

Publisher Name	Program Name
William H. Sadlier, Inc	<i>From Phonics to Reading</i>
Subject	Grade Level
English Phonics	Kindergarten

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
<u>Quality Review Overall Score:</u>	305 / 307

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	156 / 158

Strengths

- 1.1 Course-Level Design: Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, and including resources to support administrators.
- 1.2 Unit-Level Design: Materials include 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: Material 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: Materials include instructional assessments and scoring information, including tasks and activities to respond to student trends and tools for students to track 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 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.1 Alphabet Knowledge: Materials provide a systematic sequence for introducing letter names and sounds, with explicit instruction for letter identification and formation. They include activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and within meaningful print.
- 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.D.1 Phonological Awareness: Materials provide a systematic progression of phonological awareness skills, explicit instruction for teaching phonological

awareness, and offer corrective feedback and practice activities aligned with grade-level TEKS.

- 5.D.2 Phonemic Awareness: Materials follow a systematic sequence for phonemic awareness, provide explicit instruction, and connect phonemic awareness to the alphabetic principle with practice opportunities.
- 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 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).

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 and expectation of score over the academic year. The program also provides resources, documents, and strategies on how to use the program. However, materials do not include tools for students to track their own progress and growth.
- The Phonological Awareness Scope and Sequence Rationale explains: "There is a progression from easier to more complex across phonological awareness task types within each grade. The materials do begin with simple skills and larger units of sound and transition back and forth with the level of complexity outside of the TEKS for grade K. For example, lessons in grade K begin with identifying words in a sentence, and by day 4, students are blending syllables in multisyllabic words. Lesson 19 requires students to segment down to phonemes, and by lesson 29, they are substituting initial phonemes.

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 Texas Essential Knowledge and Skills (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, and 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 in 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. This learning progression highlights primary skills, word study/morphology, and phonemic awareness connected to the TEKS for each unit of instruction. For example, the chart shows the Unit 2 phonics focus for grade 1 is short a and alphabet recognition, while the phonemic awareness skills for Unit 2 include recognizing rhyme, clapping and counting syllables, blending syllables, and identifying words in a spoken sentence.
- 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 the grade K section, teachers can find the unit and lesson numbers. Next to the lesson numbers, the details include the correlating target skill, alphabet focus, spell and write cumulative assessment, take-home book title, and page numbers.

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 K 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 needed reteach or catch-up, while 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 overview's "Comprehensive Phonics Solution Pacing Guide" recommends 30–40 minutes of daily phonics instruction for kindergarten. However, the guide also instructs teachers on reducing the daily time for whole-group lessons to 15 minutes, if needed, without disrupting the sequence or coherence of the content. The rationale for the 15-minute optional lesson structure states, "This adjusted pacing guide maintains Wiley Blevins' research-based approach and philosophy."

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 K materials include a document titled "From Phonics to Reading Scope and Sequence Rationale." This rationale explains that while no sequence is perfect, some are more effective than others. In describing the more effective sequences, the rationale states, "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. Two examples of the guiding principles include emphasizing continuous consonants early to facilitate the modeling of blending sounds and introducing higher-utility letters early to increase the number of words available for reading and spelling.

- The "Mastering the Skill" teacher reference chart in the resource overview illustrates the connection of concepts to be learned as it displays the method in which 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 tasks for students, a chart outlining each lesson in the unit, and details for an accelerated add-on skill chart. The document also references other online guides, videos, and resources to help teachers prepare for the unit. Materials provide internalization guidance to help teachers prepare for teaching a unit.
- The materials include the "Instructional Routines Booklet." Teachers use this booklet to understand better the routines found in the skill areas students work on throughout the program. The booklet also includes directions for tailoring instruction to student needs. For example, for the "Blending Lines Routine," materials explain, "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. For the remaining words, run your finger under each letter 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)."

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. Examples of observed practices include the following: "The teacher models only 1–2 words, then have students chorally do the rest the first time" and "Does the teacher extend Elkonin box activities by having students replace counters with letters?" There is also teacher modeling with transfer to student implementation and, if needed, the use of manipulatives such as Elkonin box.

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 "Unit Overview & Planner" for grade K outlines the essential background knowledge necessary to teach unit concepts effectively. For example, the Unit 2 overview guides how accuracy and fluency with letter recognition affect students' ability to learn about the sounds associated with the letters.
- The "Phonological Awareness Rationale" teacher resource offers a comprehensive outline for phonological awareness instruction throughout the K–3 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.
- Grade K teacher materials provide the teacher with essential background content knowledge to teach each concept effectively. These detailed guides prepare teachers to deliver lessons to students. One detailed guide supports articulation instruction. For example, the articulation guide instructs teachers to "guide children to understand that air comes through the nose as they say the /m/ sound. Have students pinch their nose closed and try to produce the /m/ sound." Materials provide articulation guidance for each phoneme introduced in grade K.
- The materials provide a preview at the beginning of each unit that shows how activities align target skills within and across lessons within the unit. For example, the Unit 1 overview states, "Unit 1 lessons provide explicit instruction and practice of the names, shapes, and sounds of the letters m, a, s, t, and p. Children will read (decode) and write (encode) words such as am, Sam, at, mat, pat, sat, and map. An action rhyme for each letter is provided to reinforce the letter sound."

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

- The materials include resources that build connections between home and school. Grade K offers families recommendations in Spanish and English for each unit on how to support their child's progress. For example, within the "Student and Family Resource" section, use the resource "Apreciada Familia" in Unit 2. 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. The letter informs parents in Spanish, "At the end of each week, your child will bring the booklet home. Read the story to your child or read it aloud together, pointing to each word as you say it. Reading multiple times will help your child practice the skills from the lesson." This activity supports families in aiding their child's progress by encouraging parental involvement and reinforcing reading skills at home, enhancing the child's comprehension and fluency.
- The "Instructional Resources" section assists families in Spanish and English for every unit, offering recommendations on supporting their child's progress. For example, families use the resource titled "Extend Your Learning" (English and Spanish). The material provides an activity by having students find short vowels in magazines, books, and signs. Parents can easily do this at home, as the directions are written in English and Spanish. By encouraging parental involvement and reinforcing reading skills at home, this activity helps families support their child's progress and enhances the child's comprehension and fluency.

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.

- Materials for grades K–3 include "Unit Planners" to help teachers meet the lesson's 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 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, in grade K Lesson 6, the "English Learner" lesson states, "Sound Transfer—The /n/ sound and spelling transfers in Spanish, Vietnamese, and Hmong. Focus on articulation. Model correct mouth position...." The "Unit Planners" provide lessons to support English language learners and TEKS.
- The teacher materials include a comprehensive list of all materials, supplies, and assessments needed to support instructional activities for each lesson. For example, the materials and supplies list for Lesson 17 includes word cards, letter cards for sound recognition, and a cumulative quick check for letter sounds. The material also includes "The

Boat" decodable text lesson plan. This plan gives strategies to follow before, during, and after reading the decodable text.

- The materials provide instructional assessments to assess student mastery of lesson content objectives in print and online resources. For example, the formative assessment resources for grade K give a checklist stating, "Student can identify the difference between a letter and a word. Prompt: Write a series of letters and words on the board. Ask the student to circle all the letters." The "Unit Planners" provide lessons to support English language learners and TEKS.
- The lessons begin with a specific learning objective and follow a suggested bullet-pointed structure detailing these components. The lessons follow a clear format that includes step-by-step instructions on teaching each new component within a lesson. The strategies for diverse learners provide differentiation. For example, the text states, "Guide children to understand that air comes through the nose as they say the /m/ sound. Have students pinch their nose closed and try to produce the /m/ sound." This guidance supports differentiation in instruction by enabling teachers to provide specific, targeted guidance to students who struggle with nasal sounds, ensuring each student can accurately produce and understand phonemes based on their individual needs. The "Unit Planners" provide lessons to support English language learners and TEKS.
- The materials provide guidance and recommendations on the required time for lessons and activities, with options for various scheduling considerations. For example, the "Overview" page gives teachers access to the "Annual Pacing Guide" in grade K resources. However, the "Unit Planners" provide lessons to support English language learners and TEKS.
- The materials guide outlines when assessments are available for grades K–3: at the beginning, throughout, and end of each unit. The "From Phonics to Reading Overview" provides a detailed plan for formative and cumulative assessments, which outlines the availability of assessments at the beginning, throughout, and at the end of each unit for grades K–3. For example, the material specifies administering the beginning-of-year assessments before starting the units and completing them within five days. The "Unit Planners" provide lessons to support English language learners and TEKS.
- The unit overview at all levels, grades K–3, includes language support strategies. For example, the unit overview chart in Unit 4 references sound transfer on page 203. The reference states, "The /k/ sound transfers in many languages, but the k spelling transfers only in Spanish, Vietnamese, Hmong, and Tagalog. Focus on articulation. Model correct mouth position (lips separated). Guide children to raise the back of the tongue and press against the roof of the mouth." 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 materials for grade K both contain a guide entitled "Implementing From Phonics to Reading" that clearly outlines the suggested timing for each component of the daily lessons. For example, they state, "1. Phonemic Awareness 5 min," "2. Introduce Sound-Spelling 10 min," and "High-Frequency Words 5 min." The teachers can view suggested timing for each component of daily lessons in clear headings throughout the materials such as "Dictation 5 min" and "Word Building 10 min."

- The materials offer a clear overview that suggests the timing for each component. They also direct teachers to engage students regularly in tasks like oral and writing prompts to apply their knowledge. For instance, in grade K Unit 1, the "Introduction" under the "Instruction and Practice" tab. This section suggests, "Day 1 Sing and Day 2 See It." Toward the end of the lesson, students write the uppercase and lowercase letters.
- The materials include a "Comprehensive Phonics Solution Guide" and a "Fast Track" plan for pacing. This plan is an option for school schedules with less instructional time for daily 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 K 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).

- The unit overview under instructional activities provides enrichment opportunities. For example, Unit 3 provides a "Tic-Tac-Toe-Three in a Row!" game. Students choose a square on the tic-tac-toe board, name the picture, and say if it has the short o sound. If so, that student receives an x or an o to place in the square. In the "Unit Overview," the planner includes a column titled "Home-School Connection" that lists pages in student workbooks for homework.
- The materials provide families with the "Dear Family" (English) and "*Apreciada familia*" (Spanish) family letters in the "Student and Family Resources" tab of every unit's resources, allowing families to extend their student's learning from school to home.
- The materials 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 K, there is a "Unit 2 Enrichment Big Mouth" activity to have children practice identifying words with short i.

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 included. 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 assessment tasks, as well as questions. In grades K–3, teachers can digitally reference the "ELAR Assessment Item Analysis: TEKS Correlation Chart" to view a list of assessments given at 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." Materials include a variety of tasks to assess students. For example, in the grade K online materials, the "Print Concepts Assessment" assesses students through various tasks such as handling a book; writing words; forming sentences; listening to and drawing the beginning, middle, and end of a story, and retelling a story.
- Digital teacher materials include an "Assessment Overview Chart" outlining the assessments within the resource from grades K–3. The chart shows various assessments, including formative and summative options, to be administered at specified times throughout the academic year. These assessments provide guidance on student progress and

comprehension. For example, the overview includes a "Writing Mastery Checklist" that monitors the mastery of phonics skills.

- Grade K materials contain multiple formative assessments at the lesson level that vary in task to demonstrate student learning of concepts. For example, in Lesson 6, students identify words beginning with the /n/, /m/, and /p/ sounds; circle the corresponding letter symbol; and write the letter symbol. Additionally, students complete a "Listen and Spell" dictation activity involving writing words with n, m, and p and concepts learned in recent units (t, c, a, the) like "Pat the tan cat."
- Materials provide information on formative assessments, including administration and analysis. A variety of formats for testing are found throughout the curriculum. For example, the letter formation and reading observation assessments are recorded on teacher observation sheets. The high-frequency word assessment is administered like a traditional spelling test in the grade K materials. The cumulative fluency check assessment is a list of letters or words read in isolation. The teacher listens as the student reads the list, marking whether they read the word automatically or struggled to read it. This assessment is administered in every lesson on Day 5. The assessments are scheduled throughout the curriculum.

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. The digital teacher materials include an "Assessment Overview Chart" outlining the assessments within the resource from grades K–3. This chart outlines the following assessment items: where to find them, purpose, administration guidance, frequency, scoring guidance, professional development support, and planning resources. For example, the chart defines "Cumulative Assessment" as a formative assessment that evaluates accuracy and fluency.
- Teacher online materials explain fluency assessments provided throughout the academic year for grade K. The "How Do We Assess Fluency?" article includes information on the intended purpose of these weekly assessments: it should "alert teachers quickly to decayed learning that will need to be immediately addressed so that foundational skill 'holes' don't develop." Materials include "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. The system's structure is outlined in one chart titled "From Phonics to Reading, Grades K–3, Assessment Overview." 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. Grade K Lesson 4, Day 5 of the teacher's guide print materials, includes a cumulative fluency assessment. The materials state, "Cumulative assessments help you determine which skills have truly been mastered."
- The online "Professional Development," instructional support by Wiley Belvins, offers assessment videos that define formative assessments and their purpose of informing

instruction, helping teachers and students make adjustments, identifying misconceptions, gauging progress, and guiding instructional decisions. The two-part video series on assessment under the instructional guides heading includes explicit details on the 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 include opportunities for assessment training in the "Professional Development" tab. They also provide an assessment overview, including the definition of diagnostic assessments. This pre-evaluation gauges students' knowledge and identifies learning gaps before a new topic. It 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."

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. 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." For each assessment, 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. The "Author Debrief" discusses the anecdotal evidence supporting teachers' consistent and purposeful data collection.
- In grade K, teacher materials explain the purpose and procedure of assessments on Day 5 of each lesson cycle throughout the program to ensure consistent and accurate administration of the assessment. For example, on Day 5 of Lesson 6, the materials state, "Cumulative assessments help you determine which skills have truly been mastered.... Administer the assessment: Select a small group of children to assess... One at a time, ask children to read the cumulative word list. Make one check for every word read correctly (accuracy) and one check for every word read automatically (fluency)..." Materials provide teachers with "Benchmark Assessment Administration" and analysis, which gives an overview of the assessment and offers step-by-step guidance for administering each measure and support in understanding the benchmark.
- The formative assessment administration guide provides directions and an if-then chart for implementing instructional supports based on the assessment outcomes. Materials also offer administration guidance videos with examples of student information. After administration, teachers use the debriefing videos for guidance on decision-making based on assessment outcomes. These videos are the same for all levels, grades K–3.

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

- The diagnostic benchmark, formative, and summative assessments align with the TEKS and lesson objectives. The "ELAR Assessment Item Analysis: TEKS Correlation Chart" shows a list of assessments at the beginning, middle, or 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 K materials contain multiple formative assessments at the lesson level that are directly connected to the TEKS and objectives of the lesson. For example, in Lesson 6, two objectives are "isolate beginning sounds in words" and "sort words with /n/ and /m/." After engaging in the lesson, students are given an independent practice activity to complete that involves identifying the beginning sounds of words. Then, teachers are guided to "use the page as an informal assessment of children's developing ability to identify words that begin with the /n/ sound."
- Materials contain the "ELAR Assessment Item Analysis TEKS Correlation Chart." This chart provides a clear overview of how the assessments align with the TEKS, helping teachers ensure that their instruction meets state standards. For example, in grade K, students are assessed on letter names. Beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) expectations are listed. In grade K, the EOY expectation is for students to accurately and automatically identify all 26 letter names (uppercase and lowercase), aligning with TEKS 2.Bi for grade K.
- Materials provide identification of TEKS alignment in assessments, which is in the document titled "Benchmark Assessments and Expectations" under the "Overview" tab. Assessment materials align by concept and are 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.

