehensive Assessment System" built into the curriculum. The system's structure is in the online chart titled "From Phonics to Reading, Grades K–3." Following this guide, the student assessments are formative, benchmark, and summative assessments on a schedule throughout the year. The overview lists resources for scoring guidance, but no live links are in the document. Guidance for scoring and analyzing data is found in the "Professional Development" tab under "Professional Development Planning." Teachers can view, access, and reference information here to guide them in scoring and analyzing assessments.
- Materials guide teachers on how to assess and score a writing formative assessment. For example, in the grade 3 Teacher Edition, formative assessments administration and analyses gives teachers the following directions for interpreting student performance: "If you notice that a large number of students are struggling with one or more skills, add words with these skills to upcoming dictation, word building, and word sort activities. In addition, have students reread previous decodable texts focusing on these skills, find words in the text with the target spelling patterns, and practice reading and sorting these words by spelling pattern."

Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

- The materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Grade 3 teacher materials guide teachers in using tasks and activities within the "From Phonics to Reading" program to support students who demonstrate the need for additional skill practice on weekly cumulative assessments. For example, in Lesson 13, Day 1, teachers are directed to address learning gaps: "Based on your weekly cumulative assessments, meet each day with students who have not mastered previously taught skills. Repeat the blending, word sorting, and connected text reading pages. Focus on the application of the skills to authentic reading and writing experiences...."
- In grade 3, print and digital materials guide teachers to use provided tasks and activities to support students struggling with the lesson's formative assessments. For example, the "Teacher Table Intervention" instructions in Lesson 14, Day 3 direct teachers to "guide students to build or make the following words from word building cards.... Read the word-building cards with students. Guide students to sort the cards and share what they know about them. Have partners work with one final stable syllable at a time. Have them build as many words as possible with each final stable syllable...."

- "Differentiation Support" Is located in grades K–3 of the online resources. This material provides targeted instruction and differentiates activities tailored to meet the diverse needs of students. For example, the "Above-Level Student Supports" provides additional support for differentiated instruction. One suggestion is to have the student complete a writing extension at the end of the lesson. The teacher can evaluate students' writing extensions based on the current writing skill focus and provide feedback. Additionally, teachers can model for students how to combine sentences and select more precise vocabulary.
- The materials provide guidance for responding to striving students. This guidance is located in the digital resources under the "Differentiation Supports" tab. For example, the supports listed in the grade 3 materials suggest monitoring writing: "Evaluate students' writing extensions based on your current writing skill focus and provide feedback. In addition, model for students how to combine sentences, vary the sentence length, and select more precise vocabulary."
- The materials provide a "Phonics Look Fors" document in the "Professional Development" tab, which offers guidance to alert teachers of signs and signals of a struggling learner. Each signal has strategies and suggestions for teachers to utilize in their instruction. The guidance references strategies and additional support activities for learners not meeting assessment expectations.

Materials include tools for students to track their own progress and growth.

- The materials include a "My Progress Checklist" for each lesson. After the progress check the materials include teacher guidance to "have students complete My Progress Checklist, discuss it with them, take note of any skills that students identified as needing more practice."
- Grade K–3 digital materials contain the "Writing Administration and Analysis" document that provides teacher guidance in the formative assessment of student writing development with a tool to track student writing progress and growth. Instructions involve a copy of the "Writing Mastery Checklist" for the grade level to be placed in each student's writing notebook; as new phonics skills are introduced; students are instructed to circle those skills on their writing checklists and are told that teachers will be looking for those skills to be used in their future writing. Once per month, teachers are instructed to review recent student writing to observe evidence of students applying new phonics concepts; if examples are present, the teacher places a checkmark in the corresponding column and records a few sample words.

Supports for All Learners

3.1	**Differentiation and Scaffolds**	8/8
3.1a	[Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.](#)	**3/3**
3.1b	[Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)](#)	**2/2**
3.1c	[Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.](#)	**3/3**

The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials include preteaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

- Grade 3 digital materials contain "Striving Student Supports," which teachers can reference for additional differentiated instruction supports for students who have not yet reached proficiency on grade-level content and skills. This extra support is provided for all 30 lessons of the academic year. It includes additional instruction for these areas of the lesson cycle: blending, high-frequency syllables, word sorting, and writing extension. One example of additional high-frequency syllable differentiation support is "Complete READ IT in two sessions, addressing five syllables at a time and focusing on just one exemplar word. Guide students in identifying each syllable type." The materials suggest that teachers front-load content before the whole-group lesson to help these students successfully participate. For instance, if students read a decodable text during small group time, teachers can have them listen to an audio recording and follow along with the text before the whole-class reading.
- In grade 3, print and digital materials guide teachers to use provided tasks and activities to support students struggling with the lesson's formative assessments. For example, the "Teacher Table Intervention" instructions in Lesson 14, Day 3 direct teachers to "guide students to build or make the following words from word building cards.... Read the word-building cards with students. Guide students to sort the cards and share what they know about them. Have partners work with one final stable syllable at a time. Have them build as many words as possible with each final stable syllable...."

- The "Pronunciation Guide for English Learners" alerts teachers to pronunciation challenges. For example, Vietnamese speakers may pronounce the /v/ sound as /d/, and Cantonese, Mandarin, and Korean speakers may substitute /t/ for /v/ due to the lack of an equivalent sound. This knowledge helps teachers tailor instruction to address pronunciation challenges, enabling more effective communication and language development.

- The materials provide "Differentiation Supports for Striving Students" in the "Targeted Support" tab. The supports are designed by grade level with grade-appropriate scaffolds built in. The document provides guidance and explanation about the techniques suggested in the chart, such as front-loading content and modifying expectations. The grade 3 chart recommends teachers Select a subset of words from "Word Sort," such as the first row of words or one to two words per category. Sorting only a portion of the words will reduce the cognitive load.

- The online Teacher Edition materials include specific recommendations for differentiated/small-group reading to support students who have yet to master grade-level content and skills. For example, the materials state, "Address Previous Skill Needs During Small-Group Time To help striving students benefit from phonics instruction, focus on skills you have determined they have not mastered during small-group time. Ensure the pacing is robust during these lessons (e.g., not too fast that students can't catch up) and focus on high-impact activities, such as Blending, Word Building, Dictation, and reading and writing about decodable texts." The materials can be found under "Differentiation Supports," "Target Supports," and "Striving Student Supports."

Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

- The materials include preteaching or embedded supports for unfamiliar vocabulary and references in text. On Day 3 of the five-day lesson cycle, grade 3 materials often direct teachers to have student groups work together on a word sort activity. As students collaborate to sort the words, they process academic vocabulary terms recently learned. For example, Lesson 14 states, "Have partners sort the word cards for this lesson by initial syllable: closed, open, r-controlled, and vowel team." Another example is in Lesson 15, which states, "Have partners sort the word cards for this lesson into three piles: base words, words with affixes, compound words."

- Grade 3 materials frequently reference previously learned phonics skills to support student learning of new concepts. For example, Lesson 12, Day 1's "Introduce Sound-Spelling" lesson states, "Guide students to read the explanation of closed syllables on Student Book, page 99. Remind students that recognizing syllable patterns will help them divide a longer word into parts when they attempt to sound it out."

- The online resource "Differentiation Support" offers targeted instruction and activities tailored to diverse student needs across all lessons. "English Learner Support" includes preteaching or embedded support for unfamiliar vocabulary. For example, grade 3 materials suggest preteaching the following words: supplies, trot, finally.

- The teacher's guide for each lesson in grades K–3 provides a "Read Connected Text" section. The teacher's directions say to guide the children in reading the text. This guiding procedure

begins with preteaching the vocabulary, reading the title to the students, and then doing a choral read-aloud as a class. The directions recommend corrective feedback if students have difficulty with words.

- In the printed Fluency Booster Practice Book, each lesson in grades K–3 provides a decodable text and a comprehension and vocabulary activity. For example, the decodable text "The Cooking Crew" contains a vocabulary introduction before reading. The academic vocabulary word about the text is advice. Teachers define the word as "help or guidance given to someone" and give the following example: "My grandma gave me good advice. She said always go to school prepared for anything." Then, they ask, "What advice has someone given to you?" English-learner supports include having students listen and follow along to the text. Then, they echo-read and discuss key ideas. Teachers preteach the words cook, spoon, compete, recipe, soup, goof up, and food.

Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- Grade 3 materials suggest multiple ways to differentiate whole-group lessons to allow students who have demonstrated proficiency in grade-level content and skills to gain benefits. The "Above-Level Student Supports" document provides these differentiation opportunities for each event of the lesson cycle, including blending, high-frequency syllables, word sort, and writing extension. For example, for the word sort in Lesson 11, teachers direct students demonstrating skill proficiency to generate an additional word for each word sort category. Additionally, the online "Professional Development" video entitled "Differentiation: Above-Level Students and English Learners" provides grade-level specific guidance on correctly implementing the items on the "Above-Level Student Supports" document.
- Materials include enrichment activities for students in each unit that explicitly connect with student learning. These activities are available in both English and Spanish. For example, in Unit 2 of grade 3, there is a "Unit 2 Enrichment Take a Taxi to the City" activity in which students identify and spell words with closed and open syllables.
- Differentiation support is in the online resources for grades K–3. These materials provide targeted instruction and differentiate activities tailored to students' diverse needs. For example, the "Above-Level Student Supports" offer additional resources for differentiated instruction. One grade 3 writing extension activity challenges students to include supplies and preparation in their writing.
- The print materials provide an "Enrichment/Learning Centers" section in the teacher's guide. This section for each lesson is located on Day 1. These activities are set up as centers and reinforce the current skills daily. These activities at the grade 3 level consist of games, puzzles, computer-based apps, and some hands-on projects such as letter collages.
- The digital resources provide a document titled "Differentiation Supports: Above-Level Students." This document includes a chart with extension activities tied to each lesson by grade level for grades K–3. The materials include activities tied to the workbook pages, writing responses, and word-building practice. The following example is guidance in the grade 3 "Above-Level Student Supports" document: "The most effective and impactful thing you can

do for above-level students is to place them along the phonics continuum at a point that best meets their instructional needs. This will maximize their learning growth potential."

- The Teacher Edition materials include teacher guidance on ways to enrich those students who are proficient in grade-level skills. The materials include "Additional Above-Level Student Support," which can be found under "Differentiation Supports," "Targeted Support," and "Above-Level Student Support." For example, the materials state, "Lesson 1, Phonics focus short vowels, Blending Alphabet: Use LEARN AND BLEND Challenge words. High-Frequency Syllables: Add these words to the High-Frequency Syllables for students to read, spell, and define forthcoming, practitioner, adapt, happily, stranded, radio, touches, receptionist, relationship, reinstate. Word Sort: Challenge students to generate an additional word for each word category. Have students write a sentence for each of the following sort words: blast, health, fondly, fiction. Writing Extension: Challenge students to include these two words in their writing: supplies, preparation."
- The online Teacher Edition materials provide video professional development on enriching students proficient in grade-level skills. These videos are online under professional development, "Instructional Support by Wiley Blevins, Differentiation: Above-Level Students and English Learners."

Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	6/6
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	4/4
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	3/3

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- The Instructional Routine Booklet in the online teacher materials includes specific prompts for modeling, explaining, and communicating concepts to be explicitly learned. The Instructional Routines Booklet is under the "Instructional Guides" tab in the digital resources. This booklet guides teachers in grades K–3 in building routines to teach the main parts of the daily lessons. The booklet states, "Instructional routines are critical to phonics instructional success. They allow the students to focus on the content rather than the task." Routines for blending, high-frequency words, dictation, word building, word sorts, reading decodable texts, phonological and phonemic awareness, and cumulative assessments are listed, and they include specific teacher prompts such as the following: "Model the first two words and discuss students' observations. Run your finger under each letter for the remaining words as you slowly string together the sounds with students. Then, have students chorally blend the sounds again. Do NOT blend by yourself, then have students repeat. That is a repeated, parroting activity requiring minimal student effort and diminished learning opportunities."
- Grades K–3 teachers receive guidance for modeling, explaining, and communicating instruction for students in the "Explicit Instruction" professional development material in the digital resources. This resource describes the research behind explicit instruction principles that the curricular resource lessons are built around and provides specific examples from the lessons. For example, the materials state, "Explicit means that sound-spelling correspondences, or phonics skills, are taught directly to students, rather than using a discovery, or implicit, method. For example, students are taught that the /s/ sound can be

spelled with the letter s. The teacher states the sound and spelling, has students repeat, then guides students to read words with the new skill...."

- The Instructional Routine Booklet is in the online resources for grade K–3. This booklet provides a comprehensive overview of routines for all specific skills within each unit. It includes "Sample Teacher Talk" and "Teacher Alerts," which help teachers explicitly communicate, explain, and model concepts. For example, it contains a routine for blending (final/additive) that lists six steps to follow, along with a sample teacher talk correlated with each step.
- The print materials include detailed lesson plans with prompts for teacher instruction. The lessons in the grade 3 materials have four main headings for teacher direction: "Sound/Spelling," "Word Sorts," "Spelling," and "Read Connected Text." Each heading includes prompts for explicit instruction, such as the following: "Together, read each word. Have partners discuss ways to sort the words and then model their sorts. This is a good way to see how students think about word parts."
- The grade 3 Teacher Edition materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. For example, Lesson 19, Day 2 provides teachers with modeling, explaining, and communicating how to read connected text.

Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

- Grade 3 materials include teacher guidance on utilizing various instructional approaches and tasks for lesson delivery that allow for active student participation, exploration, and experimentation. For example, in Lesson 15, Day 3 of instruction, teachers lead students in opportunities to read lines of words with the recent phonics focus skills to a partner, circle vowel team syllables in a word list, discuss context clues for synonyms and antonyms and practice it with partners, spell words with partners, sort word cards into three piles (base words, words with affixes, and compound words), build words from word building cards, reread a connected text with vowel team syllables.
- Digital materials provide teacher guidance on enhancing student learning by facilitating lessons with various multisensory/multimodal techniques. The instructional guide "Multisensory/Multimodal Instruction: The Latest Research" includes a chart illustrating the variety of modes teachers will use as they facilitate a sample week's lesson in the "From Phonics to Reading" program: students have 14 opportunities to read (visual mode), 15 opportunities to listen/speak (auditory mode), and 12 opportunities to write (kinesthetic/tactile mode).
- The teacher guidance material "Fluency Routines and Minilessons" directs teachers on using various instructional strategies to boost student reading fluency throughout each of the 30 lesson cycles of the academic year. Varied types of minilessons are included in the document, and they include opportunities for students to echo read, choral read, model fluency with intonation and punctuation, participate in two-minute drills, participate in reader's theater,

listen to audiobooks thinking about how the reader is reading the text, read with partners, and more.

- The Instructional Routine Booklet is in the online resources for grade K–3. This booklet provides a comprehensive overview of routines for all specific skills within each unit. It includes "Sample Teacher Talk" and "Teacher Alerts," which help teachers explicitly communicate, explain, and model concepts. For example, it contains a routine for blending (final/additive) that lists six steps to follow, along with a sample teacher talk correlated with each step.

