

IMRA Review Cycle 2024 Report



Publisher Name	Program Name
Pioneer Valley Educational Press, Inc	Phonics Launch, Grade K
Subject	Grade Level
English Language Arts and Reading	Kindergarten

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 212 / 307

IMRA Reviewers

Flags for Suitability Noncompliance N/A

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

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 N/A

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	43 / 53
2. Progress Monitoring	24 / 28
3. Support for All Learners	21 / 32
4. Phonics Rule Compliance	22 / 36
5. Foundational Skills	102 / 158

Strengths

- 1.2 Unit-Level Design: Materials include comprehensive unit overview, provide content knowledge and academic vocabulary for effective teaching, and suggestions to support families in their students' success.
- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 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.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 adhere to TEKS, ELPS, concepts, or knowledge taught. They do not apply appropriate pacing or provide explanations for concepts, guidance for lesson internalization, or resources to support administrators.
- 1.3 Lesson-Level Design: Materials do not support educators in effective implementation due to poorly designed lessons at the lesson level.
- 2.1 Instructional Assessments: Materials lack appropriate and clearly defined instructional assessments aligned to TEKS, fail to address varying levels of complexity, and do not guide educators on consistent administration of assessments.

- 3.3 Support for Emergent Bilingual Students: Materials provide no guidance on linguistic accommodations, bilingual/ESL program implementation, or support for emergent bilingual students, and offer no resources for dual language immersion or metalinguistic transfer.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials lack systematic and sequenced instruction in phonics, provide no explicit daily practice opportunities, and fail to include isolated exercises, decodable texts, or cumulative review.
- 4.2 Daily Instructional Sequence and Routines: Materials do not ensure daily lessons with explicit instruction, teacher modeling, guided practice, feedback, or varied opportunities for collaborative and independent student practice.
- 4.3 Ongoing Practice Opportunities: Materials do not incorporate cumulative review or practice of explicitly taught phonics skills and lack decodable texts and opportunities for isolated and connected practice.
- 4.5 Progress Monitoring and Student Support: Materials offer no data-management tools for tracking progress and provide no guidance on progress monitoring frequency or strategies to accelerate learning toward mastery.
- 5.B.1 Oral Language Development: Materials do not provide systematic guidance for developing oral language, lack diverse methods for communication, and offer no opportunities for social or academic interaction.
- 5.C.1 Alphabet Knowledge: Materials do not provide a systematic sequence for introducing letter names and sounds, lack explicit instruction for letter identification and formation, and offer no resources for students to develop or reinforce alphabet knowledge.
- 5.C.2 Letter-Sound Correspondence: Materials fail to systematically introduce letter-sound relationships, provide no phoneme-letter instruction or corrective feedback, and lack activities for decoding skills practice.
- 5.D.1 Phonological Awareness: Materials lack a systematic sequence for introducing phonological awareness, fail to offer explicit instruction or corrective feedback, and do not provide practice or reinforcement aligned to grade-level TEKS.
- 5.D.2 Phonemic Awareness: Materials do not follow a systematic sequence for phonemic awareness, fail to provide explicit instruction and feedback, and lack connection between phonemic awareness and the alphabetic principle.
- 5.E.1 Sound-Spelling Patterns: Materials do not offer a systematic sequence for introducing sound-spelling patterns, lack explicit instruction, and do not provide activities for practicing these patterns in both isolation and connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials fail to systematically introduce regular and irregular high-frequency words, provide no explicit instruction, and offer no

activities for decoding or encoding these words.

Summary

Pioneer Valley Phonics Launch is an English phonics K–2 product. The curriculum provides a set of lessons designed to support small group instruction with direct and explicit instruction that are TEKS and ELPS aligned. The components aligned to the kindergarten TEKS are titled “Ready Set Go” Set 1 and Set 2 and “On Our Way” Set 1. The curriculum is described as “flexible” and is designed to be taught four days a week for 10-12 minutes allocated for each lesson. There is also an option to combine two lessons into one day. In addition to the core materials, there is a detailed program guide, Online Professional Learning Resources, and the Phonics Launch Downloadable Resources. These include assessment pieces, letters that can be shared with families, and exemplar videos of instruction using the curriculum.

Campus and instructional leaders should consider the following:

- Scripting for the program is direct and explicit, however the scope and sequence is not systematic. Students are often exposed to skills and parts of the alphabetic code they have yet to be instructed on or be able to practice.
- The program includes a uniform diagnostic assessment to be used at the beginning, middle, and end of the school year. There are no summative assessments in the program. The materials reference a progress monitoring piece at the end of each lesson, but these are stand-alone activities that can be used for formative assessment. There are not aligned and consistent progress monitoring tools and there is no guidance on how to act on student progress monitoring results.
- The materials lack a variety of activities for students to engage in. The materials cyclically repeat the same activities with a different phonics focus for the duration of the program.
- A robust curriculum handbook provides broad guidance for obstacles or scenarios educators may encounter. No guidance is lesson-specific or embedded in the daily lesson materials.

Intentional Instructional Design

1.1	Course-Level Design	13/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	4/5
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).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	4/4

The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. Materials do not include a scope and sequence outlining the ELPS. Materials include suggested pacing (pacing guide/calendar) to support effective implementation. 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 include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- "Appendix A" of the *Phonics Launch Handbook* includes ten scopes and sequences. These scopes and sequences outline the book number, book title, sight word, and phonics focus for each kit in the program. The kits include "Ready, Set, Go," "On Our Way," "Building Up," "Moving On," and "Lifting Off."
- The scope and sequences in "Appendix B" of the *Phonics Launch Handbook* display the corresponding grade levels for each of the ten scopes and sequences. These scopes and sequences show TEKS alignment for all lessons within the program. The materials include a note at the bottom of the scope and sequence charts, which states, "This chart is organized by grade-level standards. However, Phonics Launch is designed to be a flexible program and can be used across grade levels." The "Ready, Set, Go" Set 1, "Ready, Set, Go" Set 2, and "On Our Way" Set 1 scope and sequences display grade K TEKS. The scope and sequences do not outline the materials with the ELPS.

- Table 4-3 in "Chapter 4" of the *Phonics Launch Handbook* aligns the phonics activities in each lesson to the TEKS. The table provides the TEKS alignment for the thirteen phonics activities in the lessons for grades K through 3. For example, the "Breaking Words" activity aligns with grade K TEKS K.2.Bii.

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 materials include a scope and sequence that serves as the pacing guide. The *Phonics Launch Handbook* provides guidance on the number of days the lessons should take. For example, the "Lesson Overview" Section states, "The curriculum is flexible and features 10 to 12-minute lessons that span across four days." It also provides guidance that teachers can choose to monitor progress on day four or add a day five into each lesson.
- "Appendix B" in the *Phonics Launch Handbook* shows 72 lessons for grade K. Following the four-day suggested model results in 288 instructional days.
- The materials do not include pacing calendars to support the effective implementation of various instructional calendars. However, they give guidance, such as "two lessons can be combined for a two-day lesson plan of 20 minutes each day."

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

- The materials include a rationale for unit order in the *Phonics Launch Handbook* in a graphic titled, "How Phonics Launch Targets Foundational Skills." This graphic in Table 4-1 of "Chapter 4" details how the "scope and sequences are built on a phonics continuum and structured within the gradual release of responsibility framework."
- Table 4-1 in the *Phonics Launch Handbook* also shows each phonics element and where it is taught throughout the program from grade K through grade 3. The materials describe how the structure design leverages skills that students have already acquired.
- The "Lesson Framework" for "Ready, Set, Go," Lessons 1-12 explicitly states that the design "fosters strong foundational literacy skills that students will continue to utilize and build upon in subsequent lessons."

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

- The materials include guidance on unit internalization. "Getting Started Cards" for each unit include a scope and sequence, lesson overviews, and needed materials. The lesson description gives a series of steps to advise teachers on how to proceed through the lesson.
- The "Procedures" section in Chapter 4 of the *Phonics Launch Handbook* references the lesson layout and explicitly explains and differentiates between teacher and student actions in each activity. It includes visuals of materials, teaching tips, and a QR code teachers can use to access model videos.

- The materials include guidance for lesson internalization. For example, "Chapter 4" of the *Phonics Launch Handbook* provides directions on how to teach the different and recurring phonics activities. It also includes teacher tips, suggestions for differentiating instruction, and directions for additional materials such as "Sound Boxes" and "Picture Sorting."

