

IMRA Review Cycle 2024 Report



| Publisher Name | Program Name |
|-----------------------------------|---------------|
| Scholastic Inc. | Ready4Reading |
| Subject | Grade Level |
| English Language Arts and Reading | 1 |

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 277 / 313

IMRA Reviewers

Flags for Suitability Noncompliance

1

| Indicator | Count of Flags |
|--|----------------|
| 1. Prohibition on Common Core: | 1 |
| 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

5

| Indicator | Count of Flags |
|--|----------------|
| Alignment with Public Education’s Constitutional Goal, 2.1.1 | 5 |
| 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 | 42 / 53 |
| 2. Progress Monitoring | 25 / 28 |
| 3. Support for All Learners | 30 / 32 |
| 4. Phonics Rule Compliance | 32 / 36 |
| 5. Foundational Skills | 148 / 164 |

Strengths

- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabular 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.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.4 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.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.
- 5.E.4 Morphological Awareness: Materials systematically introduce grade-level

morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text.

Challenges

- 1.1 Course-Level Design: Materials do not outline the ELPS or include guidance to support administrators.
 - 1.2 Unit-Level Design: Materials offer no supports for families in Spanish to support their student's progress.
 - 1.3 Lesson-Level Design: Materials do not include daily objectives required to meet language standards in lesson plans.
 - 2.1 Instructional Assessments: Materials lack instructional assessments aligned to TEKS.
 - 2.2 Data Analysis and Progress Monitoring: Materials do not provide tools to assist students in tracking their growth.
 - 3.3 Support for Emergent Bilingual Students: Materials do not provide
- teacher guidance on linguistic accommodations.
 - 4.2 Daily Instructional Sequence and Routines: Daily lessons lack immediate and corrective feedback.
 - 4.3 Ongoing Practice Opportunities: Materials do not have practice opportunities that include only taught phonics skills.
 - 4.5 Progress Monitoring and Student Support: Materials do not offer guidance on determining the frequency of progress monitoring.
 - 5.B.1 Oral Language Development: Materials lack explicit guidance on developing oral language, and oracy.
 - 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence or explicit instruction for phonological awareness skills.
 - 5.D.2 Phonemic Awareness: Materials lack explicit instruction with explanatory feedback for phonemic awareness.

Summary

Scholastic *Ready4Reading* is a K–3 online and print phonics program. The curriculum provides a comprehensive phonics program that includes a "Ready4Reading Implementation Guide," "Wiley Blevins Teaching Phonics" that teaches foundational skills, "Short Read Decodables" to practice decoding skills with short texts, and "Read to Know Text Sets" to apply phonic skills and apply knowledge. Each lesson provides multisensory activities to help keep students motivated. Additionally, the program offers quick check assessments and 8 larger assessments to administer during the beginning, middle, and end of the year. It contains lessons on writing letters to transfer sound to spelling. It provides various opportunities for differentiation and suggestions for supporting multilingual learners.

Campus and district instructional leaders should consider the following:

- While the program contains a TEKS correlation chart in the "Planning and Pacing Continuum" and an ELPS correlation chart called the "Correlation of Ready4Reading to Texas ELPS," these are separate documents and not in each lesson which could prove difficult to use for the advanced

and novice teacher. The materials do not contain specific resources to support administrators and instructional coaches in implementing the program.

- While the product provides a "Weekly Planning and Pacing Guide," the materials do not provide specific daily lessons to support daily implementation. Navigating the product is an arduous task when trying to follow the lessons with all the different components on different printed resources and different areas in the online hub.

Intentional Instructional Design

| 1.1 | Course-Level Design | 11/15 |
|------|---|-------|
| 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. | 2/4 |

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 taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for 165 instructional day calendars. Materials do not include suggested pacing (pacing guide/calendar) to support effective implementation for 180- and 210-instructional day calendars. Materials include an explanation for the rationale of unit order as well as the way concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources to support administrators and instructional coaches with implementing the materials as designed. Materials do not include guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The online *Implementation Guide* includes a "Ready4Reading Scope and Sequence" and can be found in the Systems Resources Digital Hub. Since the product is a grade K through grade 3 resource, the material is organized by skill, not grade level, and includes simple to complex concepts: alphabet knowledge, consonants/short vowels, consonant blends, review consonants and short vowels and consonant blends, consonant digraphs, long vowels, complex vowels, and further word study and special spellings.
- The *Wiley Blevins Teaching Phonics Program Guide* offers a suggested scope and sequence for each grade level according to state standards and basal scope and sequence. For example, the suggested sound-spellings in the grade 1 sequence are based on frequency and utility to ensure mastery. The suggested scope and sequence lists grade 1 reading

foundational skills by focusing on print concepts, phonological awareness, phonics and word recognition, and fluency. The material does not outline the ELPS.