- The materials provide the "Phonics Look Fors'' document in the digital resources under the "Professional Development" tab. This document supports teachers in the delivery of instruction. The program provides a detailed implementation of instructional routines. The "Look Fors" checklist guides teachers in recommendations to ensure effective delivery. This guide is the same for grades K–3. For example, this information is suggested as teacher guidance in utilizing word sorts: "Remember that word sorts are far more than moving cards into piles—it's all about the talk about how words work."

- The daily instructional strategies found in the print version of the teacher's guides for grades K–3 utilize a set of routine strategies daily. The design of the materials is based on repetition and practice: "In addition to the explicit models provided in the program's Teacher Guides, training in how to deliver explicit instruction through impactful modeling and corrective feedback is offered in the many professional development resources...."

- The online Teacher Edition materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. These are found on the dashboard under Unit 1, Lesson 1, instructional practices. For example, the materials state, "2. Word Sort MIN5, Open Sort Distribute word cards (available at SadlierConnect.com) for the word list below. Have students cut out the word cards. Together, read each word to confirm pronunciation and meaning. Have partners discuss ways to sort the words and then model their sorts. This is a good way to see how students think about words and word parts. Word List: bin, blast, bread, bump, clock, dot, fiction, fondly, gladly, grunt, health, jumped, little, nest, red, sandy, sing, stop, stuff, tan."

- The Teacher Edition materials include "Professional Development on Explicit Instruction." This can be found under the "Professional Development" tab on the dashboard. The following is an example of explicit instruction: "Modeling and Corrective Feedback (with additional modeling). Explicit instruction includes directly modeling skills before guiding students through practice opportunities. The established model for this instruction is the I Do, We Do, You Do gradual release model. The instruction in From Phonics to Reading is based on this model. "

Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

- Grade 3 materials include opportunities for students to explore concepts in lessons in a variety of types of practice, including independent, guided, partner, and group. For example, in Lesson 12, Day 2, students read connected text with the following types of practice and

application: independently reading the text while underlining any confusing or difficult words/sentences, chorally reading the passage aloud with a fluency focus, orally answering comprehension questions (first discussing with a partner and then with whole-group), marking-up the text according to a prompt and writing the answer to the prompt on the bottom of the page independently.

- Digital materials provide specific instructions for teachers to teach routines necessary to achieve effective instructional practices in the Instructional Routines Booklet. Specific routines are clearly delineated for all lesson types throughout the resource, such as various phonological awareness skills, high-frequency words, dictation, word building, word sorts, reading decodable texts, phonemic awareness skills, and cumulative assessments. Materials include recommended structures to support effective implementation in bulleted instructions.
- The Instructional Routine Booklet is in the online resources for grade K–3. This booklet provides a comprehensive overview of routines for all unit-specific skills and includes guidance for teachers to support effective implementation through detailed routines for guided or independent support. Teachers also access "Differentiation Support" materials, which provide targeted instruction and activities tailored to diverse student needs. For example, "Striving Supports" can scaffold and differentiate instruction during whole-group lessons or assist small groups of students who have not yet mastered grade-level content and skills.
- The materials include teacher guidance for routines in daily instruction. The routines are outlined in the PDF Instructional Routines Booklet in the digital resources under the "Professional Development" tab. The routines are designed to create a learning environment that supports instruction. The activities tied to the routines come from the student workbook and include cards for sorting and writing activities. The routines are not clearly defined or labeled for student grouping (whole group/small group/individual), but teachers find these details within the lesson plans.
- The program provides targeted support in the digital resources under the "Differentiation Supports" tab. These guides provide some additional activities and scaffolds that support learning.
- The print copy Teacher Edition grade 3 provides clear headings and labels to support the teacher in differentiating between the different types of practice guided (e.g., 1. Introduce sound-spelling, 2. Word sort, 3. Spelling), independent and partner work, and teacher table intervention used in Lesson 1, Day 1 structure. The online Teacher Edition provides professional development and classroom implementation videos that model guided instructions for teachers to teach the routines necessary to effectively implement different types of practice and design a learning environment that helps students focus on the content to be learned.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	2/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	8/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

The materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, and making cross-linguistic connections through oral discourse.

Evidence includes, but is not limited to:

Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

- The "From Phonics to Reading" program offers a general overview for teachers to support emergent bilingual (EB) students under the title "Differentiation Support: English Learner Supports." This section suggests strategies such as previewing the text and providing vocabulary support.
- The "Pronunciation Guide for English Learners" in grades K–3 online resources "alerts them to pronunciation challenges. For example, it states, "In Spanish, the letters b and v represent one phoneme, /b/. This phoneme has two variations in pronunciation: /b/ and /ß/. The /ß/ sound is articulated much like /v/, except that instead of passing air through the upper teeth and lower lip, air is passed through the upper lip and bottom lip. As a result, a native Spanish speaker will often use /b/ and /v/ interchangeably."
- The resources support English learners in the Day 5 lesson for grades K–3. These activities are designed to build vocabulary by introducing English words using preteaching and picture

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cards to support vocabulary building. The materials guide teachers in using sentence starters and frames.

- The online Teacher Edition includes modeling through video professional development for EB students' instruction. These materials are in the "Professional Development" section, "Instructional Support by Wiley Blevins, Differentiation: Above-Level Students and English Learners."

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- The "From Phonics to Reading" program includes guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The materials provide information for teachers of emergent bilingual students in the "Emergent Bilingual Support Implementation Guide." The materials make direct reference to the ELPS in the "Language Support" for grades K–3.
- The materials have a "one size fits all" framework that includes details about accommodations for different levels of language proficiency, e.g., beginning/intermediate/advanced or beginning/developing/expanding.

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

- Online materials provide teacher guidance for supporting emergent bilingual students in the differentiation support document "English Learner Supports." This document explains how to provide intentional EB student support in sound transfer and application and the following lesson routines: introduce sound-spelling, learn and blend, high-frequency words, read connected text, writing extension, and general vocabulary support. Additionally, specific EB student support is provided for grades K–3 for each of the 30 academic year lesson cycles, including vocabulary and writing extension with sentence starters and sentence frames.
- In the professional development video "Differentiation: Above-Level Students and English Learners," teachers can find guidance on the implementation of sound transfer and articulation skill instruction, vocabulary instruction (both academic and conversational), additional high-frequency word support, specialized two-sided flashcards for the read-spell-write routine with words/sentences, routines to support the reading/comprehending of connected texts, and support for making daily phonics activities accessible for emergent bilingual students.
  The print version of the teacher's guide provides a "Teacher Table" lesson for EB students on Day 5 of each lesson in grades K–3. The activities focus on articulation and building vocabulary and are generic for all levels. The materials in the lessons include embedded guidance for increasing comprehension, building background knowledge, and making cross-linguistic connections.

If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

- Lessons include a section titled "Sound Transfer" that explains how an English sound differs in other languages. This section provides instructional recommendations for supporting students who are English language learners. There is no evidence that the "From Phonics to Reading" curricular materials were designed for use by dual language immersion programs.

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Phonics Rule Compliance

4.1	**Explicit (Direct) and Systematic Phonics Instruction**	**9/9**
4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.	**4/4**
4.1b	Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.	**2/2**
4.1c	Materials include practice of phonics skills both in isolation and through decodable texts.	**2/2**
4.1d	Materials include opportunities for cumulative review of previously taught skills.	**1/1**

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills. Materials include practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for cumulative review of previously taught skills.

Evidence includes, but is not limited to:

Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.

- Materials include the "From Phonics to Reading Scope and Sequence Rationale" document, which explains the guiding principles behind the resource's intentional, systematic, and sequenced instruction of phonics and foundational skills. The document states, "These sequences follow basic learning principles, such as progressing from the easiest and simplest concepts that can be immediately used to form words (e.g., one letter, one sound) to more complex skills (e.g., sounds with multiple spellings)." This statement summarizes the scope and sequence of the resource from grade K to grade 3: "Cover all the basic phonics skills in [grade K and grade 1]. Reinforce those skills in [grade 2] (to ensure mastery and transfer) and begin applying the skills to multisyllabic words so that students' phonics lessons more closely match the text reading demands. Include work with multisyllabic words throughout all of [grades 2 and 3] and teach the six syllable types.
- Grade 3 materials follow a systematic progression that begins with basic foundational skills and advances sequentially in complexity throughout the academic year. For example, grade 3 students begin their word study skill building with a review of vowels (short, long, r-controlled, vowel digraphs, diphthongs, and variant vowels), move into a review of the syllable types (closed, open, final stable, vowel team, r-controlled, and final e), and understand unaccented final syllables, irregular plurals, and morphology concepts.
- The materials follow a systematic scope and sequence phonics program designed to promote early reading and writing for grades K–3, as outlined in the program overview. The grade 3

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materials support systematic and sequential instruction of phonics with word study and lessons that solidify learning from grades K–2. For example, in Unit 3, student learning progresses from simple to complex as students learn inflectional endings and then progress to irregular plurals and suffixes. The materials make the transition to multisyllabic decoding and encoding through explicit instruction in the six syllable types and practice with high-utility syllables.

- In Unit 3, grade 3 materials provide explicit instruction and practice for prefixes and suffixes. Students read (decode) and write (encode) words with inflectional endings, both with and without spelling changes, as well as irregular plurals and related words. This structured sequence builds on their existing phonics knowledge, ensuring a logical progression. The approach highlights how each new skill is introduced in a cumulative manner, reinforcing previously learned concepts and enhancing the understanding of sound-symbol correspondence.

Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- The digital professional development resource "Explicit Instruction in Sadlier's From Phonics to Reading" defines explicit instruction using research-based references and provides justification for how the "From Phonics to Reading" curricular resource offers daily opportunities for teachers to use explicit teaching methods. The article states, "Throughout the program, there are about 20 instances in each week's lessons in which teachers are prompted to explicitly model new skills for students during the various activities... From a purely mathematical perspective, what this means is if the teacher models the minimum number of words, then that would add up to about 40–50 explicit models each week during about 2 1/2 hours of instruction... then that would add up to about 100 explicit models in a typical week of instruction. Therefore, explicit modeling is a key aspect of the phonics instruction in From Phonics to Reading." For example, the materials state, "Once students are introduced to a new skill, they are given opportunities to apply the skill during activities such as word building and word sorts. These activities help to deepen students' word awareness as they become flexible in their use of these skills and have opportunities to make public their thinking about how English words work."
- The grade 3 "Pacing Guide for Lessons" provides explicit (direct) opportunities for phonics by outlining specific, focused activities each day that teach sound-symbol correspondences. For example, on Day 1, the guide directs teachers to introduce sound-spelling for 10 minutes, followed by word sorting and spelling practice. This ensures that students receive clear, direct instruction on how sounds correspond to letters, helping them build a solid foundation in phonics. For example, Lesson 1 includes a guide on reading one-syllable and multisyllabic words with short vowels to check oral reading fluency and to determine skill deficits for small group instruction and practice. Use the speed drill on Student Book, page 10. Have students read the words across each row. Have students underline each word's first short vowel spelling pattern on the speed drill. Ask students to refer to the sound-spellings in the Student Book, page 9. Grade 3 materials provide timeframes for intentional instruction as outlined in

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the pacing guide and detailed in the teacher's guide. For example, Day 2 in the lesson cycle includes read connected text (10 minutes), word sort (5 minutes), and spelling (5 minutes).

Materials include practice of phonics skills both in isolation and through decodable texts.

- Grade 3 materials include the practice of phonics skills in isolation. For example, the focus phonics skill in Lesson 12 is closed syllables. Following an explicit lesson from the teacher centering on closed syllables, students read the short "Learn and Blend" list of single and multisyllabic words with closed syllables, have multiple opportunities to sort words with closed syllables, spell words with closed syllables, read a lengthy closed-syllable word list focusing on speed to build fluency and engage in morphology work to add suffixes to words with closed syllables. Grade 3 materials include opportunities to practice phonics skills in isolation in the "Sort It Out" lesson in the Student Book on page 20. Students are directed to read each word and then sort into the correct category (a_e, ai, ay, and a). Teacher directions suggest the teacher circulate and ask students why they are sorting each word into a specific category. Another example is Lesson 30, which focuses on phonics skills in isolation by introducing and practicing contractions. The "Introduce Spelling Pattern" section provides explicit instructions on forming and spelling contractions. The "Speed Drill" activity reinforces this by having students underline apostrophes and read contractions in isolation.
- Grade 3 materials include the practice of developing phonics skills through the reading of decodable text. For example, in Lesson 12, after students have been explicitly taught the concept of closed syllables and participated in some activities to read and write words with that pattern in isolation, students read a decodable passage that focuses on words with closed-syllable patterns. Students initially read the passage independently, then read it chorally with the class, answer comprehension questions related to the text, and write an answer to a final comprehension question. On another day of the lesson, students reread the decodable text with partners and completed an independent writing extension activity that relates to the text. In this writing extension, students are prompted after they finish writing to underline all the words written that have closed syllables, to check the spelling of one, and to reread to make sure they have used text evidence to support their written ideas. The instructional resources include a decodable passage titled "It's Show Time!" allowing students to practice phonics skills in connected text. This passage enables students to apply their understanding of phonics patterns, such as contractions, within meaningful reading material. Additionally, resources like word cards, sound-spelling cards, and word-building cards support the integration of isolated practice with reading decodable texts, ensuring a comprehensive approach to phonics instruction. The materials also include a "Read Connected Text" activity titled "State Fair." This activity requires students to circle the words with long spellings and then respond to the questions "What would you most like to do at the state fair? Why?" Teacher guidance is provided so that the students can read the text independently and chorally (e.g., model how to sound it out syllable by syllable).
- Materials include the "Fluency Booster Pack." This resource contains 30 additional decodable student texts that correlate with the focus phonics skills in each of the 30 units of the academic year. Each of these additional decodable texts contains lessons in vocabulary and

opportunities for written response. For example, grade 3 Lesson 15 focuses on vowel team syllables. The "Fluency Booster Pack" resource correlating with Lesson 15 is a decodable text entitled "Noisy Monkeys," which extends the opportunity for students to practice reading words with vowel team syllables beyond the scope of the regular materials.

Materials include opportunities for cumulative review of previously taught skills.