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, the "ELAR Assessment Item Analysis: TEKS Correlation Chart" lists assessments given at the beginning, middle, or 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."
- The "Cumulative Assessments" provide instruction on assessments that vary in level of phonics skill complexity throughout the academic year. Still, there is no variation in the student activity of reading items off the list throughout the year. Students read from a provided list. For example, in Lesson 7's "Cumulative Assessment," grade K students read, "p, at, b, sat." In Lesson 25's "Cumulative Assessment," students read words like quit, duck, boxes, and will.

- The instructional assessments include standards-aligned items. For example, the materials provide a "Cumulative Review" at the end of each unit. In grade K "Cumulative Review," students complete an activity using the high-frequency words to and the. This aligns with the grade K standard TEKS 2.Biv, 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.

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. The "Cumulative Assessment: Fluency Check Administration and Analysis" document in the online resources provides instructions for scoring, guidance for interpreting student data, and instructional supports to respond to student performance. For example, the materials state, "If students misread two or more words per 'lesson' segment of the assessment... continue to work on the skills students have yet to master in small-group time. See previous lessons targeting the skills assessed."
- The "Phonemic Awareness Assessment: Administration and Analysis" 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 K, teachers can view "Administering: Comprehensive Phonics Survey Grade K Alex," 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.
- The online materials for grades K–3 provide teachers with the "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 six steps for the teacher to follow at the beginning. Additionally, it guides teachers in interpreting student performance and responding effectively to assessment results with a document flow chart labeled "If, Then, and Instructional Supports."

- 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. All assessments are created and accessed through the digital platform. The overview lists resources for the scoring guidance, but no live links are in the document. All guidance for scoring and analyzing data is in the "Professional Development" tab under "Professional Development Planning."
- The teacher guidance materials provide an "Assessment Overview" document under the "Assessment" tab. This document details the purpose, what is evaluated, how it is administered, and the frequency of each assessment. The document references the "Assessment Item Analysis," a skills checklist with timelines, and TEKS correlation. Guidance on using the data from the assessments is in the "Assessment Benchmark PDF," which provides instruction and support on administering and analyzing the assessment data.
- The online Teacher Edition provides materials in the formative "Assessment" tab that provide specific guidance on determining the frequency of progress monitoring by providing "Weekly Cumulative Spelling Sentences." For example, grade K Lesson 20 provides the following spelling sentence dictation: "We get a big box. I see six kids." It also analyzes student writing.

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

- The materials guide the use of included tasks and activities to respond to student trends in performance on assessments. In grade K, the online resource "Print Concepts Assessment" guides teachers in accurately assessing student print concept knowledge and outlines specific next steps for teaching each specific skill a student may lack. For example, if a student does not understand spaces in separate words, the document suggests the following: "Model reading a sentence—smooshing the words together and not paying attention to the spaces between them. The model points to each word as you say it, and note how each word is separated by a space. Ask: Which way sounded correct?"
- In grade K, 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 on Lesson 6, Day 4 direct teachers to "repeat the Listen and Spell activity on Student Book, pg. 84, with children who struggle. Use sound boxes and counters. Stretch the sounds in the word pan. Place one counter in each box as you move from sound to sound...."
- The materials provide teachers with differentiation support. This material provides targeted instruction and differentiated activities tailored to students' diverse needs. For example, teachers use the "Above-Level Student Supports," which 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 for grade k and provide feedback.

- The materials provide the interactive "FPR Assessment Reports" in the digital resources under the "Report" tab at the top of the page. All digital assessments are stored here for review, analysis, and data tracking. The reporting system has filters and report criteria to enable teachers to sort data by class and assessment. Based on the findings in these reports, teachers then utilize the "Targeted Supports" and "ABC Express Instructional Routines" to reteach in small groups and monitor progress.
- Teacher materials support grade K students who perform poorly in phonemic awareness. For example, the materials state, "The following phonemic manipulation activities provide support in addition to the Phonemic Awareness Activities found in each lesson of From Phonics to Reading, Level K." The guidance includes a chart for teachers with a detailed model and practice plan.

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 pre-teaching 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.

- The materials include teacher guidance for differentiated instruction. Grade K digital materials contain "Striving Student Supports," which teachers can reference for additional differentiated instruction supports for students who have not yet mastered grade-level content and skills. This extra support is provided for all 30 lessons of the academic year. It includes additional instruction for each area of the lesson cycle, including blending, dictation, word building, word sorting, and writing extension. One example of additional word-building differentiation support is "Complete TRACE, WRITE, AND BUILD in two sessions, one for high-frequency words and one for decodable words..." The materials also 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.
- The materials for grade K provide specific daily guidance for teachers to provide targeted support for students who have not yet reached proficiency for grade-level content and skills in a "Teacher Table Intervention" section of the Teacher Edition. For example, in Lesson 9, Day 3, the "Teacher Table Intervention" section leads teachers to repeat the "Think and Write" activity in the Student Book. Additional guidance suggests that teachers "use sound boxes and counters. Stretch the sounds in the first word. Place one counter in each box as you move

from sound to sound. Have children repeat. Then model how to connect each sound with a spelling...."

- The "Additional Striving Students Supports" document also provides guidance and explanation about the techniques for modifying expectations. The grade K chart corresponds to each lesson and addresses the phonics focus, blending, dictation, word building, word sorting, and writing extension. Each category has a support or scaffold to implement for struggling students. An example to support grade K students is the writing extension: "Support students in choosing a picture to draw for the first letter in their names."
- The materials provide a "Pronunciation Guide for English Learners," which 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 Teacher Edition materials include specific recommendations for guidance and support. For example, the materials state, "High-Frequency Words: Have students write sentences in their writing notebooks for the high-frequency words from the phonics lesson." Furthermore, the materials also state, "Provide sentence frames or starters as needed. Each week, have them read their sentences from the beginning of the year to a partner. Include words from previous lessons they are still working on. For differentiated/small group reading to support students who have yet to master grade-level content and skills." 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 and support for unfamiliar vocabulary and references in the text. In grade K, a lesson on phonemic awareness within Lesson 8, Day 1 involves the teacher explaining the process of oral blending. As the lesson opens, the materials state, "Tell children they will be blending, or putting together, sounds to make words...." This is a preteaching of unfamiliar vocabulary that will assist students in understanding the lesson that follows.
- In grade K, a lesson on print concepts within Lesson 12, Day 2, involves the teacher referencing word spacing and reminding students of the concept to promote learning. The lesson states, "Have children chorally read the last sentence on page 1 from the story. Ask: How many words are in this sentence? Yes, there are three words. Remind children that we use spaces between words to know where one word ends and another begins...."
- The materials provide grades K–3 with online "Differentiation Support" resources that offer targeted instruction and activities tailored to diverse student needs across all lessons. "English Learner Support" includes preteaching or embedded supports for unfamiliar vocabulary. For example, the grade K materials suggest preteaching the names of picture cards for the "Sound Sort" and the items on the "Trace and Write" page.
- The teacher's guide provides a "Read Connected Text" section in each lesson in grades K–3. The level K materials preteach vocabulary. The teacher's directions say to guide the students

in reading the text. This guiding procedure begins with 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 predecodable text "My ABC Book" includes an "Introduction to Text Vocabulary" that reads, "Even though the words in decodable texts are often basic, Tier 1 words, some words, especially story words, might be unknown. The goal of phonics instruction must be decoding words with the newly taught phonics skill and knowing the meanings of these words and any story words to improve reading comprehension. The Read/Blend/Spell/Connect Routine below provides an effective routine you should use to preteach the unknown words and build students' vocabulary knowledge."

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

- The materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students proficient in grade-level content. Grade K 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, dictation, word building, word sort, and writing extension. For example, for the dictation activity in Lesson 11, teachers will include the words hits and hat and the additional sentence "Pam has the hats." 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 K, there is a "Unit 2 Enrichment Big Mouth" activity to have children practice identifying words with short i.
- Teachers use differentiation support in the online resources for grades K–3. These materials provide targeted instruction and differentiated activities tailored to students' diverse needs. For example, the "Above-Level Student Supports" offer additional resources for differentiated instruction. For example, a grade K writing extension activity challenges students to include two to three sentences about themselves to accompany their pictures.
- In grade K online materials, in Unit 1, Lesson 1, Day 1, the "Learning Center/Enrichment" section offers an enrichment activity called "Alphabet Corner." Furthermore, by the conclusion of Day 5, the lesson suggests a writing extension.
- 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

Mm, Blending Alphabet: Have students write each letter of the alphabet and a word they know containing that letter. Dictation: Select ten letters (five consonants and the five short vowel spellings). Say the sound for each letter. Have students write the letter. Word Building: Give students the following letter cards: a, i, s, m, t, p, n. Ask them to use the cards to make as many words as they know. Word Sort: Give students the following words: am, at, is, it. Have students sort them into two piles based on what they see in common. Writing Extension: Challenge students to include 2–3 sentences about themselves to accompany their pictures."

- The online Teacher Edition materials provide video professional development on enriching students proficient in grade-level skills. These videos are online in the "Professional Development" section, "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 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 "Professional Development" overview page provides guidance on modeling, explaining, and communicating through instructional guides and videos demonstrating effective teaching practices. For example, teachers can view the "High-Impact Routine: Blending" video to support their modeling. The materials also guide teachers in explicitly explaining and communicating the concepts to be learned.
- The print materials include detailed lesson plans with prompts for teacher guidance. One explicit guidance the materials provide is explaining that words have parts called syllables. The lessons in the grade K materials have three main headings for teacher direction: "Phonemic Awareness," "Alphabet Recognition," and "Alphabet Sequence." Each heading contains prompts for the teacher to deliver the instruction: "Tell children that some words are short and some are long. Say the words pan and pancake and have the children repeat them. Ask: Which word is longer, pan or pancake? That's right; the word pancake is longer."
- The grade K Teacher Edition materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. Lesson 21, Day 1 provides teachers with an explanation of the read-spell-write model for teaching high-frequency words. For example, the read model instructs the teacher to write the word in a context sentence and have students read it chorally. Then, the students say or tap the sounds they hear in the word. The spell model instructs the teacher to spell the word aloud while pointing to each letter and then have students repeat it. The write model has the teacher ask the children to write the word two times on the Student Book page as they spell it aloud.

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

- Grade K 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 10, Day 1 of instruction, teachers lead students in opportunities to read words in isolation containing new and review phonics concepts, practice the phonological awareness skill of blending sounds to make words, learn new high-frequency words with the read-spell-write strategy, and look through old magazines in an enrichment center for pictures that begin with Dd to make a collage.
- 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 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).
- In the online resources for grades K–3, teachers use the Instructional Routine Booklet. 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 about the talk about how words work."
- The daily instructional strategies in the print version of the teacher's guides for grades K–3 utilize daily routine strategies. 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, "1. Phonemic Awareness MIN 5 Recognize Rhyme Say two words: mat, sat. Ask: What is the same about the words? Yes, mat and sat end with the same sounds. Listen: /m/ /at/, mat; /s//at/, sat. Words that end with the same sounds rhyme. Mat and sat rhyme because they both end in -at. Continue with these word pairs. Have children repeat the words after you. Ask children to show thumbs up if the words rhyme and thumbs down if they do not. man, pan; man, top; cat, bat; bat, run. Provide corrective feedback as needed."
- 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 K materials include opportunities for students to explore concepts in lessons in various types of practice, including guided, independent, group, and literacy centers. For example, in Lesson 11, Day 1, in the "Introduce Sound-Spelling" lesson, students raise their hands in the air and wave them to cool themselves in the action rhyme for the /h/ sound, seeing the letter Hh while connecting it to the /h/ sound, finding words with h and underlining the h in each word, and watching the teacher model reading words with letter h before practicing chorally reading a word list with letter h and other recently learned letter sounds themselves.
- Digital materials provide specific instructions for teachers to teach routines necessary to achieve effective instructional practices in the Instructional Routines Booklet. Specific routines are 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. The Instructional Routines Booklet includes activities tied to the student workbook and cards for sorting and writing activities.

- Materials include recommended structures to support effective implementation in bulleted instructions. For example, in grade K Lesson 11, Day 1, bulleted instructions under the heading "Introduce Sound-Spelling" states, "Repeat and have children join in.... Guide children to find the words.... Model blending the first word.... Have children chorally read.... Blend the word with children again."
- In the online resources for grades K–3, the "Differentiation Support" provides 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 reached proficiency in grade-level content and skills.
- The printed grade K Teacher Edition provides clear headings and labels to support the teacher in differentiating between the different types of guided practice (e.g., 1. Phonemic Awareness, 2. Alphabet Recognition, 3. Alphabet Sequence), learning center/enrichment, and teacher table/intervention used in the 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 and written 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 program offers a general overview for teachers to support English learners (ELs) under "Differentiation Support: English Learner Supports." This section suggests strategies such as previewing the text and providing vocabulary support.
- In grades K–3, online resources, the "Pronunciation Guide for English Learners" 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 /B/. The /B/ 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 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 English learners' 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 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 English learner 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 English learner 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 to support emergent bilingual students.
- The print version of the teacher's guide provides a "Teacher Table" lesson for English Learners 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.

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 apply the skills to multisyllabic words so that students' phonics lessons match the text reading demands more closely. Include work with multisyllabic words throughout all of [grade 2 and 3] and teach the six syllable types."
- Grade K materials follow a systematic progression that begins with basic foundational skills and advances sequentially in complexity throughout the academic year. For example, kindergarteners begin their word study skill building with sound/symbol knowledge for each letter of the alphabet, then transition into more challenging phonics skills such as s endings, final double consonants, blends, and ending the year with long vowels. For example, in grade K Unit 3, students first learn the sounds /h/, short /o/, /r/, and /b/. Eventually, they progress into the "word building" part of the lesson, where they blend those sounds (and previously taught ones) into words like had, his, not, on, bat, rat, and bad. This ensures a logical progression from easier to more complex skills. As outlined in the program overview, the

materials also follow a systematic scope and sequence phonics program designed to promote early reading and writing for grade K. For example, the level K Unit 4 overview provides sequential instruction, which begins with practicing the names, shapes, and sounds of the letters k, e, g, w, and x. Children will then apply the letter skills to read (decode) and write (encode) words such as hem, sock, dog, wag, and fox later in the unit.

