

IMRA Review Cycle 2024 Report



Publisher Name	Program Name
Institute for Multi-Sensory Education	IMSE Comprehensive Orton-Gillingham Plus
Subject	Grade Level
English Phonics	Grade 1

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 188 / 313

IMRA Reviewers

Flags for Suitability Noncompliance

3

Indicator	Count of Flags
1. Prohibition on Common Core:	3
2. Alignment with Public Education’s Constitutional Goal	N/A
3. Parental Rights and Responsibilities	N/A
4. Prohibition on Forced Political Activity	N/A
5. Protecting Children’s Innocence	N/A
6. Promoting Sexual Risk Avoidance	N/A
7. Compliance with the Children’s Internet Protection Act (CIPA)	N/A

Flags for Suitability Compliance

N/A

Indicator	Count of Flags
Alignment with Public Education’s Constitutional Goal, 2.1.1	N/A
Promoting Sexual Risk Avoidance, 6.2	N/A

Alleged Factual Errors

1

Public Feedback

Flags for Suitability Noncompliance

N/A

Rubric Indicator	Count of Flags
1. Prohibition on Common Core:	N/A
2. Alignment with Public Education’s Constitutional Goal	N/A
3. Parental Rights and Responsibilities	N/A
4. Prohibition on Forced Political Activity	N/A
5. Protecting Children’s Innocence	N/A
6. Promoting Sexual Risk Avoidance	N/A
7. Compliance with the Children’s Internet Protection Act (CIPA)	N/A

Alleged Factual Errors

N/A

Public Comments

N/A

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	18 / 53
2. Progress Monitoring	16 / 28
3. Support for All Learners	10 / 32
4. Phonics Rule Compliance	31 / 36
5. Foundational Skills	113 / 164

Strengths

- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their growth.
- 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.
- 4.3 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.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling

patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.

- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.

Challenges

- 1.1 Course-Level Design: Materials do not outline the TEKS, ELPS, and knowledge taught. They do include suggested pacing, a rationale for unit order, or supports for unit internalization.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overview, provide content knowledge and academic vocabulary for effective teaching, or suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Materials do not include comprehensive, detailed lesson

plans to meet language standards or lesson overviews listing necessary materials for lesson delivery.

- 2.1 Instructional Assessments: Materials lack a variety of unit-level assessments aligned to standards and objectives.
- 3.1 Differentiation and Scaffolds: Materials do not provide educators with guidance for differentiation or embedded supports for vocabulary.
- 3.2 Instructional Methods: Materials do not provide multiple types of student practice or teacher guidance on recommended structures.
- 3.3 Support for Emergent Bilingual Students: Materials do not provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, or support for emergent bilingual students.
- 4.2 Daily Instructional Sequence and Routines: Daily lessons lack opportunities for feedback and collaborative learning.
- 4.5 Progress Monitoring and Student Support: Materials do not guidance on determining frequency of progress monitoring or accelerating learning based on student data.
- 5.B.1 Oral Language Development: Materials do not provide explicit and

systematic guidance for developing oral language through diverse methods.

- 5.C.1 Alphabet Knowledge: Materials do not provide guidance for explicit instruction in uppercase letters.
- 5.C.2 Letter-Sound Correspondence: Materials do not provide teacher guidance for connecting phonemes to letters in words with explanatory feedback.
- 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence for introducing phonological awareness, starting with simple skills and progressing to complex ones, offering explicit instruction with corrective feedback and diverse activities for practice or reinforcement aligned to grade-level TEKS.
- 5.D.2 Phonemic Awareness: Materials do not follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit instruction and feedback, connecting phonemic awareness to the alphabetic principle.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials do not systematically introduce and provide explicit instruction for regular high-frequency words.

Summary

Institute for Multi-Sensory Education (IMSE) is an English phonics K–3 program. The program offers explicit and systematic instruction in phonics. It includes activities and resources to support the development of students’ phonological awareness, phonics, high-frequency word, decoding, and encoding skills. It also provides teacher guidance through scripted lessons and simple and repetitive routines and procedures for teachers to follow in every lesson. The program includes opportunities for students to develop phonics skills in isolation and in context with aligned decodable readers for each

concept. Additionally, the program provides an intervention resource titled, *Interventions For All: Phonological Awareness*, with engaging activities and games for teachers to use to help build automaticity in students' phonological awareness skills.

Campus and district instructional leaders should consider the following:

- The product provides an approach to phonics instruction that moves from simple to more complex and includes cumulative review of previous taught skills and practice throughout each lesson. However, the product does not specifically align to the TEKS for each individual grade level or provide opportunities for students to collaborate.
- While the product provides explicit teacher guidance and supports, including scripted lessons, simple daily routines, and data-tracking and assessment tools, it does not provide guidance on progress monitoring students based on their strengths and weaknesses or guidance on how to accelerate learning after mastery of concepts.

Intentional Instructional Design

1.1	Course-Level Design	7/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	2/5
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).	0/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	0/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	1/2
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 concepts taught in the course. Materials do not include a scope and sequence outlining the TEKS, ELPS, or knowledge taught in the course. Materials do not include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210). Materials do not 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 lesson internalization. Materials do not include guidance, protocols, and/or templates for the unit internalization. Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- Materials include a year-long scope and sequence in the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 1)* resource. The scope and sequence detail the concepts taught, red words, card pack numbers, and corresponding decodable reader used for instruction. The scope and sequence cover twenty-five concepts. It outlines sight words called "red words" and decodable readers that align with the concept.
- The scope and sequence do not include the TEKS, ELPS, or knowledge. The materials do not reference the TEKS or ELPS in the lesson materials.

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).

- The *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 1)* provides suggestions on pacing lessons by the minutes allotted for phonics instruction. The materials state, "Below are guidelines for implementing IMSE's approach for 90 minutes or 30 minutes, depending on whether it is being used as the curriculum or as a supplement to a current curriculum." The materials provide a sample calendar for pacing a week with thirty minutes and ninety minutes of phonics instructional time. The materials do not include a pacing calendar for the whole year.
- The IMSE "Assessments" section of the *Assessment Guide* suggests using the initial assessment to determine the starting concept for the individual or class.
- Materials do not include instructional calendars referring to any number of instructional days.

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

- The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)* explains that the phonics concepts taught systematically move from simple to more complex. The guide does not explain the rationale of unit order or how concepts to be learned connect throughout the course. However, it does explain the order of the scope and sequence. For example, the guide explains that factors such as "frequency of the concepts, the type of sound, and similarities in the written features of the graphemes" influenced the order of concepts.
- The *Comprehensive Orton-Gillingham Plus Teacher Training Manual* explains how concepts learned in grade 1 build off foundational skills acquired in grade K. Under the section "Level 1 (Grade 1): Recommended Guidelines," it states, "Level 1 Initial Assessment should be given at the end of grade K because the concepts in Level 1 Initial (m-wh) are taught in grade K. Grade 1 students should be given Level 1 Initial to ensure mastery of those concepts."

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

- Materials include a blank lesson template called, *Comp OG+* "Weekly Lesson Plan Template," on the digital platform. The template lists each component and the day of the week it occurs, the anticipated time of completion, materials needed, and a checklist of essential ideas.
- Materials do not include guidance, protocols, and/or templates for unit internalization. The IMSE *Comprehensive OG+* "Blue Teacher Reference Flip Chart" includes every instructional routine and a sample script. Teachers use the sample script and change the concept within the routines. There are sample scripts for the three-part drill, teaching letter formation, decodable readers, and learning a red word.

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

- Materials include resources to support administrators and instructional coaches in implementing the materials as designed. They include IMSE *Comprehensive OG+* "Fidelity Checklists for Admin and District Instructors" on their digital platform.
- Materials include guidance to support administrators and instructional coaches with implementing the materials as designed. They include "Asynchronous Course: Administrator's *Comprehensive OG+* Course" to support administrators and district literacy coaches to gain the information needed to support educators as they implement IMSE *Comprehensive OG+*.

Intentional Instructional Design

1.2	Unit-Level Design	0/4
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.	0/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	0/2

The materials do not include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials do not contain supports 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.

- Materials do not include comprehensive overviews that provide the background content knowledge necessary to teach the unit concepts effectively. However, they include a "Notes" section before each lesson that provides background knowledge on the specific phonics rule covered in the lesson.
- Materials do not include comprehensive overviews that provide the academic vocabulary necessary to effectively teach the unit concepts. The materials do define academic vocabulary in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*. The manual is not grade-level specific and provides general terms used across all grade levels. For example, the "At a Glance: Five Parts to Orton-Gillingham" section defines terms used throughout each module, such as *arm tapping* and *belly sounds*.

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

- Materials provide a letter to parents in both Spanish and English that outlines the program structure and the research behind the program in the *Comprehensive Orton-Gillingham Plus Teaching Training Manual*. The letter explains the creation of the phonics program. It states, "It is a multi-sensory program that will enable students, by direct instruction, to review, learn new concepts, practice, and apply what they are learning." The letter also outlines their methodology utilized for over fifty years and how the program benefits all students by offering a "hands-on, systematic, structured, sequential, cumulative, and success-oriented multi-

sensory learning program." However, the materials do not provide parent support for each unit or suggestions on supporting student progress.

- Materials provide a digital resource website with general information and support to help students learn to read at home. A phonological awareness screener, videos on components of reading, games, and blogs are examples of free resources provided. The website does not provide unit-specific support and is only available in English.

Intentional Instructional Design

1.3	Lesson-Level Design	11/34
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.	9/30
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.	0/2
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 tasks, materials, and instructional assessments required to meet the content standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include tasks, materials, and instructional assessments required to meet the language standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives and questions required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials do not include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

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

- The *Teacher Guide* organizes the lesson plans by component and aligns them with the lesson concept. Under each component heading, it lists the materials needed for the tasks.
- The "Word Dictation" section in the comprehensive, structured, detailed lesson plans includes clear tasks for the teacher to follow that align with the content standard. For example, the Concept 16 lesson plan provides explicit directions on how students complete the word dictation for all five days. It breaks down the words to practice each day, and they align with the concept of change *y to i*. These words include *cried, fries, copied, ladies, employed, delayed, studied, puppies, dried, played, hurried, babies, emptied, tried, and stayed*. The dictation serves as an assessment of whether or not students have progressed on the concept.
- The *Comprehensive+* "Blue Teacher Reference Flip Chart" provides all the routines that provide instructions for the teacher and the students. For example, the "Learning a Red Word" routine has 12 steps. These steps include the teacher saying the word, followed by the teacher

and the student determining the number of sounds in the word using tokens. Ultimately, the students will write the word in isolation as the final step. The lesson plans include a list of materials and script for the "Red Word" activity.