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

- The materials include resources to support administrators and instructional coaches in implementing the material as designed. For example, the "Phonics Launch Fidelity Implementation Checklist" supports administrators and coaches in monitoring the implementation of the product. The checklist components include scoring scale indicators of evident, work in progress, and not observed. There is also a section where observers can write notes. The checklist breaks down the components, which include the logistics, Step 1 (Days 1-4), Step 2 (Days 1-4), Step 3 (Days 1 and 3), and Step 3 (Days 2 and 4). The checklist provides the observer with specific things to look for throughout the lesson. For example, on Day 3 (Days 2 and 4): Applying Phonics, one indicator states, "Teacher begins by dictating a sentence, then has students repeat it as they tap the table for each word in the sentence."
- The *Phonics Launch Handbook* provides guidance to support coaches with implementing the materials as designed. The materials guide coaches to use the "Phonics Launch Fidelity Implementation Checklist" "When observing lessons to ensure successful implementation of them." The materials include explicit guidance for coaches and administrators on the Phonics Launch Fidelity Implementation Checklist. For example, it provides coaches with what to do before, during, and after observing a lesson. The materials also provide guidance on what to expect when doing an informal walkthrough versus a formal observation. It also provides the next steps of what the administrator should do after an observation session.

Intentional Instructional Design

1.2	Unit-Level Design	6/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	2/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

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

- The materials include comprehensive unit overviews in the "Getting Started Cards" for each kit, which provide the scope and sequence, sight words, materials needed, and phonics focus for each lesson. This component of the materials provides detailed instructions for the teacher on each activity and insights into how each lesson component is connected. For example, in the "Getting Started Card" for "Ready, Set, Go" Set 1 kit, the "Step 3" component outlines the focus of applying phonics. This section states, "In this step, students utilize and transfer the phonemic awareness and phonics skills they have been working on to reading and writing text." The materials provide nine activities students will complete in this kit to support this concept. The materials describe how to complete these activities and their location in the kit sequence.
- Under the "Welcome" section of the "Getting Started Card," the materials briefly describe the kit's focus. For example, on the "Getting Started Card" for "Ready, Set, Go" Set 1 kit, the materials state, "Ready, Set, Go provides the most novice reader with opportunities to develop concepts of print such as one-to-one matching and return sweep, as well as practice decoding using constant sounds and short vowels." At the bottom of this section, a QR code and web address provide access to more digital resources. These resources include instructional videos for each part of the lesson and an "Academic Language Glossary."

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

- The materials provide five letters for caregivers with suggestions on supporting student progress. There is one letter for each of the five kits. "The Ready, Set, Go," and "On Our Way" kits correlate with grade K standards. The top of the letter provides the learning objectives for

the upcoming lessons. The bottom of the letters include activities to reinforce the learning. These include rereading, scavenger hunt, sight word tic-tac-toe, sight word hide-and-seek, drawing and labeling pictures of items containing the phonics pattern, and chalk walk. The materials provide the letters in English and Spanish.

- The materials provide "Phonics Launch at Home" letters to be sent home after introducing a new phonics focus. The guide instructs the teacher to fill out the take-home letter with the current phonics focus, review phonics focus, sight words, phonics storybook, and activities. The letter includes a list of activities for the teacher to highlight for students to complete, or they can allow parents to select the activities they want to complete. The letter includes activity descriptions on the back to assist parents. The materials only provide the letter in English.

Intentional Instructional Design

1.3	Lesson-Level Design	26/34
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.	24/30
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 questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives needed 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 "Phonics Launch Lesson Cards" provide structured daily lesson plans with the lesson focus, questions, tasks, and materials aligned to the content standards. They also include explicit instructional routines to model and teach the skills. For example, "Ready, Set, Go," Set 2, Lesson 4 includes a phonemic awareness activity identifying initial consonants Bb and Rr (lesson focus), sound boxes, and introducing a new sight word.
- The materials provide comprehensive, structured, detailed lesson plans, which include tasks and materials required to meet the content and language standards. For example, on the "Ready, Set, Go," Set 2, Lesson 19 card, the students use "Sound Box Cards" to segment words and write one sound in each box.
- The materials provide instructional assessments aligned with the content and language standards. At the end of each lesson, there is a progress monitoring note. For example, the "Ready, Set Go," Set 2, Lesson 12 card states, "Ask students to show you the letters *k* and *i* in the book and tell you the sounds they spell. Then have the student reread a previously read *Phonics Storybooks* while you observe and take anecdotal notes." This assessment aligns with the four-day phonics focus of initial consonant Kk and short vowel li.

- The comprehensive, structured, and detailed lesson plans provide questions that align with the content and language standards. For example, on the "Ready, Set, Go," Set 2 Lesson 17 card, during the activity "Emergent Breaking Words," the teacher asks, "What sounds the same in each of these words: *hub*, *cub*, and *tub*?"
- The materials do not provide daily objectives within the lesson plan but include the lesson focus at the top of each lesson card. For example, on the "Ready, Set, Go," Set 1, Lesson 6 card, the phonics focus states, "Initial Consonants *d* and *t*."

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

- "Chapter 2" of the *Phonics Launch Handbook* provides a lesson framework and instructional outline with suggested times for each lesson section. For example, for "Ready, Set, Go" Lessons 13-48, and all other phonics Launch Kits, Step 1 should take 1-2 minutes, Step 2 should take 2-3 minutes, and Step 3 should take 5-7 minutes.
- Under the "Welcome" heading on the "Getting Started Cards," it states, "The curriculum is flexible and features short 10–12-minute mini-lessons that can be stand-alone or supplementary and can easily be modified for whole-group instruction."
- The materials do not provide an overview of the suggested timing for each lesson component on the lesson cards.

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

- The materials do not provide a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. The materials provide a list of materials required for each kit on the "Getting Started Cards." These cards display a materials needed section. It provides details such as, "In addition to the *Phonics Storybooks* and lesson cards, you will be using a variety of teaching tools. The material required will vary with each lesson and are not included in the Phonics Launch Kits." The materials are available for purchase on the company website.
- The materials needed for each individual lesson are pictured next to each activity to provide a visual support for teachers to locate the materials. However, the materials do not provide a lesson overview listing the teacher and student materials.
- Examples of required materials for "Ready, Set Go," Set 2 include "*Bella and Rosie's ABC Books* (Second Edition), word study box set, sight word box set, ABC chart/soundbox cards, writing journals, sentence strips, plastic write-on sleeves, dry-erase boards and markers with erasers, magnetic dry-erase easel, magnetic letters with storage box, and magnetic letter trays." This list does not designate which are teacher and which are student materials.

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

- The "Phonics Launch at Home" letter provides activity ideas to support your class phonics instruction at home and reinforce new and review concepts." Materials also include guidance on assigning activities for students to practice at home. Teachers can assign decodable stories to the *Digital Reader*, which students can access at home.
- Table 3-2 in the *Phonics Launch Handbook* provides an if-then chart with suggestions on enriching instruction if students master phonemic awareness concepts. For example, if students master identifying letters and sounds, it suggests, "Have them produce additional words that contain the target sound in the beginning, middle, or end." Table 4.- provides the same guidance for phonics, and Table 5-2 for teaching reading concepts.

Progress Monitoring

2.1	Instructional Assessments	20/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	12/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	4/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	0/2

The materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Formative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Diagnostic and summative assessments are aligned to the objectives of the course, unit, or lesson. Diagnostic and summative assessments are not aligned to the TEKS of the course, unit, or lesson. Instructional assessments do not 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.

- The materials include a diagnostic assessment, the "Phonics Survey," for teacher administration in the *Phonics Launch Handbook*. The "Phonics Survey" determines which level a student should enter the program. This survey includes a letter-sound assessment, decoding inventory, and encoding inventory. It directs teachers to collect quantitative and qualitative data on letter knowledge and sounds, decoding, and encoding. Teachers give this assessment at the beginning of the year but also can give it at the middle and end of the year.
- The materials include formative assessments at the lesson level. Each weekly lesson card contains a progress monitoring activity, which serves as a formative assessment for the weekly objective. These assessments vary in types of tasks and questions. For example, in "Ready, Set, Go," Set 2, Lesson 5, students show the letters "f" and "h" in the book and make the letters' sounds. The student then rereads a previous *Phonics Storybook* while the teacher takes anecdotal notes.

- The materials include summative and formative assessments at the unit level that vary in types of tasks and questions. For example, the Ready, Set, Go, Unit 1.b assessment assesses students on phonological/phonemic awareness skills, decoding of words containing the phonics skill and sight words, and encoding words, sentences, and sight words.

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

- The *Phonics Launch Handbook* provides the purpose of the "Phonics Survey." The purpose is to "help determine a starting place in the lesson sequence and provide information to guide you in supporting individual students during instruction." The materials do not explicitly name the assessment as diagnostic, but that is its utility in the program. The materials explain that students' performance determines if they take additional assessments to determine small group placement.
- The materials explain in the handbook that the "Letter-Sound Assessment" helps determine students' specific letter and sound knowledge. It explains this knowledge is essential in building strong foundational knowledge. The handbook indicates the purpose of the "Decoding Inventory": "To identify the appropriate starting place along the continuum for each student..."
- Each weekly lesson card contains a progress monitoring activity. The handbook explains that these assessments aim to determine the next steps for students in the program.
- The Phonics Launch Handbook provides assessment definitions in the Phonics Launch Assessments table. For example, Diagnostic/Progress monitoring is defined as, "Assesses phonic knowledge, phoneme-grapheme identification, and matching, decoding/encoding skills. Use the beginning of the year placement and mid/end of year as a diagnostic to track progress/determine need for intervention. Can be used for progress monitoring."