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

- The materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence). 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."
- The professional development resource "Explicit Instruction in Sadlier's From Phonics to Reading" defines the importance of deliberate and distributed practice during explicit instruction and provides justification for how the "From Phonics to Reading" curricular resource offers daily opportunities for students to practice phonics skills intentionally. 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 "Comprehensive Phonics Solution Pacing Guide" for grade K provides explicit (direct) opportunities for phonics by outlining daily activities focused on teaching sound-symbol correspondences. Each day, the guide allocates specific times for phonemic awareness, sound-spelling/blending, and high-frequency words. For example, on Day 1, teachers introduce sound-spelling/blending for 10 minutes and practice high-frequency words for five minutes, ensuring that students receive explicit, focused instruction on how sounds correspond to letters. This structured approach builds a solid foundation in phonics, with specific activities such as phonemic awareness for five minutes each day to reinforce learning.
- The materials' explicit instruction includes the direct modeling of skills before guiding students through practice opportunities. The established model for this instruction is the "I Do, We Do, You Do" gradual release model. In each lesson, students begin with a phonemic awareness activity and then are introduced to the target skill using action rhymes and displayed sound-spellings. Teachers follow scripted, explicit instructions and daily routines to

teach the skills. Students have daily opportunities to practice new and review skills with teacher guidance, in partners, and independently.

- The guide integrates phonics skills into everyday activities to ensure intentional daily opportunities for practice. Students engage in consistent sessions for phonemic awareness, sound-spelling/blending, and high-frequency words daily. Additionally, activities such as reading connected texts, word building, and dictation reinforce the phonics skills taught. This provides daily repetition and application in various contexts.

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

- Grade K materials include the practice of phonics skills in isolation. For example, Lesson 10 explicitly teaches the letter symbol d connected with its sound /d/. Then, students read a list of letters and words on their "Learn and Blend" page, build words containing d with letter cards, and write words with the letter d.
- Grade K Lesson 15 provides focuses on sound-spelling activities that practice phonics skills in isolation. The introduction to sound-spelling provides direct instruction on the /l/ sound spelled l, where students identify and underline the l in words like lick, lemons, and limes. These activities help students concentrate on individual phonics elements, reinforcing their understanding of sound-symbol correspondences without the context of a full text. The materials also provide activities for phonic skills practice in isolation in the cumulative quick check activity in Lesson 19. Teacher guidance directs the display of cards of all the previously taught phonics skills for students to read chorally. The teacher then mixes the words, and the drill is repeated. Another example of phonic skill practice is in Lesson 22, under interactive practice activities, students will use an online sound it, spell it activity. There is a picture of a tub. The word is read to the student, and they must choose from a series of letters to build the word tub in sound boxes.
- Grade K materials include developing phonics skills through reading decodable text. For example, after students learn to read words with the letter d in isolation during Lesson 10, students read the decodable text "Dan and Dad." This short text contains many of the Dd words students have read in isolation (including the high-frequency words look and he). Students reread the decodable text on another day of the lesson and take it home to reread with their families for additional practice.
- 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 K Lesson 6 focuses on the letter Nn, and the "Fluency Booster Pack" resource that correlates with Lesson 6 is a decodable text entitled "Nat," which extends the opportunity for students to practice reading words with the letter Nn 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."
- In Grade K, Unit 3, the "Fluency Check: Lessons 10–15" provides a structured opportunity for students to review previously taught phonics skills. This cumulative assessment allows students to demonstrate their mastery of phonics patterns covered in earlier lessons. By systematically reviewing skills from Lessons 10–15, the fluency check helps identify areas where students are proficient and areas needing further practice, ensuring a thorough understanding and retention of phonics knowledge.
- In Grade K, Unit 3, the "Cumulative Quick Check: Sound-Spelling Cards" offer a quick and effective way to review phonics skills cumulatively. These cards help students revisit and reinforce the sound-spelling correspondences taught in previous lessons. Regular use of these cards enables students to connect previously learned phonics skills with new content, supporting continuous review.
- Grade K materials include opportunities for cumulative review of previously learned skills. For example, In Lesson 1 of the student book, students review all of the letters they have learned by having students chorally say or sing the alphabet as they point to each letter. Then, the teacher calls on the students to point to and identify the first letter in their names. The teacher tells the students that, when they write their names and the names of other people, they should begin the name with an uppercase, or capital, letter. The teacher has the students write their names on the board or find their names on a chart or name card in the classroom. The teacher asks them to chorally identify the first letter in each name. The teacher directs students to think of a word starting with /m/, create a sentence using the word, and share the sentence with the teacher. Teacher guidance for this activity suggests using the cumulative review to determine students' skill needs.
- Grade K materials include the "Decodable Text Analysis" overview document, which provides 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 (beginning in Lesson 11 as students read predecodables from Lesson 1–10). In addition to the two titles corresponding to each lesson, the chart lists the target skill for the text, word count, high-frequency words, target skill words, cumulative skill words, cumulative high-frequency words, and story words. For example, Lesson 13's "The Big Rock" decodable will cumulatively review -at phonics pattern words and review the high-frequency words big, the, look, to, and like.

Phonics Rule Compliance

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 Instructional Routines Booklet contains a specific script for teachers to follow during each main instructional event within the resource. For example, the "Word Building" routine from the booklet includes these steps: "Step 1: Introduce—Name the task and explain its purpose to students. Step 2: Model—Place letter cards in a pocket chart (or use letter cards on a whiteboard) to form the first word you are building.... Model sounding out the word. Remember to (a) build words using the new, target sound spelling; (b) add words with review sound spellings as appropriate to extend the review and application of these skills to achieve mastery; and (c) use minimal contrasts to require students to fully analyze words and notice their unique differences.... Step 3: Guided Practice—Continue by changing one (or more) letters in the word (blending focus) or having students decide what letter or letters must be changed (word awareness focus). It is recommended that you do both. Have students chorally blend the new word formed. Do a set of 8–10 words." The routine for most of these lesson types begins with explicit teacher modeling before students are guided to practice the skill. For example, "Routine 4a: Word Building" outlines the routine steps as follows: "Name the task and explain its purpose to students. Place letter cards in a pocket chart (or use letter cards on a whiteboard) to form the first word you are building.... Remember to build words using the new target sound spelling, add words with review sound spellings as appropriate to extend the review and application of these skills to mastery...." Alongside the steps is this example of a sample teacher talk for this routine: "Today we will be building, or making, words using the letters and spellings we have learned. Look at the words I've made. It is spelled s-a-t...."
- The daily phonics lessons throughout "From Phonics to Reading" include instructions for explicit teacher modeling. For example, in grade K, Lesson 5, the teacher models the /p/ sound: "Read the action rhyme on Student Book, page 65, emphasizing the /p/ sound. Explain

that the /p/ sound is spelled with the letter p. Use the sound-spelling card to point out the uppercase P and the lowercase p. Then guide the children to find the words pop, popcorn, and pot. Have them underline the p in each word. Guide children to say the sound for each letter in the first line and then blend the word lines and sentences. Model blending the first word. Then have children chorally blend the remaining words...."

- The grade K teacher editions have daily lessons, including explicit instruction and teacher modeling. For example, Lesson 11, grade K, features a lesson on the /h/ sound where the teacher provides clear, structured guidance. The teacher reads the action rhyme from the Student Book, directing students to raise their hands in the air and waving them to cool themselves, then has the children join in. The teacher explains that the /h/ sound is spelled with the letter h and pointed out the uppercase H and lowercase h. They guide the children to find the words hands, hot, and here and underline the h in each word. The teacher ensures children understand letter-sound relationships by blending the sounds for each letter in the first line and then blending the word lines and sentences. Lesson 21, grade K, features a lesson on the /v/ sound where the teacher provides clear, structured guidance. The teacher reads the action rhyme from the Student Book while pantomiming and vacuuming, and then the children join in. The teacher explains that the /v/ sound is spelled with the letter v, pointing out the uppercase V and lowercase v. They guide the children to find the words vacuum and vet, underlining the v in each word. The teacher ensures children understand letter-sound relationships by blending the sounds for each letter in the first line and then blending the word lines and sentences. In Lesson 22, Day 2, "Word Study, Distinguish Initial and Medial Vowel Sounds," the teacher says, "Listen to this word: up. What is the beginning sound? Yes, the beginning sound in up is /u/, /uuup/. Now listen to this word: cup. What is the middle sound? Yes, the middle sound in cup is /u/, /kuuup/. Tell children that hearing the sounds in words will help them spell words accurately. Then say has. Ask: Is /a/ the beginning or middle sound in has? Continue with the words mug, men, us, its, and sip."
- Grade K materials guide the teacher in explicit instruction for a sound sort to build phonics understanding in Lesson 16. Children work to create an open sort with picture cards. Directions guide the teacher to allow students to explore and sort in different ways and then share their ideas. Next, the teacher models a closed sort based on the beginning sounds /h/ and /k/. For example, the materials state, "Read the action rhyme on Student Book, page 141, raising your hands in the air and waving them to cool yourself. Repeat and have children join in. Explain that the /h/ sound is spelled with the letter h. Point out the uppercase H and lowercase h. Then guide children to find the words...." This routine is specific and repeated almost verbatim (with the substituting of the letter sound/symbol/corresponding student example page) throughout the first 26 lessons of grade K.

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

- Teacher materials contain daily explicit opportunities for guided instruction and corrective feedback. For example, in grade K, Lesson 1, after the blending syllables phonemic awareness concept has been taught and modeled, materials direct teachers to say, "Now you try it," and continue with the following syllables: *sun-shine, air-plane, book-bag, class-room, mon-key,*

fun-ny, yel-low, and pen-cil. Materials also provide the following teacher guidance for recommended corrective feedback: "Provide corrective feedback by modeling how to say the syllables closer and closer together and then connect them to say the word."

- In grade K, Lesson 13 includes a lesson on the /r/ sound that provides clear, structured guidance and effectively models the learning process. The teacher reads the action rhyme from the *Student Book*, pantomimes starting and running a race, and has the children join in. The teacher explains that the /r/ sound is spelled with the letter *r*, pointing out the uppercase *R* and lowercase *r*. The teacher then guides the children to find the words *race*, *round*, and *racetrack*, underlining the *r* in each word. The teacher ensures that children understand letter-sound relationships. When children make an error, the teacher provides immediate corrective feedback, saying, "My turn," making the correct sound and having the children repeat it.
- The grade K materials support direct guided instruction in the read, spell, and write routine used in each lesson. In Lesson 17, the spell section of the routine directs the teacher to point out any sounds or spellings the students already know and note irregular or unknown spellings by underlining. Teacher guidance is scripted. For example, the materials state, "Say: The word make is spelled *m-a-k-e*. Spell it with me: *m-a-k-e*. What is the first letter in the word *make*? What sound does this letter make? (*m*; /m/) What is the third letter in the word *make*? What sound does this letter make? (*k*; /k/)."

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 in grade K Lesson 5's Day 1 and 2 learning events: learning center guidance "Alphabet Go-Fish" activity ("Have children work in small groups. Give each group a set of..."), "Sound-Spelling" activities ("Have children reread the 'Blend It' lines to a partner."), "High-Frequency Word Learning" ("Have children read their sentences to a partner."), "Partner Work" ("Assign one book for children to reread to a partner each day this week."), "Read Connected Text" ("Allow children to discuss answers with a partner before you call on one of them to answer."), and "Partner Work" ("Have partners reread 'I Like.'").
- Grade K 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, in the first days of Lesson 10, students work independently during the following portions of the lesson: "High-Frequency Words" (students write the words two times as they spell them aloud), "Handwriting" (students trace and write the letter *Dd* while saying the letter's name and sound), "Dictation" (students segment sounds in a word the teacher says, connect each sound to the letter symbol, and write it), and "Word Building" (children trace and write focus words, then use their letter cards to build them).
- Grade K, Lesson 14 features a lesson on the letter *Bb* that provides clear, structured guidance and effectively models the learning process. The teacher introduces the letter *Bb* and its sound, using words like *bat*, *big*, and *back*, and models sound-spelling and blending activities. The lesson includes collaborative activities like the "Sound Sort," where students work

together to sort picture cards based on the beginning sounds, and independent practice through rereading connected text and identifying words they struggle with.

- Grade K materials provide a section labeled "Independent/Partner Work" once in each lesson cycle specific to collaborative activities. In Lesson 19, to build fluency, the guidance suggests that students reread the decodable texts from previous weeks with a partner and have the partner sign and date the text. Activities embed other opportunities that support partner work, such as comprehension checks in the decodable text, where teachers direct students to discuss details with a partner before answering the teacher's comprehension questions.
- In Lesson 22, the fluency plan states that partners should reread the book together the day after the teacher introduces it. The lesson also gives teachers a turn-and-talk activity to model with students, allowing students to collaborate with their peers. Teachers begin instruction by modeling a turn-and-talk routine.

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 Building" activity for reading and writing skill practice: students hear a word to be built, repeat the word orally, are provided a small set of letter cards they use to build the word(s), and read the word(s) built. For example, grade K's lesson cycle looks like this: Day 1—phonemic awareness (5 minutes), introduce sound-spelling skill of the week (10 minutes), high-frequency words (5 minutes); Day 2—phonemic awareness (5 minutes), sound spelling/blending review (5 minutes), high-frequency words (5 minutes), connected text (10 minutes), print concepts (5 minutes), word study (5 minutes), handwriting (5 minutes); Day 3—phonemic awareness (5 minutes), sound spelling/blending review (5 minutes), high-frequency words (5 minutes), dictation (minutes), word building (10 minutes); Day 4—phonemic awareness (5 minutes), review sound spelling/blending (5 minutes), sound sort (5 minutes), independent work (5 minutes), dictation (5 minutes), reread connected text (10 minutes), cumulative review (5 minutes); and Day 5—phonemic awareness (5 minutes), sound spelling/blending review (5 minutes), high-frequency words (5 minutes), writing extension (10 minutes), cumulative assessment (5 minutes).
- Grade K students' Phonics to Reading workbook includes intentional practice activities throughout the curriculum. In each lesson, Day 4, children complete an independent practice activity in the "Read and Write" activity. The materials state, "Have children select and write

the word with the long vowel sound. Use the page as an informal assessment of children's developing ability to read and write single letter long vowel words."

- Grade K, Lesson 11 provides intentional cumulative review and practice activities throughout the curriculum. The lesson's "Cumulative Review" component ensures that students regularly revisit previously learned phonics skills, supporting retention and understanding. Activities like "Independent Practice" and "Word Building" offer students opportunities to apply their phonics skills in new contexts, reinforcing consistent practice routines. Additionally, the "Fluency Check" and "Student Fluency Report" under "Cumulative Assessments" track student progress and ensure correct application of learned skills.
- The level K materials include teacher guidance for a cumulative review of previously learned sound-spellings in the lessons. Student books include sound cards for quick choral practice located at the back of the book. Lesson 14, Day 1, includes a review of the words or and is using the "Read Spell Write" activity for practice.
- The materials include an intentional cumulative 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 K, the chart tracks the progression of the short skill: students spend time learning the skill in Lesson 2 when it is introduced, as well as in Lessons 3–15, where the skill is applied, reviewed, repeated, and cumulatively assessed; students focus on developing the skill in Lessons 16–27 with a deeper application as short /a/ is applied to more complex words with consonant blends and digraphs and in Lessons 28–30 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.