- Materials do not include daily objectives or questions on the lesson plans that meet the content and language standards of the lesson. The lesson plans display the concept taught, such as "Concept 64: Vowel Team (Diphthong) *ou*, *ow* /*ou*/ (out, brown)." The materials provide suggested areas where teachers could ask questions but do not provide direct, scripted questions.

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

- Materials provide suggested timing for each lesson in the "Guidelines for Lesson" section of the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 2)*. The recommended timing includes the option for a 90-minute or 30-minute instructional block. The resource states, "Below are guidelines for implementing IMSE's approach for 90 minutes or 30 minutes, depending on whether it is being used as the curriculum or as a supplement to a current curriculum." The components of the lesson include a three-part drill, phonological awareness, teaching a new concept and syllable division, word and sentence dictation, red words, decodable reader, fluency, language comprehension, and written expression.
- The teacher guidance materials also include a table suggesting how much time to spend on each component weekly. The time is listed in parentheses next to the activity on the sample lesson plan. For example, the teacher should plan the three-part drill for ten minutes at least three times a week.

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

- The *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 2)* includes a lesson overview with literature ideas, object ideas, notes, the corresponding card pack, and the decodable reader number. The overview does not include the materials needed in the lesson.
- Materials list the teacher and student materials under each component title throughout the lesson. For example, in Concept 58, the "Teaching a New Concept" section lists the needed materials, which include a "concept card, screen, green crayon, object, sand, decodable readers, literature, P/G chart." The materials do not specify whether they are for teacher or student use.

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

- Materials include extension activity options at the end of each lesson in the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 2)*. For example, the Concept 74 lesson plan includes an extension option for students to engage in contraction surgery. Several

lessons suggest visiting IMSE's Orton-Gillingham's Pinterest page to find more ideas on extending the lessons.

- The *Teacher Guide Book* includes daily homework suggestions, such as assigning rapid word charts, decodable readers, or studying weekly red words.

Progress Monitoring

2.1	Instructional Assessments	12/24
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.	6/12
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.	0/6
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 lesson level (including diagnostic, formative, and summative) that vary in the types of tasks and questions. Materials do not include a variety of instructional assessments at the unit level (including diagnostic, formative, and summative) that vary in the 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. Materials do not include diagnostic, formative, and summative assessments that 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 assessment tools for measuring reading skills, such as diagnostics, summative assessments, and formative assessments at the lesson levels that vary in types of tasks and questions located in the *Comprehensive OG Plus Assessment Manual*. For example, in the diagnostic assessment, students write the letter(s) that make the sound the teacher states, dictate sight words and sentences, and read sight words and sentences. Also, in the formative assessments, students write dictated sentences and then use the CUPS checklist to edit the sentences.
- Materials outline formative assessment opportunities for teachers to administer throughout weekly lessons in the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 1)* under the "Guidelines for Lessons (advanced)" section. These assessments include a variety of tasks, such as encoding with "Red Word" assessments, assessing comprehension with decodable readers, and tracking fluency in decodable readers.

- Materials include a diagnostic assessment to determine phonological sensitivities and phonemic awareness difficulties. Teachers administer the assessment through each component: basic syllable, initial phoneme/onset-rime, basic phoneme, and advanced phoneme.
- Materials include formative assessments to determine whether students can apply phonological skills. For example, in *Student Spelling Book B*, after students learn concepts -ss, -ll, -ff, and -zz, they write the words dictated by the teacher to show mastery.
- Materials do not section the lessons into units. They do not provide unit-level assessments.

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

- The "Types of Assessment" section in the *Comprehensive Teacher Assessment Manual* includes the definitions and purposes of screening assessments, diagnostic assessments, norm-referenced assessments, criterion-referenced tests, outcome assessments, and progress monitoring pieces.
- Materials also define key terms such as *reliability*, *standardized administration*, *validity*, and *norm referencing*. The manual states, "Diagnostic assessments measure specific skills, like phonological awareness, decoding, oral reading skills, spelling, and writing."
- The *Phonological Awareness Training Manual* provides definitions for the various assessments, including the "Phonological Awareness Screening Assessment," "Rapid Automatic Naming Assessment," and "IMSE's Beginning Reading Skills Assessment." For example, the manual states that "The PAST is an informal, diagnostic, and screening assessment tool used to determine phonological sensitivities and phonemic awareness difficulties."
- Materials define the assessments as intended for informing instruction and guiding instructional decisions in the "Types of Assessment" and "IMSE Assessment" sections. The materials state, "The primary purpose of these assessments is to document whether or not a student is meeting benchmarks in phonics. Students who fall below the benchmark can be identified and given additional support. The secondary purpose of these assessments is to determine a starting point for instruction when working with students in tiers two and three. In addition, these assessments can be used as formative assessments in tiers two and three."

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

- Materials include step-by-step guides on conducting assessments in the *Comprehensive Teacher Assessment Manual*. For example, the "Level 1 (Grade 1) Classroom Assessment Procedures" section provides the teacher with a four-day guide on administering the Level 1 Benchmark assessment. They provide teacher directives for administering the assessment, such as, "Instructor dictates sounds (p. 22) and words (p. 26) or uses blank sheet for selected

sounds and words for each level; students write the dictated words or sounds on student assessment sheets. Instructor records responses for each student using the key provided."

- Materials provide a bulleted list of guidelines for administering and scoring the instructional assessments in the *Comprehensive Teacher Assessment Manual*. For example, the "Rapid Automatic Naming (RAN)" assessment includes guidance on using a timer, covering forms when administering assessments, and coding students "at risk" if they take longer than one minute and/or have more than three errors.
- Materials include clear guidance for teachers to administer the assessment efficiently, such as recording sheets and guidelines that suggest the time allotted to complete it. If needed, there are also recommendations for breaking apart long assessments across days or class periods.

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

- The diagnostic, formative, and summative assessments in the *Assessment Guide* align with phonics concepts outlined in the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 1)* table of contents. Concepts and knowledge, rather than TEKS, organize the materials.
- Materials provide various assessments, such as the "Rapid Automatic Naming," "Red Words Assessments," informal spelling inventory, and "Beginning Reading Skills Assessment." However, the assessments are not aligned with the TEKS and objectives of the course, unit, or lesson.

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

- Materials provide instructional assessments for each grade level in the *Comprehensive Teacher Assessment Manual* which include standards aligned items at varying levels. The "IMSE Texas Crosswalk Alignment" document demonstrates this.
- Materials provide instructional assessments of varying complexity in the *Assessment Guide* and embed them within the lessons. For example, students say the phoneme during the assessments and write the corresponding phonics rule. The assessments align with the phonics concepts outlined in the *Teachers Guide*.
- Materials include a variety of informal assessments in the *Teacher Guide* that give teachers in-the-moment feedback on student learning. For example, in the word dictation routines, students are asked to segment words into phonemes and then write the word. Teachers also assess sight word dictation, sentence dictation, and fluency.

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.

- Materials guide teachers on how to interpret student performance on assessments and reflect on levels of understanding and proficiency. For example, the *Phonological Awareness Manual* details levels of phonological awareness at various grade levels and provides guidelines for direct instruction of phonological awareness. It also provides guidance, such as using activities related to the section where students miss two or more questions. This resource provides activities to use with students based on data collected from the assessment progress report.
- Materials provide a table for teachers to track student progress as they learn various phonics skills in the *Assessment Guide* and give a baseline for determining which students need interventions. The resource states, "Students who score less than 80% on a benchmark assessment can be considered at-risk or below proficiency. These students may need additional testing and should receive additional instruction on the concepts missed." It does not include what teachers should do if students need additional support.
- Materials provide guidance for responding to student performance in the "Recommendations for Student Support After Initial Assessment" section of the *Assessment Guide*. The guidelines recommend that teachers review missed concepts during the first week. They state, "Continue to cover these concepts heavily during the Three-Part Drill. Then, begin instruction on grade-appropriate content."

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

- The Zgonc "Interventions for All" *Phonological Awareness* book provides activities to use in response to student assessment results on the "Phonological Awareness Skills Assessment." Materials provide guidance on starting with the section where students missed two or more questions. The materials provide Tier 1, Tier 2, and Tier 3 activities for each skill. They recommend starting with Tier 2 activities if skills are appropriate for the grade level. The materials provide a chart to show when students should master each skill.
- Materials suggest tasks and activities to use with students in response to instructional assessment data in the *Comprehensive Teacher Training Manual*. For example, teachers can use "Reader's Theater" as a "creative and entertaining way for students to improve fluency and comprehension and provide opportunities for necessary oral reading practice."

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

- Materials provide students with a chart to track the words they read correctly with automaticity after each lesson in *Student Reading Book B*. Students record the words correct or word correct per minute after reading the provided text. Each word list or text provides five opportunities to record a score.

Supports for All Learners

3.1	Differentiation and Scaffolds	2/8
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.	0/3
3.2b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	0/2
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.	2/3

The materials do not 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 do not 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 enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills. Materials do not include differentiated instruction 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.

- Materials do not include teacher guidance for differentiated activities or paired (scaffolded) lessons for students who have yet to reach proficiency on grade-level standards. The *Teacher Training Manual* defines differentiation as "changing the pace, level, or kind of instruction you provide in response to individual learners' needs, styles of interests." It further explains that teachers can pre-assess and match learners with appropriate activities according to readiness but does not give specific activities on how.
- Materials provide teacher guidance for differentiated instruction for students who have yet to reach proficiency in the "Multi-Tiered Support System (MTSS)." This resource provides guidelines for the length of literacy instruction for each intervention tier. For example, Tier 1 is "Literacy instruction for 90-120 minutes daily." For Tier 2, the materials state, "The goal is to catch students up to grade level with instruction three to five days per week for 30-45 minutes in addition to core instruction." The materials define Tier 3 as "intensive reading instruction given 45-60 minutes daily in addition to the core instruction."
- Materials do not include teacher guidance for differentiated activities or scaffolded lessons for students who have yet to reach proficiency on grade-level proficiency on grade-level content.

- The *Comprehensive Orton-Gillingham Plus Teacher Training Manual* outlines general needs and definitions for differentiated instruction under the sections "Multi-Tiered Support System (MTSS)," "Dyslexia," "Students with Disabilities," "English Learners (ELs)," "Meeting the Needs of All Learners," and "Adaptations and Assistive Technology." Still, it does not provide teachers with guidance or materials to supplement students yet to reach proficiency.