- Under the section titled "Aligning Instructional Sequence with State Standards," the guide states, "The teaching materials and lessons in *Wiley Blevins Teaching Phonics* will help you meet your specific state reading and language arts standards...." The charts detail a suggested scope and sequence for each grade (following a careful review of state standards and existing basal scopes and sequences). "For more information on scope and sequence, see *Phonics from A to Z*, 4th ed."
- *Ready4Reading* provides a "TEKS Citation" document, which is available in the "Help" section of the Scholastic Digital Manager *portal*. The scope and sequence does not outline ELPS in these lessons.

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).

- A 32-week planning and pacing guide is provided and can be found under the "System Resources" in the digital resources (i.e., 165 instructional days calendar).
- Materials include the *Weekly Planning and Pacing Guide* in the online Teacher Hub's link and in the I. The grade 1 pacing guide notes that the materials include lessons focusing on phonics lessons, decodable texts, and text sets for 32 weeks of instruction. The *Weekly Planning and Pacing Guide* does not include options for varying numbers of instructional days or weeks.
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Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

- *The Program Guide* includes a suggested sequence for teaching phonics in grade 1. The materials include connections between the foundational skills, including print concepts, phonological awareness, phonics and word recognition, and fluency. The materials recommend "teaching the majority of the sound-spellings in grade 1 in the sequence...based on frequency and utility...and building and reading words as they become available." The materials include the way the concepts connect throughout the scope and sequence to support student learning of all phonics skills.
- *Wiley Blevins Phonics from A to Z* explains the rationale of lesson order and the way concepts are connected. For example, the materials explain the importance of systematic instruction, show where concepts progress from easy to more complex, and include constant review and repetition. The materials state that instruction must be cumulative and build on previous lessons, as demonstrated in the text's "Scope of Skills." The materials are organized by skills instead of units.
- "The material explains the rationale of lesson order and how concepts are connected as found in the *Implementation Guide: Read to Know Features*." The material states, "Read to Know Text Sets' aggregation of the *Ready4Reading* phonics scope and sequence combines phonics

elements into coherent groupings (CVC words or long vowels with final e). Through this consolidated practice, children build skills and agility they need to become fluent readers."

- Materials provide the rationale for the order and the way concepts are connected, as found in the *Implementation Guide: "Ready4Reading Instruction."* The guide states, "Lessons introduce sound spellings systematically." This system offers explicit and systematic instruction to help build letter-sound knowledge.

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

- The Program Guide includes a suggested sequence for teaching phonics in grade 1. The materials include connections between the foundational skills, including print concepts, phonological awareness, phonics and word recognition, and fluency. The materials recommend "teaching the majority of the sound-spellings in grade 1 in the sequence...based on frequency and utility...and building and reading words as they become available." The materials include the way the concepts connect throughout the scope and sequence to support student learning of all phonics skills.
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- "The material explains the rationale of lesson order and how concepts are connected as found in the *Implementation Guide: Read to Know Features.*" The material states, "Read to Know Text Sets' aggregation of the Ready4Reading phonics scope and sequence combines phonics elements into coherent groupings (CVC words or long vowels with final e). Through this consolidated practice, children build skills and agility they need to become fluent readers."
- Materials provide the rationale for the order and the way concepts are connected, as found in the *Implementation Guide: "Ready4Reading Instruction."* The guide states, "Lessons introduce sound spellings systematically." This system offers explicit and systematic instruction to help build letter-sound knowledge.
- The online modules (units) include an overview of the skill taught and detailed lesson templates with step-by-step directions for each objective and practice activity. The materials provide teacher guidance for each module (units) for using all resources, including texts, technology integration, language transfer suggestions, enrichment and differentiation activities, practice activities, and assessment.
- Lesson internalization protocols are provided for teachers to read and connect the lessons to the task or assessment in sequential steps and highlighted notes for teachers to anticipate in what area students may need support. For example, materials provide language transfer support for multilingual students.
- Materials explain the purpose of each step and the protocols to be followed with every lesson. Each lesson within a category follows the same template to ensure ease of use and employs the same language to ensure consistency and the transfer of skills.

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

- Materials provide an online implementation guide in the Teacher Hub and the "Ready4Reading Overview." The Teacher Hub and Program Guide describe the three core modules, assessments, and online teacher and student hubs. Materials include charts for each grade providing guidance on weak skills, decodable texts, comprehension text sets, and the grade equivalent range. These materials support teachers who are implementing the program and using weekly lesson implementation guides. The materials do not provide guidance or support for administrators to help teachers with implementing the materials as designed.
- Materials provide an online implementation guide in the *Teacher Hub* and the "Ready4Reading Overview." The *Teacher Hub* and *Program Guide* describe the three core modules, assessments, and online teacher and student hubs. Materials include charts for each grade providing guidance on weak skills, decodable texts, comprehension text sets, and the grade equivalent range. These materials support teachers who are implementing the program and using weekly lesson implementation guides. The materials do not provide guidance or support for administrators to help teachers with implementing the materials as designed.
- The "Ready4Reading System Language Charts for Multilingual Learners" include a list of sound transfers and spelling matches for each of the 44 sounds of English in four key languages: Spanish, Cantonese, Vietnamese, and Hmong. The materials provide a chart of transferability to build lesson plans and interpret student work based on sound transfer and spelling match from English to student home language. The materials offer teachers a document for transferring phonics skills to support in planning and observing in the classroom. The materials do not include guidance to support instructional coaches with implementing the materials as designed.