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

- Chapter 1" of the *Phonics Launch Handbook* contains teacher guidance, the necessary materials, and specific procedures for administering the "Phonics Survey" and "Decoding Inventory" assessments. The handbook provides scripted language to ensure consistent and accurate assessment administration, and the materials provide specific guidelines on when to move students on to the next assessment.
- The materials also provide information on administering assessments using the *Digital Reader*, an add-on supplemental technology resource.
- "Chapter 7" in the *Phonics Launch Handbook* provides teacher guidance to ensure consistent and accurate progress monitoring. The recording form provides detailed steps and guidance for the procedure. It also offers teaching tips for adjusting administration to ensure data accuracy if a student struggles with the assessment.

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

- Table 3-1 in the *Phonics Launch Handbook* shows the "Phonemic Awareness Alignment" to the TEKS. It includes the TEKS for each phonemic awareness activity in the program for each grade level. The alignment is for grades K-2.
- The *Phonics Launch Handbook*, "Chapter 1," subsection "Administering the Phonics Survey" details how the diagnostic assessment aligns with and supports the curriculum's objective. However, the TEKS are not aligned.
- The "Phonics Survey" is a diagnostic assessment that directly aligns with the materials. It contains 11 matrices that show the lesson aligned with each section of the decoding accuracy and encoding accuracy portions based on data collected from the student.
- Every lesson ends with a formative progress monitoring activity. The materials do not provide a TEKS correlation, but the assessment items align with the weekly objective. A correlation chart in the *Phonics Launch Handbook* ties each week's lessons to TEKS.
- The materials provide summative assessments aligned to the objectives of the course. The summative assessments assess phonological/phonemic awareness skills, sight words, encoding, and decoding over the focus objectives throughout the unit. The materials do not provide TEKS alignment for the assessments.

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

- The *Phonics Launch Handbook*, "Chapter 1," subsection "Administering the Phonics Survey," details how the assessment is aligned with and supports the curriculum's objective. However, there is no reference to or alignment with the TEKS.
- The activities and "Progress Monitoring" instructions at the bottom of the lesson card informally assess the objectives for each week's lesson. These objectives are not identified by TEKS in the lesson; however, each objective for the week is tied to TEKS. Assessment items do not exist at varying levels of complexity.

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

Evidence includes, but is not limited to:

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

- The "Phonics Survey" uses decoding and encoding accuracy data to identify a student's strengths, weaknesses, and gaps. 11 matrices place the student in a lesson progression sequence corresponding to and responding to their data.
- According to the program's diagnostic assessment results, the materials guide teachers in placing students in the appropriate instructional groups. The materials state, "Depending on how the student scores, place them or move on to the additional inventories as needed according to the matrix. Another option is to pinpoint the gaps between the encoding and decoding skills and choose the lessons that will fill in those missing skills." In the *Phonics Launch Handbook*, the "Chapter 1" "Phonics Survey Placement" provides teachers with detailed guidance on scoring administered assessments and interpreting the scores for placement in instructional groups. "If a student can name more than 40 letters and at least 8 of the 26 sounds, then move on to administering the Decoding and Encoding Inventories."
- "Chapter 7" of the *Phonics Launch Handbook* addresses progress monitoring. Table 7-1 "Using Progress Monitoring Data" guides teachers in responding if a student has yet to achieve proficiency in encoding and/or decoding. There is guidance for students who have achieved proficiency and those who have not. Additionally, the guidance separates into whole-group and small-group support opportunities.
- The materials state, "Ongoing progress monitoring is an essential step when teaching students in small groups. Students will gain control of different skills at different rates and times. Because of this, groups should be flexible, as students may move in and out of groups. Therefore, the Progress Monitoring section at the end of each Phonics Launch lesson is a critical part of the lesson framework."

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

- "Chapter 1" of the *Phonics Launch Handbook* includes activities for "Pre-Alphabetic" students. The "Procedures" for the "Letter Sound Assessment" direct teachers to use these activities "if a student is controlling less than 20 letter names and/or only a few sounds." The activities address phonemic awareness, phonics, comprehension, vocabulary, fluency, and writing.
- The "Phonics Survey" diagnostic assessment provides 11 placement matrices, each containing a prescribed lesson sequence and tasks that respond to students' performance on the diagnostic assessment.
- Table 3-2 in the *Phonics Launch Handbook* provides target and specific instruction moves for the teacher to use in response to student trends in assessment performance regarding phonemic awareness. For example, if a student struggles with blending compound words or syllables, it is recommended that the teacher try using hand motions or singing the parts of the word. It suggests that students who master this skill should practice blending onsets and rimes.

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

- The *Phonics Launch Resource* website provides a "Student Tracker" which students use to track their progress. The student data sheet allows students to track their progress on progress monitoring assessments. The student-friendly form provides graphs for students to track their scores for retelling, fluency, phonics, and writing sight words. Students can track six lessons on one page.

Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3/3
3.2b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	2/2
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	3/3

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

Evidence includes, but is not limited to:

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

- The materials do not advise placing students into instructional groups by grade level but instead by the skills they have attained. Many units align to multiple grade levels, thus being utilized to respond to the skills students need to master.
- "Chapter 1" in the *Phonics Launch Handbook* provides a "Placement Guide" for teachers to form differentiated instructional small groups using the diagnostic assessment. The materials suggest considering what stage of word reading development students align with when analyzing test results and grouping students.
- The materials provide multiple sources for students needing more foundational skills practice. For example, Table 3-2 in the handbook provides guidance for differentiating phonemic awareness activities within the lesson. The table uses an if-then format to match teacher observations to student behaviors to provide corrective feedback and lesson differentiation. The materials provide scaffolds for letter sound identification, letter sorting, blending, segmenting, adding/deleting, and substituting.

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

- The *Phonics Launch* program website provides vocabulary scope and sequences for each unit. The materials list each book's knowledge-building/story words and procedures for introducing vocabulary words before reading. The procedure prompts the teacher to provide a student-friendly definition, connect the word to something familiar, describe the word's usage in the text, and have students orally use the word in a sentence.
- The materials provide graphic organizers to support students' vocabulary development. Three graphic organizers, "Vocabulary 4 Square," "Vocabulary Builder," and "Word Connections," are available for download.
- The *Phonics Launch Handbook* provides guidance on conducting the "Book Introduction" routine within the lessons. These procedures support vocabulary development. For example, the last step states, "Discuss new vocabulary and unfamiliar concepts to build background knowledge as needed."

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

- The materials include teacher guidance for extension activities for students who demonstrate proficiency in grade-level skills. Table 3-2 in the *Phonics Launch Handbook* provides ways to differentiate instruction in phonemic awareness based on observational data. It utilizes an if-then formatted chart to match teacher observations of student behaviors to corrective feedback and lesson differentiation ideas. For example, if students successfully segment words by onset and rime, have students segment words into phonemes.
- The materials include teacher guidance on enriching instruction for students who have demonstrated proficiency in grade-level skills. Table 4-4 in the *Phonics Launch Handbook* provides ways to differentiate phonics instructions. It utilizes an if-then formatted chart to match teacher observations of student behaviors to corrective feedback and lesson differentiation ideas. For example, if students successfully write words using the correct letters for each sound, then have students create and write an additional word containing the phonic element.
- The *Phonics Launch Handbook* recommends frequent regrouping of instructional groups to ensure that instruction meets the needs of all students. Students receive different levels of instruction depending on their assessment and observation data.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The materials include prompts to support teachers in communicating, explaining, and modeling the concepts directly and explicitly. In "Ready, Set, Go" Set 1, Lesson 18, Day 3, during the "Teaching Point," the teacher explains, "I am going to say a word. You tell me a word that rhymes with that word. For Example, if I say *pet*, you could say *bet* or *wet*." This explicit guidance for the teacher is provided consistently throughout all lessons.
- The materials provide guidance in modeling concepts. For example, the *Phonics Launch Handbook* includes detailed guidance for all routines within the lessons. A QR code in the "Table of Contents" provides access to professional learning videos on the *Phonics Launch Resources and Videos Website*. These videos provide explicit instruction on how to teach each lesson component.
- The materials include prompts and guidance to support teachers in modeling. For example, in "Ready, Set, Go," Set 2, Lesson 11, Day 1, students learn the new sight word, "*like*." The materials state, "Now model for students by saying the word, counting the sounds, and mapping the letters." After the teacher models this, students make the word. The graphic provided for this routine includes steps such as "Say the Word, Count the Sounds: 3, Map the Letters."