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

- Materials do not include specific pre-teaching of unfamiliar vocabulary but embed vocabulary instruction into the lessons. For example, the *Teacher Guide Book B (Grade 1)* defines the red or sight words as step five in the "Teaching a New Red Word" routine.
- Materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)*, under the section "Fluency, Vocabulary, and Comprehension" in Concept 33, teachers are directed to "Incorporate vocabulary into your literacy lessons daily/weekly (minimum 50 min/week) by choosing 3-5 appropriate tier two words (can pull from rich literature or decodable readers)," but there is no teacher guidance on pre-teaching the words.
- Materials include recommendations for vocabulary words within each decodable reader. For example, in Book 27, the recommended vocabulary words are *catfish* and *catnip*, but the materials do not provide strategies or guidance on teaching these words.
- Materials include red words for every decodable reader. The teacher guide states, "Teach the words through explicit, direct instruction using student-friendly definitions, word webs, vocabulary charts, illustrations, and other activities."

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

- Materials provide a bulleted list with supplemental materials to extend their knowledge of learned concepts in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)* under the section "Extension Activity Ideas." For example, in Concept 33: Sammy Rule -ss, -ll; -ff, -zz, some of the extension activities suggest creating a foldable of the rule for the "Interactive Notebook" or creating a poster to remember the rule with an acronym.
- Materials do not include guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills. For example, while the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)* materials provide differentiated instruction for different types of learners (e.g., auditory, kinesthetic, visual, etc.), they do not include guidance for teachers to support students who have already demonstrated proficiency before teaching the lesson.
- Materials offer enrichment activities in the *Teacher Guide Book*, such as "set up a center with a recording of words with blends. Have students use tokens and sound boxes to indicate how many sounds are in each word and visit IMSE's OG Pinterest page for more ideas."

Supports for All Learners

3.2	Instructional Methods	8/13
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.	2/4
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.	0/3

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 guidance and recommendations for effective lesson delivery using a variety of instructional approaches. Materials do not include teacher guidance and recommendations for effective lesson facilitation using a variety of instructional approaches. Materials do not support multiple types of practice (e.g., guided, independent, collaborative) or 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).

- Materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly in the *Teacher Guide B (Grade 1)* lessons. For example, "Teaching a New Concept" outlines teacher actions (T) and student actions (S) in thirteen steps.
- Materials include instructional routines with clear headings and labels to support the different components of a lesson. The *Teacher Guide Book B (Grade 1)* includes lessons for each concept outlined in the "Scope and Sequence." Each lesson opens with object ideas, literature ideas, and "Notes" for the teacher. The lesson consists of seven components: "Phonological Awareness," a "Three-Part Drill," "Teaching a New Concept," "Word Dictation," "Sentence Dictation," "Weekly Red Words," "Fluency," "Vocabulary," and "Comprehension."
- Materials include a "Teacher Reference Flip Chart" that provides sample scripts for each routine component, such as the "Three-Part Drill," which includes visual, auditory/kinesthetic, and blending steps. The script for the visual step instructs the teacher to display cards randomly while students say the corresponding sounds.
- Materials include prompts to support the teacher in explaining concepts directly. For example, the *Grade 1 Teacher Guide* explains, "A blend consists of 2 or more consonants that blend together when speaking and reading."

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

- The lessons in the *Teacher Guide Book B (Grade 1)* provide recommendations for effective lesson delivery using a variety of instructional approaches and tasks that allow students to practice phonics concepts through visual, auditory, and kinesthetic methods. Each lesson has a "Three-Part Drill" where they practice previously taught phonics concepts in a visual, auditory, and kinesthetic manner. In the visual part of the drill, teachers show a card with the letter, and students make the sound. For the auditory/kinesthetic portion, students write the letter(s) of the sound(s) they hear with either a green crayon or sand. The drill also incorporates a blending part where teachers build words, students say the sound for each letter, and then blend. The lessons incorporate other components, including tapping sounds, holding vowel tents, utilizing tokens to represent sounds, dictation, and reading decodable readers.
- Materials do not include instructions to support the teacher in providing effective lesson facilitation through various engaging instructional strategies like entry/exit tickets, questioning, or think-pair-share. The lessons in *Teacher Guide Book B (Grade 1)* are teacher-directed, where teachers teach and model the sound, and students have plenty of opportunities to practice the skill. There are no scripted questions for teachers or suggested areas for student-to-student discussions.
- Materials include teacher guidance and recommendations for effective lesson delivery using more than two instructional approaches but do not include guidance and recommendations for facilitation. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*, under the section "Instructional Method," the materials explain that "Reciprocal teaching can be done whole class, small group, or one-on-one using the four reciprocal teaching strategies: predicting, questioning, clarifying, and summarizing." This section explains how students will be taught the strategies explicitly for continued use in whole-group, small-group, and/or partners. However, the lessons do not incorporate teacher facilitation of this process; the lessons only include direct teaching.
- Materials include teacher guidance and recommendations for effective lesson delivery using more than two instructional approaches. In the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*, under the section "Orton-Gillingham at a Glance," the materials provide an overview of lesson delivery and guidance for effective lesson delivery. These components include the "Three-Part Drill," "Teaching a New Concept," "Red Words," "Syllabication," and "Language Comprehension." For example, the materials outline that the three-part drill "always precedes the introduction of a new phoneme or rule as an anticipatory set."

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.

- Materials include guided instructions for teachers to use the routines in the "Teacher Reference Flip Chart." These instructions present as a sample script detailing teacher and

student actions. However, the routines are not clearly labeled as modeled, guided, or independent, nor do they specify a recommended structure.

- The *Comprehensive OG Plus Teacher Training Manual* gives guidelines for small group or additional instruction in addition to whole class instruction for Tier 2 and Tier 3 students in the section titled "Multi-Tiered Support System (MTSS)," subsection "The Three Tiers."
- Materials provide guided instructions for teachers to teach the routines necessary to implement practice effectively. "The Procedural Reference Flip Charts" provide explicit instruction for daily routines.
- Materials do not include guidance for teachers to support effective implementation, support multiple types of practice, and do not include recommended structures to support effective implementation. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)*, within each concept lesson, the materials provide teachers with step-by-step directives and scripts on how to facilitate each lesson component. However, the materials do not provide opportunities for students outside of direct instruction.
- The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)* gives students ample opportunity to engage in guided practice. Still, there are very few opportunities for them to engage in collaborative or independent practice.
- The *Comprehensive Orton-Gillingham Plus Teacher Training Manual* often refers to multiple types of practice (whole group, small group, independent). However, the lessons do not consistently distinguish between these types of practices.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	0/11
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.	0/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
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.	0/8
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 do not 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 do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials do not 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. Materials are not designed for dual language immersion (DLI) programs and do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

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.

- Materials do not provide teacher guidance on providing linguistic accommodations for various levels of language proficiency to engage students in increasing academic language. However, they include generic tips in the *Comprehensive Orton-Gillingham Plus Training Manual*.
- The English Learners section in the manual provides general guidance and considerations that apply to all lessons. For example, when teaching sight words, it suggests that teachers emphasize the expected and unexpected sounds and highlight any sounds in the word that may not exist in a student’s native language.

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

- Materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The materials do not explicitly reference the ELPS or include information related to state-approved ESL and bilingual program models.
- The *Teacher Training Manual* provides information for teachers of emergent bilingual students, such as considerations for seven components or instructional routines titled "EL Considerations for Vowel Intensive," "EL Considerations for Teaching a New Concept," "EL Considerations for Teaching RED Words," "EL Considerations for Syllabication," "EL Considerations for Fluency," "EL Considerations for Teaching Vocabulary," and "EL Considerations for Teaching Comprehension."

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.

- Materials do not include embedded guidance to support emergent bilingual students. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)*, the materials include a section called EL Considerations for Teaching a New Concept. This section provides teachers with guidance on differentiation considerations they may need to make for their EL students. However, these are an overview of ideas not elaborated on throughout each lesson.
- The lesson plans in the *Teacher Guide Book B (Grade 1)* provide guidance on building vocabulary and incorporating oral language comprehension, but it does not give specific strategies for emergent bilingual students.
- Materials do not include embedded guidance to support emergent bilingual students. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*, under section EL Considerations for Teaching Vocabulary, the materials highlight that "Explicit instruction on cognates can serve as an important semantic resource for ELs and enables them to utilize native language knowledge to facilitate English vocabulary development." However, the materials do not provide support to guide teachers on necessary words.
- Materials include tips for supporting English Learners; for example, the grade 1 *Teacher Training Manual* suggests "teachers provide students with an explanation of how letters in the English alphabet are formed with straight lines, circles, and curved lines."
- Materials do not include embedded guidance to support emergent bilingual students. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*, under the section English Learners (ELs): Oral Language, the materials state that "Educators need to understand ELs' oral language proficiency levels and incorporate language opportunities during instruction." However, the materials do not provide guidance within the lesson.

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

- No evidence

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). 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.

- The materials include systematic and sequenced instruction of phonics. The lessons follow a progression from simple to complex, gradually building upon the foundational skills that students need to read more complex words throughout the year. For example, the grade 1 "Scope and Sequence" in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)* starts with teaching phonics rules, such as doubling the final consonant. Then, students learn compound words and closed and open syllables. Eventually, the materials progress into teaching words with blends at the beginning and end of a word, words with long vowel sounds, words with soft consonants, words with vowel teams, and contractions.
- The materials include systematic and sequenced instruction of foundational skills in the *Comprehensive Teacher Assessment Manual* under section "Level 1 (Grade 1) Recommended Guidelines." The guidelines explain that grade 1 students should be given the "Level 1 Initial" assessment at the beginning of the year to ensure mastery of grade K concepts) to help guide instruction decisions and intervention needs. Teachers can teach more complex skills before the midterm and summative assessments later in the year. The assessment determines the placement in the activity sequence.

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

- The materials include explicit and intentional daily opportunities for phonics through lessons and routines found in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)*. For example, in the "Teaching a New Concept" section of Concept 33, the teacher shows students a new concept card and then tells students they will learn another way to spell the /s/, /l/, /f/, and /z/ sounds.
- The materials' phonics lessons include teacher-led instructions that clearly and specifically teach phonics skills through concise explanation, modeling, practice, and feedback. For example, each lesson begins with phonological awareness and continues with phonics instruction and fluency practice. Students apply new phonics knowledge and practice previously learned phonics skills daily.
- The materials include explicit and intentional daily opportunities for phonics and foundational skills through decodable readers. Each reader aligns with the phonics skills outlined in the scope and sequence, including target vocabulary and red/irregular words for fluency and comprehension.
- The materials also provide specific guidance on how much time to spend on each phonics lesson component daily. For example, the "Guidelines for Lessons" section of the *Teacher Training Manual* recommends allocating 10 minutes for the "Three-Part Drill," 10 minutes for "Phonological Awareness," 25 minutes for "Teaching a New Concept," 10 minutes for "Word and Sentence Dictation," and 15 minutes for "Decodable Reader."