Intentional Instructional Design

| 1.2 | Unit-Level Design | 3/4 |
|------|---|-----|
| 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. | 1/2 |

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 English for each unit with suggestions on supporting the progress of their student. Materials do not contain supports for families in Spanish for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

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

- Materials provide background content knowledge and academic vocabulary to effectively teach phonics according to the premises of the science of teaching reading in the Wiley Blevins Teaches Phonics Program Guide. This is only provided in the "Weekly Instructional Routines" program guide, not at the beginning of each lesson.
- The grade 1 materials provide lessons starting with simple skills, gradually developing into complex skills, then applying previous lessons. The material offers an overview of the three core modules—Phonics Lessons, Short Read Decodables, and Read-to-Know Text Sets—as well as the assessments and web-based hubs for teachers and students. The materials provide a four-part instructional framework built on a gradual release model. Ready4Reading ensures that the science of teaching reading is accessible and practical in a grades K–3 classroom.
- The Read to Know Text Sets Teacher's Guide provides an overview of the topic, including a video to build background knowledge and vocabulary. For example, the first text set includes three lessons about the physical characteristics and processes that help big cats survive. The materials provide explicit teacher lesson plans for whole-group and small-group instructional options with recurring themes. The materials target phonics skills, vocabulary, building knowledge, improving comprehension, and writing to respond by drawing pictures or composing sentences.
- The "Short Read Decodables Overview" demonstrates the components presented, including background knowledge and academic vocabulary. The "Short Reads Decodables Overview" provides summary of the small-group lessons on the skills that the students practice in the texts. The materials provide teachers clarity regarding the genre, summary, targeted skill, and suggestions for multiple reading lessons with the same decodable. The materials include a "Building Background Knowledge with Informational Texts" to help students acquire greater

learning about each subject. For example, materials include bulleted facts about water, butterflies, and air travel to support student learning and teacher implementation.

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- The "Short Reads Decodables" provide background knowledge and guidance for teachers to help students make connections between concepts and lessons. Each decodable lesson has a guide for teachers to follow during a small group lesson. Every fifth card reviews the targeted sound spelling of the previous four lessons.

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

- Materials provide background content knowledge and academic vocabulary to effectively teach phonics according to the premises of the science of teaching reading in the Wiley Blevins Teaches Phonics Program Guide. This is only provided in the "Weekly Instructional Routines" program guide, not at the beginning of each lesson.
- The grade 1 materials provide lessons starting with simple skills, gradually developing into complex skills, then applying previous lessons. The material offers an overview of the three core modules—Phonics Lessons, Short Read Decodables, and Read-to-Know Text Sets—as

well as the assessments and web-based hubs for teachers and students. The materials provide a four-part instructional framework built on a gradual release model. Ready4Reading ensures that the science of teaching reading is accessible and practical in a grades K–3 classroom.

- The Read to Know Text Sets Teacher's Guide provides an overview of the topic, including a video to build background knowledge and vocabulary. For example, the first text set includes three lessons about the physical characteristics and processes that help big cats survive. The materials provide explicit teacher lesson plans for whole-group and small-group instructional options with recurring themes. The materials target phonics skills, vocabulary, building knowledge, improving comprehension, and writing to respond by drawing pictures or composing sentences.
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- The "Short Reads Decodables" provide background knowledge and guidance for teachers to help students make connections between concepts and lessons. Each decodable lesson has a guide for teachers to follow during a small group lesson. Every fifth card reviews the targeted sound spelling of the previous four lessons.

- The *Implementation Guide* provides a "Ready4Reading for Families" overview of the print and digital materials available for students and families to use at home. Downloadable *Read to Know* texts provide students with access to texts to read at home. The materials state, "Point out that families can refer to the 'Extra! Extra!' notes on each book's inside back cover to further build knowledge and extend book discussions." The materials suggest that families can best support their children by coaching them to blend sounds they know to read words. The materials are provided in print and digital format to support student's learning at home. For example, materials are offered digitally as online videos, downloadable decodable and *Read to Know* texts, and printable activity pages for families to use at home.
- The decodable short reads include take-home cards for families in English. The materials do not contain support for families in Spanish.