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

- In the "Introduction" to *Phonics Launch*, the publisher explains the variety of instructional approaches. "Multimodal letter learning and phonics tools foster vibrant student learning experiences. The lessons provide differentiated instruction in phonemic awareness, alphabets, phonics, decoding, and encoding—all critical elements in a science-based reading program."
- The materials guide and recommend effective lesson facilitation by offering active student participation, manipulatives, and engagement opportunities. For example, in "Ready, Set, Go" Set 1, Lesson 3, students listen to a sentence, tap the words they hear, write the sounds they know, and cut apart a sentence while saying the words they recognize.
- The *Phonics Launch Handbook* includes guidance and recommendations for effective lesson delivery in small groups but also provides instructions for converting to a whole-group format.
- The *Phonics Launch Handbook* includes a detailed instructional outline of each lesson's four days. The guidance lists the lesson component, teacher actions, student actions, and the time allotted. For example, students develop phonics skills in "Step 2" each day. This component takes three to five minutes. It states, "Students practice the week's phonics skill using engaging activities that combine multiple modalities of learning." During this component, the teacher provides corrective feedback.

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.

- The materials recommend delivering instruction in small groups. The *Phonics Launch Handbook* states, "The power of working with students in a small group is the opportunity to provide individual attention. While students are grouped together based on similar skills and stages of literacy development, you will still find a range of responses for each student." The *Phonics Launch Handbook* also gives suggestions on how to implement whole-group instruction.
- Materials support guided, independent, and collaborative structures. During the "New Sight Word" component of the lesson, the teacher guides students through the routine of learning a new word. The teacher models saying the word, counting the sounds, and mapping the letters before students attempt this. Throughout the week, students read independently using soft voices as the teacher works with individuals. During the "Picture Sorting" activity, students take turns saying the picture, identifying the first sound, identifying the correct letter, and placing the Word Study card under the correct letter.

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.

Evidence includes, but is not limited to:

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

- The 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 do include tips in the *Phonics Launch Handbook*.
- The *Phonics Launch Handbook* provides general guidance for all lessons and grade levels. For example, "To support oral language during the book discussion, provide sentence starters to assist EL students with [forming] complete sentences. For additional support, have students reference a specific page with an illustration or a photograph and allow them to use the picture support as a scaffold while discussing the book." The guidance does not align with the levels of language proficiency defined by the ELPS.

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

- The materials do not include strategic and consistent implementation guidance for state-approved bilingual/ESL programs. However, they include generic guidance for teachers to support emergent bilingual students. For example, "Chapter 9" of the *Phonics Launch Handbook* suggests, "If students struggle decoding words with previously taught or current phonics elements, then have them make a word out of magnetic letters and demonstrate how to break it into parts."

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.

- The materials do not include embedded and consistent guidance for teachers to support emergent bilingual students in developing vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. The materials include general guidance in the *Phonics Launch Handbook* for emergent bilingual students, but it is intended to apply to all students developing foundational language skills. For example, to support students with oral language and comprehension during a book discussion, it suggests having students use pages from the book as a reference and providing them with sentence starters.

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

- This curriculum is not designed for dual language immersion programs.

Phonics Rule Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	4/9
4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.	0/4
4.1b	Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.	1/2
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 do not include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials include intentional daily opportunities for phonics (sound-symbol correspondence). Materials do not include explicit (direct) 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 three kits for grade K. *Ready, Set, Go* "Set 1" includes 24 lessons on consonants and short vowels. Each lesson includes four days of instruction. The first short vowel is introduced in "Lesson 7." *Ready, Set, Go* "Set 2" includes 24 lessons on consonants and short vowels. *On Our Way* "Set 1," introduces short vowels for the first 12 lessons, digraphs in lessons 13 - 19, and blends in lessons 20 - 24. Materials do not include systematic and sequenced instruction of phonics.
- Table 3-1 in the *Phonics Launch Handbook* outlines the phonemic awareness alignment for activities in grades K - 2. These activities are not all phonemic awareness activities. For example, with the *Bella and Rosie Letter Book* activity, the teacher says the picture name, and students say the letter sound and letter name. In the phonemic awareness activity, "Sorting Letters," the teacher says the letter name of one of the letter magnets on the easel and a student removes the letter and says the sound. Materials do not include systematic and sequenced instruction of foundational skills.

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

- The materials include an intentional daily opportunity for phonics. Each lesson consists of the same structure. Each activity has a suggested time limit. The activities exist under six domains in the program: 1. "Learning Letters/Phonemic Awareness" (days 1 and 3, 1–2 minutes) 2. "Sight Word Review" (days 2 and 4, 1–2 minutes) 3. "Developing Phonics Skills" (2–3 minutes) 4. "Reading" (day 1, 5–7 minutes) 5. "Rereading" (day 3, 5–7 minutes) 6. "Writing Skills" (days 2 and 4, 5–7 minutes) The reading and writing portions of the lesson are considered the application of phonics. Each daily lesson should take between 10-12 minutes.
- The materials do not provide explicit, direct opportunities for phonics. The phonics concepts are taught through activities and do not provide explicit explanations. For example, in *On Our Way* "Set 1, Lesson 21," to introduce the initial blend /br/, the teacher says the words "broom, brick, bring." The teacher says, "Now let's say these words together and listen for the sound at the beginning: "broom, brick, bring." What sounds do you hear at the beginning of these words?" The teacher points to the /br/ on the Digraph-Blend Card and instructs the students to say the picture, the sounds, and the letters that spell those sounds.

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

- Materials include the practice of phonics skills in isolation. For example, in *Ready, Set, Go* "Set 2, Lesson 24, Day 4," the teacher dictates a sentence, and students draw a line for each word before encoding the words. The students write, "Here is the hog in the mud." Students circle the short /o/ and /u/ words in the sentence, correlating with the lesson's phonics focus.
- Materials include the practice of phonics skills through decodable texts. For example, in *Ready, Set, Go*, "Set 1, Lesson 13, Day 1," students read *Tim and the Pig* in the decodable book. Before reading the book, students identify words with short vowel /i/. Students read words like "dig, fish, lick, pig, sit, Tim, win."

Materials include opportunities for cumulative review of previously taught skills.

- The materials include opportunities for cumulative review of previously taught phonics skills. For example, in *Ready, Set, Go* "Lesson 13, Day 1," students encode the words "lid, sit pin" using sound boxes. Students practice the lesson's current phonics focus of the short vowel /i/ and the letters Pp and Ss from "Lesson 2" and letter Ll from "lesson 11."

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	2/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	0/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	0/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	2/4

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

Evidence includes, but is not limited to:

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

- Daily lessons do not include explicit (direct) instruction with teacher modeling. For example, the teacher uses the *Bella and Rosie Letter Book* to introduce the letter Dd in the *Ready, Set, Go*, "Set 1, Lesson 6." The materials provide suggested guidance such as, "Read *Bella and Rosie's ABC Book: Dd* to students. Say the picture. Point to the first letter in each word and have students say the sound /d/ and then the letter name *d*." While the teacher models by pointing to the letter in each word, it does not prompt the teacher to model the sound.
- Lessons include phonics practice using sound boxes on day three of each week. The materials include the statement, "Model how to say each word slowly, pushing a penny or chip into a box for each sound." The materials provide the teacher action but do not provide the words broken up into sounds to model.

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

- Daily lessons do not include opportunities for explicit guided phonics instruction, and the materials do not provide direct, explicit phonics instruction. During the "Applying Phonics" component of the lesson on day one of each week, students read a decodable reader. The teacher provides a brief synopsis of the story and instructs students to look through the book. After that, students talk about the story. The materials prompt the teacher to have students locate the phonics pattern. For example, in, *On Our Way* "Set 1, Lesson 19, Day 1," students locate words with initial and final digraphs /ch/, /sh/, and /th/. Students then read the book independently.

- Daily lessons do not include opportunities for immediate and corrective feedback. The lessons do not embed guidance but provide general guidance in the *Phonics Launch Handbook*. For example, Table 4-4 in the *Phonics Launch Handbook* provides phonics differentiation with corrective feedback suggestions. For example, if a student struggles to identify the letter or produce the sound, the materials suggest students sort letters that are not visually or audibly similar.

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 through independent practice. In the lessons, students independently read the decodable text on days one and three of each week. For example, in *Ready, Set, Go* "Set 1, Lesson 17, Day 1," students read the decodable book *The Bug*. Also, on "Day 2," students use letter magnets to make the words "pup, cup, cut, nut, hut, hum."
- Daily lessons do not include opportunities for collaborative learning. Students engage in whole-group activities such as the "Sorting Letters" activity In *Ready, Set, Go*, "Set 1, Lesson 17, Day 1," where students remove a letter from the easel and make the sound of focus.

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	5/6
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.	0/1
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 do not 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.