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

- The materials include isolation practice of phonics skills. For example, in Lesson 33, under the "Teaching a New Concept" section, teachers show students the concept card for -ss, -ll, -ff, -zz and guide them through decoding and encoding words with the S-L-F-Z doubling rule.
- The materials include the practice of phonics skills in decodable texts. The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)*, under the section "Guidelines for Lessons (advanced)," the materials include an outline of how students use decodable readers. For example, Book 28 includes concepts such as closed/open two-syllable words and the following high-frequency words: *a, and, do, done, for, good, have, help, like, put, said, see, the, there, they, to, want, was, went, were, you*. Students highlight the words with the new phonics concept before they read the book. Students read the decodable book daily and get a clear copy to read on Friday.

Materials include opportunities for cumulative review of previously taught skills.

- The materials include opportunities for cumulative review of previously taught skills. For example, in the *Comprehensive Plus Orton-Gillingham Teacher Training Manual*, under the section "Orton-Gillingham at a Glance," the materials express that the "Three-Part Drill" and "Vowel Intensive" serve as review sections for all phonetic concepts known or previously taught and express that this routine always precedes the introduction of a new phoneme or rule.

- The materials include opportunities to review previously taught concepts by connecting previously taught concepts to new ones. For example, the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)* reviews concepts and states, "After teaching the first 41 concepts, the following words and sentences may be utilized for review. Teachers can dictate a different list (A, B, C, or D) and three sentences each day of the review. Teachers can spend up to a week on review if needed. If a review is not needed, this page can be skipped or partially utilized."
- The materials include a cumulative review through the dictation routines. For example, Concept 34, "Compound Words," provides five compound words for dictation each day of the week. Examples of these words include *bobcat*, *cashbox*, *pigpen*, *sunfish*, and *hatbox*. Teachers review prior words on days four and five or use optional compound words. The materials also provide 10 dictation sentences, including compound words and previously taught sight words. For example, students encode, "The dishpan was wet."

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	5/8
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.	1/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	3/4

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction. Daily lessons do not include opportunities for immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through independent practice. Daily lessons include an opportunity for students to practice through collaborative learning.

Evidence includes, but is not limited to:

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

- Materials provide daily phonics lessons in the grade 1 *Comprehensive Orton-Gillingham Plus Teacher Guide*, including explicit teacher modeling before students practice the phonics skill independently. For example, in "Concept 48: Magic E," the teacher models by showing students another way to spell long vowel sounds and explaining the rules. The students then repeat the rule and practice the rule in isolation.
- The lessons include specific and precise terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills in the grade 1 *Comprehensive Orton-Gillingham Plus Teacher Guide*. For example, "Concept 48: Magic E" states, "(T) Tell students that they will learn another way to spell the long vowel sounds. (T) Tell students that "a Magic E" says /a/. (S) Repeat. Repeat this process for all five Magic E cards. (T) Tell students that Magic E uses its powers to make the vowel say its name."

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

- The daily lessons include opportunities for direct and explicit guided instruction. For example, in the grade 1 *Comprehensive Orton-Gillingham Plus Teacher Guide*, under the section "Teaching a New Concept," teachers introduce beginning blends using the provided script that states, "(T) Show the new concept card(s). (T) Tell students that we will learn a new concept today: Beginning S Blends. (T) Tell students that they already know the sounds of these letters.

When the letters live next to each other, sometimes the sounds become blended together. That's why we call them blends."

- Daily lessons do not include opportunities for immediate and corrective feedback. The materials provide sentence starters for students who make mistakes in the "How to Handle Miscues" section of the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*. For example, the materials provide the sentence stem, "I can see why you think this because..." The materials do not provide embedded suggestions on feedback within the daily lessons.

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

- Daily lessons include a variety of opportunities for students to practice independently during whole-group instruction. Students apply the phonics rules independently through the dictation routine and reading the decodable reader. For example, after students learn about ending *T* blends in the Concept 40 lesson, they highlight words with *T* blends before reading them in the decodable reader. Students also practice encoding words with *T* blends. For example, on Day 1, students encode *craft*, *chant*, *trust*, *silent*, and *district* as the teacher dictates each word.
- Materials include one opportunity for students to work in collaborative centers. The materials provide "OG+ Encoding and Decoding Center Activity Set - Grade 1" for students to use in the centers. The materials only include one opportunity during the daily lesson for students to work collaboratively.

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.

- Materials include cumulative review practice throughout the curriculum. For example, every lesson in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)* consists of a word dictation routine that prompts teachers to "Review prior words" on days four and five. The "Sentence Dictation" also incorporates concepts previously taught in phonics. For example, in Concept 51, students learn about the suffix *-ed* and encode the sentence, "The duck nested close to the lake." Students learn digraph *-ck* in lesson 45.
- The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)* includes intentional practice and a review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. For example, the daily lessons include the "Three-Part Drill," where students review phonics skills visually, auditorily/kinesthetically, and through blending. The "Three-Part Drill" is detailed with a sample script in the Teacher Reference Flip Chart. The drill has three main components. The teacher shows the phonics card while students say the sound(s). The teacher says the sound, and students repeat it while writing the letters in the sand tray. The teacher lays out cards, and students say the sound for each letter, then blend them into a syllable. Students determine if it's a real word or not.

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

- Materials provide practice opportunities, including only previously taught phonics skills. For example, students learn *L* blends in Concept 41. On day one of the lesson plan, students encode *silk*, *gulf*, *weld*, *help*, and *himself*. Students use their knowledge of consonants and short vowels from grade K and compound words from Concept 34.

- The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)* lessons include the "Three-Part Drill" routine, which allows students to practice previously taught phonics skills. The materials provide a table of letters or words within each concept teachers select from to review. The words are sorted by short vowels and include suggestions for VC and CVC practice. For example, the materials suggest practicing *a, ag, ap, ab, lat, cad, and zan*. Students determine if the word is real at the end of the routine.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The decodable texts only include taught phonics skills and irregular high-frequency words or red words. For example, after an explicit lesson on beginning *r* blends, students read the decodable text, *A Trip for Brin*. This book only contains phonics elements explicitly taught. These high-frequency words are outlined on the back cover of the decodable reader and in the "Quick Links" at the beginning of the *Decodable Reader Bundle B*.
- Materials provide specific guidance on which decodable texts to use for cumulative practice after each lesson. At the beginning of *Decodable Reader Bundle B*, the "Quick Links" list includes a chart that aligns the reader's title with the phonics concept and any red words or irregular high-frequency words.
- Materials provide decodable texts that incorporate the cumulative practice of taught phonics skills as they increase in complexity. The readers only include taught phonics skills. For example, students read decodable text at the beginning of grade 1 with explicitly taught closed and open syllables. By the end of grade 1, students read decodable texts with more complex patterns, such as vowel teams and contractions.

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

- Materials include lessons with an instructional focus and opportunities to practice in isolation. After explicit instruction on a sound-spelling pattern in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)*, students practice encoding words that include that sound-spelling pattern in isolation. For example, in Concept 38 (s blends) students write the words *smell, Stan, snap, pigskin, misspell, and scab*.
- Materials include lessons with an instructional focus and opportunities to practice with connected text. After explicit instruction on a sound-spelling pattern in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)*, students practice decoding words that include that sound-spelling pattern in connected text. For example, in Concept 40: Ending *T* blends, students read the decodable text, "Kent Went on a Rant." Students read words with end *T* blends such as *Kent, rant, and dentist*.

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.

- Materials include various developmentally appropriate diagnostic assessment tools to measure phonological awareness and phonics skills detailed in the *Comprehensive Teacher Assessment Manual*. Under the "Level 1 (Grade 1), Instructor and Student Assessment Sheets" section, teachers are provided with assessment tools to evaluate students' ability to recognize sounds and words and write sentences.
- The *Phonological Awareness Manual* includes the "Phonological Awareness Screening Assessment," "an informal, diagnostic, and screening assessment tool used to determine phonological sensitivities and phonemic awareness difficulties." It also includes a "Rapid Automatic Naming Assessment," which "provides information about the ability to efficiently and accurately access phonological information stored in long-term memory, an underlying ability that supports the development of automaticity and fluency in reading."

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

- The *Assessment Guide* provides clear, consistent directions for assessments. The guide supports the formal assessment tool by offering an overview of the assessment, step-by-step guidance for administering each measure, and information to help teachers understand the benchmarks. For example, under "Level 1: Classroom Assessment Procedures," the teacher presents given sounds auditorily, and students write the graphemes they know that dictate the given sound. The script reads, "T: Provide paper numbered 1 to 36 (see p. 23). Use the Instructor Recording Sheet (Sounds) on p. 22 or the blank form on p. 62 to dictate sounds."

- Materials provide scripts with teacher and student actions to ensure consistent and standardized administration across examiners. For example, in the "Letter Naming" portion of the assessment, it states, "(T) Points to each letter; (S) States the name of the letter; (T) Marks each response accordingly. (If the student scores less than 50%, proceed to Letter Recognition)."
- Materials include guidance for the administration of instructional assessments. The *Phonological Awareness Manual* explains, "To administer the Rapid Automatic Naming Assessment, the administrator will need a score sheet for each student, the rapid naming color sheet, and a timer. Follow the directions on the scoring sheet. Directions intended to be read aloud to the students are in italics." The materials provide a bulleted list of guidelines for administering the "Rapid Automatic Naming (RAN) Assessment."

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

- Materials include progress monitoring tools that systematically and accurately assess students' acquisition of grade-level skills. For example, the directions page in *Student Reading Book B* states, "Teacher will use Student Reading book to note trials and progress." Students read the word and sentence lists, correlating with the weekly lessons. The teacher calculates the number of words read correctly with the word list and words correct per minute for the sentences. There are four reading review trials throughout the year. It recommends that students read eight out of ten words and two out of the three sentences accurately before moving on to the next concept.
- The *Assessment Manual* provides an initial, midterm, and final assessment to check progress throughout the year. The initial assessment includes a "Phoneme/Grapheme Chart," an "Instructor Recording Sheet (Sounds)- Level 1 Initial," and an "Instructor Recording Sheet (Words)-Level 1 Initial" for each student to track which phonics skills they have mastered. The directions suggest printing a chart for each student and highlighting mastered phonics skills.