- Materials include multiple resources for cumulative review of previously taught skills, such as the "Cumulative Assessment Fluency Check" (on Day 5 of every lesson, it covers the week's focus skill as well as skills from the previous five weeks) and "Weekly Cumulative Spelling Sentences" (once a skill is introduced, it is reviewed in the spelling sentences for the next four to six weeks).
- The digital professional development resource "Explicit Instruction in Sadlier's From Phonics to Reading" explains the cumulative review of previously taught skills. It states, "The Blending Lines [instructional routine] starts with a focus on the new target phonics skill, then progresses to include Review Lines containing words with previously taught skills. In this way, students practice the skill over an extended period of time–the amount of time many students need to get to mastery so they can readily transfer the skill to all reading and writing situations. This review and repetition cycle is baked into the program's DNA and offers consistent, daily, deliberate, and mixed practice."
- The grade 3 "Fluency Check: Lessons 25–30" provides students with a structured review of phonics skills covered in prior lessons, reinforcing their learning and ensuring retention. By focusing on fluency, this cumulative assessment helps identify areas where students have mastered the content and areas that may need further reinforcement. This consistent review process is essential for solidifying phonics skills, as outlined in the example of reviewing previous phonics objectives through dictation routines and various instructional strategies.
- Grade 3 materials include opportunities for cumulative review. For example, speed drills are used as fluency practice and review. In Lesson 22, students are instructed to read previously learned one and two-syllable words to which suffixes have been added to check oral reading fluency and determine student skill needs. Have students underline the suffix in each word and refer to the suffixes (er and or) on page 181 in the Student Book. Prompt students to practice the drill during independent work time and with a partner at least two times during the week to build fluency with decoding.
- Grade 3 teacher materials include opportunities for cumulative review of previously taught high-frequency words. High-frequency words are introduced at the beginning of each lesson day and reviewed throughout the week. For example, students write new sentences in their notebooks for each high-frequency word and build each word with letter cards.
- Grade 3 student materials include decodable text in the fluency booster practice book. Students can reread the books at any time during the year to continue to review previously taught skills. The "Deer Diary" text can continue to reinforce homophones.

Phonics Rule Compliance

4.2	4.2 Daily Instructional Sequence and Routines	8/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	1/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	3/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	4/4

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

Daily lessons include explicit (direct) instruction with teacher modeling.

- The "Explicit Instruction in Sadlier's From Phonics to Reading" instructional booklet outlines the importance of daily explicit instruction with research support and explains, "There are about 20 instances in each week's lessons in which teachers are prompted to explicitly model new skills for students in the various activities.... That would add up to about 40–50 explicit models each week during about 2 1/2 hours of instruction."
- The Instructional Routines Booklet contains specific guidance, including scripted directions at times, for teachers to follow during each main instructional event within the resource. For example, the "Sample Teacher Talk" in the booklet states, "Then guide students in a choral blending of the remaining words. Tap and pause on a word for students to whisper blend, then tap again for students to chorally blend (e.g., Tap on the word and say 'whisper blend'). Then tap on the word again and say 'altogether.' Continue through the blending lines. Stop when completed, or the activity has lasted 5–7 minutes." The routine for most of these lesson types begins with explicit teacher modeling before students are guided to practice the skill. For example, the steps for "Routine 1C Blending Lines" states, "Model the first two words and discuss students' observations. Then guide students...."
- Phonics lessons throughout "From Phonics to Reading" include daily instructions for explicit teacher modeling. For example, in grade 3, Lesson 15, the "Word Study/Morphology" instructions direct teachers to "review that context clues can help readers figure out the meaning of an unfamiliar word and that context clues are words or phrases that can appear in the same sentence as the word or surrounding sentences. Use the chart of Student Book pg. 256 to review the types of context clues students have learned so far. Discuss the antonym context clue example...."
- Grade 3 materials provide the teacher with explicit instruction in phonics. In Lesson 5, directions ask the teacher to explain that the final e gives the first vowel its long sound. The teacher shares that the vowel and the final e must stay together in the same syllable, and this

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information will help students divide a word with a final e spelling pattern into parts to sound it out. Lesson 19 features a phonics lesson in which the teacher demonstrates spelling changes to base words when adding inflectional endings and incorporates activities for high-frequency words. The teacher reads each word aloud, taps out the individual sounds, and guides students to identify and mark irregular spellings.

- The grade 3 Teacher Edition has daily lessons that include guidance for direct instruction and teacher modeling. For example, it includes guidance for introducing sound spellings, learning and blending, and guiding students to read the explanation of suffixes in the Student Book Lesson 23. The Teacher Edition includes explicit directions for delivering instructions. For example, the materials state, "Remind students that recognizing suffixes will help them divide a longer word into parts when they attempt to sound it out and determine its meaning. Write readable, hopeful, painless, kindness, windy, and slowly; underline the suffix in each word; and model blending. Then, discuss how the suffix changed the meaning of the base word."

Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.

- On Day 1 of each of the 30 lessons across the grade 3 materials, the "Introduce Sound-Spelling" lesson includes specific and precise terms to clearly outline for teachers how to teach and model the new sound-spelling concept, followed by specific information on guiding students in practice and application with a paragraph of specific corrective feedback included. Examples of guided practice and corrective feedback from Lesson 18 include the following: "Have students chorally blend the remaining words.... When students make an error, say: My Turn. Point to the missed spelling.... Say the sound and ask: What's the sound? Have students chorally respond. Say: Let's start over. Blend the word with students again. For multisyllabic words, model how to break apart the word by syllable, then sound it out using knowledge of syllable types...."

- Grade 3 "Word Sort" lessons include statements teachers can use during core instruction to guide students' daily practice and application of new phonics skills. For example, Lesson 14 states, "Ask students to sort the words... according to their final stable syllable spelling patterns.... Circulate and ask students why they are putting specific words into each box.... Ask students what they learned about the words in each sort category. Guide them to understand when a word ends in -le, usually these letters and the consonant that comes before them make up the last syllable of the word."

- Grade 3, Lesson 28, includes a lesson on compound words that provides clear, structured guidance. The teacher writes words like firewood and motorcycle on the board, underlines the first word in each compound word, and models blending. The teacher guides students to look for smaller words within a longer word to help them pronounce and determine the meaning of the compound word. When children make an error, the teacher provides immediate corrective feedback by saying, "My turn," making the correct sound and having the children repeat it.

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Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

- Materials provide daily detailed guidance for teachers to utilize collaborative learning as students work to learn new content. For example, the following list contains specific directions for collaborative small groups or partnerships on Day 3 of grade 3 Lesson 17 learning events: "Sound-Spelling Review" (students reread "Blend It" lines to a partner), "Word Study/Morphology" (students share their words and sentences), "Spelling" (students complete "Spell It" with partners) and "Partner Work" (partners sort word cards for this lesson by initial syllable type: closed, open, final e, vowel team, r-controlled). It is recommended that partners do a timed reading of the speed drill on Student Book page 140.

- Grade 3 students have daily opportunities to independently practice skills to solidify their understanding of new learning while allowing teachers to address possible misunderstandings immediately. For example, on Day 2 of instruction for Lesson 18, students work independently during the following portions of the lesson: "Read Connected Text" (initial read is completed separately; students individually mark the text using the prompt and answer the question at the bottom of the page), "Word Sort" (students sort unaccented final stable syllable words and write each word in the correct box), and "Spelling" (students underline the unaccented final stable syllable in each word and write two additional words for each pattern).

- Grade 3 features lessons on compound words and contractions that provide clear, structured guidance. The lesson includes activities like "Word Sort," where students work with partners to sort and discuss word cards, and independent spelling practice, where students record words in their notebooks and review them for homework. These activities ensure that students engage in both collaborative and independent practice. The lesson effectively promotes student practice and understanding, enhancing their comprehension and retention.

- Materials support daily opportunities for collaborative and independent practice. For example, in Lesson 14, the "Independent/Partner Work" activity includes a concept sort for students to work on together in pairs. Students work together to categorize words by initial syllable: closed, open, r-controlled, and vowel team. In the same lesson, for the word study activity, students are to complete the "Practice It" section independently and then discuss their answers with a partner before sharing them with the group. In addition, lessons include speed drill activities, which are used for both independent practice and practice testing with a partner. In Lesson 19, the speed drill requires students to underline inflectional endings and then practice the words independently. Students read the list to the teacher and then practice with a partner.

- In grade 3, students' decodable text material allows them to practice reading through collaborative learning. For example, in Lesson 25, in the decodable text "Friendly or Unfriendly?," the fluency plan states that partners should reread the book together on the day after the teacher introduces it. The lesson also gives a "Turn and Talk" activity for teachers to model with students, allowing students to collaborate with their peers. Teachers begin instruction by modeling a turn-and-talk routine. Establish expectations that students understand are consistently expected in turn-and-talks. You can create a checklist or poster students may reference when they engage in the routine. For example, in a "Turn and Talk" activity, you turn to your partner and remember to tell your partner your answer or thought in a

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complete sentence or two. listen to your partner as they tell you their answer, do not interrupt, and be kind to your partner and respectful of their responses. Students focus on the assignment and stay on topic. As students engage, provide feedback and guidance, tapering as students can become more independent.

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	6/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	2/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include intentional cumulative review and practice activities throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

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

- Every lesson provides intentionally consistent practice activities for students to explore and solidify new learning through multimodal techniques. The "Multisensory/Multimodal Instruction: The Latest Research" instructional guide provided in professional development resources specifically outlines five consistent practice activities found throughout each of the lesson cycles to cite how the activities engage a student's multiple senses in ways that "are focused on a direct connection to authentic reading and writing experiences." One example is the "Word Sorts" activity for reading: students read a set of words, sort them based on spelling patterns, read the words in each category they built, and share observations with partners (and/or the teacher) on what the words in each pile have in common.
- The materials include intentional practice and a review of phonics skills throughout the progression of the academic year. The "Mastering the Skill" document included in teacher resources illustrates the philosophy "From Phonics to Reading" curricular program was built around. For grade 3, the chart tracks the progression of the long /a/ skill: students spend time learning the skill in Lesson 2 when it is introduced as well as in Lessons 3–7, where the skill is applied, reviewed, repeated, and cumulatively assessed; students focus on developing the skill in Lessons 13, 15, 17, and 19–25 with a deeper application as short /a/ is applied to more complex words with consonant blends and digraphs, and in Lessons 13, 15, 17, and 19–25, students move from the known to the new as short /a/ is contrasted with long vowel skills; finally, the chart illustrates the intentional, ongoing assessment of the skill throughout the year after it is introduced in cumulative assessments, comprehensive phonics surveys, and the evaluation of student writing.
- The materials provide opportunities for cumulative review and practice activities. Grade 3 materials provide a cumulative review for sound spelling review and speed drills located in the

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whole class/Intervention activities. Lesson 22, Day 1, includes a warm-up using a card set of previously taught phonics skills. Students read the cards as the teacher displays them, and then the teacher mixes the cards and repeats the practice. The materials support the rereading of decodable text as a cumulative review. Teacher guidance suggests that students keep the decodable texts in a folder and refer back to them to practice previously learned skills and build fluency. Lesson 22, Day 4 recommends revisiting the text "What Will I Be?," rereading it to a partner, and completing a writing extension activity to describe how suffixes work and/or help them decide what each person in the poem does.

- Grade 3, Lesson 26, on homophones, offers structured guidance and a range of activities to support student learning. This includes a sound-spelling review and speed drill, where students practice reading phonics skills cards and identifying homophones. During the speed drill, students underline homophones and read them with a partner, helping to build their fluency. The lesson also includes independent practice, where students reread words and work with partners. The lesson also includes a "Word Lader/What's My Word?" activity where students engage with word pairs to understand homophones better. The high-frequency words segment in Lesson 26 involves students writing new sentences using each high-frequency word, such as here, how, and had. They read these sentences independently and with a partner to build fluency. These activities ensure consistent review and practice of phonics skills, improving students' understanding and retention.

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

- The materials include the "Explicit Instruction" in Sadlier's From Phonics to Reading instructional booklet, which provides information on the program's deliberate intention to include phonics skill practice opportunities only for explicitly taught concepts. It states, "In From Phonics to Reading, deliberate and distributed practice is evidence in the robust review and repetition cycle embedded in the lessons. For example, the Blending Lines start with a focus on the new target phonics skill, then progress to include Review lines containing words with previously taught skills. In this way, students practice the skill over an extended period of time… to get to mastery so they can readily transfer the skill to all reading and writing situations."
- Grade 3 students engage in sound-spelling review activities on Day 1 of each lesson cycle during the intervention, which includes opportunities to practice decoding using only phonics skills that have been explicitly taught. This practice activity repeatedly advises teachers: "As a warm-up to each day's lesson, display sound-spelling cards for all previously taught phonics skills (including common syllables) one at a time. Have students chorally say the sound(s). Mix the card set, then repeat. If the card set is too large, focus on those sound-spellings students struggle with most."
- The grade 3 Phonics to Reading student workbook practice opportunities include only phonics skills that have been explicitly taught. For example, Lesson 24, Day 2 consists of a word sort activity. Students read each word with the prefixes in-, non-, mis-, and sub- that were explicitly taught on Day 1. They then write each word in the correct box. The workbook also includes a cumulative assessment on Day 5. Students read a list of words with prefixes and suffixes that were explicitly taught in Lessons 21–24. In grade 3, Lesson 26, students identify and practice

homophones. They read and blend words like there and their, directly targeting these homophones. Lesson 27 focuses on helping students identify and practice homographs, ensuring they can recognize and use these words independently. Daily practice activities reinforce these skills by having students read and write words containing homophones and homographs, ensuring they can recognize and use them independently.

- The materials include practice activities that have been explicitly taught. Long /u/ sound spelling is explicitly taught in grades 1 and 2 and then in grade 3 in multisyllabic word building. The "Learn and Blend" activity in Lesson 6 supports review and practice for prior learning and transitioning into longer words. The final e syllables are taught explicitly in Lesson 17, and final e spellings are explicitly taught in grade 2 so that previous learning supports the final e syllable concept. Final e and final e syllables are included in the Student Book's "Learn and Blend" practice activity.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Grade 3 materials include the "Decodable Text Analysis" overview document, which outlines a wide variety of details for each decodable text, including the cumulative phonics skill practice opportunities within it. Decodable titles are listed in lesson order. In addition to the two titles corresponding to each lesson, the chart lists the target skill for the text, word count, the current lesson's high-frequency words, target skill words, cumulative skill words, cumulative high-frequency words, and story words. For example, Lesson 4's "Beekeeping" decodable cumulatively reviews phonics patterns in words such as uncle, raises, boxes, nectar, liquid, take, hatch, help, collect, and will, as well as the high-frequency word called. Lesson 10's "What's That Noise?" decodable cumulatively reviews phonics patterns in words such as quiet, would, sleep, silence, hooting, rustle, raccoon, buzzing, waved, knew, and wouldn't, as well as the high-frequency words to, the, of, laughed, and what.
- Grade 3 materials include cumulative phonics practice in the Fluency Booster student practice book. The Lesson 17 decodable text, "Milkshake for Breakfast," includes a cumulative review of final e, r-controlled, and compound words as well as many high-frequency words that have been explicitly taught. The connected text in Lesson 19, "A Wild Ride," includes a cumulative review of multisyllabic, vowel team spellings and r-controlled words, along with the new inflectional endings. Lesson 19 also includes the decodable text "Game Day," which consists of the words clapped, dropped, filled, grinned, hitting, hoping, lined, loved, nodded, raced, scored, skated, skating, slipped, stepped, strapped, tried, tripped, and waved for the previously taught phonics skill "Inflectional Endings with Spelling Changes."
- Lesson 29 of grade 3 supports students in practicing cumulative phonics skills with decodable texts that build on previously taught phonics patterns and high-frequency words. For example, students read "ZIP, Zap, Zoom!" to help them recognize and sort words by common spelling patterns while reinforcing high-frequency words. They read the text independently first and then chorally, pointing to each word as they read, and participate in discussions to apply their phonics skills in context. Structured independent and partner work further reinforces their fluency and comprehension.