Intentional Instructional Design

| 1.3 | Lesson-Level Design | 28/34 |
|------|---|-------|
| 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. | 2/2 |
| 1.3d | Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment). | 1/1 |

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

Evidence includes, but is not limited to:

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

- Materials offer a comprehensive lesson plan that includes all materials, questions, tasks, and instructional assessments needed to support instructional activities for each lesson. For example, the grade 1 phonics "Lesson Consonant L" Blend overview shows visuals of all materials and supplies needed and an articulation video, decodable text, handwriting practice, extension activity, and an audio "Letter Chant." The decodable text lesson for "Flip and Flop" includes language support cards, take-home readers, decodable words, high-frequency words, and a phonemic awareness review activity. Review Book 1 of the *Read to Know* texts includes a phonics and word type focus, two texts, response and write resources, take-home printables, and videos.
- The *Read to Know Text Sets* include questions and tasks to build conceptual knowledge. These lessons provide explicit and systematic routines to develop grade-level skills. The lessons include modeling, guided practice, and scaffolded application. The materials do not include daily objectives. The *Read to Know Text Sets Teacher's Guide* provides detailed lesson plans that include targeted instruction in phonics and language comprehension. The materials include literacy skills such as content-area vocabulary, challenge words, reading comprehension questions, knowledge-building activities and videos, and writing for each text.

The lessons provide systematic routines, including guided practice, application, and assessment, to support students in learning the skills being taught. Materials include an oral reading rubric to collect data on children's reading progress with the texts. Materials do not include stated daily objectives for the teacher and student for the content and language standards of the lesson. Assessments are suggested within the text sets through readiness checks, discussion questions, respond and write resources, and oral reading rubrics.

- The "Short Reads Decodables Overview" provides a detailed picture of the lesson format when teachers use the decodables. Materials include a small-group instructional routine that provides the teacher with background information and a sequenced lesson plan for teaching with the decodables. Materials include the genre and summary, targeted phonics skills, phonemic awareness, a sound-spelling review, and practice reading decodable words in context. Materials recommend reading the texts two times. Materials are provided after reading comprehension questions and activities, including writing.
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- The "Read to Know Overview" provides a detailed lesson plan sample. The lesson plans are included in the teacher resource kits. Assessments are recommended within the text sets through readiness checks, discussion questions, response and writing resources, and oral reading rubrics. Materials do not include comprehensive, structured, or detailed daily content objectives for the teacher and student.

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

- Materials offer a comprehensive lesson plan that includes all materials, questions, tasks, and instructional assessments needed to support instructional activities for each lesson. For example, the grade 1 phonics "Lesson Consonant L" Blend overview shows visuals of all materials and supplies needed and an articulation video, decodable text, handwriting practice, extension activity, and an audio "Letter Chant." The decodable text lesson for "Flip and Flop" includes language support cards, take-home readers, decodable words, high-frequency words, and a phonemic awareness review activity. Review Book 1 of the Read to Know texts includes a phonics and word type focus, two texts, response and write resources, take-home printables, and videos.
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- The "Read to Know Overview" provides a detailed lesson plan sample. The lesson plans are included in the teacher resource kits. Assessments are recommended within the text sets through readiness checks, discussion questions, response and writing resources, and oral reading rubrics.
- The *Program Guide* includes lesson guidance and activities with suggested times for each part of the lesson. Materials include lesson plan templates that provide specified minutes for teachers to implement various lesson activities related to phonemic awareness and word study. Materials recommend that instructional routines be research-based and create consistent classroom practices. Materials state, "This model provides educators with a framework for releasing to children in a gradual manner," suggesting the method offers students sufficient time to practice, then try out new concepts on their own. enables students to have time to practice and then try on their own.
- Materials offer suggestions for time considerations so that learning experiences are taught with fidelity and students spending sustained time developing content and skills in grade-appropriate areas. For example, in the "Program Overview," the material includes 10–20 minutes of a whole-class phonics lesson and 40 minutes of teacher-led small groups with the decodable and *Read to Know* sets. A weekly planning and pacing guide for grade 1 is offered on the digital platform under "System Resources."

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

- Materials offer a comprehensive lesson plan that includes all materials, questions, tasks, and instructional assessments needed to support instructional activities for each lesson. For example, the grade 1 phonics "Lesson Consonant L" Blend overview shows visuals of all materials and supplies needed and an articulation video, decodable text, handwriting practice, extension activity, and an audio "Letter Chant." The decodable text lesson for "Flip and Flop" includes language support cards, take-home readers, decodable words, high-frequency words, and a phonemic awareness review activity. Review Book 1 of the Read to Know texts includes a phonics and word type focus, two texts, response and write resources, take-home printables, and videos.

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- The "Read to Know Overview" provides a detailed lesson plan sample. The lesson plans are included in the teacher resource kits. Assessments are recommended within the text sets through readiness checks, discussion questions, response and writing resources, and oral reading rubrics.
- The *Read to Know Text Sets' Teacher Guide* provides an overview of the teacher and student materials needed in the lesson. Materials include an "At a Glance" page for each text set, which offers information about each text used in the set and a summary of each text. Materials also include a cumulative review, whole-group and small-group instructions, and individual lesson plans for the teacher with step-by-step instructions for implementation. Materials also provide students with access to digital resources for the lessons.
- The overview on the *Teacher Hub* includes a list of all digital materials, worksheets, and manipulatives. Pictures of manipulatives are included, to help the teacher select the proper materials. For example, the grade 1 "L Blends" lesson overview shows pictures and explains the function of the articulation card, mirror, sound boxes and counters, letter-sound flashcards, handwriting practice, and magnetic letter tiles and tray.