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

- Materials include recommendations in the *Assessment Manual* for formally assessing students at least three times per school year (beginning-of-year, middle-of-year, and end-of-year).
- Materials include assessment opportunities that align with progress monitoring tools. For example, the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 1)* provides guidelines for lessons that include weekly assessing of taught concepts and red words to "progress monitor the effectiveness of the lesson." The "Student Spelling Workbook" contains the weekly assessments.
- Materials include assessment opportunities throughout the school year aligned to progress monitoring tools. For example, in the *Phonological Awareness Manual*, under section "IMSE'S Beginning Reading Skills Assessment (BRSA)," the materials recommend providing the BRSA

to all students three times throughout the year "so teachers can document and monitor current student performance and provide accurate measurements of progress."

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	4/6
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.	1/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	0/1

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. 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' needs. Materials do not include specific guidance on determining frequency of progress monitoring based on students' strengths. Materials do not 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.

- Materials include hard copy data management tools to enable teachers to document individual data regarding phonological awareness and phonics skills progress. For example, the teacher records each student's assessment data in the "Instructor Recording Sheet (Sounds) - Level 1 Initial" column found in the *Comprehensive Teacher Assessment Manual*. The chart includes 36 sounds and a key to mark *M* for mastery, *L* for incorrect letter formation, and *P* for incorrect phoneme/grapheme.
- The *Comprehensive Teacher Assessment Manual* also includes a hard copy template of an "Assessment Data Analysis Table" for teachers to record mastered concepts, errors in phoneme/grapheme, letter formation, green words, and red words. The data analysis table includes an area for teachers to group students and record implementation strategies.
- Materials include digital data management tools to enable teachers to document individual student data. For example, digital tools provide a student overview page with all initial assessments listed, the date assessed, the current score, status, progress, and action. If a student re-took an evaluation, a graph link is displayed under the graph to track the progress of that skill. Initial assessments include sounds and words, evaluating ABC, reading, writing lowercase letters, writing capital letters, and writing sentences.

- Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions. The phoneme/grapheme chart is an organized table of graphemes that tracks student progress. This chart is organized in columns and includes consonants, digraphs, vowels (short and long), diphthongs, *r*-controlled, constant-*le*, and blends.

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

- Materials include phonics data-management tools for tracking whole-class student progress and analyzing student patterns and needs. Teachers access whole-class data on the IOG "Lesson Planning and Assessment Tool." The digital tool also includes charts organized by specific skills, including "Sounds," "Words," "Reading," and "Sentences." The whole-class view charts include reporting periods at the beginning, middle, and end of the year.
- Materials include phonological awareness data-management tools to track whole-class progress and analyze student patterns and needs. For example, the "PAST Instructional Profile Recording Sheet" in the *Phonological Awareness: Interventions for All* book provides teachers with a chart to track student data across grade levels based on their "Phonological Skills Test (PAST)" performance. This sheet overviews skills such as spoken word concepts, rhyme recognition, completion and production, syllable blending, segmentation, and deletion. Teachers can view multiple students on one page, ensuring easy identification of patterns and needs.

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

- Materials include specific guidance on determining the frequency of progress monitoring based on students' needs. The "How to Use the Activities" section of the *Interventions for All: Phonological Awareness* resource provides a chart titled "Differences Among the Three RTI Tiers," which suggests progress monitoring frequency based on tier. For example, the materials recommend teachers monitor Tier 2 students at least twice a month and Tier 3 students weekly or as needed.
- Materials do not include specific guidance on determining the progress monitoring frequency based on student strengths, but they do include some general guidance. For example, the *Comprehensive Teacher Assessment Manual* states, "Recording weekly or monthly CBM progress is beneficial to teachers, students, and parents. It allows all parties to see the growth toward set goals."

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

- Materials do not include guidance on accelerating learning based on the progress monitoring data to reach mastery of specific concepts. The *Assessment Manual* states, "Students who score less than 80% on a benchmark assessment can be considered at-risk or below proficiency. These students may need additional testing and should receive additional instruction on the concepts missed." It does not give specific instructions on accelerating learning or providing interventions.
- The *Comprehensive Teacher Assessment Manual* provides assessments and data management tools but does not include specific guidance on how to find trends or which resources to use for intervention. For example, the manual includes an "Instructor Recording Sheet (Sounds) Level 1 Initial" where teachers record student performance. The materials also include a chart for the teacher to record mastered concepts, errors, instructional groups, and implementation strategies. However, the materials do not include guidance for using the chart or analyzing the data to fill in the "Data Analysis Table."

Foundational Skills

5.B.1	Oral Language Development	11/21
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)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	2/4
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 do not 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 academic communication for different purposes and audiences. Materials do not 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 and engage in discussion to share ideas. Materials do not include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information.

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)

- Materials do not include explicit instructional guidance on developing oral language and oracy through various methods. For example, in the grade 1 *Comprehensive Orton-Gillingham Plus Teacher Guide*, under the section "About This Teacher Guide," the materials express that there should be a focus on oral language comprehension, but there is no specific guidance on how teachers are to do so.
- Materials do not include systematic instructional guidance on developing oral language and oracy through various methods. For example, in the *Phonological Awareness Manual*, under the section "Oral Language vs. Written Language," the materials discuss the vital role oral language plays in building a strong written language and that it is imperative that teachers "model appropriate oral language." However, the materials lack instructional guidance on ways to incorporate this skill.
- Materials provide guidance on vocabulary or specific word instruction in the *Teacher Training Manual* but do not include systematic and explicit instructional guidance on developing oral language and oracy. For example, the *Teacher Training Manual* includes a section titled "Specific Word Instruction," which provides guidance on teaching words and vocabulary. Materials recommend starting word instruction in preschool or grade K, which can occur before, during, or after reading.

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

- Materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, in the resource (34) IMSE *Comprehensive OG+ Blue Procedural* "Teacher Reference Flip Chart," students must listen to an alliteration sentence and then respond to the instructor with what sound they have heard repeated within the sentence. Students brainstorm words that start with the letter being introduced, discuss the etymology of the word, and discuss how we would expect to spell each sound as the teacher writes the grapheme(s) correctly.
- Materials do not include opportunities for students to engage in social and academic communication for different purposes and audiences. The lessons are teacher-guided and lack questioning or opportunities for students to share. Under weekly lesson reminders, the material states to use rich literature to work on oral comprehension but does not guide teachers in ways for students to engage in social or academic communication.

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

- Materials provide opportunities for students to listen actively, ask questions, engage in discussion to understand information and share information. For example, in the "K-2 Printable Comprehension Support Bundle Graphic," IMSE provides organizers and printable templates that can be used to support students' literal and deep understanding of any text. Resources include sentence starters for academic discussions and posing questions related to clarification, agreement, and disagreement. Sentence stems for the creation of questions, along with student-friendly resources, such as bookmarks, used as student cueing devices for deeper comprehension are also included under the heading "More Tools."

Foundational Skills

5.C.2	Letter-Sound Correspondence	16/18
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)	0/2
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 do not 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 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)

- Materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. In the "Scope and Sequence" section of the *Comprehensive Orton-Gillingham Plus Teacher Guide*, the materials introduce letter-sound relationships to allow students to build upon previous concepts. For example, the materials introduce two consonant beginning blends in Concepts 36 through 39 before teaching ending blends in Concepts 40 through 42. Also, the materials introduce the "Sammy Rule" (double consonant rule *s, l, f, and z*) and compound words first, allowing students to begin applying more complex decoding and encoding skills later.
- Materials directly, explicitly, and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. The materials include a scope and sequence in the *Comprehensive Orton-Gillingham Plus Teacher Guide*, which shows a progression from simpler phonics concepts to more complex ones for decoding and encoding. For example, in grade 1, the materials introduce closed and open syllables, progress to two-consonant beginning and ending blends, and then move into long vowel sounds with the magic *e* and vowel teams.

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)

- Materials do not include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The *Comprehensive Orton-Gillingham Plus Teacher Training Manual* provides generic guidance on common errors and misconceptions. For example, it states, "To handle miscues, tell students to look at the letters and sound out the word. If the student still cannot read the word, the teacher should provide the word. Then, have the student reread the entire sentence with automaticity." The feedback is generic and not specific to lessons or concepts.
- Materials do not include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The *Teacher Guide Book* does not include materials that provide direct and explicit instruction focused on connecting phonemes to letters within words. However, the materials include notes on each concept that offer guidelines and rules. For example, in Concept 45, the materials explain that "the /k/ sound is spelled—ck when it immediately follows a short vowel in a stressed syllable."
- Materials do not include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The *Comprehensive Orton-Gillingham Plus Teacher Guide* instructs teachers to use an external digital resource to help establish why a word might not follow the expected rules or patterns.

Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR.2.A & 2.A.3)

(S)

- Materials include a variety of resources and activities for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. For example, each *Comprehensive Orton-Gillingham Plus Teacher Guide* lesson has a "Three-Part Drill" where students blend words. In the visual part of the drill, the teacher shows the card, and the students tell the letter names and sounds. In the blending part of the drill, the teacher points to the card, and students say the sound, blend the word, and then read the word. Teachers use the dictation list provided in the lesson or from previous lessons.
- Materials include various activities for students to practice their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. For example, *Student Reading Book B* contains a word grid of one-syllable words for students to apply letter-sound knowledge aligned with the concept. For example, after learning beginning *r*-blends students read words such as *brag*, *drip*, and *crib*.

- Materials include various activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. For example, the grade 1 materials include decodable readers, including the sounds introduced and prior sounds learned. After learning two-consonant beginning s blends during Concept 38, students read a decodable titled *Skit and the Muffin* that includes *step, skit, skip, snap, and spin*.

Foundational Skills

5.D.1	Phonological Awareness (K–2)	0/12
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)	0/4
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)	0/2
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)	0/6

The materials do not 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 sound 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). Materials do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials do not 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)

- Materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS. The materials include a systematic sequence for introducing phonological awareness activities, beginning with simple skills and larger units of sound and transitioning to more complex skills and smaller units of sound. However, they do not align with grade-level TEKS. The phonological awareness lessons outlined in the "Levels of Phonological Awareness" chart in the *Phonological Awareness Training Manual* start with simple phonological awareness activities and gradually transition to more complex activities. For example, the lessons begin with rhyming, progress into complex and smaller sound units

with syllable blending and segmentation, and work with phoneme blending through onset and rime. The "Phonological Awareness Skills" section of this training manual explains four main components of phonological awareness: concept of a spoken word, rhyme, syllable, and phonemes. It explains that "each activity is a stepping stone to the next level. The stages are sequential building blocks."

- Materials include a systematic sequence for introducing phonological awareness activities, but it is not in accordance with the grade-level TEKS. The *Interventions for All: Phonological Awareness* resource provides a phonological awareness skills sequence. Materials begin with the simple concept of a spoken word and rhyming (large units of sound) and move into more complex skills like manipulating syllables and phonemes (smaller units of sound). The materials do not organize the phonological awareness activities by grade level. Teachers pick the starting point and activities rather than following a progressive sequence for the grade level.