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

- Grade K students engage in "Cumulative Quick Check" activities on Days 2–5 of each lesson cycle, which includes opportunities to practice decoding using only phonics skills that have been explicitly taught. This five-minute practice activity repeatedly advises teachers to "display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say the sound. Mix the card set, then repeat."
- Instructional materials in grade K ensure students only practice phonics skills explicitly taught to promote a solid understanding and application of skills in their reading and writing. For example, in Lesson 26, students receive instruction on /z/ through blending, decoding, and reading activities. For instance, they blend sounds to form words like zip and buzz, directly practicing the /z/ sound taught in the lesson. Daily practice activities further encourage students to apply this skill by reading and writing words containing the /z/ sound, ensuring they can recognize and use it independently. In grade K, Lesson 27, students reinforce short vowel sounds through various phonemic awareness and sound-spelling activities. For example, they practice blending sounds to form words like cat, hen, and fox, which directly target the short vowel sounds /a/, /e/, /i/, /o/, and /u/. The daily practice activities further support this skill by having students read and write words containing these vowels, ensuring

they can recognize and use them independently. Grade K materials also provide practice for new and previously learned skills. The "Learn and Blend" introduction activity includes practice on the new skill of knowing the sound of the letter x and provides review and challenge words from previous learning. For example, short /i/, short /e/, and short /o/ sounds were all explicitly taught before this lesson. In Lesson 18, Day 3, students do the dictation activity "Think and Write." Students are directed to write the first letter of the picture names. Each picture represents letter sounds that students have previously learned or just learned in the lesson for the day. Sound spellings for letters b, h, and k have been explicitly taught before completing this dictation activity.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Grade K materials include the "Decodable Text Analysis" overview document, which outlines various details for each decodable text, including the cumulative phonics skill practice opportunities within it. Decodable titles are listed in lesson order (beginning in Lesson 11 as students read predecodable from Lesson 1–10). In addition to the two titles corresponding to each lesson, the chart lists the target skill for the text, word count, high-frequency words, target skill words, cumulative skill words, cumulative high-frequency words, and story words. For example, Lesson 13's "The Big Rock" decodable cumulatively reviews -at phonics pattern words and review the high-frequency words big, the, look, to, and like.
- Grade K materials include the "Decodable Text Analysis" overview document, which outlines various details for each decodable text, including the cumulative phonics skill practice opportunities within it. Decodable titles are listed in lesson order (beginning in Lesson 11 as students read predecodable from Lesson 1–10). 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 15's "Up and Down" decodable cumulatively reviews phonics patterns in words such as bins, has, and picks and reviews the high-frequency words the, to, and and.
- In grade K, Lesson 23 supports students in practicing phonics skills with decodable texts that match previously taught phonics patterns and high-frequency words. For example, students read "What Will Jan Do?" where they segment words into sounds, decode words with the letter J, and reinforce high-frequency words like said. They engage in multiple readings and discussions of the text, ensuring they apply their phonics skills in context.
- In grade K, Lesson 24 supports students in cumulative practice of phonics skills with decodable texts that build on previously taught phonics patterns and high-frequency words. For example, students read "Quick, Quick, Quick!" where they segment words into sounds, decode words with qu, and reinforce high-frequency words like there and out. They engage in multiple readings and discussions of the text, ensuring they apply their phonics skills in context. Additionally, students participate in structured independent and partner work, reinforcing their fluency and comprehension.
- Grade K materials include cumulative phonics practice in text in the Fluency Booster student practice book. Decodable text is used in grade K to practice alphabet skills, and some

decodable text is used beginning in Lesson 11. The Fluency Booster book is a collection of texts and writing activities to support reviewing previously learned skills.

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

- Grade K materials include practicing phonics skills in isolation and through decodable text. For example, Lesson 10 explicitly teaches the letter symbols d, f, and a connected with their letter sounds. Then, students read a list of letters and words on their "Learn and Blend" page, build words containing d with letter cards, and write words with the letter d. The "Word Building" words include dad, did, dip, and sad. The lesson also included examples of dictation words and sentences. These include dip, pin, and "Dan is sick." In Lesson 10, students are given the opportunity to read the decodable text "Dan and Dad." This short text contains many of the Dd words students have read in isolation (including the high-frequency words look and he). Students reread the decodable text on another day of the lesson and take it home to reread with their families for additional practice.
- In grade K, Lesson 26 teaches children to segment, blend, and read words using the sound-spelling pattern for the letter Z. Students engage in activities such as reading decodable texts like "Zig, Zag, Buzz!" which let them practice the sound-spelling pattern both in isolation and within connected text. For example, they read sentences and stories containing the /z/ sound, applying their phonics skills to authentic reading and writing experiences.
- In Lesson 21 of grade K, students focus on phonemic awareness and the sound-spelling pattern for the letter V. They read decodable texts like "The Best Vet," which helps them practice the sound-spelling pattern both in isolation and within connected text. For example, students read sentences and stories containing the V sound, allowing them to apply their phonics skills to authentic reading and writing experiences.
- After explicit instruction, the materials include opportunities to practice target/focus skills in isolation. For example, the target skill in Lesson 16, to learn the letter K, is reinforced in isolation in the handwriting practice on page 207 in the Student Book. Students practice writing the letter K below the pictures that begin with K.
- After explicit instruction, the materials include opportunities to practice target/focus skills in connected text. For example, in Lesson 16, the target skill is decoding words with the letter K, and the connected text is titled "Run Kim!" Students read the text chorally and answer comprehension questions. They also work with a partner to complete the "Spell It" activity, which requires a partner to say the word, the other student to write the word, and then they spell aloud together.

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 K students based on TEKS expectations for the grade level. Formative assessment examples for grade K students are "Cumulative Assessments: Fluency Checks," "Writing Checklists," "Cumulative Spelling Sentences," "Letter Formation Assessments," "Print Concepts Assessments," "Reading Observation," and "Fluency Assessment Guidance." Benchmark assessment examples for grade K students are the "Letter Name and Letter Sound Assessment," "Phonemic Awareness Assessment," "Phonics Quick Check," and the "High-Frequency Word Assessment."
- Materials include a variety of developmentally appropriate assessment tools. The assessment overview, located in the digital resources, provides a list of available and recommended assessments for grades K–3. The "Print Concepts" assessment is a formative assessment administered three times yearly for kindergarten. It is administered by observation using a checklist, and the acquisition of the concepts of print is monitored. The "Fluency Assessment" is recommended for grades K–3 and is administered no less than once a month. It is highly recommended, as fluency impacts comprehension and should be monitored.
- 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 "Letter Name/Sound Assessment" is a benchmark assessment for grade K that monitors the student's ability to name letters and sounds. The assessment is administered three times a year in a one-on-one setting. Teacher materials for

grade K include a developmentally appropriate high-frequency word assessment tool. The tool monitors student knowledge of high-frequency words, is assessed one-on-one, and is given three times a year: at the beginning, middle, and end. It is one of the various assessment tools 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 K administration videos available include the "Phonics Quick Check," "Letter-Name and Letter-Sound Assessments," and "High-Frequency Word Assessments." For example, directions instruct teachers to read the sounds of the letters, not the names, to ensure standardization. Additionally, the instructions help teachers know when to move to the next task or discontinue the assessment based on student responses. For each assessment, 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.
- The digital resources for grade K provide administration videos and sample analysis videos. Additional videos that include program rationale and explanations on administration and analysis of results are located in the "Professional Development" tab under "Instructional Resources." The "Benchmark Assessment" tab includes specific administration directions. For example, the materials state, "Administer the Cumulative Assessment: Fluency Check one student at a time. Aim to assess about one-third of your students at the end of the week (e.g., Friday). The assessment takes approximately 1–2 minutes per student. More informal and cumulative assessments are found in the Teacher's guide embedded in the lessons with detailed instructions for administration." The materials provide timeline guidance on when to administer all assessments. The print version of the teacher's guide provides a comprehensive list of the available assessments, types, what they assess, administration frequency, and locations in the resources. For example, the grade K chart specifies cumulative spelling assessments administered weekly.
- Grade K 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," "Letter Formation Assessment," "Print Concepts Assessment," "Reading Observation Form," "Writing Mastery Checklist," "Cumulative Assessment: Fluency Check," and "Writing Formative Assessments." Benchmark assessment guidance documents include "High-Frequency Word Assessments," "Phonemic Awareness Assessments," "Phonics Quick Checks," and "Letter-Name and Letter-Sound Assessments."
- The materials' "Benchmark Assessments and Expectations" for grade K provide clear and consistent directions for administering assessments. Teachers use these guidelines to ensure students accurately identify letter names and sounds, form letters, and demonstrate phonemic awareness. For example, by the end of the year, students should identify all 26 letter names and sounds. These assessments help teachers standardize administration, give clear instructions for transitions, and provide detailed scoring procedures, ensuring students meet grade-level expectations and receive the support they need.

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

- Materials include tools like the "Writing Formative Assessment" that systematically measure students' acquisition of grade-level phonics skills. The "Writing Formative Assessments" document outlines how 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 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 skill use, 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."
- Lesson 26 of grade K, "Fluency Check," uses progress-monitoring tools that systematically measure students' acquisition of grade-level phonics skills. Teachers give cumulative assessments to check accuracy and fluency, ensuring students master skills before moving on. For example, teachers assess students' ability to read a cumulative word list accurately and fluently, recording results on the "Student Fluency Report." The lesson guides teachers to select small groups of children for assessment, use planners for small-group instruction, and involve families in practice activities.
- The "Phonics Quick Check Analysis" for grade K uses progress-monitoring tools to measure students' acquisition of phonics skills systematically. Teachers assess students' ability to read words accurately and fluently, checking off correct and automatic readings. For example, students read words with short vowels and advanced skills, and teachers mark their performance for accuracy and fluency. The assessment provides detailed insights into each student's phonics skills, helping teachers identify areas where students need more practice.
- The 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. For example, in the grade K progress-monitoring tool, the "Print Concepts" observation checklist is administered three times per year. The assessment includes a skill chart with the next steps for students struggling with items such as the difference between letters and words, words and sentences, and stories with a beginning, middle, and end.

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

- Materials include benchmark assessment items like the "Phonics Quick Check" (administered at the middle of the year and the end of the year of grade K) 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.

- Teacher guidance materials include benchmark assessment recommendations to administer four different assessments to grade K 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 K 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. For example, the beginning-of-year expectation for letter sound is five letters. Based on this information, teachers can determine who needs extra assistance and who is on track.
- The "Assessment Item Analysis" for grade K 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 phonics skills like letter formation, letter names, letter sounds, and print concepts. For example, students should identify ten letter names at the beginning of the year, 20 by midyear, and all 26 by the end of the year. These regular assessments help teachers monitor student progress, identify areas needing more instruction, and adjust their teaching strategies accordingly.
- The "Fluency Assessment Guidance" for grade K 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. This systematic approach supports continuous progress and effective instructional adjustments.
- Materials provide assessment opportunities throughout the year and are aligned with progress-monitoring tools. A document titled "From Phonics to Reading, K–3 Assessment Overview," is in the digital resources and guides teachers 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.

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 specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

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, which allows teachers to make informed instructional decisions. The "From Phonics to Reading 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 K–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.

- Materials include digital tracking and print versions 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 on page 9C in each teacher's guide for grades K–2. Teachers can use these sources of student data to guide instruction for each student in small-group intervention activities and to accelerate instruction.
- Grade K 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 that allows teachers to track the progress of whole-class students to analyze class patterns and the needs of students. Teachers choose from many options to build the report they need to make instructional decisions; options include class, group, program level, assessment, part, and assessment period. 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 grade K 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 grade K 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.

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 students' needs.
- The "Student Fluency Report" includes information for teachers on the frequency of progress monitoring based on student's 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 "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 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."
- 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. For example, in grade K, a document titled "From Fluency to Comprehension" guides teachers with mini lessons for small-group time specific to increasing students' fluency. This strategy uses repeated routines with decodable text to build fluency. There are mini-lessons provided for each day.
- In the grade K differentiated supports, striving student supports, a chart is provided with additional lessons to help accelerate learning. For example, Lesson 1 focuses on the phonics sound /m/. Teachers are given scripted directions on teaching blending, dictation, word building, word sorting, and writing extension to reinforce the sound /m/.

- Grade K materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. Under the benchmark PDF, high-frequency word administration and analysis provides teacher guidance on using high-frequency word assessments to provide additional lessons to master the reading of high-frequency words. For example, the chart provides teachers the following information—IF: Students accurately read 50 or more of the words on the grade K list but lack automaticity with several of them. THEN: Students are ready to begin instruction in grade 1 as you usually would, but continue working with the missed or non-fluent words using the Read/Spell/Write/Extend Routine.

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 instance, for "Asking Questions": "Provide explicit instruction and modeling. Read a couple of pages of the lesson's decodable text (for example, 'Run Kim!' in Lesson16). Pause and model asking a clarifying question, e.g., 'Kim packs her ball. She's looking for her socks. I think she will pack them, too. Where is she going?' 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 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 listen to their partner when rereading texts with their partners. As you establish routines like this one, having students restate and follow (and, as they grow more confident, give) these oral instructions is helpful. Remind students that good readers ask questions." Teachers apply the information from the guide to the daily lessons and use this information in preparation for the daily routines and activities. Lessons include multiple opportunities to practice oral language, such as student discussion. For example, in Lesson 17, the "Read Connected Text" activity, students retell the story in their own words to a partner. They use illustrations as cues for their writing. The teacher supports students with an effective and simple way to teach conversational turn-taking, such as the conversation object (it can be a "talking stick," a conversation ball, a stuffed animal, or another object that can be used as a symbol showing that the person who is holding the "stick" is the only one talking). The teacher circulates and listens in while giving corrective feedback. Grade K Alphabet: Pre-Decodable Text "My ABC Book" lesson plan provides explicit instructional guidance to develop oral language through a variety of methods. For example, the "Read/Blend/Spell/Connect Routine" includes direct instruction where the teacher reads the word and has students chorally repeat it, modeling correct articulation and pronunciation.

- 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 K students are asked in Lesson 1's decodable lesson to identify the first letter in the book and what picture is with it to their partners. In Lesson 29, students have progressed to explaining to partners more complex comprehension answers to questions like: "How does the alligator in the baseball cap feel about the other alligator's hat? Read the sentence that tells you." 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 K Alphabet: Pre-Decodable Text "My ABC Book" lesson plan provides systematic instructional guidance to develop oral language through a variety of methods. For example, the "Read/Blend/Spell/Connect Routine" includes direct instruction where the teacher reads the word and has students chorally repeat it, modeling correct articulation and pronunciation. This routine systematically guides students through blending sounds, pointing out known sound-spellings, and segmenting and spelling words.
- 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.