- The materials include intentional practice activities throughout the curriculum. For example, in Ready, Set, Go, Set 1, Lesson 13, Day 1, students read *Tim and the Pig* in the decodable book. Students read words like *dig, fish, lick, pig, sit, Tim, and win*. Students learned the letter *d* in Lesson 6, the letter *g* in Lesson 10, the letter *f* in Lesson 5, the letter *l* in Lesson 11, the Letter *p* in Lesson 2, the letter *s* in Lesson 2, and the letter *t* in Lesson 6. Students will read the unfamiliar phonics pattern of digraphs *sh* and *ck*.
- The materials include intentional cumulative reviews throughout the curriculum. For example, in Ready, Set, Go, Set 1, students are introduced to the short vowel *i* in Lesson 12 and revisit this concept as a main focus in Lessons 13, 20, and 23. The Getting Started card for each set provides a scope and sequence showing the phonics storybook, phonics skill, and sight words taught in each lesson. Teachers can reference the scope and sequence to see when the material previously introduced phonics skills.

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

- Practice opportunities include phonics skills beyond those explicitly taught. Students read decodable text that contains phonics concepts that have yet to be covered. For instance, the decodable books in Ready, Set, Go, Set 1 include the digraph *ck*, which students learn in later lessons. In Ready, Set, Go Set 1, Lesson 14, students read the book *The Sock*. In Ready, Set, Go, Set 1, Lesson 13, the students read the book *Tim and Pig* and read words such as *lick*. The Phonics Launch Handbook states, "The Phonics Storybooks have, on average, a 65–80 percent decodability factor, allowing ample phonics practice."

- For example, In On Our Way, Set 1, Lesson 7, students independently read the decodable reader *Jen's Pet Hen*. Students read words containing unfamiliar phonics patterns, such as *hungry, corn, peck, and eating*.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate the cumulative practice of taught phonics skills. For example, in On Our Way, Set 1, Lesson 17, students read the book *Moth in the Woods*. They read words such as *girls, ran, moth, yelled, and had*. Ready, Set, Go, Set 1 introduces the short vowels and consonants. Students need to read these words.
- Decodable texts incorporate the cumulative practice of taught phonics skills. For example, in Ready, Set, Go Set 2, Lesson 14, students read the book *On Top of the Rock*. They read words such as *dog, rock, top, fox, and Tom*. Students were introduced to the letter *d* in Lesson 6, the letter *g* in Lesson 10, the letter *t* in Lesson 3, the letter *f* in Lesson 5, the *x* in Lesson 14, the letter *p* in Lesson 2, and the Letter *m* in Lesson 3, and short vowel *o* Ready, Set, Go Set 2.

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

- Lessons include an instructional focus with opportunities for practice in isolation. For example, in Ready, Set, Go, Set 2, Lesson 24, Day 4, the teacher dictates a sentence, and students draw a line for each word before encoding the words. The students write, "Here is the hog in the mud." Students circle the short *o* and *u* words in the sentence, correlating with the lesson's phonics focus.
- Lessons include an instructional focus with opportunities for practice with connected text. For example, in Ready, Set, Go, Set 2, Lesson 24, Day 1 and 3, students locate short *o* and *u* words in the book *On the Log*. Students emphasize the short *o* and *u* words while previewing the book. Students read the book independently and read words such as *hog, got, on, log, and here*. The words *hog, got, on, and log* correlate with the lesson focus of short *o* words.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include a diagnostic assessment for formative progress monitoring across the program. The teacher records data from the "Phonics Survey: on the provided tracker at the year's beginning, middle, and end. This assessment tool reflects the continuum of phonics skills, as explained in the grade-level TEKS. It begins with a letter-sound assessment and then a decoding and encoding words assessment where words progress from CVC, digraphs, blend, silent-e, vowel teams, vowel-r, diphthongs, more rare vowel patterns, and affixes.
- "Chapter 7" of the *Phonics Launch Handbook* provides detailed information on progress monitoring for each set of lessons in the *Ready, Set, Go* and all other *Phonics Launch Kits*. "The goal of progress monitoring at these early levels is to determine whether novice readers are controlling the reading behaviors necessary for a pre-decoder to move into the next stage of reading and writing." These serve as weekly formative assessments. Not all components of given tasks serve as true progress monitoring as they are not tracking the same data over time. In addition, teachers must select elements that the materials do not provide at the time of the assessment.

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

- The materials include guidance to help the teacher efficiently administer the assessment. The *Phonics Launch Handbook* refers to these diagnostic assessments as inventories. There is a step-by-step procedure for teachers to follow on the "Letter-Sound Assessment." For

example, "Show the student the Letter-Sound Recognition Student Form and say, Can you tell me the names of some of these letters? Then point to the first uppercase letter in the first row and say, Start here and tell me the names of the letters you know. Have the student read across each row rather than down each column."

- "Chapter 1" in the *Phonics Launch Handbook* and the "Placement Matrix" (found on the resource website) include detailed information to support the teacher's understanding of the assessment tools provided in the curriculum and the scoring procedures. For example, the materials provide a scoring matrix, detailed step-by-step assessment procedures, and placement information for which lessons to place students.
- The "Phonics Survey" includes clear, consistent directions for accurate administration. The first page provides clear guidance on scoring responses accurately across different administrators. For example, "To be correct, the student must give the natural pronunciation of the word without teacher support. If a student sounds out the letters (s-e-t) but does not put the sounds together, it is still an error."

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

- The materials include weekly progress monitoring tools that are also used as diagnostic and formative assessments. The progress monitoring guidance for *Ready, Set, Go* "Set 2, Lesson 20" states, "Dictate three words containing short *i* and short *u* and ask students to write the words. Have them write the new sight word and two previously taught sight words." The words chosen must contain the focus feature of the lesson, but the materials do not provide the words for students to encode.

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

- "Chapter 1" of the *Phonics Launch Handbook* recommends formally assessing students at least three times a year using the "Phonics Survey" diagnostic assessment at the beginning, middle, and end of the year. The materials embed a "Progress Monitoring" assessment at the end of each lesson to determine whether students are progressing adequately with the aligned objectives. The weekly progress monitoring assessments are also designated as diagnostic assessments.

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.	0/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	1/1

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials do not include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- The materials include hard copy trackers to enable teachers to document individual data regarding progress on taught phonics skills. Teachers utilize the "Letter-Sound Teacher Recording Form" after administering the "Letter-Sound Assessment." Teachers put a checkmark next to the uppercase, lowercase, and letter sounds students master.
- The data from the assessment tools help teachers when planning differentiated instruction. After teachers administer the "Phonics Survey," they use the assessment results with the scoring matrix to place students in groups with targeted instructional focuses. For example, if a student scores a two on decoding and encoding accuracy on the "CVC" assessment, the student should start with *On Our Way* "Lesson 1."

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

- The materials include data-management tools for tracking whole-class student progress to analyze patterns and student needs. The *Phonics Launch Handbook* states, "As a supplementary or intervention program, Phonics Launch is designed to pair with a core curriculum (K–3) to fill in any gaps in key instructional areas: phonemic awareness, phonics, and/or fluency. It can also act as a supplement or intervention for other grade levels. Here

students still need additional instruction along the phonics continuum." The "Phonics Launch Progress Monitoring Recording" form allows teachers to record progress monitoring for each small group of students based on the group focus skills in encoding/spelling, sight words, and reading.

- The materials also advise teachers that "The lessons can easily be adapted to the whole group so that students gain the benefits of whole-group instruction, including equitable exposure to the same learning, a baseline for learning goals and assessment, authentic peer-to-peer conversations, and the building of a strong community in the classroom." The data-management tools provide a place for teachers to organize their whole-group data.

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

- Materials do not include specific guidance on the frequency of progress monitoring. For example, "Chapter 1" of the *Phonics Launch Handbook* states, "Once the gap between encoding and decoding begins to close, reassess. At this point, the students may be able to progress ahead or skip a few lessons. As students progress at different rates, know that frequent regrouping and/or testing may be necessary to ensure instruction is falling within the student's appropriate zone of proximal development." The guidance on the progress monitoring frequency is unclear, and teachers have discretion on when to reassess using the "Phonics Survey."
- Materials do not include explicit advice for the frequency of progress monitoring. The materials include a "Progress Monitoring" assessment at the end of each lesson. The *Phonics Launch Handbook* recommends using the data from the assessment and observations of students' encoding and decoding to determine if a student controls the target skill. If students have control of the target skill, the materials recommend reassessing students with the "Phonics Survey."

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

- The materials provide guidance on accelerating learning based on progress monitoring data to reach mastery of specific concepts. However, the materials provide broad suggestions for students who master targeted skills within the lesson. The *Phonics Launch Handbook* recommends skipping lessons if students master targeted concepts.
- The *Phonics Launch Handbook* provides several tables with scaffolds and differentiated instruction ideas for students who have reached mastery and who haven't reached mastery in specific phonics skills. Table 7-1 provides scaffolds for progress monitoring. For example, if a student can manipulate sounds in words, "Have the student produce a word and then have them indicate a part of the word to substitute with another word part."