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)

- Materials include direct and explicit instruction for teaching phonological awareness skills but do not include recommended explanatory feedback for students based on common errors and misconceptions. The *Phonological Awareness Training Manual* gives general teaching suggestions like focusing on speech sounds before letters, using multimodal instruction, frequent modeling, and giving immediate corrective feedback. However, the manual and lessons do not provide corrective feedback based on possible errors and misconceptions students may have about the particular skills. For example, in the *Interventions for All: Phonological Awareness* resource, students engage in a rhyme production activity called "Roll a Rhyme." The materials provide teacher guidance to lead the activity but do not provide guidance on giving feedback to support students who may struggle to produce a rhyme.
- Materials do not provide recommended explanatory feedback for students based on common errors and misconceptions. For example, in the *Interventions for All: Phonological Awareness* resource, under the "Tips on Tricky Phonemes" section, the materials guide teachers on segmenting words with tricky phonemes. However, these tips do not anticipate the needs of students or anticipate errors and misconceptions for each activity.

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)

- Materials include various activities designed to help students develop and practice their understanding of phonological awareness skills in the *Interventions for All: Phonological Awareness* resource, but they are separate from grade-level TEKS. The lessons include gestures/body movements and other kinesthetic activities to help students visualize words and parts presented orally. Most lessons also have a literature connection option. For

example, in a Tier 2 rhyming lesson called "High Five!" teachers read the book *Zoo-Looking* by Mem Fox and have the students listen for the rhyming words in the story. The teacher then provides a rhyming chunk, like /ill/, and everyone holds up a closed fist. Students call out rhyming words with the /ill/ sound, putting up a finger with each work until all five fingers are up.

- The *Phonological Awareness Training Manual* includes phonological awareness activities that develop, practice, and reinforce phonological awareness skills. These activities are not aligned with grade-level TEKS but clearly outline the objective, list the materials needed, and provide an overview of the lesson. For example, an activity titled "Rhyme Fill in the Blank" has the objective, "Students will be able to produce a rhyming word for each sentence." Students use picture cards to fill in the blank in a sentence like, "*The dog jumped over a ____.*" Students find the *log* picture card to place in the blank. In future rounds, students can use word cards rather than picture cards.
- Materials include various activities for students to develop, practice, and reinforce phonological awareness skills, but they do not connect to grade-level TEKS. For example, in the "Table of Contents" section of the *Interventions for All: Phonological Awareness* resource, the materials show a variety of activities that address phonological skills like the concept of a spoken word, rhyme recognition, completion, and production, syllable blending, segmentation, and deletion, and several other phonemic skills.

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	4/13
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)	0/3
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)	0/2
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)	0/2
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)	4/6

The materials do not 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 do not include explicit (direct) guidance for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials do not 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 and practice phonemic awareness skills. Materials do not include a variety of activities and resources for students to 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)

- Materials do not include a systematic sequence for introducing phonemic awareness activities. The *Phonological Awareness Manual* includes a sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes and gradually transitioning to more complex manipulation practices such as adding, deleting, and substituting phonemes. However, the activities are organized by skill and not by grade level. For example, the table in the *Phonological Awareness Manual* recommends that grade 1 students work with phoneme blending, phoneme isolation of final sound, phoneme isolation of medial vowel sound, and phoneme segmentation. The chart also provides examples. For phoneme blending, it gives an example, "What word? /p/ /i/ /g/, /j/ /a/ /k/." For phoneme

isolation of medial vowel sounds, the materials provide the example, "What vowel sound do you hear in the middle of the word *ship*?"

- Materials do not provide a "Scope and Sequence" for phonemic awareness activities. The teacher selects activities that students need to work on.
- The *Interventions for All: Phonological Awareness* book teaches phoneme isolation of initial sounds before phoneme isolation of final sounds. The materials are labeled as tier 1, 2, or 3 but do not include grade-level correlation.

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)

- Materials include direct and explicit instruction for teaching phonemic awareness but not with recommended explanatory feedback for students based on common errors and misconceptions. For example, in the *Phonological Awareness Training Manual*, under the section "Phonological Awareness Activities and Originals," teachers are provided with guidance on instructing students in phonemic awareness activities (materials needed, teacher scripts, etc.). Still, this guidance does not include any recommendations for feedback or list any common misconceptions students may have.
- Materials include direct and explicit instruction for teaching phonemic awareness, but not with recommended explanatory feedback for students based on common errors and misconceptions. For example, each activity in the *Interventions for All: Phonological Awareness* resource provides the teacher with clear step-by-step instructions on how to teach phonemic awareness skills. For instance, in a Tier 3 lesson for phoneme deletion of the final sound called "Snap and Go," the teacher explains that the Unifix cubes snap together, and each cube represents one sound in a word. It states, "Use the word *team* as an example. Point to the first cube and say, /t/. Then point to the second cube and say, /e/. Then point to the last cube and say /m/. Run your finger under all three and say, *team*. Snap off the last cube and say, "I'm removing the /m/ from *team*. What word is left?" This lesson does not provide any suggestions on feedback to give students based on errors or 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. (PR 2.A.1) (T)

- Materials do not include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students transitioning from oral language activities to basic decoding and encoding. For example, the "Direct Instruction of Phonological Awareness" section of the *Phonological Training Manual* outlines a five-step process of teaching phonological awareness, including using letters/spelling to illustrate phonological awareness concepts, using visual-spatial cues (tokens), using visual-sequential cues (clapping, table tapping, hand puppets), using oral cues, and using "One-Minute Activities" to train phonological awareness to automaticity. One of the additional suggestions says, "begin

using letters when students are ready," but the materials do not guide teachers on when or how to do this.

- Materials do not include explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. While almost all of the lessons in the *Interventions for All: Phonological Awareness* resource use tiles, cubes, claps, and other multi-sensory approaches to teach phonological awareness skills, they do not include lessons to connect phonemic awareness to the alphabetic principle. For example, in a Tier 2 lesson for adding phonemes called "Sillytown Fair," the teacher models how to blend sounds using beanbags. The teacher explains that one beanbag stands for the word ending /am/ and another for the sound /f/. Then, the teacher models how to blend the sounds to form the word *fam*. The lesson says to model several more word parts and beginning sounds and then allow the students to blend. There is no opportunity for the teacher to connect the skills to the alphabetic principle in the lesson.
- Materials do not include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in transitioning from oral language activities to basic decoding. For example, in the grade 1 *Teacher Guide*, under the "Three-Part Drill" portion of each lesson, students can review letter-sound correspondence, such as blending to tell students the sound as she points to each letter in a word. However, these opportunities are embedded routines that are not explicitly used to connect phonemic awareness skills to the alphabetic principle.

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)

- Materials include various activities and resources specifically designed to help students develop and practice their understanding of phonemic awareness skills. The lessons in the *Interventions for All: Phonological Awareness* resource include gestures/body movements and other kinesthetic activities to help students visualize blending, segmenting, and manipulating phonemes presented orally. For example, in a Tier 2 lesson for adding phonemes, "Sillytown Fair," the teacher models how to blend sounds using beanbags. The teacher explains that one beanbag stands for the word ending /am/ and another for the sound /f/. Then, the teacher models how to blend the sounds to form the word *fam*. The lesson says to model several more word parts and beginning sounds and then allow the students to blend.
- Materials include activities to help students develop and practice their understanding of phonemic awareness skills through songs, poems, or stories in which students play with phonemes in words. For example, students practice skills in Concept 50 using the song, *Old McDonald*. The songs, poems, and stories do not offer a cumulative review of skills.
- The activities and resources do not include activities and resources for students to review phonological awareness skills through cumulative review. The *Phonological Awareness Training Manual* provides a table with recommended phonological awareness skills and examples for each grade level but does not include a "Scope and Sequence" with opportunities to revisit the skill.

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 connect 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)

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns that move from simple to complex throughout the year in the "Dictation" and "Three-Part Drill" portions of the lessons provided in the *Teacher Guide Book (Grade 1)*. For example, the dictation routine in Concept 34: Compound Words (*sunset*) includes students writing decodable compound words like *pigpen* and *sunset*. As the year progresses, in "Concept 37: Two-Consonant Beginning L Blends (*sled*)," students write words with beginning blends and compound words with beginning blends like *flip* and *dishcloth* in the dictation and sentence dictation routine.
- Materials include a systematic sequence for introducing grade-level sound-spelling patterns. For example, the *Student Spelling Workbook B (Grade 1)* progresses in the same sequence as the lessons in the *Teacher Guide (Grade 1)*, beginning with the Sammy rule (-ss, -ll, -ff, -zz doubling rule) and progressing to the more complex skill of contractions.
- Materials provide a systematic sequence for introducing grade-level sound-spelling patterns. In the grade 1 *Teacher Guide*, spelling words progress logically based on complexity. For example, the materials teach the 1-1-1 rule in Concepts 45, 46, and 47. Concept 45 covers a

more simple skill with *-ck* words (*brick, shack, deck*), Concept 46 focuses on *-tch* words (*fetch, snatch, switch*), and Concept 47 uses more complex *-dge* words (*dodge, judge, edge*).

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

- Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns in the grade 1 *Teacher Guide Book*. The lessons include scripts with specific and precise terms, phrasing, and statements that teachers can use during core instruction. For example, in the "Teaching a New Concept" section of "Concept 45: *-ck /k/*," the provided script states, "(T) Tells students that they will learn another way to spell the */k/* sound. (T) Tells students that *-ck* says */k/*. (S) Repeat. (T) Tells students that they will need to learn when to use the *-ck* spelling. (T) Tells students that when they hear the */k/* sound directly after a short vowel sound in a one-syllable word, it is spelled with *-ck*."
- Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. For example, in the grade 1 *Teacher Guide Book*, students review grade-level sound-spelling patterns in the "Three-Part Drill." Teachers are given a sample script, which provides phrasing like, "tell me the sounds you know for these letters" and "you know two ways to spell this."

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)

- Materials include various activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review) in the grade 1 *Teacher Guide Book*. For example, each concept provides a word list for daily dictation and sentences for dictation. In "Concept 45: *-ck /k/*," Days 1-3 provide five words for each day with the */k/* sound like *brick, snack, neck, flock, and stuck*. On Days 4-5, students review prior words or introduce the additional words provided in the materials.
- Materials include various activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns. For example, in the grade 1 *Teacher Guide Book*, under the section "Word Dictation," a list of spelling words is provided for the week that addresses the spelling pattern(s) taught. These words often appear in the decodable texts seen throughout the weeks. (e.g., *chill* in Concept 33, *catfish* in Concept 34, *sled* in Concept 37, etc.). Students also use this resource to practice pounding, fingertapping, and writing out the words.