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

- Grade K materials contain opportunities for students to engage in social communication for different purposes and audiences. "Online Decodable Text Lesson Plans" include the "Read/Blend/Spell/Connect" routine for pre-teaching "Story Word" vocabulary that provides social communication opportunities in the "Connect" portion of the lesson. For example, in Lesson 1's "My ABC Book" pre-decodable text lesson plan, students work with partners to create a sentence using the vocabulary word using a sentence starter provided by the teacher (such as "I felt EXHAUSTED when..."). The "Academic Vocabulary Word About the Book" lesson, which is also included in the online "Decodable Text Lesson Plans," provides another example of social communication. For example, in Lesson 1, the vocabulary word is category, and students respond to the question: "What other colors would you put in the color category?" The audience for this discussion would be partners, the class, the teacher, or a small group. Grade K Pre-Decodable Text Lesson Plan "Can It Fit?" includes opportunities for students to engage in social communication for different purposes and audiences. For instance, the "Turn-and-Talk" activity allows students to share their thoughts and listen to their peers, fostering turn-taking and respectful interaction. This activity helps develop students' ability to communicate in informal peer-to-peer settings. Additionally, the "Conversational Turn-Taking" activity, which uses a "talking stick," enables students to practice speaking and listening in a controlled manner, facilitating conversations in small-group settings. These activities teach students to express themselves and respond to others in various social contexts, such as peer discussions and collaborative tasks.
- Grade K materials include multiple opportunities for students to engage in different types of academic conversation with different audiences. For example, Lesson 4 directs teachers to ask students to discuss answers to comprehension question prompts with partners before sharing answers with the class; to create oral sentences for the week's high-frequency words to share with partners (and to expand one of the sentences with descriptive details); to discuss how to sort words into categories with the teacher, partner, and/or class; and to retell the decodable story in their own words to a partner. Grade K Pre-Decodable Text Lesson Plan "Can It Fit?" 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 Book" section involves defining and using key terms 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. In Lesson 16, students write sentences in context using high-frequency words and read aloud to a partner as the teacher circulates and listens in.

- The materials provide opportunities for academic and social communication 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 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 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. In the Teacher Guide, a chart from one week's lessons outlining 16 literacy activities 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 K students listen to understand every lesson as their teacher explicitly models and provides specific corrective feedback to guide their learning. Scripted lessons provide daily directions for students to listen as a partner shares ideas and information, such as rereading Blending Lines words, comprehension question answers, word sort ideas, and using high-frequency words in sentences. Lesson 26 of grade K provides authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information and share information and ideas. During the "Read Connected Text" activity, students listen to the teacher read "Zig, Zag, Buzz!" and follow along by pointing to each word as they chorally read it aloud. The instructions also prompt students to ask questions about the text and discuss answers with a partner before responding to the teacher, fostering inquiry and understanding. Additionally, the lesson includes opportunities for students to share information and ideas during the comprehension check, where they discuss their answers with a partner to deepen their understanding.
- Grade K 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, partners discussing ways to sort words with known phonics skills, partners

predicting what they think the decodable text will be about after hearing the teacher read the title and looking at the front cover, students retell the story in their own words to partners, students create high-frequency word sentence to share with partners, and students brainstorm ideas for writing extension activities together before writing/drawing their response. Lesson 27 of grade K provides multiple opportunities for students to engage in communication for different purposes and audiences. The "Blend It" activity involves students practicing reading lines to a partner, where the instructions state, "Have children reread the Blend It lines to a partner. Circulate, listen in, and provide corrective feedback." This allows students to practice reading and receive feedback from both peers and the teacher. The "Extend" activity in the "High-Frequency Words" section also encourages students to create oral sentences for each word and share them with a partner. The instructions state, "Have children say each sentence to a partner, and then write the sentence." This structured partner work ensures students communicate with their peers effectively. Furthermore, during the "Read Connected Text" section, students engage in discussions about the story, responding to comprehension questions and sharing their answers with the class and teacher. The instructions guide the teacher to "ask questions about the story to check comprehension. Allow children to discuss answers with a partner before you call on them to answer," promoting interaction with both peers and the teacher. Prompt children to answer in complete sentences and find details in the text or illustrations to support their answers. These activities provide varied and meaningful opportunities for communication.

- Grade K materials include authentic opportunities for students to ask questions to understand information, share information, and share ideas. In Lesson 3, in the decodable text lesson plan for "Sam," there is a section about answering questions. Teachers are directed to read a couple of pages of the lesson's decodable text. Tell 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, having students restate and follow (and, as they grow more confident, give) these oral instructions are helpful. Remind students that good readers ask questions.

Foundational Skills

5.C.1	Alphabet Knowledge (K only)	24/24
5.C.1a	Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR.2.A.1)	2/2
5.C.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR.2.A.1)(T)	6/6
5.C.1c	Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR.2.A & 2.A.3)(T)	4/4
5.C.1d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR.2.A & 2.A.3)(S)	12/12

The materials include a systematic sequence for introducing letter names and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print.

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing letter names and their corresponding sounds.

- The materials include a systematic sequence for introducing letter names and their corresponding sounds. The grade K "Scope and Sequence" display the systematic sequence of letter name introductions throughout the academic year. The approach is systematic as it follows research guidance in the order in which letters are introduced. The Teacher Guide provides a systematic letter introduction to ensure that letters with a similar visual appearance, such as b and d, are taught in different units. High-utility letters like m, s, t, and p are taught in Unit 1, and less frequently used letters like q, y, and z in the final unit of the year. Another illustration of the intentionally systematic sequence for introducing letter names is the placement of vowels throughout the school year. This strategy ensures students can begin building words and concretely understand the meaning of letter symbols. Each week, a new letter is introduced, ensuring that students become familiar with the alphabet methodically. By Week 7, students have been introduced to multiple letters, including Pp, Nn, and the short vowel sounds, allowing for a comprehensive understanding of letter names. The weekly lessons begin with the letter symbol and sound through phonemic awareness practice in the

oral blending activity. Practice progresses to decoding and encoding words with the new sound, identifying the new letter through sorts and games, and then applying the new skills in reading decodable text.

- Grade K materials introduce letter sounds in a systematic sequence by beginning the year with letter sounds that easily connect with the letter's name (such as /m/ for m, /s/ for s, and /p/ for p) before moving into sounds that do not correlate so closely with the corresponding letter name (such as /h/ for h and /k/ for c). In Week 4, students learn the sound of the letter Rr through activities like oral blending and isolating beginning sounds. As the weeks progress, the focus shifts to include initial and final consonant sounds, such as distinguishing the sounds of Ff and Ll in Weeks 9 and 10, respectively. This sequence continues to build on previous knowledge, with Week 15 introducing the double final consonants, reinforcing the relationship between letter names and their sounds. For example, sounds are introduced with an action rhyme, and the teacher explains letter-sound correspondence. Students practice identifying the new letter and sound in a reading passage. Guided practice continues with the student page "Learn and Blend" to reinforce the new letter.

Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR.2.A.1) (T)

- The "Unit Overview and Planner" for grade K includes detailed guidance for teachers to provide explicit instruction for teaching the identification of the 26 letters of the alphabet and their corresponding sounds. Scripted lessons provide teachers guidance in the explicit instruction of letter identification and corresponding sounds in lessons 1–26 of the academic year. One new letter symbol and corresponding sound are introduced on Day 1 of each lesson following this predictable lesson routine: "Read the action rhyme... Repeat and have children join in. Explain the __ sound is spelled with the letter __. Point out the uppercase __ and lowercase __. Guide students to (follow action rhymes)." Following this, teachers direct students to complete the "Learn and Blend" page through a gradual release of responsibility involving saying the names of letters and using the sounds of the letters learned to this point to blend single-syllable short vowel words in isolation as well as some very short sentences for experience with the letter symbol/sound in context. The materials suggest specific articulation supports, such as guiding children to feel the release of breath for the /t/ sound or using mirrors to observe mouth positions, ensuring clear and direct instruction in letter-sound relationships.
- Materials include guidance for direct, explicit teaching of the 26 letters of the alphabet and their corresponding sounds. Weekly lessons use the "Sound-Spelling Blending" routine to introduce new letters and sounds in grade K. The materials include scripted lessons to introduce the sound and symbol. In Lesson 17, to introduce the letter e, the teacher's directions say to read the action rhyme. For example, "Repeat and have children join in and explain that /e/, or short e, sound is spelled with the letter e. The lesson directions continue and include modeling the blending of previously learned sounds with the new sound to build a word." The student activity consists of a review, challenge, and in-context reading of words

using short e to decode for guided practice. Teachers use the "Sound Wall" lesson template in the digital materials as a guide for teacher talk. The template provides steps in the procedure and samples of what teachers could say. For example, the scripted template includes: "Today we are learning the _____ sound. Watch my mouth as I make the _____ sound. Notice _____. Now it's your turn. Say_____."

- Grade K materials intentionally build letter names and corresponding sound automaticity through lessons on Days 2–5 of Lessons 1–16 through explicit instruction in a wide variety of learning activities. For example, the unit begins with the letters m, a, s, t, and p, using action rhymes and activities to help children recognize and remember these letters and their sounds. The "Cumulative Quick Check" involves cards with all previous letters learned that students chorally read for five minutes daily, handwriting lessons involving students writing the symbol while correctly articulating the letter's corresponding sound, dictation practice segmenting specific words with previously introduced letter/sound combinations and writing the symbols for each sound heard, "Word Building" with letter cards for known sound/symbols, "Cumulative Review" on Day 4, and a "Cumulative Assessment" on Day 5 that allows teachers to check student progress with both accuracy and automaticity of letter/sound identification and application. Teacher directions include, "Have children say the letters/sounds chorally, then mix the card set and repeat." Unit 1 has several opportunities to match the alphabet's upper and lowercase letters to build automaticity. For example, a partner work activity in Lesson 2 has students match upper and lowercase letter cards. Lesson 3 provides a tracing activity with upper and lowercase letters for practice. Materials include guidance for teachers to explicitly teach upper and lowercase letters with each new sound for the rest of the units. However, beyond Lesson 5, there are no additional practice activities for the alphabet matching upper and lowercase letters within the weekly lessons. At the end of each unit, students are given a progress check based on the new knowledge from the unit. The progress checks assess for accuracy and automaticity.

Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)

- Teacher materials include multiple documents to support their ability to provide direct and explicit instruction for letter formation of the upper and lowercase symbols for each of the 26 letters of the alphabet. The Teacher Edition resource contains explicit instructions for teaching proper formation for the lesson's focus letter on Day 2 of each of the 26 lessons. Instructions include a gradual release of responsibility involving teachers modeling the formation for both upper and lowercase symbols, students participating in guided practice with immediate feedback, and then independently forming the letters while saying the letter's name/sound. Digital materials provide additional support for teachers regarding specific letter stroke formation instruction and practice, including letter formation cards to display to support students and additional letter practice pages.
- Materials include guidance for direct, explicit, and systematic instruction for letter formation in each weekly lesson cycle for grade K. The student book includes a page for forming the letter following the teacher's directions and tracing letters for practice, for example, "Trace and Write" in Lesson 16. The student page also includes pictures for students to match to the

letter sound. Materials provide additional routines for studying and preparing to introduce additional routines to study and prepare for introducing letters and sounds. Routines located in the digital resources include corresponding charts with directional arrows to guide letter formation and cards for drill and practice. Grade K materials guide direct, explicit, systematic instruction of letter formation for upper and lowercase letters. The letter formation document in the digital resources includes teacher instructions for writing each letter. The directions include pencil grip, posture, spacing, and stroke guidance for the teacher before the lesson sequence begins. Directions include teacher think-aloud, such as the formation of the letter D. Uppercase: "1. Pull down, lift. 2. Curve forward." Lowercase: "1. Circle back, push up, and pull down." The resource includes handwriting "Scope and Sequence" and additional practice words and sentences. Formation instruction includes sound and letter names with each letter.

- Materials provide a systematic approach for teachers to approach handwriting instruction for upper and lowercase letter symbols. The "Letter Formation Instruction" document outlines the recommended process that begins with the most basic skills and transitions steadily to more complex skill development. For example, the beginning of the document explains: "Before starting handwriting instruction, make sure students know proper pencil grip and posture while writing and review the importance of appropriately spacing letters and words. Model each for students until they can do this on their own." The document then outlines precise directions for teachers with pictures to reference as they work with students to ensure proper pencil grip, posture, spacing, and stroke formation (three basic strokes: straight line, slanted line, and full/partial circle). Following the mastery of those skills, the document systematically moves teachers into the three-step process they will use to provide letter formation skills: introduce, model, and practice/apply. Following this protocol are pages outlining each letter's proper formation using the three basic strokes and a handwriting "Scope and Sequence" document for each of the 30 lessons throughout the academic year. The handwriting "Scope and Sequence" chart includes additional practice words and sentences for teachers to use if students need more work with letter formation than what is included in daily routines.

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)

- Grade K materials include isolated alphabet knowledge practice activities and resources to support students in developing, practicing, and reinforcing their skills. For example, students are supported with action rhymes as a new letter sound/symbol is introduced (which is a memory-building strategy), explicit teacher modeling to connect letter symbols with the letter sounds, sound wall cards for consonants and vowels with mouth position, phoneme listed, grapheme highlighted, and a picture of something containing that phoneme (another memory-building strategy), handwriting instruction for each letter symbol involving saying the letter's name/sound as each letter is written, sound-spelling/blending lesson chunks on Days 2–5 spent reviewing previously taught phonics skills with cards, and Lessons 1–5 include specific alphabet recognition lessons and student workbook pages to solidify student ability to recognize and connect the upper and lowercase forms of each letter symbol. Lesson 26 of

grade K explicitly teaches the letter Zz and its sound, focusing on the phoneme /z/. Activities like oral blending and sound-spelling help students learn the letter Zz in isolation. For instance, students practice blending words like zip, zap, and buzz. The lesson also integrates the letter Zz into meaningful contexts through "Daily Practice" activities, such as describing objects that begin with Zz and building fluency by reading words in isolation and context. The story creation activity further reinforces the use of Zz in meaningful print. The materials include isolated alphabet practice activities and resources to support alphabetic knowledge. For example, the materials include opportunities to trace and practice writing individual letters in the "Trace and Write" activity. These word sorts require students to match the letter sound to the picture and practice with sound spelling cards to match sounds to letters. Lesson 23, day two objective, provides a handwriting activity that includes writing the letter Jj in isolation, "Have children trace and then write Jj. Remind children to say the letter's name and sound each time they trace or write it. This will accelerate the time they trace or write it. This will accelerate their mastery of the letter-sound connection." In Lesson 23, on Day 4, students will complete "Reading" and "Writing" independently. "Have children select and write the correct letter for the beginning sound in each picture name. Use the page as an informal assessment of children's developing ability to identify words that begin with the /j/ sound."