Foundational Skills

5.B.1	Oral Language Development	6/21
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)	4/9

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 communication for different purposes and audiences. Materials include authentic opportunities for students to engage in discussion to understand information, and share information and ideas. Materials include authentic opportunities for students to listen actively to understand information. Materials do not include authentic opportunities for students to listen actively to share information and ideas. Materials do not include authentic opportunities for students to ask questions to understand information, and share information and ideas.

Evidence includes, but is not limited to:

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

- The materials include discussion prompts but lack systematic and explicit guidance for oral language development. The *Phonics Launch* lessons include discussion prompts but lack systematic and explicit guidance for oral language development. For example, in *Ready, Set, Go* "Set 1, Lesson 9," the "Book Discussion" portion states, "Ask students to find a favorite page in the book and talk about it." The materials include discussion prompts but lack systematic and explicit guidance for oral language development.
- The materials do not include explicit and systematic instructional guidance on developing oracy. They allow students to discuss after reading books but do not provide scripted guidance on modeling, speaking audibly, clearly, and politely conversing.
- The materials do not include systematic and explicit instructional guidance for developing oral language and oracy through a variety of methods. The *Phonics Launch* resource website provides teachers with a "How to Facilitate Effective Discussions" chart that provides generic guidance on active listening, asking questions, responding to thinking, and explaining thinking. For example, for active listening, teachers will teach and model taking turns without

interrupting. Students will practice "Sitting quietly while their partner responds." The materials do not embed this instructional guidance within the lesson structure.

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

- The materials provide opportunities for different purposes to engage in academic communication. For example, in *Ready, Set, Go* "Set 1, Lesson 23, Day 1," after reading *The Race*, the materials prompt the teacher to "Engage students in a discussion about the story or have students take turns doing a shared retelling." Students do not have the opportunity to engage in social communication.
- The materials provide opportunities for students to communicate academically with different audiences. For example, in *Ready, Set, Go* "Set 1, Lesson 18, Day 1," after reading the book, *Where is the Hen?*, the materials prompt the teacher to, "Engage students in a discussion about the story or have students take turns doing a shared retelling." While it is not explicit, students engage in all other discussion questions during "Step 3" of the lesson in a whole group, unless specified to work with a partner.

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

- The materials provide opportunities within lesson plans for students to listen actively to understand information. For example, in *On Our Way* "Set 1, Lesson 12," students engage in a "Thumbs-up, Thumbs-down" routine to identify whether the middle sounds are the same or different. Students listen to the words the teacher says, then put their thumbs up if they are the same and down if they are different. The materials do not provide prompts or guidance to ensure students listen actively to share information or ideas.
- The materials provide opportunities within lesson plans for students to engage in discussion to understand and share information and ideas. Within the grade K materials, students engage in discussion during the "Book Discussion" component of the lesson. The grade K materials only include two prompts within all the lessons to support students in engaging in discussion. These include "Engage students in a discussion about the story or have students take turns doing a shared retelling." and "Ask students to find a favorite page in the book and talk about it."
- The materials do not provide opportunities within lesson plans for students to ask questions to, understand information, and share information and ideas.

Foundational Skills

5.C.1	Alphabet Knowledge (K only)	12/24
5.C.1a	Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR.2.A.1)	0/2
5.C.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR.2.A.1)(T)	0/6
5.C.1c	Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR.2.A&2.A.3)(T)	0/4
5.C.1d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR.2.A&2.A.3)(S)	12/12

The materials do not include a systematic sequence for introducing letter names and their corresponding sounds. Materials do not include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. Materials do not include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print.

Evidence includes, but is not limited to:

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

- The materials do not include a systematic sequence for introducing letter names and their corresponding sounds. They also do not introduce a few consonants and a vowel, so students can quickly use letters to build and read words. Materials include lessons introducing one or two letter-sound correspondences weekly. Within the first six weeks, the *Ready, Set, Go* "Set 1" introduces letters Cc, Nn, Pp, Ss, Mm, Vv, Bb, Rr, Ff, Hh, Dd, and Tt. "Week 7" introduces just one letter, the first short vowel /a/, and consonant /s/. The materials also do not teach high-utility letters first. For instance, "Lesson 3" teaches the letter Vv. *Ready, Set, Go* "Set 2" follows a similar scope and sequence.

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

- Materials do not include guidance for the teacher to provide explicit instruction for teaching the identification of the 26 letters of the alphabet and their corresponding sounds. The materials provide teacher guidance on introducing the lowercase letters of the alphabet and their corresponding sounds, but they are not explicit. For example, in *Ready Set Go* "Set 1, Lesson 4, and Day 1," the teacher introduces the new letter with the *Bella and Rosie Letter Book: Bb*. The materials guide the teacher to "Say the picture. Point to the first letter in each word and have students say the sound /b/ and the letter name: b."
- The materials do not include guidance for the teacher to provide explicit instruction for developing student automaticity in identifying the 26 uppercase and lowercase letters of the alphabet and their corresponding sounds. The materials do not state or identify automaticity as a goal. Also, all letter representations in the lessons are lowercase, not uppercase.

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

- Materials do not include guidance for the teacher to provide explicit instruction for letter formation for the 26 upper- and lowercase letters of the alphabet. The *Phonics Launch Handbook* provides verbal pathways for teachers to state when providing letter formation for all 26 letters. For example, guidance for uppercase "C" states, "Pull back and around." Lowercase "c" states, "Pull back and around." The letter formation guidance does not provide specific, precise terms and phrases to clearly articulate the expectations for proper letter formation. Teacher guidance does not include directions on where students should start writing on the paper or where they should end writing on the paper.
- The lesson plans do not provide explicit, systematic instruction for letter formation. The materials lack guidance on how to model, practice, and evaluate letter formation and do not include guidance on incorporating and practicing fine and gross motor skills. Lessons do not include explicit letter formation practice. "Chapter 6" of the *Phonics Launch Handbook* states, "While not directly called for on the lesson cards, interactive writing is a great place to incorporate the explicit teaching of letter formation. Consider teaching the letter formation of the target letters from the lesson, as they will always appear in dictated sentences."

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

- Materials include various activities for students to develop and practice alphabet knowledge in isolation and meaningful print. For example, in *Ready, Set, Go* "Set 1, Lesson 8," teachers read *Bella and Rosie's ABC Book: Ww* by naming the picture on each page, pointing to the first letter in each word, and having students say the letter name and sound. Students engage in the "Sound Box" activity. Students say each word slowly and push a chip into the box. Students isolate the beginning sounds of each word. Students practice with the words "win, Wag, web." Before reading *Wag in the Zoo*, students find words that start with the letter Ww.
- Cumulative review is embedded within the *Phonics Launch* lessons by the inherent nature of the lesson design. The phonics skills are taught in layered opportunities. For example, there is a lesson for short /a/, then another lesson for short /i/, then a lesson with both short /a/ and /i/ to cumulatively review those two short vowels.
- *Phonics Launch* lessons are designed to include multi-modal activities for the purpose of being memory-building strategies. For instance, the inclusion and use of the "ABC Chart Card" incorporates colorful pictures to create a sound-letter link. Magnetic letters are also used in various activities as a tactile memory-building strategy.

Foundational Skills

5.C.2	Letter-Sound Correspondence	12/18
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)	0/4
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 do not 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)

- The materials do not systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. The materials include a "Scope and Sequence" that starts with letters most useful for decoding but are not systematically introduced or designed. The materials introduce one or two letter-sound correspondences weekly. Each lesson includes four instructional days. For example, in *Ready, Set, Go* "Set 1," the first six weeks of the lesson introduce two letters per week (Cc, Nn, Pp, Ss, Mm, Vv, Bb, Rr, Ff, Hh, Dd, Tt). In "Lesson 7," students learn the short vowel /a/ and apply the letter-sound relationships to the basic encoding and decoding of VC and CVC words.
- The materials do not explicitly introduce letter-sound relationships for applying basic decoding and encoding. The materials provide guidance through activities for students to learn letter-sound relationships. For example, Lesson 3 states, "Distribute the Sound Box Cards. Say the following words slowly, one at a time: *mom, mad, and mud*. Model how to say each word slowly, pushing a penny or chip into a box for each sound. Then, have students say each word slowly as they push a penny or chip into each box. Ask them to isolate the beginning sound in each word. Link the sound to the letter on the ABC Chart Card if they need help." The materials do not provide explicit instruction on consonant Mm.

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)

- The lesson plans do not script the teacher’s direct and explicit instruction to connect phonemes to letters within words. Students only engage in activities such as *Bella and Rosie Letter Book*, "Making Words," and "Sound Boxes" to practice connecting phonemes to letters.
- The materials do not include guidance for the teacher to provide explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The materials provide feedback support in Table 4-4 in the *Phonics Launch Handbook*, which provides general guidance for students who struggle with phonics skills. For example, if the student "has difficulty identifying the letter or producing the sound," the teacher can "consider sorting letters that are not visually or auditorily similar or sort one known letter/sound against an unknown letter/sound. Model emphasizing the target sound and have students repeat it."