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)

- 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). The grade 1 *Teacher Guide Book* materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns. Students dictate sentences that include words with the current sound-spelling pattern, previously taught patterns, and red words (i.e., high frequency or irregular words). For example, in "Concept 46: *-tch /c/ (match)*," one of the sentences reads, *We dug a ditch in the patch of grass.* The decodable readers include a writing activity at the end, allowing students to encode using sound-spelling patterns. For example, at the end of Book 33 (which covers ending *T* blends), *Kent Went on a Rant*, there is a writing activity that asks, "Have you ever had to wear a cast, or do you know someone who has? What was that like? What do you think it would be like? Write about it."
- Materials provide a variety of activities and resources to decode and encode words in isolation. For example, the grade 1 materials include review cards that students use to build words containing the concept. The grade 1 *Teacher Guide Book* also includes a word list for daily dictation practice in each concept. For example, in Concept 38, students learn two-consonant beginning *s* blends using the words *smell, Stan, snap, pigskin, misspell, scab, and snapshot.* Students create sentences using the target concept as part of the sentence dictation routine.
- 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). The grade 1 *Teacher Guide Book* materials include activities for students to review and practice grade-level sound-spelling patterns. Students do this by beginning with the "Three-Part Drill" for review, learning the new concept, and engaging in dictation activities.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	27/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	1/2
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)	2/4
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)	12/24
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 include a systematic sequence for introducing irregular high-frequency words. Materials do not include a systematic sequence for introducing regular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding irregular high-frequency words. Materials do not include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode irregular high-frequency words (through cumulative review). Materials do not include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular 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)

- Materials include a systematic sequence for introducing irregular high-frequency words in the "Red Words" columns in the "Table of Contents" of the grade 1 *Teacher Guide Book*. The materials include brief lessons on targeted words and limit the number of high-frequency words introduced in a single lesson or week. For example, each concept usually contains two to three new red words weekly. In Concept 36, the lesson consists of the red words *her* and *here*.
- Materials include a systematic sequence for introducing irregular high-frequency words. In the grade 1 *Teacher Guide Book*, the "Scope and Sequence" outlines the "red words" (high-frequency words) the students will learn with each concept. The irregular high-frequency words begin with less complex words, like *were* and *does*, from Concept 33 and progress to more complex words, like *been*, *our*, and *other*, from Concept 57.

- Materials do not include a systematic sequence for introducing regular high-frequency words. They specify that green words are decodable words and embed these words in the dictation part of the phonics lessons. However, the materials do not label decodable words as regular high-frequency words. For example, in Concept 33, the word dictation list includes the high-frequency word *will* but does not indicate it as a high-frequency word.
- Materials contain some regular high-frequency words in the "Weekly Red Words" routine, which the materials call irregular because the material may not have taught the concept or sound yet. For example, the new red words are *her* and *here* in "Concept 36: Two-Consonant Beginning R Blends (*truck*)." Step 3 of the routine states, "Identify what is unexpected or irregular about the spelling of the word. It could also be expected, but the concept hasn't been taught yet." The high-frequency words are regular, but the sequence is not systematic since the materials have yet to introduce the phonics pattern.

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)

- Materials include guidance for the teacher to provide direct and explicit instruction for decoding irregular high-frequency words but not regular high-frequency words. In the grade 1 *Teacher Guide Book*, under the section "Weekly Red Words," teachers are given steps to use when teaching a new red word, which includes helping students decode the word(s). For example, in Concept 42, the teacher states the word *day* and then has students determine how many sounds are in the word and how they would expect to spell it. Later in the same section, the teacher has the student armtap the letters in the word, then sweep it. The teacher repeats this process for the other regular word, *too*, and the irregular word, *eye*.
- Materials include guidance for the teacher to provide direct and explicit instruction for decoding irregular high-frequency words but not regular high-frequency words. In the grade 1 *Teacher Guide Book*, under the section "Weekly Red Words," teachers are given steps to use when teaching a new red word, which includes helping students encode the word(s). For example, in Concept 42, the materials give the following steps for the regular words, *day* and *too*, and the irregular word, *eye*. The materials state, "(T) Writes the word on Red Word paper with the screen underneath, using red crayon. (S) Write the word on Red Word paper with the screen underneath, using red crayon. (S) Show the word to the teacher."

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)

- Materials include various activities and resources for students to develop, practice, and reinforce skills to decode irregular high-frequency words (through cumulative review). For example, in "Concept 36: Two-Consonant Beginning R Blends" in the grade 1 *Teacher Guide Book*, students develop their understanding of decoding the high-frequency words *her* and *here* (irregular at this time because the materials introduce long vowels in future lessons). In step 8 of the "Steps for Teaching a New Red Word," students armtap words while naming each

letter and then underlining the word with their arm as they state the words. Students practice decoding high-frequency words by reading fluency sentences provided in the *Student Reading Book B* (grade 1 fluency), where they read sentences like "Tell her to brush the big cat." The sentences also include previously taught high-frequency words where all taught irregular high-frequency words are underlined. Materials reinforce decoding irregular high-frequency words in the decodable readers. For Concept 36, students read *A Trip for Brin*, in which they read previously taught "Red Words" such as *a, and, for, from, her, said, see, to, was, went, and you.*

- Materials include various activities and resources for students to develop, practice, and reinforce skills to encode irregular high-frequency words (through cumulative review). For example, in "Concept 36: Two-Consonant Beginning R Blends" in the grade 1 *Teacher Guide Book*, students develop their understanding of encoding the high-frequency words *her* and *here* (irregular at this time because the materials introduce long vowels in future lessons). In steps 2 and 3 of the "Steps for Teaching a New Red Word," students and the teacher discuss the number of sounds and how we would expect to spell each sound as the teacher writes the word correctly. Later, in steps 9 through 11, students trace the irregular high-frequency word with fingers while naming the letter, trace the letters with crayons, and then write the word. Students also practice encoding the irregular high-frequency word in the sentence dictation part of the lesson, where students write, "Tell her to brush the big cat." (The sentences mirror the sentences students practice decoding in the *Student Reading Book*.) Materials and resources reinforce skills to encode irregular high-frequency words because the dictation sentences also include previously taught red words, like in the sentence, "A frog can hop and sit on the log."
- Materials do not include various activities and resources for students to develop, practice, and reinforce skills to decode regular high-frequency words (through cumulative review). Students may encounter regular high-frequency words in other parts of the lesson, but the materials do not explicitly label these words as frequency words. For example, the regular high-frequency word *with* is not listed on the back cover of the decodable reader for Concept 37 titled *Glen and the Sled*.
- Materials include various activities and resources for students to develop, practice, and reinforce skills to encode irregular high-frequency words but not regular high-frequency words. In the grade 1 *Teacher Guide Book*, under the "Weekly Red Words" section, the students actively participate in the lesson to develop skills to encode irregular high-frequency words during direct instruction, practice the skill during and after explicit instruction, and reinforce the skill through cumulative review. For example, in Concept 50, students listen as the teacher introduces the high-frequency word(s) of the week, *say* and *their*. During direct instruction, the students practice encoding the words by discussing how to spell each sound, writing the words, tracing them with their fingers, and writing the word in a sentence. The students review the targeted skill in the upcoming lessons, where cumulative review ideas are provided, such as sculpting the word out of Play-Doh and doing spelling aerobics. The regular high-frequency words are not systematic and, therefore, are not developed, practiced, or reinforced in a structured way.

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)

- Materials include various activities and resources for students to recognize, read, and write high-frequency words in isolation and connected text. Each concept in the grade 1 *Teacher Guide Book* includes "Weekly Red Words" (high-frequency words) for students to recognize, read, and write high-frequency words in isolation as part of the "Red Word" routine. For example, in concept 34, students write and read the red words *some* and *good* with a red crayon, then practice recognizing the red word. Students also recognize and read red words in connected texts. For example, in *Decodable Reader 27*, titled *Seth, Dath, and the Fish*, students read the following red words: *a, and, blue, do, for, good, have, is, put, said, the, to, want, and you*. In *Student Reading Book B*, students practice reading red words in sentences and track their words read correctly per minute. Students write "Red Words" in isolation in *Spelling Book B* during daily dictation and weekly spelling tests. Students write "Red Words" in connected text during sentence dictation routines.
- Materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words. The "Reference Flip-Chart" has students engage in a memory-building strategy for reading, writing, and recognizing high-frequency words by having students arm-tap the word while naming each letter. Students also use a screen and red crayons to create crayon bumps for students to trace with their fingers while naming the letters. Students use these memory-building strategies in isolation. In Concept 34 of the *Teacher Guide Book* (grade 1), students engage in these activities with the words *good* and *some*.
- Materials include various activities and resources for students to recognize, read, and write high-frequency words in isolation. In the grade 1 *Teacher Guide Book*, the students practice previously learned high-frequency words during the "Weekly Red Words: Ideas for Review" section of each concept. For example, in Concept 37, the students have the opportunity to practice red words from previous concepts - *were, does, some, good, there, done, her, and here*, by sculpting the word and smashing it out, practice reading flashcards, arm tapping the word, cross-clapping the word, stomping, and arm tapping as a class with a different voice (e.g., robot).
- Materials include various activities and resources for students to recognize, read, and write high-frequency words in connected texts. In the grade 1 "Decodable Reader Bundle B," students apply their high-frequency words in the context of a story. For example, in *Decodable 30*, the students practice reading the words *a, and, blue, do, down, his, into, is, said, the, to, was, and went*. The materials introduce these high-frequency words in isolation before the decodable lesson (Concept 37).

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	23/23
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)	1/1
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)	2/2
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)	8/8

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing grade-level syllable types. For example, in grade 1 in the *Teacher Guide Book*, closed and open syllables are introduced in Concept 35 before vowel digraphs begin in Concept 53. R-controlled vowels outlined in the TEKS are covered in grade 2, starting in Concept 60.
- The grade 1 materials include a systematic sequence for introducing syllable division principles. For example, in "Concept 35: Long Vowels: Closed/Open Syllable Types 1 & 2" in the *Teacher Guide Book* (grade 1), the "Notes" explicitly state that syllabication starts this week, and the materials provide a poster "Closed/Open Syllable Division." The materials include a *Syllable Division Teacher Guide*, which provides words and activities for practicing syllable division using the principles of syllable division. These resources are not labeled by grade level but are organized by syllable division pattern and type.