- Grade K materials include alphabet knowledge activities and resources in the context of meaningful print that supports students in developing, practicing, and reinforcing their skills. For example, students circle the focus letter in the introductory text, the weekly "Read, Spell, and Write" activity requires students to complete sentences with missing letters or words, and the decodable text supports alphabetic practice by applying the new letter sounds to words as they decode. "Learn and Blend" pages contain short sentences highlighting the focus letter/sound ("I am Sam." for letter m in Lesson 1), reading connected texts in each of the first 26 lessons that focus on the specific letter/sound being learned in that week's instruction, repeated reading of the connected texts each week is a memory building strategy that helps students build alphabet knowledge (and knowledge of high-frequency words). Dictation activities involve students writing words and sentences involving the letter/sound knowledge focus of the week and cumulatively reviewing recently learned skills. Lesson 26 of grade K offers students multiple opportunities to practice reading and writing words that contain the letter Zz within sentences and stories. For example, students read sentences from the "Blend It" lines like "Zip up" and create stories using words with Zz. The lesson includes a review component where students practice the letter Zz and its sound through "Blend It" and "Daily Practice" activities, ensuring repeated practice and reinforcement. These exercises help students apply their understanding of the letter Zz in various contexts.
- Grade K materials include occasional "Memory Devices" in the "Intervention" section to support students in memory building. For example, Lesson 1 states: "Help children who struggle with letter recognition or formation cement sound-spellings with memory devices. Point out that an uppercase M looks like two mountains. Model writing the letter as you say: "M, mmmmmountains." Repeat for lowercase m, noting that it looks like two small mountains." The materials also provide memory-building devices such as sound wall cards, letter formation cards, and circling letters within the connected text.
- The materials provide a cumulative review of alphabetic knowledge in isolation and context through various activities and resources. For example, the daily sound-spelling activity

reinforces letters as the teacher displays cards and students match letters and sounds. Students complete weekly word sort activities that include review through sorting by initial, medial, and final sounds and weekly dictation practice that requires students to connect individual sounds to letters to build words. Materials include the My ABC booklet, each alphabet letter in lowercase and uppercase, and a picture to represent the sound. The printable booklet is located in the digital resources. In the decodable text passages, students work with previously learned sounds and new letter sounds each week to decode words in the passage. Sentence practice includes completing sentences in context with new letter sounds tied to previously learned sounds.

Foundational Skills

5.C.2	Letter-Sound Correspondence	18/18
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)	12/12

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 K 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 K lesson contains explicit instruction 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 letter/sound of the week and in the application page which includes previously learned letters/sounds. A sample from Lesson 8 for letter Cc reads: "Read the action rhyme on Student Book pg 103. Repeat and have children join in. Explain that the /k/ sound is sometimes spelled with the letter c. Point out Cc. Then, guide the children in finding the words cook, cuts, and cakes. Have them underline the c in each word. Blend It: Guide children to say the sound for each letter in the first line and then blend the word lines and sentences. Model blending the first word. Then have children chorally blend the remaining words..." Weekly dictation lessons illustrate an example of explicit instruction that supports basic encoding. Similar to the "Sound-Spelling" lessons, dictation lessons follow the same explicit routine to ensure students can focus on learning the phonics skills rather than the steps of a new activity. A sample from Lesson 9 focused on Ff reads: "Say the name of each picture for items 1 and 2. Have children repeat. Then, have them write the letter for the first

sound in the picture's name. Say the word fan. Model segmenting the word sound by sound. Move your hand from left to right as you go from one sound to the next (/f/ /a/ /n/). Have children repeat. Ask: How many sounds are in the word fan? Guide children to connect each sound to a spelling. Say: What is the first sound in fan? That's right, /f/. What letter do we write for that sound? [Write the letter f.] What is the next sound in fan? Yes, it's /a/. Wrote letter a. What letter have we learned for the short a sound? (a) What's the last sound in fan? That's right, /n/. What letter do we write for that sound? [Write the letter n.] Have children complete item 4 on their own..." Lesson 26 of grade K explicitly introduces the letter-sound relationship for the letter Z, allowing for application to both basic decoding and encoding. The "Learn and Blend" activity on page 327 introduces students to the /z/ sound spelled with the letter Z by using words like zip, buzz, and zipper. Teachers guide students in recognizing how the letter Z represents the /z/ sound and help them identify and underline the Z in these words. This direct instruction supports basic decoding by enabling students to connect phonemes to letters effectively.

- Materials include a systematically ordered scope and sequence for introducing letter-sound relationships that support basic decoding and encoding. Lessons introduce letter symbols and their corresponding sounds used most often first, and those that appear less frequently are taught near the end of the year. For example, students learn letter symbols/sounds for m, s, t, p, and a in the first unit of the grade K resource and letter symbols/sounds for j, q, y, and z last. This research-based order allows students to read and write more words quickly. The systematic scope and sequence also introduce one short vowel symbol/sound every five weeks, which supports student decoding and encoding skills by ensuring students are able to read and write many variations of words following the CV, VC, and CVC patterns. Grade K Unit 6 "Overview" follows a systematic approach to introducing letter-sound relationships, ensuring a logical progression that supports both decoding and encoding. Lessons build on each other, starting with the introduction of the /z/ sound in Lesson 26 and moving through short vowel reviews, long vowels, and the final e. This systematic progression helps students understand and apply these relationships in a structured manner. Lesson 27 reviews short vowel sounds, while Lessons 28 and 29 introduce long vowels and the final e, respectively. Each lesson includes targeted phonemic awareness activities, such as oral blending and segmentation, to systematically develop decoding skills. The systematic approach extends to encoding, with each lesson designed to build on the previous one.
- Grade K materials include explicit and systematic instruction for letter-sound relationships that support decoding. The scope and sequence for grade K present letter sounds in an order that supports building new words. For example, teachers follow the unit 4 planner to teach the letters K, E, G, and W. By using previously learned phonics skills with the new sounds, students learn to decode words with these letters, such as kit, men, ten, and win. Instruction is explicit in the introduction of the new sounds each week. For example, in Lesson 20, the teacher's directions say, "Explain that /ks/ sounds are sometimes spelled with the letter x. Point to the uppercase and lowercase x and guide children to find and underline the word mix." The "Blend It" portion of this routine has the teacher model blending of the new sounds, then supporting students in practice and providing corrective feedback. The grade K materials introduce Vv, Short u, Jj, Qu, and Yy in Lessons 21–25. With these letters, students are able to decode and spell one-syllable words such as yes, fun, quit, van, jugs, and ax.

- Grade K materials include explicit and systematic instruction for letter-sound relationships that support encoding. Lessons begin with the basic skill of oral blending and progress through the process of building words in writing. The weekly dictation activity provides explicit instruction for connecting phonics skills to writing. For example, in Lesson 20 the teacher introduces the initial sound, models segmenting the word, and guides the students to connect each sound to spelling while supporting them with corrective feedback. The students then complete the "Think and Write" activity in the student book on their own. In Lesson 21, students are to complete a listen and spell activity using what was explicitly taught on Days 1–3 by the letter and sound V. The teacher says the word vet. Students then write the word. Then, students write the sentence "Mom has a big van." Teachers use the dictation activity to analyze spelling errors and provide corrective feedback.

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 K materials include "Intervention" supports in each lesson to provide teachers with direct instruction to address common student errors as they work to connect phonemes to letters. One frequent intervention strategy to support students is the use of Elkonin boxes to help them understand how to segment words into sounds and represent each sound with the proper grapheme. For example, in Lesson 3: "Use sound boxes and counters. Stretch the sounds in the word am. Place one counter in each box as you move from sound to sound. Have children repeat. Then, model how to connect each sound with a spelling. For example, ask: 'What is the first sound in the word am? What spelling do we write for the /a/ sound? Refer children to sound-spelling cards or your alphabet wall frieze. Remove the counter and replace it with letter a. Guide children to orally segment the word Sam in the sentence, then replace each counter with a spelling..." Grade K materials guide direct, explicit instruction focused on connecting letters to phonemes within words. For example, in Lesson 16, the "Blend It" activity directs the teacher to explain that the /k/sound is spelled with the letter K, guides children in finding the word kick, and identifies the sound and symbol k. The teacher models blending and has students blend and work through the "Learn and Blend" activity. When students make errors, the teacher provides feedback based on correct and incorrect applications. Lesson 30 of grade K guides the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words. The "Learn and Blend" activity helps students understand the final e-pattern by modeling how to read and blend words like hop, hope, ride, and wide. Teachers explain the sound-spelling for long o and long i with final e, guiding students in recognizing and blending these sounds to read longer words. This direct instruction helps students connect phonemes to letters and understand how the final e pattern contributes to word pronunciation.
- Materials include multiple instances of explanatory feedback for grade K students based on common errors and misconceptions made as they learn to connect phonemes to letters. For example, in Lesson 2: "If you display V, but children identify it as U, say: "This letter is uppercase V. Point to V and U on an alphabet strip, chart, or wall frieze. Uppercase V and U do

look alike, but they are also different. Uppercase V has two straight lines with a point at the bottom; uppercase U has a curve at the bottom." To help grade K students differentiate the sound/symbols for the letter Tt and letter Dd, materials provide teachers with multiple supports to clear up any misunderstandings in Lesson 10. For example, in the "English Learner Teacher Table" activity, there is articulation support provided with specific instructions to "contrast /d/ and /t/" in the dictation lesson: "Some students might confuse d and t. Help children move past that by giving them additional practice sorting, reading, and building Dd words. Teach children a small set of high-utility words for each spelling (e.g., did, Dad)," and in the "Sound Sort" lesson: "Guide children to understand that the /d/ and /t/ sounds are formed differently. For example, to make the /d/ sound, you place the front of your tongue behind the upper front teeth with the mouth slightly open. The /t/ sound is formed similarly, but the tongue drops quickly, allowing the breath to escape with an explosive sound. Have children name other words with /d/ and /t/. Point out that this letter-sound awareness will help them in spelling and reading Dd words." Grade K materials guide direct, explicit instruction focused on connecting letters to phonemes within words. Lessons include scripted directions for word building. For example, in Lesson 18, the teacher guides students to use letter cards to trace, write, and build words such as where, with, and leg. The teacher circulates and provides corrective feedback for correct and incorrect applications.

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 wide variety of resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode single-syllable 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 and the specific guided practice opportunities outlined within the scripted lessons for all letter-sound correspondence skills covered in that academic year. Student workbooks contain ample resources for practicing letter-sound skills in isolation. The layout of these practice pages in grade K is consistent throughout the year with variance only in the phonics focus skill of that lesson, and they include the top of the "Learn and Blend"; "Read-Spell-Write" for high-frequency words; "Handwriting"; "Think and Write"; "Trace, Write, and Build"; "Sort it Out"; and "Read and Write." Resources supporting the reinforcing of letter-sound correspondence skills learned through cumulative review of the skills in isolation include the "Cumulative Quick Check" activities on days 2–5 of each lesson, contain sound-spelling cards for all previously taught phonics skills and Day 5's "Cumulative Assessment Fluency Check" reviews a list of phonics skills learned in the current unit as well as those of the last 4–5 lessons.
- Materials include a wide variety of resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode single-syllable words in decodable text. Resources for developing letter-sound correspondence in the connected text include explicit lesson scripts to guide teachers as they lead students through lessons like

high-frequency words (put in the context of sentences), the first read of a decodable text, and the end of dictation activities that conclude with writing a sentence. Student workbooks contain ample resources for practicing letter-sound skills in connected text. The layout of these practice pages in grade K 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 decodable reader, the bottom of the "Listen and Spell" page; "Build Fluency," and "Write About It" for writing extension. 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 and a cumulative review of previously learned phonics skills and high-frequency words.

- Lesson 13 of grade K 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 uses word lists with the /r/ sound spelled with the letter r (e.g., race, ready, rat), helping students recognize and understand the letter-sound pattern. This foundational resource is essential for developing their understanding of letter-sound correspondence in words. Additionally, the "Blend It" activity uses lists of words like ran, rip, and rock to allow students to practice blending sounds, reinforcing their ability to decode words in isolation. The lesson further reinforces these skills through resources provided for practical exercises and cumulative review. The "Daily Practice" section includes sentences containing target words, such as "I ran" and "Sit on the rock," helping students apply their decoding skills in connected text. Throughout the week, students use these resources to complete "Daily Practice" activities that emphasize the /r/ sound, ensuring repeated practice and reinforcement. The teacher provides corrective feedback by modeling correct pronunciation and emphasizing the /r/ sound, which supports the accurate application of letter-sound correspondence. These resources ensure that students consistently develop, practice, and reinforce their understanding of decoding words with the /r/ sound, although the focus is on single-syllable words rather than multisyllabic words.
- Materials provide practice activities to support the understanding of letter-sound correspondence. The "Trace, Write, and Build" page in Lesson 16 reinforces the practice of letters and sounds, and the dictation activity allows students to practice matching sounds to letters as they build words from a list that the teacher calls out. The decodable text is reread throughout the week, providing practice in decoding words in context. The "Build Fluency" activity provides practice with a review of previously taught skills by having students use words in context to complete sentences. Teachers use the daily cumulative quick check routine to practice previously taught skills with flashcards. The materials provide practice resources to support the understanding of letter-sound correspondence. Additional activities are included in the student interactive practice section. Sorting, word-building, and sound-matching practices are available. Interactive decodable texts are available for students to practice decoding within the text. The materials also provide opportunities for cumulative review to reinforce understanding of letter-sound correspondence to decode words. "Cumulative Quick Check" cards to review sound spelling, take-home books, and the "Fluency Builder" student book with word and sentence practice of previously learned skills are included in the digital resources.

Foundational Skills

5.D.1	Phonological Awareness (K–2)	12/12
5.D.1a	Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	4/4
5.D.1b	Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	2/2
5.D.1C	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sounds (e.g., adding, deleting, and substituting syllables). Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)

- The materials include a multi-page Developmental Progression document that contains an easy-to-use chart demonstrating how phonological activities progress by grade to reflect how activities begin with simple skills and transition to more complex skills over time. This document illustrates how identifying and producing rhyming words, alliteration, and word identification fit into the instructional sequence and how that transitions to more complex skills such as adding, deleting, and substituting syllables.
- The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS. From Phonics to Reading program's

phonological awareness skill design progresses systematically from larger sound units to single sound units (sentence/syllables to phoneme) as students master simple skills to complex skills (isolating to manipulating). The "Phonological Awareness Scope and Sequence Rationale" explains, "There are five basic phonological awareness activity types. These are listed below in a general progression from easiest to most complex. However, within each task, there is an internal progression from easiest (e.g., largest word part—syllable) to most difficult (e.g., smallest word part—phoneme or sound)." The "Scope and Sequence" document contains a list of phonemic awareness skills for each grade K and 1 to show alignment with this philosophy. For example, grade K Lesson 1 focuses on "Recognizing Rhyme, Clap Syllables, Blend Syllables, and Identify Words in a Spoken Sentence," Lesson 15 focuses on "Oral Blending, Recognize and Produce Rhyme, Isolate Beginning, Medial, and Ending Sounds," and by Lesson 30 at the end of the academic year students focus on "Oral Blending, Phonemic Manipulation: Add Syllables and Phonemes, Phonemic Manipulation: Substitute Initial Sounds." Yet when examining individual "Word Sort" lessons in grade K's first several lessons of the school year, students must possess advanced phonemic awareness skills to isolate beginning and medial phonemes. The "Sound Sort" activity in Lesson 1 involves students sorting picture cards according to the beginning sound /m/. In Lesson 2, students sort picture cards that have /a/ in the beginning or medial position (axe, bat, taxi, pan, and jam) in one column versus words that do not have the /a/ sound, and in Lesson 3 students sort picture cards by first sounds /m/ or /s/.