Lessons include an instructional focus with opportunities for practice in isolation and connected text.

- Grade 3 materials include the practice of phonics skills in isolation. For example, the focus phonics skill in Lesson 12 is closed syllables. Following an explicit lesson from the teacher centering on closed syllables, students read the short "Learn and Blend" list of single and multisyllabic words with closed syllables, have multiple opportunities to sort words with closed syllables, spell words with closed syllables, read a lengthy closed syllable word list focusing on speed to build fluency and engage in morphology work to add suffixes to words with closed syllables. Grade 3 materials include the practice of developing phonics skills through the reading of decodable text. For example, in Lesson 12, after students have been explicitly taught the concept of closed syllables and participated in some activities to read and write words with that pattern in isolation, students read a decodable passage that focuses on words with closed syllable patterns. Students initially read the passage independently, then read it chorally with the class, answer comprehension questions related to the text, and write an answer to a final comprehension question. On another day of the lesson, students reread the decodable text with partners and completed an independent writing extension activity that relates to the text. In this writing extension, students are prompted after they finish writing to underline all the words written that have closed syllables, to check the spelling of one, and to reread to make sure they have used text evidence to support their written ideas.
- After explicit instruction, the materials include opportunities to practice target/focus skills in isolation. For example, Lesson 15's target/focus skill is decoding words with vowel team syllables. After explicit instruction, students practice identifying and reading words with vowel team syllables in a speed drill. Students mark the words with vowel team syllables and then practice reading the list. Students practice over the course of the week and work on building fluency. The materials also provide a closed sort in the student book. Students sort according to the vowel team pattern and practice reading the words. The materials also include opportunities to practice target/focus skills in connected text. After explicit instruction on vowel team syllables, students read a connected text titled "Cow, Dog, Goat Guess?" After reading, students circle the words with vowel teams and answer the comprehension questions. A writing extension is included in the student book. Students reread the text and then write to explain how to play the game in the story with a friend.
- The grade 3 Phonics to Reading student workbook practice opportunities include only phonics skills that have been explicitly taught. For example, Lesson 24, Day 5 includes a cumulative assessment. Students read a list of words with prefixes and suffixes that were explicitly taught in Lesson 21–24.
- In Lesson 26 of grade 3, students focus on homophones by reading and comprehending connected texts. They practice homophone pairs both in isolation and within connected text. For example, students read sentences and stories containing homophones and sort words into categories based on their sound-spelling patterns during word sorts and spelling activities.

Phonics Rule Compliance

4.4	**Assessment**	**7/7**
4.4a	[Materials include a variety of assessment tools that are developmentally appropriate.](#)	**2/2**
4.4b	[Materials include clear, consistent directions for accurate administration of assessments.](#)	**2/2**
4.4c	[Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.](#)	**2/2**
4.4d	[Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.](#)	**1/1**

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include progress-monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials include assessment opportunities across the span of the school year aligned to progress-monitoring tools.

Evidence includes, but is not limited to:

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

- The "Assessment Overview" outlines the wide variety of assessments the "From Phonics to Reading" curricular program contains that are developmentally appropriate for grade 3 students based on TEKS expectations for the grade level. Formative assessment examples for grade 3 students are "Cumulative Assessment: Fluency Checks," "Writing Checklists," "Cumulative Spelling Sentences," "Reading Observation," and "Fluency Assessment Guidance."
- The formative assessment overview for grade 3 includes the "Cumulative Spelling Sentences and Fluency Assessment Guidance" to help students practice and reinforce their spelling and fluency skills. The "Reading Observation Form" provides insights into students' reading behaviors, and the "Writing Mastery Checklist" helps teachers evaluate students' writing skills. These assessments allow teachers to gather comprehensive data on student progress and adjust instruction as needed.
- The "Assessment Overview" outlines the wide variety of assessments the "From Phonics to Reading" curricular program contains that are developmentally appropriate for grade 3 students based on TEKS expectations for the grade level. Benchmark assessment examples for grade 3 students are the "Phonemic Awareness Assessment" (only for students receiving phonemic awareness intervention), "Comprehensive Phonics Survey," "Comprehensive Spelling Survey," and "High-Frequency Word Assessment."
- The benchmark assessments overview for grade 3 includes the "Comprehensive Phonics Survey," which covers short vowels, consonant blends and digraphs, long vowels, complex vowels, and multisyllabic words. These assessments help students practice and reinforce

their understanding of different phonics patterns. The "High-Frequency Word Assessment" evaluates students' recognition of commonly used words. The "Decodable Text and Comprehension and Vocabulary/Writing Assessments" provide additional insights into students' reading comprehension and writing skills.

- Materials include a variety of developmentally appropriate assessment tools. The "Assessment Overview" in the digital resources provides a list of available and recommended assessments for grades K–3. The "Fluency Assessment," recommended for grade 3, is administered no less than once a month and is highly recommended as fluency significantly impacts comprehension.
- Grade 3 teacher materials include a "High-Frequency Word Assessment" tool that is developmentally appropriate. The "High-Frequency Word Assessment" monitors student knowledge of high-frequency words is assessed one-on-one, and is given three times a year: beginning, middle, and end. It is one of the varieties of assessment tools test mentioned in the "Assessment Overview."

Materials include clear, consistent directions for accurate administration of assessments.

- Materials include clear, consistent directions to support teachers in accurately administering each assessment within the "From Phonics to Reading" program. Grade 3 administration videos, including the "Comprehensive Phonics Survey and Fluency Check," are available. Teachers can view a 60–90-second video of a student taking the assessment and a 60–90-second video outlining an interpretation of the score and suggestions for next steps.
- Grade 3 online assessment instructions provide teachers with clear and consistent reference tools to ensure the accurate administration of assessments. Formative assessment guidance documents include specific information on "Cumulative Spelling Sentences," "Fluency Assessment Guidance," "Reading Observation Form," "Writing Mastery Checklist," "Cumulative Assessment Fluency Check," "Cumulative Spelling Sentences," and "Writing Formative Assessments." Benchmark assessment guidance documents include "Comprehensive Spelling Surveys," "High-Frequency Word Assessments," "Phonemic Awareness Assessments," and "Comprehensive Phonics Surveys."
- The materials' Benchmark Assessments and Expectations for grade 3 provide clear and consistent directions for administering assessments. Teachers use these guidelines to ensure students accurately identify phonemic elements, read words, and demonstrate fluency. For example, by the end of the year, students should be able to read words from sections like multisyllabic words and complex vowels.
- The materials that provide detailed instructions for the administration of informal and cumulative assessments are found in the teacher's guide, which is embedded in the lessons. For example, the cumulative fluency assessments located in the weekly lesson cycle say, "One at a time, ask children to read the cumulative word list. Make one check for every word or letter-sound read correctly (accuracy) and one check for every word or letter-sound read automatically (fluency). Record the results on the Student Fluency Report on page 9C. You may want to note any specific errors on the form."
- The print version of the grade 3 teacher's guide has a comprehensive list of the available assessments, the type, what they assess, the frequency, and where they can be found. For

example, the Benchmark Summative assessment is recommended in grade 3 only for at-risk students and should be administered in the middle and end of the year.

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

- Materials include tools such as the "Writing Formative Assessment" that systematically measure students' acquisition of grade-level phonics skills. The Phonics Assessment instructional booklet states, "Writing is one of the most valuable and underused tools to evaluate a student's growing mastery of phonics skills.... If you notice a student consistently using a phonics skill in writing... then you know that this student can read these words in connected text." The "Writing Formative Assessments" document outlines the systematic way teachers can monitor student writing according to the phonics skills being taught: "When you introduce a new phonics skill, ask students to circle the name of the skill on the checklist. Tell them that you will begin looking for the correct use of this skill in their writing in the current and upcoming weeks. Once per month, review students' recent writings in their writing notebooks and other assignments using a 'phonics' lens. Review the circled skill names. If you see accurate and consistent use of the skill, place a checkmark in the appropriate column (indicating movement towards mastery) and record a few sample words from their writing using the skill to celebrate their progress."

- Teacher guidance materials include benchmark assessment recommendations to administer four different assessments to grade 3 students three times throughout the academic year: at the beginning, middle, and end of the year. Teacher guidance materials also include multiple formative assessment opportunities throughout the lessons to determine if grade 3 students are making adequate progress toward meeting grade-level expectations for each benchmark assessment window goal. If students are not progressing, recommendations are detailed for intervention support and corrective feedback opportunities.

- Lesson 26 of grade 3 offers a decodable text that systematically uses progress-monitoring tools to measure students' phonics skills. Teachers assess fluency with activities like whisper-reading and choral reading. The lesson also includes comprehension questions and a writing prompt to check understanding and application of phonics skills. For instance, students read words with homophones and high-frequency words, and teachers note their reading accuracy and comprehension. This approach gives detailed insights into each student's abilities, helping teachers identify areas where students need more practice. These methods ensure instruction meets students' needs and help them master essential phonics skills.

- Materials include a variety of formative progress-monitoring assessments that accurately measure the acquisition of grade-level skills. The digital resources under the "Assessment" tab outline formative assessments for assessment and analysis by grade level. One assessment available in grade 3 is the "Fluency Assessment." The Day 5 "Cumulative Assessment" evaluates the students' accuracy and automaticity in reading words with the week's target skill and words with skills from the previous five weeks. It should be routinely administered no less than monthly.

Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

- Materials include benchmark assessment items like the "Comprehensive Phonics Assessment Survey" (administered at the beginning of the year, middle of the year, and end of the year of grade 3) and the progress-monitoring tool "Cumulative Assessment: Fluency Check" (recommended on Day 5 of each of the 30 lessons throughout the academic year) which are aligned in task for students. Using these tools together allows teachers to monitor student skill growth and take action as needed to ensure students meet grade-level content learning expectations.

- Teacher guidance materials include benchmark assessment recommendations to administer three different assessments to (most) grade3 students three times throughout the academic year: at the beginning, middle, and end of the year. Teacher guidance materials also include multiple formative assessment opportunities throughout the lessons to determine if grade 2 students are making adequate progress toward meeting grade-level expectations for each benchmark assessment window goal. If students are not progressing, recommendations are detailed for intervention support and corrective feedback opportunities.

- The "Assessment Item Analysis" for grade 3 incorporates assessment opportunities throughout the school year, aligned with progress-monitoring tools. Teachers assess students at the beginning, middle, and end of the year on key skills such as phonemic awareness, phonics, and spelling. For example, students are expected to accurately and automatically read words with short vowels, consonant blends, and complex vowels, progressing to multisyllabic words by the end of the year. Regular assessments help teachers monitor student progress, identify areas needing additional instruction, and adjust their teaching strategies accordingly. This ensures students stay on track to meet grade-level expectations throughout the year.

- The "Fluency Assessment Guidance" for grade 3 aligns with progress-monitoring tools throughout the school year. Teachers evaluate students' accuracy and automaticity in reading through Day 5 "Cumulative Assessments," assessing their mastery of target skills and words from previous weeks. For example, fluency is measured in words correct per minute (WCPM) during the fall, winter, and spring to track progress and identify students needing additional support. Regular assessments help teachers monitor fluency development, promptly address learning gaps, and ensure students meet grade-level expectations.

- Materials aligned with progress-monitoring tools provide assessment opportunities throughout the year. A document titled "From Phonics to Reading, K–3 Assessment Overview," located in the digital resources guides the teacher through the program assessments. The document includes information such as assessment purpose, recommended administration times, scoring guidance, planning resources, and what assessments are given at each level. In grade 3 the "Writing Mastery Checklist" to monitor mastery of taught phonics skills through observation of student work is routinely administered no less than monthly.

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	6/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	1/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	2/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	2/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	1/1

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instructions. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts with specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

Evidence includes, but is not limited to:

Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.

- Digital materials include data-management tools to view individual student progress on assessments throughout the year, allowing teachers to make informed instructional decisions. The "FPR Assessments Report" dashboard provides teachers the option to build reports by choosing an individual student, the assessment period, and the assessment titles. The generated report allows teachers to determine the best learning path for each student.
- Materials provide "Progress Check" documents at the beginning of each unit for teachers to track individual student results. This form records the lesson target phonics skill, date, number correct, number automatic, and words misread for each "Fluency Check" formative assessment administered on Day 5 of each lesson. Teachers can use this information to make instructional decisions for small groups and partner work to ensure each student receives the type of accelerated instruction needed to continue growing their skills.
- The grade 3 materials offer tools to collect student data, analyze results, and plan the next instructional steps to meet each student's needs and accelerate growth. These resources, detailed in the "Assessing Phonics Instruction" section, include "Professional Development Videos," "Instructional Guides," "Assessment Resources," and "Differentiation Supports." Teachers can use resources like "Small-Group Planners," "Interactive Lesson Planners," and the Phonics Assessment e-book by Wiley Blevins to create effective action plans. Additionally, differentiation supports such as additional routines, targeted support, and a decodable text library help address specific skills and groups of learners. The decodable text library is

available to teachers in all grade levels and is the same texts from the instructional materials and Fluency Booster pack.

- Materials include digital tracking and hard copies of student management tools to track individual student progress. The digital reports allow teachers to view data for various points in the year and determine progress. The print version of the "Student Fluency Report" is located on page T2 in the teacher's guide for grade 3. Teachers can use this information to guide instruction for each student in small-group intervention activities and accelerate instruction.
- Grade 3 materials include online data-management tools for individual student progress, which teachers use to make appropriate instructional decisions and accelerate instruction. Each student has an online dashboard where they are assigned assignments based on skills learned. The online management tool grades the assignments, so teachers have quick access to data to make appropriate instructional decisions for student success.

Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

- Digital resources include the "FPR Assessment Report," a data-management tool allowing teachers to track whole-class student progress to analyze class patterns and needs of students. Teachers choose from many options to build the report they need to make instructional decisions: class, group, program level, assessment, part, and assessment period. Reports generated provide the following information for each student: name, date, category, assessment period, accuracy, fluency, rate, recordings (if available), and the option to view the assessment itself. Analyzing this report data equips teachers to group students with similar needs for intervention/advanced instruction as well as to see whole-class patterns that indicate a need to shift whole-group instruction.
- The "Graded Assignments" and "Assignment Review" for grades K–3 offer essential tools for tracking student progress and understanding their needs. Teachers can monitor student performance from the beginning, middle, and end of the year by using charts and tables to organize data on specific skills like CVC words. These resources help teachers document when students master particular skills, clearly showing class wide progress. The electronic data-management system enhances this by generating detailed reports such as line graphs and histograms, which are organized by TEKS and specific skills. These reports enable teachers to plan and adjust instruction based on comprehensive data, ensuring that they can identify patterns and effectively address all students' needs. This system supports customized progress reports for each student, aiding in the creation of targeted instructional groupings and strategies for reteaching or extending learning as needed.
- The "Assessment Overview" for grades K–3 includes comprehensive tools to monitor student progress and tailor instruction to meet individual needs. This system uses assessments such as the "Comprehensive Spelling Survey," "High-Frequency Word Assessments," "Phonics Quick Check," and "Comprehensive Phonics Survey" to evaluate key literacy skills, including spelling, high-frequency word recognition, decoding, and phonemic awareness. Administered one-on-one or to the whole class at critical points throughout the year—beginning, middle, and end—these assessments ensure continuous monitoring and instructional adjustments. Teachers can effectively interpret results and apply them to instruction with guidance and

resources available on SadlierConnect.com. Resources like professional development videos, small-group planners, and interactive lesson planners help teachers create targeted action plans. This systematic approach identifies learning gaps, accelerates growth, and consistently evaluates student progress.