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)

- Materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types to decode and encode one-syllable and multisyllabic words. The grade 1 *Teacher Guide Book* includes specific and precise terms, phrasing, and statements that teachers should use during core instruction. For example, in "Concept 35: Long Vowels: Closed/Open Syllable Types 1 & 2 (C/O)," the materials provide an image of a house to write the word *bed*. If the door is closed, it is a closed syllable in which the vowel says the short sound, but if the door is open, the vowel is long because it is free to say its name. The "Word Dictation" section of the lesson has students encode multisyllabic words using their knowledge of the closed and open syllable types like *zero* and *even*.
- Materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable division principles to decode and encode one-syllable and multisyllabic words. In the grade 1 *Teacher Guide Book*, each lesson begins with the "Syllabication (Decoding)" component after Concept 34. For example, in Concept 36, teachers choose six or more newly taught concept words and use the steps on the "Flip Chart" and the "Syllable Division Posters" to practice decoding and encoding. The teacher instructs students to identify and label vowels and consonants, find the pattern, divide the word, label each syllable, and then read the word.

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)

- Materials include various activities and resources for students to develop, practice, and reinforce skills to decode one-syllable or multisyllabic words (through cumulative review). Students develop skills to decode one-syllable and multisyllabic words through the "Teaching a New Concept" part of the lesson in the grade 1 *Teacher Guide Book*, where the teacher explicitly teaches the letters and sounds. In "Concept 50: Soft C /s/ and G /j/," students learn that *c* sometimes says /s/ and *g* sometimes says /j/ and apply this sound in decoding and encoding words like *cent* and *page*. Students practice the skill by blending words in the "Three-Part Drill" part of the lesson and in the *Student Reading Book B*, where students can read words or sentences with letters or sounds like, "Grace will trim her dress with lace." The materials reinforce skills through cumulative review in review lessons after Concept 41 and after Concept 50, as well as in the daily "Three-Part Drill" routine. Students review sounds, phonics rules, and blending through this routine.
- Materials include various activities and resources for students to develop, practice, and reinforce skills to encode one-syllable words (through cumulative review). Students develop skills to encode one-syllable words through the lesson's "Teaching a New Concept" part in the grade 1 *Teacher Guide Book*, where the teacher explicitly teaches letter formation (if needed), and students practice writing all known spelling in the sane or medium. In "Concept 50: Soft C /s/ and G /j/," *sc* sometimes says /s/ and *g* sometimes says /j/ and practice writing the target

sounds on house paper and other mediums like sand or shaving cream. Students practice the skill in the "Word Dictation" part of the lesson as well as the sentence dictation part of the lesson. Students write words like *cent* and *page*. Sentences include the target phonics sound or skill and high-frequency words. The materials reinforce skills through cumulative review in review lessons after Concept 41, after Concept 50, and in the "Daily Dictation" lessons. The review lesson provides four-word lists and 12 sentences teachers can dictate, and students can write. The word lists and sentences include taught sounds and phonics concepts like "A duck was stuck in the pond."

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)

- Materials include various activities and resources for students to practice decoding and encoding one-syllable or multi-syllabic words, using knowledge of syllable types in isolation. In the *Student Reading Book B* and *Student Spelling Book B*, the students practice these skills using a word list for rapid drills. For example, in *Student Reading Book B*, the target skill of long vowels with closed and open syllables has students decoding a list of VV words (e.g., *bee*, *read*, *fifteen*, etc.), recording correct words and number of trials on a chart. In *Student Spelling Book B*, students practice encoding a list of words provided in each concept of the grade 1 *Teacher Guide Book*.
- Materials include various activities and resources for students to practice decoding and encoding one-syllable or multi-syllabic words, using knowledge of syllable types, in connected text that builds on previous instruction. In the "Decodable Reader Bundle B (Grade 1)," students use their knowledge of syllable types with the lesson they've learned in the *Teacher Guide* (grade 1). For example, *Decodable Reader #46*, which pairs with Concept 53, gives students the opportunity to decode VV words with the target skill, "Vowel Teams, -ea and -ee" (e.g., *seagull*, *squeamish*, and *beach*). The students then practice encoding with writing activities at the end of the decodable, prompting them to write words that have the target letter (e.g., Have you ever been to the beach, the ocean, or a lake? If not, would you want to visit one of those places? Why or why not?).
- Materials include various activities and resources for students to practice decoding and encoding one-syllable or multi-syllabic words, using knowledge of syllable division principles in isolation and decodable connected text that builds on previous instruction. In the *Teacher Syllable Guide*, the students have opportunities to practice decoding and encoding skills in isolation and decodable sentences in conjunction with skills they are learning in the Syllabication portion of the lessons in the *Teacher Guide* (grade 1). For example, the students are given the word *sunset* on the "Syllable Pattern 1: VC/CV" card. Using the directions in the *Syllabication Guide*, the students practice strategies to identify and label the syllables. Students also practice encoding and decoding with sentences (e.g., The sunset is dim.).

Foundational Skills

5.E.4	Morphological Awareness (1–3)	16/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR.2.A.1)	1/1
5.E.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR.2.A.1)(T)	1/4
5.E.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR.2.A.1 & 2.A.3)(S)	6/6
5.E.4d	Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR.2.A.1 & 2.A.3)(S)	8/8

The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes. Materials do not include guidance for the teacher to provide explicit (direct) instruction for using common meanings of morphemes (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence in the "Table of Contents" of the grade 1 *Teacher Guide Book* for introducing grade-level morphemes, as outlined in the TEKS. For example, the grade 1 materials teach -s and -es in Concept 52, -ed in Concept 51, and -ing in Concept 56.
- Materials include notes at the beginning of each concept in the grade 1 *Teacher Guide Book* so that teachers can provide direct and explicit instruction. For example, in Concept 51: Suffix -ed: /id/, /d/, /t/, the notes state the different sounds suffix -ed says based on the ending of the base word. Suffix -ed says /id/ when the base word ends with /d/ or /t/, says /d/ when the base word ends with a voiced sound other than /d/, says /t/ when the base word ends with an unvoiced sound other than /t/.

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

- Materials include guidance for the teacher to provide direct and explicit instruction for supporting the recognition of common morphemes. In the grade 1 *Teacher Guide*, Concept 51, students are explicitly taught the affix, *-ed*. For example, the script under "Teaching a New Concept" states, "(T) Tells students that we will learn about the suffix *-ed*. *-Ed* makes verbs past tense. (T) Tells students that the suffix *-ed* says /id/, /d/, It/. (S) Repeat (suffix *-ed* says /id/, /d/, It/). (T) Tells students that they need to learn when the suffix *-ed* says each sound."
- Materials do not include guidance for the teacher to provide explicit instruction for using common morpheme meanings (e.g., affixes, roots, and base words) to support decoding and encoding. The grade 1 *Teacher Guide* mentions the terms base word, affix, suffix, and prefix. Still, the materials do not provide explicit instruction to support teachers in explaining what these terms mean. For example, in Concept 51, the lesson begins by stating, "(T) Tells students that we will learn about the suffix *-ed*." However, there is no guidance on how to teach what a suffix is. The materials also do not provide explicit instruction on encoding and decoding words with common morphemes.
- Materials do not include guidance for the teacher to provide direct and explicit instruction for using common morpheme meanings (e.g., affixes, roots, and base words) to support reading comprehension. While the "Notes" section in Concept 51 of the grade 1 *Teacher Guide Book* mentions these terms, they do not guide teachers on explicitly utilizing the meanings in instruction. For example, the notes reference the idea of base words and suffixes by stating, "Suffix *-ed* says /id/ when the base word ends with /d/ or /t/ (e.g., *hunted*, *jaded*). Suffix *-ed* says /d/ when the base word ends with a voiced sound other than /d/ (e.g., *spelled*, *buzzed*). Suffix *-ed* says /t/ when the base word ends with an unvoiced sound other than /t/ (e.g., *rushed*, *kissed*)."

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

- Materials include various activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review) in the lessons provided in the grade 1 *Teacher Guide Book*. Students develop morphological skills through the "Teaching a New Concept" part of the lesson, where students and teachers discuss the morpheme, its spelling, and its meaning. They practice encoding and decoding by reading and writing words in isolation, using sentences, and using the decodable reader. The lessons reinforce morphological skills through the "Three-Part Drill" section. For example, in "Concept 52: Plural Suffixes: *-s* /s/ or /z/, *-es* /iz/," students develop morphological skills in the "Teaching a New Concept" section when the teacher tells students about the suffixes *-s* and *-es* and that it makes nouns plural (more than one) or verbs present tense. Students practice encoding and decoding as they write words like *chips* and *swings* in the "Word Dictation" part of the lesson and read the decodable reader aligned to the lesson titled *The Shops*. Before reading the text, students highlight words with the target skill and read the words.

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

- Materials include various activities and resources for students to decode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). For example, in "Concept 51: Suffix *-ed*, /id/, /d/, /t/," students decode up to 15 words in a chart with the target morpheme in *Student Reading Book B* (grade 1), like *bumped* and *acted*. Underneath the chart with isolated words, students decode up to 15 sentences, including words with the target morpheme and/or previously taught concepts. One sentence reads, "The plane landed late yesterday." Students decode target morphemes in decodable text aligned to the lesson, such as *Max and the Glass*. The decodable reader includes the suffix rule and words like *happened* and *helped*.
- Materials include various activities and resources for students to encode words with morphemes in isolation and decodable connected texts. The grade 1 *Teacher Guide Book* in concept 56 suffix *-ing* includes a word list and sentence dictation list for students to encode into their *Student Spelling Book B*. The word list includes *fishing*, *sniffing*, *sinking*, *delaying*, and *impacting* for Day 1. The sentences included previously taught concepts *-s* and *-ed*.
- Materials include various activities and resources for students to decode and encode words with morphemes in isolation. For example, in the grade 1 *Teacher Guide*, Concept 52, the students have the opportunity to practice decoding words with morphemes (*-s*) in isolation when reading the word list under "Word Dictation" multiple times for automaticity. They also have the chance to practice encoding words with morphemes (*-s*) in isolation in this same section with a routine where the teacher guides them through finger-tapping the sounds, pounding the syllables, and writing the word.
- Materials include various activities and resources for students to decode and encode words with morphemes in decodable connected text that builds on previous instruction. In the grade 1 *Teacher Guide Book*, Concept 52 pairs with *Decodable Reader 45*, where students practice encoding the target morpheme (*-s*) within the text, using words like *shops*, *bathtubs*, and *swings*. Students also have the chance to practice encoding the skill at the end of the decodable when responding to the following writing prompt. For example, students encode the sentence, "If you could go buy anything you wanted, what would you buy?"