- The "Phonological Awareness Scope and Sequence Rationale" explains: "There is a progression from easier to more complex across phonological awareness task types within each grade. For example, you will find identifying rhyme activities before students engage in oral blending and oral segmentation activities. These power skills are worked on before students are introduced to phonemic manipulation tasks... students blend syllables before they blend onset/rime. They blend onset/rime before they blend phoneme by phoneme... Since these activities are relatively similar in complexity, they are done simultaneously in the sequence. Students then progress to more complex skills." In grade K Lesson 3, students need the following phonological skills that vary widely in complexity in order to participate in the lessons: blending onset/rime (PA lesson); blending phonemes to read words am and Sam ("Learn and Blend"), identify and count the number of words in a sentence (PA lesson), isolate beginning phonemes (PA activity), isolate initial, medial, and final phonemes, connect each to letter symbol, and write letter symbol ("Think and Write" activity with "Dictation" lesson), isolate initial phonemes of words and match words beginning with /s/ or /m/ ("Sound Sort"), isolate beginning sounds of pictures, circle correct letter symbol, write letter symbol ("Read and Write" independent practice activity), and blend onset/rime (PA activity).

Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR)

2.A & 2.A.2) (T)

- The materials include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. The "Phonological Awareness Scope and Sequence Rationale" lists explicit

routines for each phonological awareness skill, instructions for teachers on what to say/do while teaching, tools to support student understanding through guided and independent practice opportunities, corrective feedback, and multimodal/multisensory supports.

- The materials include an instructional routines guide alongside the Teacher Guide, which provides direct and explicit instruction for teaching phonological awareness skills, along with recommended, explanatory feedback based on common errors. For example, in Lesson 2, Day 1, the students learn to recognize rhyme. The teacher's guide provides basic instruction, but the Instructional Routines Booklet includes "Routine 7: Rhyme" instructions to guide teachers in teaching students to identify rhyming words. If students make errors or build misconceptions about identifying rhymes, the Instructional Routines Booklet offers teachers the following multimodal and multisensory supports: "Use color cards. Break apart a word by onset/rime (e.g., /s/ /at/) and place a color card for each part. Use the same color for the rime (e.g., at) in words that rhyme (e.g., sat, mat)." The color cards provide a concrete representation of the same ending sounds across words to boost student understanding.
- The materials include the Instructional Routines Booklet Routine 9, which outlines the explicit process for "Oral Segmentation" lessons. Teachers should follow the oral segmentation routine when teaching lessons throughout the academic year, which involves oral segmenting (at any level of sound). After instructions outline the routine steps and sample teacher talk, teachers can reference the "Multimodal and Multisensory Supports" to support them as they work with students who make errors or have misconceptions. The booklet directs teachers: "When segmenting by syllables, teach children the 'chin drop' technique. Have them place their hand underneath their chin and count the number of chin drops (vowel sounds) as they say the word. Remind students that each syllable has one vowel sound."

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

- The materials include various activities and resources for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). The Instructional Routines Booklet provides recommended steps and sample teacher talk routines specific to supporting students as they develop and practice individual phonological awareness skills. Routines align with the "Phonemic Awareness" lessons taught throughout the academic year so teachers can intentionally pair the routine with the corresponding instructional activities as they encounter them in the lessons (e.g., Routine 7—Rhyme, Routine 8—Oral Blending, Routine 9—Oral Segmentation, Routine 10—Manipulation (Substitution), Routine 11—Manipulation (Addition), and Routine 12—Manipulation (Deletion)). There are multiple lessons across grade K materials for students to practice their phonological awareness skills in explicit lessons with phonological skill development as the primary objective and lessons with alternate objectives where phonological skills are practiced repeatedly (such as the skill of segmentation in dictation lessons). Additionally, there are multiple resources suggested in the Instructional Routines Booklet as well as the intervention lessons throughout the curricular resource to support students, such as Elkonin

boxes with counters for sounds, arm/hand motions, and color cards to illustrate parts of words staying the same/changing for concepts like rhyme and substitution. Coupled with the routines are memory-building strategies to support students as they learn concepts such as using your arm as a soundboard for oral blending and oral segmenting, stretching words in segmenting with the hand motion of the rubber band technique, and using the chin drop technique for segmenting by syllables.

- The materials include the document "Syllable Awareness Activities," which provides additional opportunities for students to develop, practice, and reinforce phonemic awareness skills such as adding syllables, deleting syllables, substituting syllables, and cumulatively reviewing all these skills. The materials also include memory-building activities. The activities can be found in the professional development online materials and classroom implementation video. The teacher says a word, and the students spell it using a combination of oral (spelling) and body movement (jumping jacks).
- The materials include high-impact routines and resources in the professional development video. Activities discussed in the video support students in grades K and 1 and include teaching students to move hands left to right as they separate sounds/syllables in words, tap the arm starting at the shoulder and moving down to the wrist to count out syllables and sounds, and counting chin drops to find the number of syllables in words. The timestamp that refers to these activities in the video starts at 22 minutes. In Lesson 16, students are learning to recognize and produce rhyme. Words in the rhyming practice sets include short a and short i sounds students learned in earlier units. Practice sets of words in phonemic awareness routines often include previously learned sounds as review. Resources, in addition to daily lessons and practice materials included in the teacher's guide, are discussed in the "High-Impact Routine" video. Some of these resources include color counters and cards to make sounds concrete as students say the syllables and picture cards (in the back of student books) to connect sounds to concrete items. Timestamps in the videos for resources are located at 11:50 and 17:35.

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	13/13
5.D.2a	Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)	3/3
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	2/2
5.D.2C	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1)(T)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

The materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)

- The materials include a multi-page Developmental Progression document that contains an easy-to-use chart demonstrating how phonemic awareness activities progress by grade. This document illustrates how students begin with identifying, blending, and segmenting phonemes in the early grades and transition to more complex manipulation over the grade span.
- The materials in grade K include a systematic sequence for introducing phonemic awareness activities that begin with identifying, then blending, and segmenting phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. According to the "Scope and Sequence," students begin phoneme level work in "Phonemic Awareness" lessons in grade K Lesson 3 as they work to isolate beginning sounds in grade K Lesson 3, then isolating ending sounds in Lesson 5, and move to isolating medial

sounds in Lesson 8. This progression systematically builds from simple to complex skills, as isolating middle phonemes is the most complex of the isolation skills. Day 3 of Lesson 1 to complete learning activities such as the "Learn & Say" activity (circling pictures beginning with /m/), the "Sound Sort" lesson (sorting pictures that begin with /m/ from pictures that do not), and the "Trace & Write" activity (identifying pictures that begin with /m/ and writing the Mm symbols), and the "Say and Write" activity (writing letter m under the images that begin with /m/). A further example of the non-systematic progression of phonemic awareness skills comes in Lesson 2, Day 1, as students are circling pictures containing the /a/ sound either in the initial position or in the medial position (bag, ant, fan, cat), the Day 2 "Handwriting" lesson where students are asked to identify if the /a/ sound is in the name of a picture and write the Aa symbols (cap, van, hat, apple), etc. As early as Day 3 of Lesson 1, directions indicate, "Children can complete much of this page during independent work time."

- The materials include the first "Phonemic Awareness" lesson on blending phonemes into one-syllable words on Day 1 of Lesson 5, continue providing this phoneme blending practice on Day 1 of Lessons 6–15, and then on several days of the learning cycle in each lesson, gradually increasing from blending three phonemes to blending four phonemes to make a word. This skill progression is systematic because it begins with blending fewer phonemes and increases to more blended phonemes throughout the year. The grade K materials include lessons and learning activities in which students must blend sounds (with their symbols) together earlier in the year, negating the systematic nature of blending phoneme instruction across the academic year. This is seen in the "Learn and Blend" activities on Lesson 3, Day 1, as students work to read words like am and Sam and the sentence "I am Sam," and in Lesson 4, Day 1, as students read words like at, am, mat and the sentences "I sat" and "I sat on the mat." The "Fluency Check" assessments beginning in Lesson 3 also illustrate the non-systematic skill sequence as students work to use letter-sound correspondence to read/blend words at the phoneme level.

Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR.2.A & 2.A.2) (T)

- The materials include direct and explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Routine 8 in the Instructional Routines Booklet outlines the explicit process for "Oral Blending" lessons. Teachers should follow the oral blending routine during lessons throughout the academic year. After instructions outlining the routine steps and sample teacher talk, teachers can reference "Multimodal and Multisensory Supports" for information on guiding students' misconceptions. These supports include items to make the process visual that do not include letter symbols, such as teachers moving their hands from right to left as they move from sound to sound to emphasize the sounds changing or moving their arms to model the sound shifts. Additional advice includes: "Do not tap the sounds you are blending as some students struggle holding onto sounds and will generate a word with the last sound they hear" (research from Gonzales-Frey and Ehri, 2020). Routine 9 in the Instructional Routines Booklet outlines the explicit process for "Oral Segmentation" lessons. Teachers should follow the "Oral Segmentation" routine, which involves oral segmenting when teaching

lessons throughout the academic year. After instructions outlining the routine steps and sample teacher talk, teachers can reference the "Corrective Feedback" information to guide their responses to student errors. It states: "When students make mistakes, stretch the word using the rubber band technique. Have students repeat. Then, use the sound boxes to model how to place one counter on each box as you stretch the word and move from sound to sound. Repeat the routine using the same word, asking students to respond with you."

- Grade K materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common misconceptions. The online teacher edition consists of Level K "Phonemic Awareness Syllable Awareness" activities with explanatory feedback for teachers. For example, Say: When I add -ing to the end of the pack, I make the word pack-ing, packing. Practice: Have children add a syllable to the end of each word to make a new word: fish—Add ing. (fishing) In Lesson 18, the teacher's directions say to say sound sequences and ask the children to blend sounds to make words. Provide corrective feedback by modeling how to stretch the sounds together. Materials include direct and explicit instruction by utilizing the Instructional Routines Booklet.

Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)

- The materials in grade K include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support emerging encoding skills. For example, in Lesson 7, the Teacher Edition recommends using sound boxes and counters for students needing support in the dictation activity. Teacher guidance reads to "stretch the sounds in the word in. Place one counter in each box as you move from sound to sound. Have children repeat. Then, model how to connect each sound with a spelling. For example, ask: 'What is the first sound in in? What spelling do we write for the /i/ sound? Refer children to Sound-Spelling Cards... remove the counter and replace it with the letter i.'
- The materials in grade K include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support emerging encoding skills. "Routine 1A: Blending" in the Instructional Routines Booklet integrates the phonemic awareness skill of blending with the alphabetic principle to support students in transitioning from oral language activities to basic decoding. It states: "Write the letter, point to it, and say the sound. /s/ Write the next letter, point to it, and say the sound /a/. Slowly slide your finger under the two letters as you blend the sounds /sssaaaaa/. Repeat, but slide your finger under the letters this time and blend more quickly /sa/. Write the next letter, point to it, and say the sound /t/. Slowly slide your finger under all three letters as you blend the sounds /ssaaaaat/. Repeat faster and say, 'The word is sat.'" Teachers use this routine regularly on Day 1 of each lesson when introducing the phonics focus skill as they model and support students in reading words on the "Learn and Blend" student workbook page. Step 3 of the "Sound Wall" lesson template document explicitly provides teachers guidance on connecting segmenting a word into sounds, referring to the sound-spelling cards posted to find the letters that make that sound and writing them.

- The grade K materials connect the alphabetic principle to phonemic awareness in transitioning from oral language to basic encoding. This instruction is provided through the weekly "Dictation" activity. For example, in Lesson 19, the teacher models segmenting the word wig, sound by sound, and guides the students to connect each sound to spelling. The teacher asks, what is the first sound in wig? What is the letter that goes with the /w/ sound? What is the next sound in wig? Then, the last sound and students write each letter to match the sounds. Lesson 25, Day 3, is a "Think-and-Write" activity in which teachers model segmenting the word van sound by sound. Then, ask students how many sounds are in the word van? Finally, guide children in connecting each sound to a spelling.

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

- The materials include various activities for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). Materials include a variety of resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). The "Additional Phonemic Awareness Support" document in the digital resources provides additional materials for the teacher to use in practice with students. This resource includes supplemental lists of words for extra practice and reinforcement of skills, not a different routine or varied method for instruction. In the digital resources, students can play "Is It a Word?" The game includes a spinner that stops on various blended letters or word parts, and the student sorts it into a column for words or words that are not. Routines include using a "Learn and Blend" "action poem" for each new skill that reinforces the new learning. Students use word, letter, and picture cards to help them remember skills. Professional development training instructs teachers to use hand motions to segment words or tap down the arm from the shoulder to the wrist when dividing a word. Students use sorting boxes, color cards, and sound boxes in various partner activities and for additional practice, such as in Lesson 19, sound sorting in the student book.
- The materials provide activities for students to develop, practice, and reinforce phonemic awareness skills. In the chart, under interactive practice, list the following activities: "Sort It," "Build It," "Sound It," and "Spell It." This activity requires students to attend to the phonemes in words. Lesson 21, Day 3, provides a "Think-and-Write" activity for intervention. The teacher uses sound boxes and counters to help students complete the "Think-and-Write" worksheet. Stretch the sounds in the first word. Place one counter in each box as you move from sound to sound.
- The materials provide resources, including manipulatives like magnetic dry-erase boards with markers, counters, and tiles, as well as online interactive practice resources and differentiation support, to provide students with additional support in developing, practicing, and reinforcing phonemic awareness skills. The materials indicate to teachers when to utilize these tools to support student mastery of skills.

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 materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. Grade K materials introduce sound spellings systematically throughout the academic year. The "Scope and Sequence" highlights the progression of primary skills, which move from simple to more complex. For example, Lesson 1 begins with the letter Mm (a very high-frequency letter in the English language which possesses many features making it ideal for teaching first such as upper and lowercase letter symbols are similar, the sound is in the letter's name, and the sound is a continuous consonant making it easy for beginning blending to read words). From Lessons 1–26, students focus on steadily building knowledge of each letter in the alphabet's upper and lowercase forms and its corresponding sound and adding the sound/symbol to other sounds/symbols to decode text. Following learning each letter-sound connection, students spend the final units of the year working on consonant blends and reviewing short vowels.
- The materials include phonics skill lessons across the grade K academic year that are aligned with grade-level TEKS sound-spelling patterns. The From Phonics to Reading Correlation to the

Texas Essential Knowledge and Skills for English Language Arts and Reading document illustrates the many lessons the following skills are represented: students learn how to identify and match the common sounds letters represent; to use letter-sound relationships to decode VC, CVC, CCVC, and CVCC words; encode words with VC, CVC, and CCVC patterns; and spell words using sound-spelling patterns as well as knowledge of high-frequency words from a research-based list. For example, In grade K Lesson 5, the objective is alphabet recognition, and it moves to a more complex objective in Lesson 21, which is to produce words with blends.

- The materials include letter recognition, which is taught at the beginning of the curriculum. However, on Day 2, students do an activity identifying medial vowel sounds for short a. Lesson 2, Day 4 has students sorting pictures by short and not short vowel sounds. For example, while systematic instruction of letter recognition is being taught, skills outside of the TEKS are added. The "Skills Crosswalk" document illustrates where the skills fall within the program in each lesson and unit and helps see the systematic layout. Skills progress systematically, such as learning to recognize rhyme in beginning lessons before producing rhyme starting in Lesson 9.