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

- Materials offer a comprehensive lesson plan that includes all materials, questions, tasks, and instructional assessments needed to support instructional activities for each lesson. For example, the grade 1 phonics "Lesson Consonant L" Blend overview shows visuals of all materials and supplies needed and an articulation video, decodable text, handwriting practice, extension activity, and an audio "Letter Chant." The decodable text lesson for "Flip and Flop" includes language support cards, take-home readers, decodable words, high-

frequency words, and a phonemic awareness review activity. Review Book 1 of the Read to Know texts includes a phonics and word type focus, two texts, response and write resources, take-home printables, and videos.

- The Read to Know Text Sets include questions and tasks to build conceptual knowledge. These lessons provide explicit and systematic routines to develop grade-level skills. The lessons include modeling, guided practice, and scaffolded application. The Read to Know Text Sets Teacher's Guide provides detailed lesson plans that include targeted instruction in phonics and language comprehension. The materials include literacy skills such as content-area vocabulary, challenge words, reading comprehension questions, knowledge-building activities and videos, and writing for each text. The lessons provide systematic routines, including guided practice, application, and assessment, to support students in learning the skills being taught. Materials include an oral reading rubric to collect data on children's reading progress with the texts. Assessments are suggested within the text sets through readiness checks, discussion questions, respond and write resources, and oral reading rubrics.
- The "Short Reads Decodables Overview" provides a detailed picture of the lesson format when teachers use the decodables. Materials include a small-group instructional routine that provides the teacher with background information and a sequenced lesson plan for teaching with the decodables. Materials include the genre and summary, targeted phonics skills, phonemic awareness, a sound-spelling review, and practice reading decodable words in context. Materials recommend reading the texts two times. Materials are provided after reading comprehension questions and activities, including writing.
- The "Read to Know Overview" provides a detailed lesson plan sample. The lesson plans are included in the teacher resource kits. Assessments are recommended within the text sets through readiness checks, discussion questions, response and writing resources, and oral reading rubrics.
- The "Short Reads Decodables Overview" offers a lesson template that includes opportunities to extend discussion and conversation with comprehension questions. Materials include questions that require students to think beyond the story and support their ideas with details from the text. Materials include downloadable lesson pages, stories, and digital online games and activities. These provide students with extended practice, such as homework, extension, and enrichment. Materials include take-home resources from the "Short Read Decodables" and the *Read to Know* lessons to provide extended practice after class.
- The *Wiley Blevins Phonics from A to Z: A Practical Guide*, 4th edition, recommends differentiation through above-level supports, including acceleration and enrichment. The materials state, "Children who are reading and spelling words above their level for phonics need both acceleration and enrichment to maximize their learning during each week's instruction." Materials suggest placing above-level students along the phonics continuum that best meets their instructional needs by administering a comprehensive phonics survey. Materials recommend that during whole-group lessons teachers provide challenging word sets and enrichment activities, such as word sorts, word building, decodable texts, and writing extension. Materials provide a sample of above-level support, including various activities to encourage students to learn at their level.

- Materials provide extension activities in Step 3 of each lesson. For example, "Letter C" lesson offers plans that enable teachers to select activities of their own choosing: Digital Teacher-Led Activity—Sort It: Cc, Printable Learning Center Activity—Spell It: Cc, Printable Independent Activity 1—I Can! and Printable Independent Activity 2 (for advanced learners)—Soft C.

Progress Monitoring

| 2.1 | Instructional Assessments | 22/24 |
|------|---|-------|
| 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. | 2/2 |

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

Evidence includes, but is not limited to:

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

- Materials include diagnostic assessments that vary in types of questions and tasks. *The Letters2Meaning* assessment is a progress and placement test that is normed, adaptive, and digital. This assessment reports a grade equivalent (GE) score that "aligns with the Ready4Reading scope and sequence, connecting instruction across modules." The GE score provides teachers with a starting point for student placement in the program. Letters2Meaning "specifically measures a student's letter knowledge, decoding, encoding, and basic comprehension using different types of questions." This assessment is adaptive, and, as such, each student follows a unique progression through the test items.
- The materials include formative assessments at the lesson level that vary in types of questions and tasks. Materials provide formative assessments in both digital and printable form. For example, the students are allowed to engage in formative assessment with "e" using the SoapBox Technology. This Child-Specific Voice Technology "provides feedback and granular phoneme level reporting that parses out student data and offers teachers a longitudinal view

of student progress across decoding, automaticity, and fluency." This technology allows the students to access their learning independently by requiring them to read into a device. An example of formative assessment in printable form is the oral reading rubric included with each review book (at the end of each set of three books) in the *Read to Know Text Sets*.