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 various activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. In *Ready, Set, Go* "Set 1, Lesson 20," students develop their understanding of decoding one-syllable words during "Day 2, Step 2." In this step, students use letter magnets to create words with short /u/ and /i/. During the activity, the teacher instructs the students to "Change the *b* to *f* and read the word: *fin*." Students practice decoding words in isolation during "Day 4, Step 3." After students encode words the teacher dictates using the "Sound Box Cards," students run their fingers under each letter, check the letter and sounds, and read the whole word. Students engage in these activities weekly to reinforce through cumulative review their previous letter-sound correspondence knowledge and practice new ones.
- Materials include various activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable words in connected text. In *Ready, Set, Go* "Set 1, Lesson 20," students develop applying letter-sound correspondence to decode one-syllable words in "Day 1, Step 3." Students find and read short /i/ and /u/ words in the book *Sid the Big Pup*. Students read words such as "big, Sid, pup, run." Students then practice this skill by reading the list of words with short vowels /i/ and /u/ from the book and locating them within it. Students engage in these activities weekly to reinforce through cumulative review their previous letter-sound correspondence knowledge and practice new ones.

Foundational Skills

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

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 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 include a variety of activities for students to develop and practice phonological awareness skills connected to grade-level TEKS. Materials do not include a variety of activities for students to reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). Materials do not include a variety of 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 by grade-level TEKS that begins with simple skills and larger units of sound and gradually transitions to more complex skills and smaller units of sound. The Phonics Launch Handbook Ch. 4 states, "Each phonics activity has been carefully designed to help students strengthen their phonics knowledge. Procedures strategically build in complexity throughout

the lessons to support skill building of words in isolation before students apply their newly acquired knowledge to authentic reading and writing experiences." While the materials reference a sequence of skill building that goes from less to more complex, there is no detail in their scope and sequence to show that the lessons follow a systematic sequence.

- The materials do not include a systematic sequence for introducing phonological awareness activities by grade-level TEKS that begins with simple skills and larger units of sound and gradually transitions to more complex skills and smaller units of sound. The first mention of syllabication is in the Teaching Point in Lesson 7 of Ready, Set, Go Set 1. The Teaching Point directs the teacher: "Say the following words one at a time. Have students repeat each word and clap the syllables: apple, airplane, arrow." After this teaching point, the focus of the lessons returns to sentence segmentation, a less complex skill. Beginning in Ready, Set, Go, Set, 1, Lesson 13, the materials introduce the concept of rhyme through the Emergent Breaking Words activity.

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

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

- The materials do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. The materials provide generic grade K-2 advice for adjusting the activity to meet the needs of students in the Phonics Launch Handbook. They provide a table on adjusting phonemic awareness activities but some activities address phonological awareness activities. For example, in the Thumbs Up, Thumbs Down activity, if students struggle to identify if the targeted area in the words sounds the same, it suggests repeating the words and overemphasizing the targeted area. The materials do not provide explanatory feedback based on common errors or possible misconceptions students may have within each lesson.
- The materials do provide explicit instruction. For example, in On Our Way, Set 1, Lesson 16, for the Thumbs Up, Thumbs Down activity the materials state, "*I will say two words, and we will listen to the beginning sound of each one. If the beginning sounds are the same, put your thumb up. If the beginning sounds are different, put your thumb down.* Model with the first pair or words." The materials then script out what the teacher should say such as, "Let's repeat these words emphasizing the beginning sound: *sh-ave, sh-ip.* The lesson does not include explanatory feedback for students based on common errors and misconceptions.

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

- The materials include various activities for students to develop and practice phonological awareness skills connected to grade-level TEKS. In Ready, Set, Go, Set 1, Lesson 15, students develop the skill of rhyming. The teacher says the words *pax* and *fox*, and students produce rhyming words for each. Students practice this skill in Lesson 18, following the same routine.

- The materials do not include various activities to reinforce phonological awareness skills through cumulative review, and the skills do not spiral back for students to practice.
- The materials do not include various resources, including memory-building strategies, for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS. They do not include kinesthetic movements, manipulatives, stories, or other memory-building resources to support students in developing, practicing, and reinforcing phonological awareness skills.

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	8/13
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)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

The materials 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) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

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

- The materials do not include a systematic sequence for introducing phonemic awareness activities. Students blend phonemes while learning to decode and encode phonics patterns. The materials do not include phonemic awareness instruction on segmenting words into individual phonemes.
- The materials do not include a systematic sequence for introducing phonemic awareness activities. The Phonics Launch Handbook explains how students learn letters/phonemic awareness in Steps 1 on Days 1 and 3. Most grade K lessons focus on Learning Letter activities during this step and do not include phonemic awareness practice. For example, Ready, Set, Go Set 1 and 2 do not include phonemic awareness activities. They only include the Bella and Rosie Letter Book and Sorting Letters activities. The materials include phonemic awareness activities in some of the Teaching Points throughout the materials.

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

- The materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. The materials provide generic grade K-2 advice for adjusting the activity to meet the needs of students in the Phonics Launch Handbook. For example, in the Thumbs Up, Thumbs Down activity, if students struggle to identify if the targeted area in the words sounds the same, it suggests repeating the words and overemphasizing the targeted area. The materials do not provide explanatory feedback based on common errors or possible misconceptions students may have within each lesson.

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

- The materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support basic encoding. For example, in Ready, Set, Go Set 2, Lesson 17, the teaching point makes an explicit connection between the segmenting activity of Sound Boxes and spelling using the phonics focus of the lesson, short vowel *u*. The directions state, "Say the word *duck* and have the student repeat the word. Then, have them say *duck* slowly, stretching the medial vowel *d-uuu-ck*. Draw three boxes on the easel and run your finger under the boxes as you say the word again. Then have students help you map the sounds and letters as you fill in each box. Tell them *ck* spells /k/."
- The materials do directly or explicitly connect phonemic awareness skills to the alphabetic principle for decoding. This direct and explicit connection is embedded throughout Phonics Launch lessons. For example, in Ready, Set, Go, Set 1, Lesson 17, Day 3, Step 3, the Teaching Point states: "Read the second line. Run your finger under the word *cup* as you demonstrate blending the sounds in the word as you link each letter to the sound."

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

- The materials include various activities for students to develop, practice, and reinforce phonemic awareness skills. The materials do provide blending and segmenting phonemic awareness activities without connecting them to a phonics lesson with letters. Some examples of lessons that include Blending and Segmenting as Step 1 without connecting them to a phonics lesson with letters include: Ready, Set, Go, Set 2, Lessons 20, 22, 23, 24 and On Our Way Set 1 Lessons 1 - 6. For example, in On Our Way, Set 1, Lesson 14, students identify the common sound at the beginning of the words *chime*, *chew*, and *cheese* during the Identifying Sounds and Letters component. Making Words and Emergent Breaking Words

activities develop and reinforce manipulation of sounds, segmenting, and blending; Substituting uses onset-rime manipulations, and Identifying Sounds and Letters reinforces segmenting. The students engage in these activities in future lessons to reinforce phonemic awareness skills.

Foundational Skills

5.E.1	Sound-Spelling Patterns	14/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	0/1
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)	0/1
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 do not include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined by TEKS. Materials do not include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- Materials do not include a systematic sequence for introducing grade-level sound-spelling patterns, as the TEKS outlines. For example, in Ready, Set, Go, Set 1, Lesson 1, students read the CCVCC word *climb* during the lesson's Read the Book, Interactive Writing, and Cut-Up Sentence component. In Lesson 2, students read and decode CVC words such as pup, pig, and Sam. In Lesson 3, students locate and read words with the letter v, which include van and vroom. These sound-spelling patterns include CVC and CCVC.
- The Phonics Launch Ready Set Go materials include phonics lessons that lack sequence from simple to complex skills and concepts across the school year. For example, the materials introduce the first vowel in Lesson 7. Each lesson includes four instructional days, which means it takes 28 days of instruction until students encode and decode words with short vowels to which they have exposure. Also, Ready, Set, Go, Set 1 introduces the letter q in Lesson 9 but doesn't introduce the short vowel u until Lesson 16.

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

- Materials do not include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. The materials teach sound-spelling patterns through activities instead of providing explicit instruction. For example, in *On Our Way Set 1, Lesson 17*, the phonics focus is Final Digraph *th*; the activity states, "Say the following words emphasizing the final sound: *south, bath, moth*. Now let's say these words together and listen for the sound at the end: *south, bath, moth*. What sound do you hear at the end of these words? Say the sound /*th*/. Point to the *th* on the Digraph-Blend Card. Say the picture, the end sound, and the letters that spell the sound." Students learn through activities rather than through explicit instruction for grade-level sound-spelling patterns.
- Materials do not include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. For example, *Ready, Set, Go, Set 2, Lesson 21* has the phonics focus on Short Vowels *a* and *o*. The teaching point for that lesson is for students to turn to an indicated page and point to the words as the teacher reads the page aloud. The teacher asks, "Did you notice how I read from the first word on the page to the last word on the page?" This process repeats for another page before the teacher states, "Remember to read all the words from top to bottom on one page, then read the next page."