- The grade 3 online materials include reports where teachers can track whole-class student progress to analyze the needs of students. The reports give data on beginning, middle, and year comprehensive phonics surveys, fluency checks, and high-frequency word assessment. In the grade 3 high-frequency word assessment, students are only reviewing words learned in grades K–2 and not actively learning new words in the lessons.

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

- Assessment materials include multiple pieces of guidance for how to administer and score assessments, when to administer assessments, how to track assessment scores, and if/then charts to guide teachers in the interpretation of scores and best next steps according to those scores. Guidance is provided throughout the academic year materials to inform teachers of specific feedback to provide if students struggle, small-group intervention lessons that correlate with lesson content, additional scope and sequences to accelerate instruction for students ready for it, and many more supports for student's needs.
- The "Student Fluency Report" includes information for teachers on the frequency of progress monitoring based on students' strengths and needs: "Administer the Cumulative Fluency Check every 3–4 weeks for all students. On the 2nd or 3rd assessment of a skill, the expectation is both accuracy and fluency. If a student misreads two or more words per "lesson" segment of the assessment, increase progress monitoring for that student to every two weeks to determine if the current instruction and intervention is positively impacting student achievement or if adjustments need to be implemented."

Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

- The "Guide to Move Students Forward on the Path from Phonics to Reading" document outlines guidance for teachers of grade 3 students to identify additional phonics support needed before jumping into grade 3 instruction. The document recommends class administration of the "Comprehensive Phonics Survey" to determine specific grade 2 skills not yet mastered, provides an if/then chart to support teachers in planning the next steps for instruction and practice for those skills, and includes an accelerated pacing chart to support finding time to add small-group lessons and potential additional whole-group needs during the first month of the academic year.
- The "Writing Mastery Checklist Administration & Analyses" document provides teachers of grades K–3 guidance on how to accelerate learning based on their writing mastery observations to give the students needed support to reach mastery of specific phonics concepts. Among the many recommendations the document provides, it states, "If you notice

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that a large number of students are struggling with one or more skills, add words with these skills to upcoming dictation, word building, and word sort activities. In addition, have students reread previous decodable texts focusing on these skills, find words in the text with target spelling patterns, and practice reading and sorting these words by spelling pattern."

- In the grades K–3 materials, the "FPR Assessment Report" provides detailed insights into individual student performance, aligning with the guidance on accelerating learning based on progress monitoring data. For example, the report allows teachers to filter assessments by individual students, classes, and specific assessment types. This feature enables teachers to identify areas where students struggle or excel. By analyzing the data, teachers can tailor their instructional strategies to address gaps in learning or provide enrichment. The system also includes options to view detailed reports on accuracy, fluency, rate, and recording, which help in developing targeted action plans. This comprehensive data analysis supports creating small-group instruction and individualized learning plans, ensuring each student's educational needs are effectively met.
- The "High-Frequency Word Assessment" for grade 3 helps teachers accelerate learning by using progress monitoring data to guide instruction. When a student consistently misses certain high-frequency words, the teacher can target those words in daily reading practice and small-group sessions. Teachers incorporate activities designed to reinforce recognition and usage of these words, providing personalized support that helps students achieve mastery in reading skills.
- Materials include guidance on how to accelerate learning for specific concepts based on progress monitoring data. Using data results, teachers locate appropriate support materials provided in the "Differentiation Supports" tab in the digital resources. The grade 3 "Fluency Routines" and mini-lessons support students through decodable text readings and speed drill word list practice. Teachers model fluency and intonation and use paired readings and reader's theater in the lessons.
- Materials include guidance on how to accelerate learning for specific concepts based on progress monitoring data. Using data results, teachers locate appropriate support materials provided in the teacher's guide under the "Intervention" heading. The teacher's guide in grade 3 includes support for filling gaps with students who missed skills in the lower levels. Lesson 16 provides guided word building, partner practice, and rereading connected texts to support phonics mastery.
- Grade 3 materials include guidance on how to accelerate learning based on progress monitoring data to reach mastery of specific concepts. In the grade 3 differentiated supports, "Striving Student Supports," a chart is provided with additional lessons to help accelerate learning. For example, Lesson 1 focuses on the phonics skill of short vowels. Teachers are given scripted directions on teaching blending, dictation, word building, word sorting, and writing extension to reinforce this skill.

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Foundational Skills

5.B.1	Oral Language Development	21/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	8/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	9/9

The materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information and share information and ideas.

Evidence includes, but is not limited to:

Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

- The digitally provided "Oral Language Development" document provides teachers with explicit instructional guidance on developing student oral language and oracy skills. This document contains very explicit instructions for teachers in supporting students as they learn to ask questions, answer questions, participate in conversations/discussions by taking turns listening/speaking, and practice "Turn-and-Talk." Teachers can follow the provided guidance to include oral language instruction throughout daily phonics lessons (during modeling, guided practice, coaching, feedback, and independent practice) but are directed in the document that "an ideal time to incorporate meaningful oral language activities is during work with decodable texts." Routine instruction for teachers contains examples that can easily be substituted for items throughout the curricular resource in order to be applicable to every appropriate lesson. For example, guidance provided for "Turn-and-Talk": "Begin your instruction by modeling a turn-and-talk routine. Establish expectations that students understand are consistently expected in turn-and-talks. You can create a checklist or poster students may reference when they engage in the routine. For example, in a Turn-and-Talk activity, you turn to your partner and remember to tell your partner your answer or thought in a complete sentence or two, listen to your partner as they tell you their answer, don't interrupt, be kind to your partner and respectful of their responses, focus on the assignment, staying on topic. As students engage, provide feedback and guidance, tapering as students can become more independent." In Lesson 5, students work together with a partner in the "Write About It"

activity. Directions require students to create a story map explaining what a diary is. Students work together to create the outline and then write their papers independently. Grade 3 "Decodable Text Lesson Plan," Unicorns of the Sea, emphasizes developing oracy skills through explicit and varied instructional methods. For instance, the "Asking Questions" section in the "Oral Language Development" document suggests that teachers model asking clarifying questions about the text and guide students to practice asking their own questions, encouraging critical thinking and active engagement. The "Turn-and-Talk" activity provides a structured opportunity for students to discuss their answers with a partner, promoting turn-taking and respectful listening. The "Conversational Turn-Taking" activity uses a "talking stick" to manage turns in conversations, teaching students to express their thoughts and listen to others. These activities, combined with guided practice and feedback, help students develop essential oracy skills, enabling them to communicate effectively and confidently.

- Instructional materials include systematic instructional guidance to support teachers in developing student oral language and oracy. The digitally provided "Oral Language Development" document explains: "While there should be numerous informal opportunities across the instructional day for oral language development, it is also crucial to give explicit focus to oral language in lesson planning. An ideal time to incorporate meaningful oral language activities is during work with decodable texts. The sophistication of these activities will grow across grade levels." Evidence of the systematic nature of oral language development from simple tasks to more complex ones throughout the academic year can be seen across the From Phonics to Reading program. For example, grade 3 students are asked in Lesson 1's decodable lesson to explain to their partners more surface-level questions like "What are some of the things the speaker of the poem does to prepare for the first day of school?" but in Lesson 28 students have progressed to explaining to partners more complex comprehension answers to questions like: "Which homographs in the poem have definition context clues? What do those homographs mean?" These strategic opportunities allow students to use progressively more complex oral language and oracy skills over the academic year to combine the oral language skills they are explicitly taught with their growing phonics knowledge during decodable text lessons. Grade 3 "Decodable Text Lesson Plan," Unicorns of the Sea, provides systematic instructional guidance to develop oral language through a variety of methods. For example, the "Read/Blend/Spell/Connect Routine" involves direct instruction where the teacher reads the word and has students chorally repeat it, modeling correct articulation. This routine guides students through blending sounds, identifying sound-spellings, and segmenting and spelling words. These methods ensure comprehensive support in developing students' oral language skills.

- The materials include many discussion prompts, group/partner collaborative learning experiences, and other opportunities for students to practice using their oral language skills but lack systematic and explicit guidance for developing specific oral language skills in the Teacher Edition print materials. Teachers must use online tools to access oral language instruction guides.

- The materials provide academic and social communication opportunities with various audiences and purposes. The decodable lessons in the digital resources support social communication, such as listening. For example, say, "As a listener, do not talk while the speaker is talking. Instead, keep your eyes on the speaker and listen. If you want to say

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something or ask a question, wait until others are finished before taking your turn to talk. Sometimes, more than one person wants to say something or ask a question. Good listeners raise their hand and wait their turn before speaking."

Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

- Grade 3 materials include multiple opportunities for students to engage in different types of academic conversation with different audiences. For example, Lesson 15 directs teachers to ask students to discuss ways to sort words with the week's target skill with partners, the list of "Speed Drill" vowel team syllables with partners, their answers to comprehension question prompts with partners before sharing answers with the class; answers to the "Word Study/Morphology" student activity page for antonyms with partners before sharing answers with the class; sentences for partners to write in the "Spell It" activity; and how to build words with word building cards with partners and then partners share words with other sets of partners. Grade 3 "Decodable Text Lesson Plan" What's That Noise? provides opportunities for students to engage in academic communication for different purposes and audiences. In the "Asking Questions" section of the "Oral Language Development" document, teachers model how to ask clarifying questions about the text and guide students in practicing this skill. This practice prepares students for academic discussions where they can ask and answer questions to deepen their understanding of the material. Furthermore, the "Academic Vocabulary Word About the Text" section involves defining key terms like "annoying" and using them in context, helping students communicate their ideas using precise academic language. These activities support students in articulating their thoughts clearly and engaging in academic discourse with teachers and classmates, enhancing their ability to participate in structured academic settings such as classroom discussions and presentations.
- Grade 3 materials include opportunities for students to engage in social communication for different purposes and different audiences. In Lesson 25, under the writing extension in the teacher edition. "Have students reread Friendly or Unfriendly? to partners. Guide students to complete the writing extension activity. Have them imagine they are one of the people in the crowd and write to describe the creature and tell if it is friendly or unfriendly. Have students complete the writing activity during independent work time. Remind them to review their responses using the "Quick Check" at the bottom of the page. Then have them share their responses with partners, get feedback, and revise as needed."

Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

- Evidence of authentic opportunities for students to actively listen, ask questions, and engage in discussion to understand and share information are woven throughout the From Phonics to Reading instructional materials. The "Multisensory/Multimodal Instruction" Teacher Guide outlines the research regarding the importance of a multimodal approach to improve student learning and explains the intentional design of instruction in the From Phonics to Reading

program to provide students a wide variety of opportunities to actively engage students' senses as they learn. On page 6 of the guide, a chart is provided from one week's lessons outlining 16 literacy activities provided in the resource, along with notations on whether the activity provides students opportunities to engage in visual, listening/speaking, and kinesthetic/tactile ways. Sixteen out of the 16 activities involve listening/speaking. This intentional emphasis on student learning through listening and speaking can be found across all lessons in grades K–3.

- Materials provide multiple authentic opportunities for students to actively listen to understand information and listen to others share information and ideas. For example, grade 3 students listen to understand every lesson as their teacher explicitly models and provides specific corrective feedback to guide their learning. Scripted lessons provide directions daily for students to listen as a partner shares ideas and information, such as reading "Speed Drill" word lists, rereading past decodable texts, comprehension question answers, word sort/word morphology activity ideas, and using high-frequency words in sentences. Materials include authentic opportunities to listen actively and ask questions. Materials implement a "Read Connected Text" routine for grades K–3 with the same method and questioning strategies. In the "Read Connected Text" activity for Lesson 1, Back to School, the students read independently first, then read chorally as the teacher circulates and gives feedback. Students discuss comprehension questions with peers before answering the teacher. Lesson 19 of grade 3 provides authentic opportunities for students to listen actively, ask questions, and engage in discussion to understand and share information. Students actively listen to the reading of A Wild Ride and to their peers during the choral reading activity. They ask questions to clarify their understanding of the text and discuss answers with a partner to refine their comprehension. The instructions state, "Guide students in a reading of A Wild Ride. Ask students to initially read it independently" and "Ask questions about the story to check comprehension. Allow students to discuss answers with a partner before you call on a student to answer." These activities engage students in active listening, questioning, and discussion to both understand and share information and ideas.

- Grade 3 materials provide authentic opportunities for students to engage in discussion and ask questions in order to understand, share information, and share ideas. Daily lessons contain a variety of learning tasks with instructions for intentional student discussion, such as partners discussing answers to comprehension questions before engaging in classroom discussion, discussing ways to sort/build words with known phonics skills, and students sharing their writing extension response together after writing a response. Lesson 30 of grade 3 provides authentic opportunities for students to listen actively, ask questions, and engage in discussion to understand and share information. Students actively listen to the reading of "It's Show Time!" and to their peers during the choral reading activity. They ask questions to clarify their understanding of the text and discuss answers with a partner to refine their comprehension. The instructions state, "Guide students in a reading of "It's Show Time!" Ask students to initially read it independently" and "Ask questions about the passage to check comprehension. Allow students to discuss answers with a partner before you call on a student to answer." These activities engage students in active listening, questioning, and discussion to both understand and share information and ideas. Grade 3 materials include authentic opportunities for students to ask questions to understand information, share information, and

share ideas. In Lesson 25, in the decodable text lesson plan for Friendly and Unfriendly! There is a section about answering questions. Teachers are directed to read a couple of pages of the lesson's decodable text. Say to students: "Think about what you saw me do as a reader." Explain, "I read the words carefully, I looked at the posted question words (how, what, when, and why), I thought about what I understood from what I read thus far and what I wasn't sure about. Then, I planned my question before I asked it." Tell students it is their turn to practice asking questions. Read the next page of the book. Ask students to follow along in their book. Then, ask, "Do you have any questions about this page? Turn and ask a neighbor. Remember to plan your question and to take turns." Circulate, listen, and guide practice, providing corrective feedback as needed. Encourage students to independently ask questions, reference the question words, plan their questions, and then remember to take turns and to listen to their partner when they are rereading texts with their partners. As you establish routines like this one, it is helpful to have students restate and follow (and, as they grow more confident, give) these oral instructions. Remind students that good readers ask questions."

Foundational Skills

5.C.2	Letter-Sound Correspondence	30/30
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	2/2
5.C.2c	Materials include 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 one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)	24/24

The materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. Materials include 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 one-syllable and multisyllable words in isolation and decodable connected text.