- Materials provide summative assessments that vary in types of questions and tasks at the lesson level. For example, in the *Wiley Blevins Teaching Phonics* online module, the "Assessment" tab opens the units "Alphabet," "Phonics," and "Word Study." After teaching, for example, short vowel o lessons, the teacher moves on to the unit "Phonics" and then selects the short vowel o lesson assessment.
- The *Wiley Blevins Phonics from A to Z Guide*, 4th edition, includes an assessment section. The materials recommend using standardized diagnostic test batteries with tests or subtests to measure word recognition. The tests give instructions how to prepare for them successfully, and directions for accurate and consistent administering. The assessments use nonsense words to determine the student's ability to correctly apply letter sounds and spelling patterns. The *Phonics from A to Z Guide* states, "A comprehensive diagnosis of each child is necessary because the causes of reading difficulties can be many." The materials suggest frequently monitoring student progress by using a variety of tools, such as screening assessments, checklists, miscue analysis, individual and group administered tests, and portfolios.

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

- The Materials provide detailed information regarding the purpose and intent of formative and summative assessments. "Diagnostic" and "summative" are not specifically stated as forms of assessment—although both terms are considered important for teachers to know and understand—but the very fact of gauging student needs at the beginning, middle, and end of the year shows that they are used as diagnostic tools. The materials discuss the role of diagnostic assessments in several different places, such as the Letters2Meaning Digital Assessment and the nine assessments that can be found online: "Phonemic Awareness," "Alphabet," "Short Vowels," "Consonant Blends & Digraphs," "Long Vowels," "Complex Vowels," "Word Study," "Comprehensive Phonics Survey," and "Comprehensive Spelling Survey." Although the assessments are administered before instruction and used to determine at what level a student should begin study.
- The materials include a definition of diagnostic assessments. The definition is found in the link within the "Help" and "Ready4Reading" guides in the "Scholastic Digital Manager." The definition and examples of diagnostic reading tests are included in an article titled "A2i & Diagnostic Reading Tests." The article states that diagnostic reading tests "examine component reading skills separately in order to target instruction to the specific skills the student needs" and "might assess student knowledge of individual letter sounds, sound blending, sight words (regular and irregular), vocabulary knowledge, and both literal and inferential reading comprehension levels."

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

- Materials include an "Assessment Overview" section in the *Wiley Blevins Teaching Phonics Program Guide*. The overview offers the teacher clear, step-by-step guidance in understanding and administering the various types of assessments and in collecting consistent and purposeful data for classroom use. The nine assessments listed include: "Phonemic Awareness," "Alphabet," "Short Vowels," "Consonant Blends & Digraphs," "Long Vowels," "Complex Vowels," "Word Study," "Comprehensive Phonics Survey," and "Comprehensive Spelling Survey." The "Assessment Overview" also discusses the frequency of these progress monitoring assessments. Sample answer sheets with possible student responses are not provided either.
- Materials include teacher guidance to ensure the consistent administration of instructional assessments. For example, every third book in the *Read to Know Text Sets* is a review book, every fifth card in the *Short Reads Decodables* is a review, and a downloadable "Oral Reading Rubric" is available for formative assessment. The "Oral Reading Rubric" lists administrative procedures and suggestions to ensure a consistent assessment program.
- Materials provide "Recommended Assessment Schedules" for grades K–3. The schedule includes assessments that materials state should be consistently administered at the beginning, middle, and end of the year to help educators accurately monitor student's areas of strengths and weaknesses.
- The materials include explicit directions to the teacher about how to administer the phonics assessment. The directions are included in the Wiley Blevins Teaching Phonics online module. For example, the directions for the "Alphabet Assessment" can be found on the teacher's hub.
- The materials include explicit directions to the teacher about how to administer the phonics assessment. The directions are included in the *Wiley Blevins Teaching Phonics* online module. For example, the directions for the "Alphabet Assessment" can be found on the teacher's hub.

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

- Materials include an "Assessment Overview" section in the Wiley Blevins Teaching Phonics Program Guide. The overview offers the teacher clear, step-by-step guidance in understanding and administering the various types of assessments and in collecting consistent and purposeful data for classroom use. The nine assessments listed include: "Phonemic Awareness," "Alphabet," "Short Vowels," "Consonant Blends & Digraphs," "Long Vowels," "Complex Vowels," "Word Study," "Comprehensive Phonics Survey," and "Comprehensive Spelling Survey." The "Assessment Overview" also discusses the frequency of these progress monitoring assessments, but materials do not include the exemplars for the assessments. Sample answer sheets with possible student responses are not provided either.
- Materials include teacher guidance to ensure the consistent administration of instructional assessments. For example, every third book in the *Read to Know Text Sets* is a review book, every fifth card in the *Short Reads Decodables* is a review, and a downloadable "Oral Reading

Rubric" is available for formative assessment. The "Oral Reading Rubric" lists administrative procedures and suggestions to ensure a consistent assessment program.