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

- The materials include activities and resources for students to develop and practice grade-level sound-spelling patterns. For example, in *Ready, Set, Go, Set 1, Lesson 24, Day 1*, students develop grade-level sound-spelling patterns through the Making Words activity. Students use letter magnets to create the words *rub, rut, nut, not, cot, and cut* as the teacher gives directions on the parts of the word to change. Students practice on Day 2 when the teacher dictates the words *cup, top, and cub*, and students encode these words using Sound Boxes. Students also practice writing the sentence using the pattern that the teacher dictates. For example, on Day 2, students write the sentence, *Here is a pup on the box*. Students engage in these activities weekly to reinforce through cumulative review their previous sound-spelling patterns and practice new ones.

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

- The materials provide a variety of activities and resources for decoding words in decodable connected text. Students read decodable readers with taught sound-spelling partners. For example, in *Ready, Set, Go, Set 1, Lesson 21*, students read the book *The Hat*, which contains CVC words *cat, hat, rat, fox, and pop*.

- The materials provide a variety of activities and resources to encode words in isolation. Students encode words and sentences dictated by the teacher. For example, in Ready, Set, Go, Set 1, Lesson 24, Day 1, students encode the words cup, top, and cub using Sound Boxes. Students then write the sentence, *Here is a pup on the box*. Students then circle the short o and u words.
- The materials do provide a variety of activities and resources for encoding words in decodable connected text throughout Phonics Launch lessons in each and every dictated sentence. For example, in On Our Way Set 1, Lesson 12, the phonics focus is review of all short vowels. The dictated sentence on Day 2 is: The hen got on the hut. The fox is going to get it. Here students practice with "hen, hut, got, fox, and get". The dictated sentence on Day 4 is: "Look out, hen! The fox is going to dig into the pen."
- The materials do provide a variety of activities and resources for decoding words in isolation throughout Phonics Launch lessons in activities like Making Words and Breaking Words.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	36/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	0/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1)(T)	0/4
5.E.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	24/24
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1)(S)	12/12

The materials do not include a systematic sequence for introducing regular and irregular high-frequency words. Materials do not include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)

- Materials do not include a systematic sequence for introducing regular high-frequency words. The materials lack a coherent sequence for introducing regular words that align with the sound-spelling patterns taught in phonics. In addition, the materials do not provide teacher guidance for irregular words for students at the current point in the sequence. For example, *In Ready, Set, Go* set 1, lesson 1, the materials introduce the sight word, *can*, while the phonics focus is *c* and *n*. In lesson 6, the materials introduce the sight word *at* while the phonics focus is *t*, but the materials do not introduce the short vowel *a* until lesson 7. In lesson 7, the high-frequency word taught is *we*, but the consonant *w* appears in lesson 8. In lesson 4, the materials introduce the sight word *is*, and in lesson 8 the materials introduce sight word *in*, but the short vowel *i* appears in lesson 12. These words could be regular high-frequency words if systematically introduced in the sequence of phonics skills.
- Materials do not include a systematic sequence for introducing irregular high-frequency words. No background knowledge/guidance or alignment to the phonics focus suggests a systematic sequence. For example, the *Ready, Set, Go*, set 1 materials lack a coherent

sequence for introducing irregular words that align with the sound-spelling patterns learned in phonics. For example, in lessons 4 and 8, sight words *is* and *in* are introduced; however, the short vowel *i* doesn't appear until lesson 12. The same is true for *Ready, Set, Go* set 2. For example, in lessons 1 and 6, sight words *can* and *at* are introduced; however, the short vowel *a* is not introduced until lesson 7.

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 do not include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding irregular high-frequency words. The materials include sample scripts and explicit activities for encoding and decoding irregular high-frequency words. For example, in *On Our Way* Set 1, lesson 4, the new sight word activity states, "Have students repeat the word. Now, model for students saying the word, counting the sounds, and mapping the letters. Have students make the word *for* out of magnetic letters. Have them mix the letters, remake the word, and read the word." The materials provide the number of sounds for the teacher but do not provide explicit instruction for connecting the sounds to letters. There is no indication or background knowledge for the teacher about the specific features of the word and if it is irregular for the student within the curriculum sequence.
- Materials do not include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular high-frequency words. The materials use sight words, and the sequence does not reflect phonics patterns learned but rather correlates with the decodable readers so some regular high-frequency words are considered irregular by students. Chapter 5 of the *Phonics Launch* handbook, regarding procedures for the new sight word activity, states, "After students make an irregularly spelled high-frequency word with magnetic letters, have them use their index fingers to frame the 'tricky part' or parts that are irregularly spelled." However, this guidance appears outside the lesson cards, and there is no indication for teachers when the word is irregular for the student at that point in the sequence of skills taught.

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 and encode irregular high-frequency words. For example, in *Ready, Set, Go* set 1 and 2, and *On Our Way* set 1, the materials introduce sight words on day 1 by modeling mapping the sound to words. Students use manipulative letters to build, break, and rebuild the word to read it. A picture supports the teacher's knowledge of how to map the word. The word is practiced again in the book introduction activity; after students echo-read the book with the teacher, the students find and read the word. On days 2 and 4, a review of the high-frequency word occurs with cards and/or written on a whiteboard. Students also

practice these words in the Dictated Sentence activity. On day 3, students reread the book, allowing students to decode the word in context. This routine repeats with each lesson cycle.

- Materials include various activities and resources for students to develop, practice, and reinforce skills to decode and encode regular high-frequency words. The materials follow the same routine used for irregular high-frequency words. For example, in *Ready, Set, Go* set 1 and 2 and *On Our Way* set 1, the materials introduce sight words on day 1 by modeling mapping the sound to words. Students use manipulative letters to build, break, and rebuild the word to read it. A picture supports the teacher’s knowledge of how to map the word. The word is practiced again in the book introduction activity; after students echo-read the book with the teacher, the students find and read the word. On days 2 and 4, a review of the high-frequency word occurs with cards and/or written on a whiteboard. Students also practice these words in the dictated sentence activity. On day 3, students reread the book, allowing students to decode the word in context. This routine repeats with each lesson cycle.

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 develop, practice, and reinforce skills to decode and encode irregular high-frequency words. For example, in *Ready, Set, Go* set 1 and 2, and *On Our Way* set 1, the materials introduce sight words on day 1 by modeling mapping the sound to words. Students use manipulative letters to build, break, and rebuild the word to read it. A picture supports the teacher’s knowledge of how to map the word. The word is practiced again in the book introduction activity; after students echo-read the book with the teacher, the students find and read the word. On days 2 and 4, a review of the high-frequency word occurs with cards and/or written on a whiteboard. Students also practice these words in the Dictated Sentence activity. On day 3, students reread the book, allowing students to decode the word in context. This routine repeats with each lesson cycle.
- Materials include various activities and resources for students to develop, practice, and reinforce skills to decode and encode regular high-frequency words. The materials follow the same routine used for irregular high-frequency words. For example, in *Ready, Set, Go* set 1 and 2 and *On Our Way* set 1, the materials introduce sight words on day 1 by modeling mapping the sound to words. Students use manipulative letters to build, break, and rebuild the word to read it. A picture supports the teacher’s knowledge of how to map the word. The word is practiced again in the book introduction activity; after students echo-read the book with the teacher, the students find and read the word. On days 2 and 4, a review of the high-frequency word occurs with cards and/or written on a whiteboard. Students also practice these words in the dictated sentence activity. On day 3, students reread the book, allowing students to decode the word in context. This routine repeats with each lesson cycle.

Foundational Skills

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

The materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review).

Evidence includes, but is not limited to:

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

- This guidance is not applicable to the grade level.

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

- This guidance is not applicable to the grade level.

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

- Materials include various activities and resources for students to develop and practice skills for decoding and encoding one-syllable. For example, students encode and decode one-syllable words during the emergent breaking words activity in *Ready, Set, Go*, set 1, lesson 13. For example, students use letter magnets to make the word *lid*. Students then break the word at the vowel, read each part, put the letters together, and read the word. Students engage in these activities weekly to reinforce encoding and decoding skills.
- Materials include various activities and resources for students to develop and practice skills for decoding and encoding one-syllable. In *Ready, Set, Go*, set 2, lesson 22, students develop skills to decode and encode words by manipulating letter magnets to create the words *peg*, *pet*, *pot*, *jot*, *jet*, and *set*. Students practice encoding one-syllable words during the dictated sentence activity. Students encode the sentence, “We did not see the pet in the jet.” Students practice decoding one-syllable words in the decodable reader *Tom’s Pet*. Students read words such as *Tom*, *pet*, and *jet*. Students also use sound boxes to encode one-syllable words. Students engage in these activities weekly to reinforce encoding and decoding skills.

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

- This guidance is not applicable to the grade level.