Evidence includes, but is not limited to:

Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)

- Grade 3 materials include explicit instruction scripts to support teachers in delivering letter-sound instruction that allows students to apply skills to basic decoding and encoding. Day 1 of each grade 3 lesson contains an explicit lesson that supports decoding in the "Introduce Sound-Spelling" section. This lesson section contains a predictable routine from lesson to lesson, with shifts only being the focus phonics skill of the week and on the application page, which includes previously learned letters/sounds. Lesson 13 includes this explicit "Sound-Spelling" skill lesson: "Guide students to read the explanation of open syllables on Student Book pg. 107. Remind students that recognizing syllable patterns will help them divide a longer word into parts when they attempt to sound it out. Write lady, prefix, cider, moto, and future; underline the open syllable in each word; and model blending. Guide students to blend the word lines and sentences. Model blending the first two words. Point out how knowing the open syllable la can help students read the word lazy. Then, have students chorally blend the remaining words." Students use this explicit lesson to gain skills needed to decode words on the "Learn and Blend" page, such as cozy, vocal, nature, and the sentence "The lady recently donated a table and computer for our classroom." Weekly "Teacher Table Think and Write/Dictation" lessons illustrate an example of explicit instruction that supports basic encoding. Similar to the "Sound-Spelling" lessons, these lessons follow the same explicit

routine to ensure students can focus on learning the phonics skills rather than the steps of a new activity. Lesson 13 includes this explicit word-building lesson: "Model how to connect students' growing phonics skills to writing. Say the word label. Model segmenting the word into syllables la-bel. Then have students segment the first syllable sound by sound (/lA/, /l/ /A/); repeat for the second syllable (/buhl/, /b/ /uhl/). Guide students to connect each sound to a spelling. Say: What is the first sound in la? That's right, /l/. What letter do we write for that sound? [Write l.] What is the next sound in la? Yes, /A/. What spellings have we learned for long a? Which spelling should I choose for an open syllable? [Write a.] Continue with the second syllable (bel). Say the following words and sentences, one at a time… Have students write them. Write the answers for students to self-correct." This explicit lesson guides students in encoding with their growing knowledge of letter-sound relationships.

- Lesson 27 of grade 3 explicitly introduces letter-sound relationships, facilitating both basic decoding and encoding. The "High-Frequency Syllables" activity introduces students to syllables found in high-frequency words like cent, ders, ship, and char. Teachers guide students in recognizing and reading these syllables, helping them identify the short and vowel sounds, which aids in basic decoding. The activity emphasizes the use of syllable types to read longer words effectively.

- Materials include a systematically ordered "Scope and Sequence" for introducing letter-sound relationships that support basic decoding and encoding. In grade 3, phonics focus skill lessons strategically move from simple skills to complex ones. For example, the year begins with short vowels, followed by long vowels, r-controlled vowels, diphthongs, a review of syllable types, and the final few units of the year are centered on morphology and vocabulary. This progression allows students to build a firm foundation for reading and writing using their growing knowledge of letters, letter combinations, and their corresponding sounds.

- Grade 3 materials include explicit and systematic instruction for letter-sound relationships that support decoding. The "Scope and Sequence" support the teaching of diphthongs before prefixes and suffixes and end with instruction that supports more complex comprehension, such as homophones and homographs. In Lesson 2, the "Open Syllables" activity provides practice in identifying syllables to decode and reviews the steps in the process of using word parts to read unknown words. In Lesson 3, students read a connected text and then respond to a question using the new word skills from that week.

- The Unit 4 "Overview" for grade 3 systematically introduces and reinforces word study skills, such as homophones, homographs, compound words, abbreviations, and contractions, to support decoding and encoding. The lessons build on previously taught skills, ensuring a comprehensive understanding through explicit instruction and practice. For example, Lesson 26 focuses on decoding, spelling, and understanding homophones; Lesson 27 progresses to homographs; Lesson 28 introduces compound words; Lesson 29 covers abbreviations; and Lesson 30 focuses on contractions. Each lesson includes specific activities for word study, morphology, context clues, and cumulative assessments. This structured approach ensures that students can apply these skills in both reading (decoding) and writing (encoding), providing a strong foundation in word study.

Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

- Grade 3 materials include frequent "Intervention" supports in every lesson to provide teachers with direct instruction scripts to support students making errors in whole group learning events. For example, in Lesson 15, this is the intervention support for those struggling to connect their vowel team phonics skills to their writing: "Say the word noisy. Model segmenting the word into syllables noi-sy. Then, have students segment the first syllable sound by sound (/noi/, /n/ /oi/) and repeat for the second syllable. Guide students to connect each sound to a spelling. Say: What is the first sound in noi? That's right /n/. What letter do we write for that sound? [Write n.] What is the next sound in noi? Yes, /oi/. What spellings have we learned for the diphthong /oi/? Why is oi a better choice than oy? Continue with the second syllable (sy)."

- Teacher materials include the "Sound Wall" lesson template, which outlines a four-step process for linking sounds to spellings with specific sentence frames and sample teacher scripts to support teachers as they work to support students with connecting phonemes to letters and/or address common errors or misconceptions students will have in this process. For example, Step 4 is "Connect to Sound-Spelling Card," and the script reads: "Let's look at our Sound-Spelling Card for Long e. I placed it beside the Sound Card, which shows how we make that sound. Look at the picture of the bee. This picture can help us remember the long e sound and its spellings. When you are reading and writing and aren't sure of which sound or spelling to use, look at the Sound-Spelling Card for help." By leading the introduction of the sound/symbol connection like this, teachers will eliminate many possible errors and misconceptions before they occur, and if a student error or misconception arises afterward, teachers can easily refer students back to the "Sound-Spelling Card" to remediate their misunderstanding.

- Grade 3 materials guide direct, explicit instruction focused on connecting letters to phonemes within words. The lessons for the introduction of sound-spelling in grade 3 include guidance for explicit instruction on connecting sounds and syllables with contrasts of previously learned sounds. For example, in Lesson 3, the "Blend It" activity teaches long o in contrast to short o. When students make an error in the guided practice, teachers have instructions for corrective feedback.

- Grade 3 materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors. For example, Lesson 21 provides teachers with a "Learn and Blend" activity. "Guide students to read the explanation of inflectional endings with spelling changes in the Student Book. Remind students that recognizing inflectional endings and spelling changes will help them identify a base word and better understand the meaning of the whole word. Write hiked, hurried, and grinned; underline the inflectional ending in each word; identify the spelling change; and model blending. Then, discuss how the ending changed the meaning of the base word. When children make an error, say: My turn. Point to the missed spelling. Say the sound and ask: What's the sound? Have students chorally respond. Return to the beginning of the word. Say: Let's start over. Blend the

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word with students *again*. For multisyllabic words, model how to break apart the word by syllable, then sound it out using knowledge of syllable types (e.g., an open syllable has a long vowel sound)."

- Lesson 26 of grade 3 includes guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words. The "Learn and Blend" activity on page 215 guides students to read and understand homophones by modeling blending and comparing words like road and rode. Teachers explain the different spellings and meanings, helping students use context to determine the correct word. This direct instruction helps students connect phonemes to letters and understand how different spellings can represent the same sounds. Additionally, the lesson includes recommended explanatory feedback for students based on common errors. The "Corrective Feedback" section provides detailed instructions for teachers to address mistakes, such as asking students to repeat the sound, identifying the missed spelling, and using contextual cues to confirm the correct word. This feedback helps students understand their errors and learn the correct pronunciation and spelling.

- Lesson 30 of grade 3 guide the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words. The "Learn and Blend" activity on page 247 helps students understand contractions by modeling blending and comparing words like I am and I'm, pointing out how the apostrophe replaces letters. Teachers explain the formation and pronunciation of contractions, helping students connect phonemes to letters and understand how contractions represent the same sounds. This direct instruction aids in the comprehension and application of contractions in their reading and writing. Additionally, the lesson includes recommended explanatory feedback for students based on common errors. The "Corrective Feedback" section provides detailed instructions for teachers to address mistakes, such as asking students to repeat the sound, identifying the missed contraction, and using contextual cues to confirm the correct word. This feedback helps students understand their errors and learn the correct pronunciation and spelling of contractions.

Materials include 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 one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)

- Materials include a variety of resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode single-syllable and multisyllable words in isolation. Resources for developing letter-sound correspondence in isolation include items like the explicit lesson scripts to guide teachers as they introduce and model letter-sound skills, as well as the specific guided practice opportunities outlined within the scripted lessons for letter-sound correspondence skills covered. Student workbooks contain resources for practicing letter-sound skills for single syllables in isolation (with a high concentration of these opportunities in the first 5–6 weeks of the year and scattered opportunities throughout the rest of the program). The layout of these practice pages in grade 3 is consistent throughout the year, with variance only in the phonics focus skill of that lesson, but opportunities for students to practice working with single-syllable words diminish

throughout the academic year as students progress in their ability to work with complex phonics skills. Practice pages involving single-syllable work in isolation include the top of the "Learn and Blend," "Speed Drill," "Sort It Out," "Word Study," and some early in the academic year "Fluency Checks." Resources supporting the reinforcing of letter-sound correspondence skills for single-syllable words learned through cumulative review of the skills in isolation include the "Word Sorts," "Spelling Work," "Word Study," and the "Cumulative Assessment Fluency Check" on Day 5 (with the highest concentration of single-syllable words being included in the first five weeks of the school year).

- Lesson 26 of grade 3 includes a variety of activities for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode multisyllabic words. The "Learn and Blend" and "Blend It" activities guide students to identify and blend homophones, which often have multiple syllables. For example, students read words like road and rode and discuss the different spellings and meanings. This activity involves breaking down the words and understanding the vowel and consonant patterns within each syllable, supporting the development of their letter-sound correspondence skills. The lesson provides practice and reinforcement through practical exercises such as the "Word Sort" activity, where students cut out and sort words like allowed, beat, and vane, identifying and confirming pronunciation and meaning. The "Spelling" activity further reinforces these skills by having students record the words and review them for homework, discussing common spelling patterns and generalizations. The materials also emphasize cumulative review with "Daily Practice" activities throughout the week, ensuring students consistently apply their understanding of syllable types and letter-sound correspondence, thereby reinforcing their learning. Lesson 27 of grade 3 provides a variety of resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode words. The "Learn and Blend" activity guides students to understand and spell homographs, helping them recognize and understand the different meanings and pronunciations of words like rose and wind. This foundational resource is essential for developing their understanding of letter-sound correspondence in words. Additionally, the "Blend It" activity involves words such as present, object, and record, which reinforces their ability to decode multisyllabic words in isolation and within sentences. The lesson further reinforces these skills through practical exercises and cumulative review. The "Daily Practice" section includes sentences containing target words, such as "She will present the gift" and "They will object to the decision," helping students apply their decoding skills in connected text. Throughout the week, students use these resources to complete "Daily Practice" activities that emphasize homographs, ensuring repeated practice and reinforcement. The teacher provides corrective feedback by modeling correct pronunciation and emphasizing the different pronunciations and meanings of homographs, which supports the accurate application of letter-sound correspondence. These resources ensure that students consistently develop, practice, and reinforce their understanding of decoding multisyllabic words.

- Materials include a variety of resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode single-syllable and multisyllable words in decodable text. Resources for developing letter-sound correspondence in connected text include explicit lesson scripts to guide teachers as they lead students

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through lessons. Student workbooks contain ample resources for practicing letter-sound skills in connected text. The layout of these practice pages in grade 3 is consistent throughout the year with variance only in the phonics focus skill of that lesson, and they include the last lines of the "Learn and Blend" page, the connected text passage, and the "Write About It" writing extension activities. Resources that provide reinforcement and review for single-syllable words in the connected text include the decodable passages/stories in each unit and the decodable texts in the "Fluency Booster Pack." Each of these texts specifically focuses on the phonics focus skill and high-frequency words in the current lesson, as well as a cumulative review of previously learned phonics skills and high-frequency words. Grade 3 materials include a variety of activities for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to one-syllable and multisyllable words in decodable text. In Lesson 20, the students will read "Race Day" independently. Prompt students to underline any confusing or difficult words and sentences. If children have difficulty with any word, stop and provide feedback. Then have the children reread the sentence with the correct word. Confirm that the word is correct by asking children to use other cues. For example, ask, "Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is that the right word?"

Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)	1/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)	6/6
5.E.1d	Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both 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 include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)

- The grade 3 materials review sound-spellings systematically throughout the course of the academic year. The From Phonics to Reading "Scope and Sequence Rationale" states the goal of the program is to "cover all the basic phonics skills in Level K and Level A (Grade K and Grade 1). Reinforce those skills in Level B (to ensure mastery and transfer) and begin applying the skills to multisyllabic words so that students' phonics lessons more closely match the text reading demands... Provide a differentiated stream of instruction in grade 3 for students who have still not mastered skills taught in earlier levels." The "Scope and Sequence" highlights the progression of main review skills, which move from simple to more complex. For example, Lesson 1 covers short vowels; Lessons 2–6 review each of the five long vowels one week at a time; Lessons 7–11 review other vowel types such as r-controlled, diphthongs, and variant vowels; Lessons 12–18 review syllable types; Lessons 19–25 cover morphology concepts; and Lessons 26–30 round out the year with a review of compound words, abbreviations, and contractions.
- The materials' "Phonics" skill lessons across the grade 3 academic year align with grade-level TEKS sound-spelling patterns. The From Phonics to Reading Correlation to the Texas

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Knowledge and Skills for English Language Arts and Reading document illustrates the many lessons the following skills are represented: students learn to decode multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en (Lessons 2, 5, 11); to decode and encode multisyllabic words with all six syllable types (all units/lessons); decode and encode compound words, contractions, and abbreviations (Lessons 28–30); spell homophones (Lesson 26); encode multisyllabic words with multiple sound-spelling patterns, knowledge of syllable division patterns, and affixes (throughout the program).

- The materials include a systematic sequence for introducing sound-spelling patterns as outlined in the TEKS. This document outlines the progression of skills for grades K–3 with this basic summary: to cover all phonics skills in grades K and 1, reinforce those skills in grade 2 (ensure mastery and transfer), begin to apply skills for multisyllabic words throughout grades 2 and 3 while teaching the six syllable types. For example, in grade 3 Lesson 7, the objective is r-controlled vowel syllables and moves to final stable syllables in Lesson 11. In grade 3, differentiated instruction should be provided for students who have not mastered skills from earlier levels.

Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)

- The grade 3 materials provide explicit and direct instruction to support teachers as they guide student learning. The materials also provide teachers with important points to emphasize about grade 3 sound-spelling patterns. For example, in Lesson 13, the Teacher Guide references using the student book and an explanation of open syllables for teacher discussion. The lesson instructions include information about recognizing syllable patterns and giving students words to model. Students follow the "Blend It" routine in the student book for practice. In Lesson 15's "Word Sort" activity: "Ask students what they learned about the words in each sort category. Guide them to understand that when they divide a word into syllables, the vowel team always stays together in the same syllable. They may also not know that a vowel team can appear in the first, second, or both syllables."
- The "Sound Wall" lesson template ensures direct and explicit instructional routines for teachers as new sound-spelling concepts are introduced throughout the academic year. Four steps are outlined, including introducing a "Sound Card," focusing on "Articulation," "Connecting to Letters/Spelling," and "Connecting to a Sound-Spelling Card." These four steps include specific directions for teacher actions and a teacher talk template with a sample script. For example, Step 4: "Connect to Sound-Spelling Card" instructs teacher actions by asking for the "Sound-Spelling Card" to be displayed and for the teacher to point to the photo for the keyword to connect the sound and spelling, and the "Teacher Talk" template includes three bullet points guiding what teachers will say each time they connect to a "Sound-Spelling Card" (such as "Let's look at our Sound-Spelling card for __. Look at the picture of the ___. This picture can help us remember the sound and its spelling(s). When you are reading and writing and aren't sure of which sound or spelling to use, look at the Sound-Spelling card for help."
- The materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. The Instructional Routines Booklet gives specific guidance on the "Blend It" activity to support explicit instruction. The guidance supports the

introduction of the skill and days 2–5 of the practice with directions. In Lesson 19, in the Teacher Edition, the teacher writes a list of words with inflectional endings and then discusses how the ending changed the meaning of the base word. The teacher then guides the student to blend the word lines and sentences. Then, have the students chorally blend the remaining words in the student book.