- Materials provide "Recommended Assessment Schedules" for grades K–3. The schedule includes assessments that materials state should be consistently administered at the beginning, middle, and end of the year to help educators accurately monitor student's areas of strengths and weaknesses.
- The materials include explicit directions to the teacher about how to administer the phonics assessment. The directions are included in the Wiley Blevins Teaching Phonics online module. For example, the directions for the "Alphabet Assessment" can be found on the teacher's hub.
- Materials provide diagnostic assessments that align to the objective of the unit or lesson but not to the TEKS. For example, the *Wiley Blevins Teaching Phonics Program Guide* includes an "Assessment Overview" with a list of diagnostic assessments. These include "Phonemic Awareness," which is a diagnostic assessment with subtests that measure rhyme, syllables, initial sounds, final sounds, medial sounds, segmentation, blending, and phonemic manipulation. The diagnostic subtest that measures phonemic manipulation is aligned to grade 1 TEKS 2.Avi, which states that a student is expected to demonstrate phonological awareness by "manipulating phonemes within base words." The program recommends assessing students three times a year using this diagnostic assessment.
- Materials provide formative assessments that align with the TEKS and with the objective of the unit or lesson. For example, the *Wiley Blevins Teaching Phonics* lesson "Short o" is aligned to grade 1 TEKS 2.Aiii, which states that a student is expected to demonstrate phonological awareness by "distinguishing between long and short vowel sounds in one-syllable words." Materials provide the teacher with a "Quick Check" that can be used as a formative assessment to provide data to determine whether a student requires reteaching of a target skill or whether the student is ready to move on to the next lesson.
- Materials provide summative assessments that align with the objective of the unit or lesson but do not align with the TEKS. For example, the *Wiley Blevins Teaching Phonics* lesson "Short o" is aligned to grade 1 TEKS 2.Aiii, which states that a student is expected to demonstrate phonological awareness by "distinguishing between long and short vowel sounds in one-syllable words." Materials provide the teacher with a "Quick Check" that can be used as a summative assessment at the conclusion of the lesson.

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

- The Instructional assessments include standards-aligned items with at least two levels of complexity. For example, the Read to Know module includes readiness checks, text-specific questions, and respond and write tasks. Examples include "Why do you think the author wrote this book?" and "Invite children to write and draw about how to be a good sport. Encourage them to return to the text to find Informative/Explanatory details they might want to include." Materials provide guidance for the teacher to monitor and adjust instruction based on the various assessments with each text.
- In the Teachers Hub of the *Short Reads Decodables*, the "Red Hen Bakes a Cake" lesson includes teacher instructions for before, during, and after reading. The tasks vary in

complexity, going from blending sounds, reading decodable words, and actual reading to answering comprehension questions that become more complex.

Progress Monitoring

| 2.2 | Data Analysis and Progress Monitoring | 3/4 |
|------|---|-----|
| 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. | 0/1 |

The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials do not 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 Wiley Blevins Teaching Phonics Program Guide recommends an outlined assessment schedule per grade level administered three times a year for students in grade 1. Materials include nine assessments to evaluate student's mastery of specific skills. Materials suggest students in grade 1 complete the nine assessments over the year. For grade 1 students, the suggested assessments include phonemic awareness, alphabet, short vowels, consonant blends and digraphs, long vowels, complex vowels, and the Comprehensive Phonics Survey. The assessment directions include instructions for recording and scoring student errors.
- The *Wiley Blevins Teaching Phonics Program Guide* recommends an outlined assessment schedule per grade level administered three times a year for students in grade 1. Materials include nine assessments to evaluate student's mastery of specific skills. Materials suggest students in grade 1 complete the nine assessments over the year. For grade 1 students, the suggested assessments include phonemic awareness, alphabet, short vowels, consonant blends and digraphs, long vowels, complex vowels, and the Comprehensive Phonics Survey. The assessment directions include instructions for recording and scoring student errors.
- The "Oral Reading Rubric" in the *Read to Know Teacher's Guide* includes guidance for collecting data and interpreting student performance during this formal assessment. The rubric shows how students in grade 1 should score based on the behaviors they observe. The guide also includes information for the steps to be taken next. For example, the guide states, "Once the child is decoding with general proficiency, you may further coach him or her to try using expression and natural phrasing to read with fluency. If the child struggles, consider reading the text together, noting the child's specific needs for additional instruction and

practice (e.g., sound-spellings that are not mastered, lack of fluency in reading connected text, or other specifics)."

- The material's instructional assessments and scoring information provide guidance for responding to student performance. The materials offer an assessment for each major set of skills. For example, the "Short-Vowel Assessment" is administered after teaching that particular set of skills. The assessment will guide the teacher in determining if students are ready to move on to the next set of skills. The results of skills assessments can be used as a resource when creating small-group differentiated instruction.

