3(A) The program may not teach word recognition, when teaching students to read in English, through visual memory, guessing, the shape of a word, or the use of pictures or context clues to decode words instead of explicitly teaching words that cannot be sounded out and that do not follow the rules of phonics.

- Materials include teacher scripts for introducing high-frequency words. Students are asked to snap and clap the letters in the word and use visual memory to learn the word. Students are given guidance to cover the word and guess instead of using decoding skills. Students are not explicitly taught that certain words cannot be sounded out and do not follow phonics rules.
- Materials include explicit instruction and scripts for teachers to teach each sound and ensure articulation is taught correctly. Only some small-group intervention lessons contain decodable words and sentences and provide teachers with some guidance for providing feedback. 