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

- The materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. In grade K, the Teacher Guide uses two routines to teach sound-spelling: the "Phonemic Awareness" routine and the "Sound-Spelling" routine. Students are instructed to blend a sound and then apply it in the lesson action rhyme. The teacher's guidance is explicit and direct as the skill is introduced. The script has the teacher explain the sound and match the symbol (both upper and lowercase), then guide students to find the letter in the text and underline it. For example, in Lesson 5, teachers teach the sound-spelling pattern for the letter Pp by reading the action rhyme and emphasizing the /p/ sound, explaining that /p/ is spelled with the letter p, using the sound-symbol card to point out the upper and lowercase Pp symbols. Guiding children to find specific words written on the top of their "Learn and Blend" page that were said in the action rhyme beginning with the letter p (pop, popcorn, and pot), then having them underline the letter p in each word on their page.
- The materials include a "Sound Wall" lesson template that ensures direct and explicit instructional routines for teachers as new sound-spelling concepts are introduced throughout the academic year. Four steps include introducing a "Sound Card," focusing on "Articulation," connecting to "Letters/Spellings," 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."

- Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. The Instructional Routines Booklet integrates additional instructional support into the teacher's professional development. The booklet includes sample "Teacher Talk" to guide explicit instruction. For example, the scripted lesson for blending includes, "I am going to put sounds together to make a word. I'll say each sound in the word. Then, I will blend the sounds together to say the word. Listen: /s/, /a/, /t/, /ssaaat/, sat. The word is sat."

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 Phonics to Reading*, include various activities for students to develop, practice, and reinforce their knowledge of sound-spelling patterns. For example, grade K materials include a wide variety of learning center activities such as "Alphabet Go Fish" in Lesson 5; opportunities to build, sort, and discuss words (in every lesson cycle for each sound-spelling pattern); opportunities to write words (in dictation lessons, extensions, cumulative review work, and decodable online lessons); and "Cumulative Assessment Fluency Checks" on Day 5 of each lesson. These activities help students review and practice their sound-spelling knowledge. The grade K materials also include the following resources: student workbook pages to guide the independent application of skills taught, mnemonic alphabet cards, Elkonin boxes, picture cards to aid in word sorts, consonant and vowel sound walls, sound-spelling cards, color tiles, counters, handwriting cards, and if/then charts to guide teachers in planning differentiated instruction that best suits students' needs.
- The materials include activities for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). The activities are the same each week and include "Think and Write" (dictation), "Trace, Write, Build," and a picture sort of matching letter sounds. The program uses the same activity routines throughout the year. The skills crosswalk document shows the repetition of activities to support the program. For example, Lesson 22, Day 4 provides a sound sort activity where students look at a set of pictures, say the name of the image, and sort the photos by the vowel sound, short o or short u.
- The materials include digital resources with interactive games to support sound-spelling practice, such as the vowel valley, which models the sounds for students to practice. There are also grapheme/phoneme cards in the digital platform. The back of the student book has letter cards and picture cards to be cut out and used in daily routines. Sound cards, color cards, and letter tiles are mentioned in the intervention support lessons and enrichment lessons.

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 materials include various activities and resources to support students in decoding and encoding words, including sound-spelling patterns, both in isolation (e.g., word lists) and in decodable, connected text that builds on previous instruction. For example, in every lesson, students blend words on the top portion of the "Learn and Blend" page, reinforce sound-symbol correspondences on the "Trace and Write" page, write words in isolation during "Dictation" lessons, understand more about how words are built by using letter cards to create, trace, and write words, participate in word sorts (with picture cards for most of the year), 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. Lesson 16 includes teaching the letter K in isolation in the think and write activity where students fill in sound boxes that match pictures. In the decodable text, *Run Kim!*, students use the new letter k skill to review the letter L from Lesson 15 and short i from Lesson 7.
- Materials provide a variety of activities and resources to decode and encode words in decodable, connected text that support students in reviewing previously taught sound-spelling patterns. For example, in grade K weekly lessons, the last lines of the "Learn and Blend" workbook page include sentences to decode; the decodable text is read and re-read multiple times throughout each lesson; "Dictation" lessons ask students to write a complete sentence; "High-Frequency Word" lessons require students to write a sentence using new high-frequency words; and there are additional reading/writing opportunities with additional decodable texts available in the "Fluency Booster Pack" texts/lessons. In Lesson 16, students encode in isolation in the "Dictation" activity by using the letter K from this week's lessons and applying the letter L and short a from previous lessons. After reading the decodable text, *Run Kim!*, they complete the "Write About It" activity, drawing a picture about the story and then writing about it.
- The materials provide various activities to support students in decoding words, including teaching sound-spelling patterns in isolation. Lesson 23, Day 2, teacher table intervention: write the word *jug* and read it aloud. Guide children to build the word with letter cards. Then, have them add -s to build *jugs*. Read the word with children, reminding them that the -s ending sometimes makes the /z/ sound. Continue with other words. Ask children what sound the s makes at the end of each word. Then, have children dictate or write sentences using the plural form of each word. Have children circle the plural word in each sentence. Lesson 23, Day 5 provides a cumulative check word list to assess children's growing decoding skills taught in Lessons 18–23.

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 K materials lack a consistently coherent sequence for introducing regular and irregular words that correspond with the sound-spelling patterns being learned in phonics skill lessons. For example, in Lesson 7, short i is the phonics focus skill, and the high-frequency words taught are big and little, so the skill matches the high-frequency words. Yet in most lessons throughout the academic year, there is no alignment between the skill and the high-frequency words introduced, such as in the lessons surrounding Lesson 7: Lesson 5 (Pp—like, to), Lesson 6 (Nn—is, it), Lesson 8 (Cc—my, good), Lesson 9 (Ff—yes, no), and Lesson 10 (Dd—look, he).
- 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 include 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 texts. Still, there is not a clear, systematic sequence for introducing regular or 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. (PR 2.A.1) (T)

- The materials guide teachers to provide explicit instruction for decoding and encoding regular and irregular high-frequency words. 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" 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. The "Spell, Write, and Extend" portions of the routine focus on guiding students to encode the new word in isolation. For "Spell," the teacher highlights known and unknown spellings that need to be remembered by heart for irregular words. During the "Write," students write the word (in the air, on dry-erase boards, or 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.
- The grade K–3 "Instructional Routine" materials provide direct and explicit instruction for decoding and encoding both regular and irregular high-frequency words. It offers detailed routines for blending and decoding high-frequency words like sat, with step-by-step instructions and sample teacher talk in the "Blending Final/Additive" and "Successive/Whole Word" routines. Teachers point to and say each letter sound, blend them together, and gradually increase the blending speed. For decoding irregular high-frequency words, the "High-Frequency Words" routine highlights irregularities that need memorization. Teachers introduce the word said by writing and reading it in a context sentence, underlining the word, and guiding students to say or tap the sounds they hear. The irregular parts are emphasized with instructions to underline in a different color or draw a heart above these letters. Additionally, the material includes activities for writing and spelling high-frequency words, guiding students through encoding processes. The "Read-Spell-Write" routine encourages students to write words like do and you multiple times, with the teacher modeling the spelling process and having students spell aloud as they write. Encoding irregular high-frequency words is similarly addressed, with explicit instructions on spelling words like said, highlighting the irregular parts for memorization. Grade K Lesson 11 provides direct and explicit instruction for decoding and encoding both regular and irregular high-frequency words. For decoding, students practice blending sounds and reading words such as hat, has, and hit, with the teacher guiding them through these exercises. The lesson also includes instruction for decoding irregular high-frequency words like do, highlighting the irregular part that needs to be memorized.

- Grade K materials include guidance for the teacher to provide explicit (direct) instruction for decoding regular and irregular high-frequency words. In Lesson 23, the "Read-Spell-Write" activity on Day 1 introduces the regular high-frequency word and the irregular high-frequency word said. The words are taught decoding through the reading part of the model. "Read": The teacher writes the word in a context sentence and underlines the word. Point to the word and have the children chorally read it. Then, have children say or tap the sounds they hear in the word. The materials guide the teacher in providing explicit (direct) instruction for encoding regular and irregular high-frequency words. In Lesson 23, the "Read-Spell-Write" activity on Day 1 introduces the regular high-frequency word and the irregular high-frequency word said. The words are taught encoding through the spell and write part of the model. "Spell": "The word said is spelled s-a-i-d. Spell it with me: s-a-i-d. What is the first sound in said? What letter do we use to spell this sound?" "Write": have children write the word said two times as they spell it aloud."

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 K materials include various daily activities to support students in reading and writing regular high-frequency words through opportunities to develop the skill, practice the skill, and reinforce their skills through cumulative review. Within lesson activities include: introduction to the high-frequency words of the week with the "Read-Spell-Write" routine on Day 1, extending the "Read-Write-Spell" routine by creating sentences containing the week's two high-frequency words and reading connected/decodable text that intentionally include the words on Day 2, review of the week's words on Day 3 through the "Read-Spell-Write" routine as well as tracing, writing, and building the words during the "Word Building" lesson, engaging in a cumulative review of the week's high-frequency words as well as completing a corresponding sentence on Days 4 and 5. In addition, games students can play in stations or during small-group intervention time for activities to support their development, practice, and review of regular high-frequency word skills, including: "Mix It Fix It" and "What's Missing?"
- The materials provide 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 K materials offer 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 28 includes various activities to develop, practice, and reinforce these skills. The lesson features activities like "High-Frequency Words," the "Take-Home Book" We Play, and "Word Sort" to help students

recognize and decode irregular high-frequency words. "Word Building," "Independent Practice," and the "Take-Home Book" We Play provide repeated practice opportunities for students to decode these words in various contexts. Cumulative assessments like the "Fluency Check" for Lessons 23–28 reinforce decoding skills by offering review and practice over multiple lessons. For encoding skills, activities like "Dictation," "Word Building," and "Writing Extension" help students practice spelling irregular high-frequency words. Resources such as "Word Building" and "Writing Extension" offer repeated practice opportunities, while cumulative review activities and assessments like "Student Fluency Reports" and cumulative quick checks ensure students reinforce their encoding skills over time. This structured approach helps students build a strong foundation in both decoding and encoding irregular high-frequency words.

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 multiple activities for students to recognize, read, and write high-frequency words in isolation. The "Manipulatives Kit" includes sight-word cards teachers can use to introduce the words in isolation on Day 1 and review the words on days 2–5 of each learning cycle. The "Spell" and "Write" portions of the "Read-Spell-Write" student workbook page provide an opportunity on Day 1 for students to read and write the words in isolation. Each grade K word-building lesson involves students tracing, writing, and building the lesson's high-frequency words with letter cards. The two high-frequency word games included in the program ask students to write the missing letters in the high-frequency words listed in isolation ("What's Missing?") and to rebuild a high-frequency word in isolation that has its letter cards all mixed up ("Mix It Fix It"). For example, in Lesson 30, students engage in the "Read-Spell-Write" routine, where they read, spell, and write words like use and blue in isolation, addressing the recognition and reading of high-frequency words.
- The grade K 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" routine, which involves students recognizing and reading the underlined word that will be learned in a sentence; students write the high-frequency words of the week on the bottom of the "Read-Spell-Write" page to complete a sentence and read it; students engage in dictation activities to write sentences that frequently include the high-frequency words of the week; and students read (and reread multiple times throughout the program) connected texts that intentionally include the week's focus high-frequency words as well as previously learned high-frequency words. The "Use in Context" activity in Lesson 30 has students write each word twice and create sentences using these words, such as "Where is my blue sock?" and "We will use the map," covering the writing of high-frequency words in both isolation and connected text. 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 materials in grade K include various activities for students to recognize, read, and write high-frequency words in isolation and connected text. The online professional development

resource provides a high-impact routine: high-frequency video to teach and model for teachers. The video includes modeling for high-frequency activities such as flashcards, cumulative sentence folders, "Read-Spell-Write" routines, "Mix It Fix It," and what is missing. Each week, the decodable book has the week's high-frequency words in the text. For example, in Lesson 25, the high-frequency words go and hurt are included in the decodable text *The Best Vet*.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	12/12
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)	N/A
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)	N/A
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)	N/A

The 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).

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)

- The 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)

- The 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 include various activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable words. Weekly lesson cycles intentionally repeat, so various lessons include the following activities for decoding: "Learn and Blend"

activities for reading words with the focus phonics skill of the week, "Learning/Enrichment Centers" activities, reading decodable texts, "Word Study/Morphology" lessons, and cumulative fluency reviews. Weekly lesson cycles include the following activities for encoding: "Dictation," "Writing Extension," and "Word-Building." The following resources included in the material allow students to develop, practice, and reinforce their skills: whiteboards, markers, letter tiles, sound-spelling cards, grapheme cards, word sorts, and multiple workbook pages.

- The grade 1 materials provide a comprehensive and structured approach to developing, practicing, and reinforcing decoding and encoding skills. These lessons ensure students master foundational literacy skills through engaging activities and resources. For example, Lesson 12 focuses on the final e sound (a_e, i_e). It includes a variety of activities such as "Introduction," "High-Frequency Words," "Read Connected Text: The Plane Ride," "Word Sort," and "Dictation" to build foundational skills. Students engage in "Word Building: Make New Words," "Word Study/Morphology: Soft c and Soft g," "Independent Practice," "Cumulative Review," and "Writing Extension," allowing them to apply and reinforce their skills in various contexts. Cumulative assessments, including the "Fluency Check: Lessons 7–12" and the "Student Fluency Report," provide opportunities for review. The lesson includes instructional resources like "Letter Cards," "Word Cards," "Sound-Spelling Letter Cards," and "Sorting Boxes Blackline Master," providing tangible tools for hands-on practice. Interactive instructional resources like "Blend It," "Sort It Out," "Think and Write," and "Make New Words" engage students with interactive activities. Additionally, interactive decodable texts and practice activities, such as the "Ice Is Nice!" lesson plan and "Sound It, Spell It," further support skill development. This structured approach ensures comprehensive mastery of decoding and encoding skills.
- The grade 1 materials provide a comprehensive and structured approach to developing, practicing, and reinforcing decoding and encoding skills. These lessons ensure students achieve mastery of foundational literacy skills through a variety of engaging activities and resources. For example, Lesson 28 focuses on long i and long o sounds and includes a variety of activities such as "Introduction," "High-Frequency Words," "Read Connected Text: A Good Pet," "Word Sort," and "Dictation" to help students build foundational skills. Students also engage in "Word Building: Make New Words," "Word Study/Morphology: Transition to Longer Words," "Independent Practice," "Cumulative Review," and "Writing Extension," allowing them to apply their skills in different contexts. Cumulative assessments, including the "Fluency Check: Lessons 23–28" and the "Student Fluency Report," provide opportunities to review and reinforce skills. The lesson includes instructional resources such as "Letter Cards," "Word Cards," "Sound-Spelling Letter Cards," and "Sorting Boxes Blackline Master" for hands-on practice. Interactive instructional resources like "Blend It," "Sort It Out," "Think and Write," and "Make New Words" engage students with interactive activities. Additionally, interactive decodable texts and practice activities, such as The Billy Goats lesson plan and "Sound It, Spell It," further support skill development. This structured approach ensures comprehensive mastery of decoding and encoding skills.

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 guidance is not applicable to the grade level.