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)

- The materials from the From Phonics to Reading program include various activities for students to develop, practice, and reinforce their knowledge of sound-spelling patterns. For example, grade 3 materials include a wide variety of intervention/teacher table activities (such as reread and write, sound-spelling reviews, think and write/dictation supports, and the "What's My Word" game in Lesson 13); opportunities to build, sort, spell, and discuss words (in every lesson cycle for each sound-spelling pattern); opportunities to review all sound-spellings known in "Speed Drills"; reading connected text passages with a focus on the phonics focus skill for the lesson; and the "Cumulative Assessment Fluency Checks" on Day 5 of each lesson. These activities help students review and practice their sound-spelling knowledge.
- The materials include a variety of resources for students to develop, practice, and reinforce their knowledge of sound-spelling patterns. For example, grade 3 materials include the following resources: student workbook pages to guide independent application of skills taught, Elkonin boxes, syllable type cards, consonant and vowel sound walls, sound-spelling cards, phoneme/grapheme cards, counters, and if/then charts to guide teachers in planning differentiated instruction to fit students' needs best. For example, Lesson 19 provides a word sort activity where students are to sort words according to the spelling changes made before adding an inflectional ending.
- Materials include activities for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Digital resources include online practice activities such as "Is It a Word?," "Sort It," and "Build It," which are interactive games for practicing sound-spelling skills. In Lesson 5, the digital resources include a list of instructional tools, including items such as word cards, word-building cards, letter cards, and sorting masters. Lesson 24, the interactive word-building resource, has the computer say a word, and then students use a set of word parts and prefixes to build new words. The computer says the word imprint. Students must create the word with the two parts im and print.

Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- The grade 3 materials provide a wide variety of resources and activities that include taught sound-spelling patterns to support students in growing their abilities to decode and encode words in isolation. For example, in every lesson, students blend words on the top portion of

the "Learn and Blend" page; participate in the "Speed Drill" activity to identify distinct word parts in words on the list, and practice reading the columns of words to build fluency; participate in word sorts and spelling activities (both in building/grouping words, but also in partner/class discussion about how to think and generalize word patterns); work to learn skills related to morphology with word parts; review all sound-spelling patterns learned so far in "Cumulative Review" lessons on Days 2–5 of each lesson cycle, and read the letter/word list on the "Cumulative Assessment Fluency Check" on Day 5.

- The materials provide a variety of activities and resources to decode and encode words in the connected text that support students in reviewing previously taught sound-spelling patterns. For example, in grade 3 weekly lessons, the last lines of the "Learn and Blend" workbook page include sentences to decode; the connected text passage involves both reading the passage and writing a response to the "Interact with the Text" question as well as encode when writing their response to the "Writing Extension" prompt; dictation and sound-spelling review lessons are available in the Intervention sections of each lesson, and there are additional reading/writing opportunities with additional decodable texts available in the "Fluency Booster Pack" texts/lessons.

- Materials provide a variety of activities and resources to support students in decoding words and encoding words, including sound-spelling patterns taught in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction. Lesson 5 includes a review of long /I/ with silent e, igh, y, and ie. Each day, students warm up with a sound-spelling "Flash Card" activity and "Speed Drill" to practice spelling these words in isolation. Students also practice the skill in isolation in the "Sort It Out" activity. Students read the connected text, "My Diary," and practice decoding. After reading, they circle all of the long /I/ spellings. Students practice writing with the new spelling skill in the "Dictation" activity. On Day 1, students write a list of the spelling words with long /I/, and on Day 2, they do the "Think and Write" dictation activity. After reading the connected text "My Diary," students respond to the text by answering a set of questions. Students use the long /I/ spellings in the written response.

Foundational Skills

5.E.2	**Regular and Irregular High-Frequency Words**	**40/42**
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	**0/2**
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)	**4/4**
5.E.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	**24/24**
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) 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). (PR 2.A.1) (S)	**12/12**

The materials do not include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials include a variety of activities and resources (including the use of memory-building strategies) 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 include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)

- The materials do not include a systematic sequence for introducing regular and irregular high-frequency words. Grade 3 materials place instruction for high-frequency words in the "Intervention" area of the resources for students who need a concentrated review because they have not mastered the 248 high-frequency words listed in the grade K‑2 curriculum. The review words are clustered in a group of eight words that share a "common theme: reversals (e.g., *was/saw* and *on/no*); similar words without concrete meanings (e.g., *of*, *for*, *from*); and words easily confused (e.g., *there*, *where*, *then*, *when*)." Yet words are not introduced systematically across the year in a way that connects with focus phonics skills. These words introduce regular and irregular words that correspond with the sound-spelling patterns being learned in phonics skill lessons. For example, Lesson 2's phonics focus skill is long *a*, and the high-frequency words taught are *back*, *off*, *up*, *did*, *its*, *because*, *can*, and *keep*; Lesson 9's phonics skill is long and short *oo* and the high-frequency words taught are: *make*, *made*, *come*, *came*, *have*, *gave*, and *those*; and Lesson 14's phonics focus skill is final stable syllables and the high-frequency words are *my*, *by*, *buy*, *light*, *ride*, *go*, *so*, and *we*. There are isolated incidences of a matching phonics skill and high-frequency word pattern (such as in

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Lesson 13's open syllable focus with high-frequency words like *me* and *he* (among other non-open syllable types of words)).

- The materials include a high-frequency word list (representing both regular and irregular words) in *From Phonics to Reading* is research-based. Wiley Blevins explains in the "High-Impact Routine" video: "High-Frequency Words" that the 248 high-frequency words taught in the program are a combination of the Dolch 220, Fly 100, and American Heritage 100 with repeating words eliminated. The program also systematically revisits high-frequency words that, due to the recent teaching of a new phonics skill, have transitioned from irregular to decodable for students and include recently learned high-frequency words in decodable/connected text.

Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)

- The materials include "Intervention" lessons for regular and irregular high-frequency words in grade 3 involving the "Read-Spell-Write" routine to explicitly provide students support in reading and writing high-frequency words from grades K–2, being reviewed for grade 3 students who have not reached mastery. Additionally, materials include extra writing skill support in these lessons, such as teachers writing words with missing letters for students to complete, word-building opportunities with letter cards, and providing sentence starters for student partners to orally complete and then write on paper.

- The Routine 2 in the *Instructional Routines Resource Booklet* focuses on explicit instruction for high-frequency word lessons. The routine used throughout the program for this is called "Read-Spell-Write-Extend" and is used for both regular and irregular high-frequency words. The "Read," "Spell," "Write," and "Extend" portions of the routine focus on guiding students to decode and encode the new word in isolation. The "Read" portion of the routine focuses on guiding students to decode the word by asking the teacher to write the high-frequency word students are to learn in a context sentence and underline the word. The teacher then reads the sentence aloud, points to the new high-frequency word, and reads it aloud. Students then say the word together and tap (or say) the sounds they hear in the word. For "Spell," the teacher highlights known and unknown spellings that must be remembered by heart for irregular words. During the "Write," students write the word (in the air, on dry-erase boards, or on paper) multiple times in isolation as they spell it aloud. In the "Extend," students see the word added to the correct spot on the sound/spelling wall and then write an oral sentence, which they can extend further on subsequent days of instruction.

- Grade 3 Lesson 26 provides direct and explicit instruction for decoding and encoding both regular and irregular high-frequency words. The lesson guides students to decode words such as *here*, *how*, *had*, *who*, *hold*, *hurt*, *clean*, and *stop* by having them repeat each word, tap or say the individual sounds, and chorally spell the word. This approach helps students understand the phonetic components of these words. For encoding, the lesson includes activities where students write and spell the words *here*, *how*, *had*, *who*, *hold*, *hurt*, *clean*, and *stop*. The teacher models the spelling process and guides practice, and students write each word multiple times and use it in sentences. This repetition and context usage reinforce their encoding skills. The lesson also highlights irregular spellings that students need to remember

"by heart," such as in the word *knew*. Teachers point out and mark these irregularities, helping students understand and memorize the irregular aspects. Additionally, students write sentences using these words, connecting sounds to spellings and enhancing their ability to spell them correctly.

Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The grade 3 materials include intervention opportunities to support students needing additional practice with the program's 248 high-frequency words explicitly taught in grades K–2. "Intervention" activities to support students in practicing, developing, and reviewing regular high-frequency words are using the "Read-Spell-Write" routine to review the eight high-frequency words of the week and reading connected text containing many of those words on Day 2, using the week's high-frequency words in a free-write activity on Days 3 and 4, rereading the connected text from Day 2 with many of the words embedded, and using the sentences written on Day 4 containing the words for the basis for another writing activity. The materials provide a wealth of resources to support students as they develop, practice, and reinforce their ability to read and write regular high-frequency words. The "Manipulatives Kit" provided to each teacher supplies every class with high-frequency word cards (with a word on the front and a sentence containing the word on the back), dry-erase boards, and dry-erase markers. Additionally, these items within the kit provide extra support in reading and writing regular high-frequency words: instructional sound cards, phoneme/grapheme cards, and syllable cards.
- The grade 3 lesson materials help students develop, practice, and reinforce their skills in decoding and encoding irregular high-frequency words through structured activities and routines. For example, in Lesson 24, students focus on words like *why*, *where*, *were*, *what*, *water*, *work*, and *words*. The "Read-Spell-Write" routine guides students to read each word, repeat it, and tap out the individual sounds, helping them recognize and decode them. For practice, students write each word five times in a column, use the words in sentences like "It's a nice, quiet place to work," and complete words with missing letters (e.g., w_ _ _r). The lesson also helps students develop, practice, and reinforce their skills in encoding irregular high-frequency words. Using the same words, the "Read-Spell-Write" routine has students spell each word aloud and write it multiple times, aiding their encoding skills. They practice by writing each word in sentences like "The water is cold" and building words using letter cards. For cumulative review, students engage in regular dictation exercises and sentence starters.
- The grade 3 materials provide a comprehensive and structured approach to developing, practicing, and reinforcing decoding and encoding skills for irregular high-frequency words. These lessons ensure students build a strong foundation in literacy through a variety of engaging activities and resources. For example, Lesson 27 includes a comprehensive set of resources to develop, practice, and reinforce decoding and encoding skills for irregular high-frequency words. Activities such as "High-Frequency Syllables," "Read Connected Text," and "Word Sort" help students develop decoding skills. In the "High-Frequency Syllables" section, students focus on recognizing and decoding irregular high-frequency words. Resources like

"Build Fluency," "Word Building Cards," and the Decodable Passage *What's That Word?* provide repeated opportunities for students to decode these words in various contexts. Cumulative assessments like the "Fluency Check" for Lessons 22–27 offer cumulative review and practice, reinforcing students' decoding skills over multiple lessons. For encoding skills, activities such as "Word Sort," "Word Study/Morphology," and "Writing Extension" help students practice spelling irregular high-frequency words—resources like "Word Building Cards" and "Writing Extension" offer repeated practice opportunities to reinforce these skills. The lesson also includes cumulative review activities and assessments, such as "Student Fluency Reports" and cumulative quick checks, to help students reinforce their encoding skills over time.

Materials include a variety of activities and resources (including the use of memory-building strategies) 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). (PR 2.A.1) (S)

- The materials provide intervention activities to support students needing additional practice with the program's 248 high-frequency words to recognize, read, and write high-frequency words in isolation. For example, students interact with the "Read-Spell-Write" routine to review the eight high-frequency words of the week (isolated spelling and writing of the words during the "Spell" and "Write" portions) and the teacher may utilize the front side of the sight-word cards included in the "Manipulatives Kit" to review high-frequency words in isolation throughout every intervention lesson. For example, in Lesson 26, students engage in the "Read-Spell-Write" activity, where they read, spell, and write words like *here*, *how*, *had*, *who'd*, *hurt*, *clean*, and *stop* in isolation, addressing the recognition and reading of high-frequency words. Additional activities, such as writing words with missing letters and building words using letter cards, support students in recognizing and writing high-frequency words.

- The grade 3 intervention materials contain multiple activities for students to recognize, read, and write high-frequency words in connected text. Words are introduced using the "Read-Spell-Write-Extend" routine, which involves students recognizing and reading the underlined word that will be learned in a sentence and writing sentences orally created with a partner that includes the high-frequency words; using the week's high-frequency words in a free-write activity on Days 3 and 4, rereading the connected text from Day 2 with many of the high-frequency words of the week embedded, and using the sentences containing the words written on Day 4 for the basis for another writing activity. The "Intervention" section in Lesson 26 has students write each word five times and create sentences using these words, such as "How did you help?" and "We rowed the boat to the dock," covering the writing of high-frequency words in both isolation and connected text. The "Think and Write/Dictation" section has students write sentences using high-frequency words and self-correct their work, providing comprehensive practice in connected text.

- The grade 3 materials include various activities that help students recognize, read, and write high-frequency words (HFWs) in isolation and connected text. The materials provide lessons in which students use their knowledge of syllable types to read and practice HFWs. In the "Read It, Explain It, and Find It" routine, students look for words with the syllable types just

learned as they read texts in the coming weeks. They record these words by type in their writing journal during the "Find It" portion of the routine. In the "Independent/Partner" activity, students select five words from the "Read It" section. They mix up the syllables of these words for a partner to unscramble and rebuild. The connected text includes HFWs from previous weeks. Students respond to the reading by answering questions and providing answers with words from the story.

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Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	38/38
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)	2/2
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)	8/8
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	12/12
5.E.3d	Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)	16/16

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

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)

This guidance is not applicable to the grade level.

Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)

This guidance is not applicable to the grade level.

Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The materials for grade 3 include multiple activities for teachers to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles for students to decode and encode single and multisyllabic words. Weekly lesson cycles intentionally repeat, so various lessons include the following activities for decoding: "Sound-Spell Blending" lessons centered on the week's new phonics skill focus, "Word Sorts," sound-spelling reviews of all previously taught phonics skills, "Speed Drill" activities, "Reading Connected Text" passages, "Word Study/Morphology" lessons, and the weekly cumulative assessment. Weekly lesson cycles include the following activities for encoding: spelling lessons using the word sort words, spelling words emulating the phonics sound-spelling of the week, "Think and Write/Dictation" activities for students needing additional support, building words, and the weekly spelling test. In Unit 1, students focus on reading (decoding) and writing (encoding) words with various vowel patterns. These include short vowels, long vowels, r-controlled vowels, complex vowels, and diphthongs. The goal is to ensure a smooth transition to reading and writing multisyllabic words. Another strategy, the "Read Big Words" approach, guides students in breaking down multisyllabic words into manageable parts for decoding and encoding. This method emphasizes revisiting previously learned skills to strengthen comprehension and application over time.
- The materials provide a variety of engaging activities and resources. For example, Lesson 28 includes activities like "Sound-Spelling Review and Speed Drill" and "High-Frequency Words and Think and Write/Dictation" to build foundational skills. Students also use "Word Study/Morphology" and "High-Frequency Syllables and Writing Extension" to practice and apply their skills in different contexts. Cumulative assessments, such as the "Fluency Check: Lessons 23–28" and the "Student Fluency Report," provide opportunities to review and reinforce skills. The lesson features instructional resources like "Word Cards," "Word-Building Cards," and "Letter Cards" for hands-on practice. Interactive activities such as "Blend It" and "Sort It Out," along with decodable texts and practice activities like "Birdwatching" and "Build It," further support skill development. This structured approach ensures students achieve comprehensive mastery of decoding and encoding skills.
- Grade 3 materials include multiple resources to support teachers as they explicitly instruct students on applying knowledge of syllable types and syllable division principles. Resources include sound cards, instructional sound cards, phoneme/grapheme cards, syllable cards, dry-erase boards, dry-erase markers, letter and word cards, workbook pages, and a PDF of the "Reading Big Words" strategy is available for students to use.

Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)

- The materials include a variety of activities for students to practice reading and writing one-syllable words as well as multisyllabic words in isolation and connected text that builds on previous instruction, using their knowledge of all six syllable types and syllable division patterns. Activities supporting work in isolation include the top portion of the "Learn and Blend" lessons correlating with the week's phonics skill, "Word Sort" lessons, "Spelling" lessons centering on the phonics skill of the week, "Speed Drill" word lists, "Think and Write/Dictation" lessons for students needing additional support, "Word Study/Morphology" lessons, "Word Building" intervention activities, a wide variety of small-group/partner work games, and the cumulative assessment "Fluency Check." Activities supporting work in decodable, connected text that builds on previous instruction include the bottom sentences on the "Learn and Blend" page, "Connected Text" passages, opportunities to reread connected texts from multiple weeks to partners, multiple bottom sections on the "Word Study/Morphology" lesson activities, and writing extensions. For example, in Lesson 3, students engage in the "Read It, Explain It, and Find It" routine to work with syllable types in high-frequency words. This routine requires students to decode words using their syllable knowledge, select words to add to their writer's journal, and identify words within the connected text.

- Grade 3 materials include multiple resources to support teachers as they explicitly instruct students on applying knowledge of syllable types and syllable division principles. Resources include decodable passages that focus on the primary skill of the week and build on previously learned skills (in main materials and additional titles available in the "Fluency Booster Pack"), sound cards, instructional sound cards, phoneme/grapheme cards, syllable cards, dry erase boards, dry erase markers, letter and word cards, and workbook pages. For example, in Lesson 7, students work with syllable division as they decode r-controlled syllables. The "Word Study Morphology" activity reminds students of the five steps in "Reading Big Words." This process begins with breaking words into syllable parts and decoding prefixes, suffixes, and spelling patterns in the base word. Later in Lesson 7, students complete the "Connect Phonics and Vocabulary" activity, which includes underlining syllable divisions, decoding with partners, and writing words they have learned and decoded from the connected text.

- The grade 3 materials provide a comprehensive and structured approach to developing, practicing, and reinforcing decoding and encoding skills. Through a variety of engaging activities and resources, these lessons ensure students build a strong foundation in literacy. For example, Lesson 22 includes activities for students to practice decoding and encoding one-syllable and multisyllabic words using knowledge of syllable types and syllable division principles. Students engage in high-frequency syllable practice by reading syllables like cir, dle, and cor, and then using these syllables to read longer words. Activities such as "Read It" guide students to underline target syllables in words. "Word Sort" and "Independent Practice" provide opportunities to decode and encode words in isolation using word lists. To reinforce

these skills in context, the lesson features "Reread Connected Text/Write," where students read "What Will I Be?" to partners and identify syllables within sentences. The "Write About It" activity helps students understand how suffixes like -er and -or change the meaning of words in the poem. The lesson also includes resources like word cards and syllable cards for decoding and encoding practice, as well as word-building activities that use suffixes to create words such as director and teacher. These structured activities ensure that students practice decoding and encoding both in isolation and connected text.

Foundational Skills

5.E.4	Morphological Awareness (1–3)	19/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)	4/4
5.E.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	6/6
5.E.4d	Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)	8/8

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

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)

- The materials include a systematic sequence for reviewing morphological knowledge learned in prior grades as well as introducing grade-level morphemes unique to grade 3 TEKS. This systematic sequence is seen throughout the academic year. Morphological lessons begin with instructing students in encoding by applying their knowledge of suffixes learned in grades 1 and 2 to spelling change rules. For example, in Lesson 12, with students working to add affixes learned in grades 1 and 2 to base words ending in final double consonants; Lesson 13 provides student instruction in the "drop e, change y to i" strategy for adding -ed or -ing to a base word with a final e. Lesson 17 addresses adding suffixes with spelling changes (these suffixes are reviewed from previous grade levels). Moving forward systematically, students next work to use their morphology skills to identify the meaning of words in Lessons 19, 21, 23, 24, 25, and 28. Simultaneously with many of those lessons, students review and extend their knowledge of specific affixes, as seen in Lesson 21, prefixes dis-, un-, pre-, re-; Lesson 22, suffixes -or and

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-er; Lesson 23, suffixes -able, -ful, -less, -ness, -y, and -ly; Lesson 24 prefixes im-, in-, non-, and others.

- The materials systematically introduce grade-level morphemes and spelling patterns that align closely with TEKS standards. The "Scope and Sequence" document outlines that students start by identifying the meaning of and using words with affixes such as im- (into), non-, dis-, in- (not, non), and pre- in Lesson 21. They also learn to use suffixes like -ness, -y, and -ful in Lesson 23. Additionally, students demonstrate and apply their spelling knowledge by understanding how suffixes can change base words, including dropping e, changing y to i, and doubling final consonants in Lesson 19. This structured approach ensures students build a solid foundation in morphological awareness and spelling skills as outlined in the TEKS standards.
- Grade 3 materials systematically introduce grade-level morphemes following the TEKS guidelines. The sequence begins with suffixes that involve spelling changes, progresses to using morphology in related words, then covers prefixes, and finally incorporates morphology with root words. This structured approach in the "Scope and Sequence" ensures that students build a solid foundation in understanding and applying morphological concepts throughout their grade 3 year.

Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

- The materials include multiple weeks of instruction focused on using morphology that provides explicit instruction for supporting recognition of common morphemes and using their meanings to support reading comprehension (Lessons 19, 21, 23–25, and 28). Various portions of these lessons support students' reading comprehension. For example, in Lesson 19: Day 1, after introducing the sound-spelling pattern, teachers will discuss with students how the ending changes the meaning of the base word; Day 2 students apply knowledge of how inflectional endings change words as they read a connected text passage centered around base words changed in a variety of ways by adding the -ed ending; on Day 3 the "Word Study/Morphology" lesson states: "tell students that they should think about spelling changes when they look for a base word in a related word" and the corresponding student workbook page includes helpful definitions and explanations on the top that students can reference to determine word meanings, and on Day 4 students reread the connected text practicing comprehending the text with the multiple -ed words.
- The materials include explicit instruction on TEKS-aligned morphemes that support students in using what they learn about morpheme meanings to guide their abilities to decode and encode. The lessons in grade 3 also emphasize applying previously learned phonics skills. The Unit 1 "Overview" equips teachers with essential information about common rules and misconceptions that should be addressed in individual lessons. For example, opportunities to decode and encode using morphemes in Lesson 21 include: Day 1 teacher guidance states "Remind students that recognizing prefixes will help them divide a longer word into parts when they attempt to sound it out and determine its meaning" followed by the teacher modeling

specifically how this strategy works with several words before moving into guided and independent practice; Day 1 also includes opportunities for students to sort words with the focus prefixes (un-, pre-, re-, and dis-) as well as a "Speed Drill" activity; Day 2 gives students opportunities to encode words with prefixes in the connected text and another opportunity to decode and encode words with prefixes in the word sort lesson; Day 3's "Word Study/Morphology" lesson provides targeted support to students on decoding words using common morpheme meanings for support, teachers explain to students that many prefixes such as dis- have more than one meaning and they need to use context clues to verify the word's meaning as they read a passage, and this practice is extended to also include instruction centering on not all words that begin with known prefix letters are prefixes (teachers write unclear and uncle on the board and guide students in discussion on which word includes the morpheme un and how they know).

- The materials provide explicit instruction on TEKS-aligned morphemes to help students recognize common morphemes and understand their meanings for reading comprehension. In Lesson 23, teachers explain the suffixes -er and -est. The lesson covers the meanings of these suffixes, with -er indicating a comparative degree and -est indicating a superlative degree. Students identify the meanings of words such as larger and largest by recognizing the suffixes and understanding how they change the word's meaning. They also practice spelling changes associated with adding these suffixes, such as doubling the final consonant in flatter and dropping the final e in valuable. This approach ensures that students learn word formation and meaning with the suffixes -er and -est.

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The materials include activities that support students in developing, practicing, and reinforcing grade-level morphological skills. For example, in Lesson 23, students read words and sentences on the "Learn and Blend" page that include multiple prefixes and suffixes, complete a "Word Sort" activity with the focus pattern suffixes (-ful, -less, -able, -ness, -y, and -ly), read the "Speed Drill" page with a wide variety of suffixes on all of the 100 words, read the "Connected Text" containing 19 suffixes/prefixes; "Word Sorting" by suffix to understand spelling rule changes on dropping the final e or changing y to i, word study/morphology work to understand the differences in -er, -est, and -able; students complete the writing extension activity focused on the connected text and then underline all the words they used with specific suffixes, students write sentences on the "Spelling" assessment on Day 5, and read the "Fluency Check" word list containing 16 prefixes and suffixes. Grade 3 materials include multiple resources to support teachers as they instruct students on grade-level-appropriate morphological skills. Resources include sound cards, instructional sound cards, phoneme/grapheme cards, syllable cards, dry-erase boards, dry-erase markers, letter and word cards, and workbook pages.
- Grade 3 materials include activities that support students in developing, practicing, and reinforcing grade-level morphological skills. In Lesson 21, students receive instruction on the prefixes dis- and un-. The "Word Study/Morphology" activity guides students through understanding the meanings of these prefixes with examples like disable and unearth.

Students practice adding these prefixes to base words, creating new words such as disable from able and uncover from cover. The "Try It" section allows students to practice adding prefixes to a list of known words and then use the newly formed words in sentences, enhancing their comprehension and usage. In the "Concept Sort" activity, students categorize words into two- and three-syllable groups, reinforcing their morphological analysis skills. The lesson also includes a "Home-School Connection" component where students take home texts containing the target prefixes, encouraging repeated reading and practice in a different context. These activities ensure that students have multiple opportunities to develop, practice, and reinforce their understanding of how prefixes modify the meanings of base words.

- The materials provide various resources that help students develop, practice, and reinforce grade-level morphological skills through cumulative review. These resources include "Word Ladders," the "Reading Big Words" strategy, and digital practice activities like "Build It." In "Word Ladders," students change one letter at a time to create new words, thereby reinforcing their understanding of word structure and morphology. The "Reading Big Words" strategy supports students in decoding and comprehending longer, multisyllabic words by breaking them down into smaller, manageable parts. Additionally, digital practice activities such as "Build It" encourage students to combine suffixes, prefixes, and root words to construct new words. These activities are designed to enhance students' proficiency in morphological analysis and application, ensuring they develop strong foundational skills in reading and vocabulary.

Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- The materials include activities and resources that support students in using knowledge of morphemes to encode and decode words in isolation. For example, in Lesson 21 students sort words according to their prefixes and write them, spell two words with prefixes using predetermined base words in the "Spelling" lesson, write words with prefixes during the "Think and Write/Dictation" lesson, build words with base cards and prefix cards that they can read and write, write words with prefixes on their weekly spelling assessment, and read the "Fluency Check" word list which contains four words with prefixes as well as five words with suffixes. The students complete a workbook exercise by identifying the prefix in words, discussing its meaning, and writing sentences using the words with the prefixes. The lesson includes a partner activity where students add prefixes to base words, confirm their meanings using a dictionary, and use the words in sentences. Additionally, the lesson features independent and partner work activities where students sort words with prefixes and practice fluency with the new vocabulary. These activities, along with the workbook and guided practice, ensure students have multiple opportunities to engage with and apply their understanding of prefixes in different contexts. Resources corresponding with these activities include student workbook pages, word cards, syllable cards, and dry-erase boards/markers.

- Grade 3 materials include activities and resources that support students in encoding and decoding words with knowledge of morphemes in decodable connected text that builds on previous instruction. For example, in Lesson 23, students read sentences on the "Learn and Blend" page that include 6 morphemes (one sentence reads: "The graceful dancers wore brightly colored costumes."); the "Connected Text" contains 19 suffixes/prefixes; students reread the "Connected Text" multiple times throughout the week; students complete the writing extension activity focused on the connected text and then underline all the words they used with specific suffixes, and students write sentences on the "Spelling" assessment on Day 5. In Lesson 23, students receive instruction focused on suffixes such as -er, -est, and -able. The "Word Study/Morphology" activity guides children through the explanation and meaning of these suffixes, using examples from the Student Book. Students are tasked with identifying base words and adding appropriate suffixes to form new words while making necessary spelling changes. They complete workbook exercises where they read and write words with the taught suffixes. The lesson also includes a "Practice It" section where students identify and use base words and suffixes, sharing their answers with the class. Partner work and spelling review activities encourage students to sort word cards and use the new vocabulary in oral sentences. Additionally, the "Home-School Connection" provides suggestions for students to continue practicing fluency with the new vocabulary at home. These structured activities and resources ensure that students can decode and encode words with suffixes, reinforcing their morphological skills.

- Grade 3 materials provide a variety of activities and resources to help students decode words with morphemes. Students use word lists to practice decoding morphemes both in isolation and in connected text that follows previous lessons. The grade 3 decodable library includes activities that help students apply their knowledge of morphemes. For instance, the supplementary lesson plan A Wild Ride guides students to read and apply the ed ending and other endings that involve spelling changes, such as in words like beg, carry, and circle. In Lesson 12, students actively practice decoding morphemes in isolation as they explore and apply their understanding of soft c and soft g sounds. One activity prompts students to create a list of words containing these sounds that they already know and then search for these words in upcoming texts. Students practice encoding morphemes through activities such as word lists and decodable connected text that builds on previous lessons. Activities like "Build Fluency" and "Dictation" provide opportunities for students to write words both individually and within sentences. In the "Word Study Morphology" activity, students engage in two sections: "Define It" and "Practice It." Here, students utilize prefixes to alter the meaning of a single word. They then read the word within a sentence context and write down its meaning below the sentence.