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

- The "Comprehensive Spelling Survey" in the *Wiley Blevins Teaching Phonics Program Guide* includes instructions regarding at which time students in grade 1 should begin instruction based on the assessment results. It states, "If children misspell two or more of the target spellings in each section of the assessment, then instruction should begin in that skill set (e.g., short vowels)."
- The "Comprehensive Spelling Survey" in the *Wiley Blevins Teaching Phonics Program Guide* includes instructions regarding at which time students in grade 1 should begin instruction based on the assessment results. It states, "If children misspell two or more of the target spellings in each section of the assessment, then instruction should begin in that skill set (e.g., short vowels)."
- Materials provide guidance on using included tasks and activities to respond to trends in assessment performance. The data dashboard in the *Scholastic Digital Manager* tracks grade 1 students and class growth weekly to help inform instruction. This data dashboard helps the teacher utilize results from various assessments to support purposeful planning of the appropriate grade-level experience.
- Materials provide guidance on using included tasks and activities to respond to trends in assessment performance. Materials also include instructional strategies to respond to trends culled from the instructional assessment data, including student achievement, mastery, and below/on/above proficiency levels. The Letters2Meaning digital assessment "provides a metric for grouping students and a way for teachers to monitor growth and progress across the school year." This assessment is given five times a year, every 6–8 weeks.

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

- Materials lack support for students in grade 1 to track their own progress on assessments. Instead, the teacher records the assessment data on individual score sheets, but the students do not track their own progress.
- Materials feature a "Word Warm-Up" activity for the *Short Reads Decodables* and *Read to Know Text Sets* eBooks. Students can practice decoding target words from the text before reading. Students receive real-time feedback about accuracy and pronunciation. If needed,

pronunciation assistance is available. However, materials do not include tools for students to track their own growth and progress.

- The materials include multiple assessments and data points that the teacher can track. The teacher dashboard allows teachers to monitor student progress with graphs and raw data scores throughout the year. The student dashboard only provides access to programming. No tools are available for students in grade 1 to track their progress digitally or on paper.

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 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.

- Each lesson has an area that explains a differentiated approach and activity that scaffolds the objective. The differentiation component for "Lesson Aa" says, "Count the number of letters in each high-frequency word and have children compare. Ask questions, such as: How many words do you see? How many letters does the word *I* have? How many letters does the word *am* have? How many letters does the word *a* have? Which word has the most letters? For children who need more support, write the words. Have children read the words, build them on the metal tray with the Magnetic Letter Tiles, and then write the words."
- Materials include teacher guidance for differentiated instruction, activities, and/or lessons for students who have not yet reached proficiency on grade-level content and skills. For example, the Ready4Reading online "Implementation Guide" shows teachers how to disaggregate the data in "Student Performance: Phonics Activities." The guide recommends looking at the students who register in the Learning range. These students may be choosing a text that is too high a reading level or need additional support and practice with specific skills.
- Materials provide "Differentiation: Below-Level Supports" with suggestions for differentiating and scaffolding grade-level content. For example, the materials suggest the teacher "Front-Load Content," "Modify Expectations," and "Address Previous Skill Needs During Small-Group Time," in addition to listing activities and routines to support below-level readers: Blending, Dictation, Word Building, Word Sort, Word Ladder, High-Frequency Words, Reading

Decodable Text, and Writing About Decodable Texts routines with "Guiding Principles" to guide teachers on using a variety of instructional modalities.

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

- Lesson plans include the regular practice of front-loading vocabulary words before reading with an explicit approach. For example, the *Read to Know Text* lessons include the section "Build Knowledge & Vocabulary," which includes a video that uses the vocabulary words before viewing the discussion and after viewing the discussion, and then a lesson regarding the definition. Lessons also include steps that prompt the student to "say the word, write the definition, discuss the definition, draw a connecting image, and steps for recognizing the word while reading."
- The materials include pre-teaching or embedded supports for unfamiliar references in the text (e.g., figurative language, idioms, academic language). An example of academic vocabulary taught in this program appears in the *Wiley Blevins Teaching Phonics* lesson "Suffixes." The lesson plan prompts the teacher to explicitly give students the definition of the academic vocabulary word "suffix" as well as examples in the "Introduce Sound-Spelling" section. Another example includes the academic vocabulary word "prefix," which the *Wiley Blevins Teaching Phonics* lesson covers in the same explicit manner.
- Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). For example, in the Ready4Reading "Implementation Guide," the Multilingual Learners section includes a vocabulary focus for each of the *Read to Know Texts*. The focus includes strategic guidance on background knowledge, vocabulary, and understanding of figurative language. Materials include these language supports in each lesson to build comprehension and promote the enjoyment of reading.

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

- Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, the Ready4Reading "Implementation Guide" states that teachers can use the Student Performance: Phonics Activities data from students using the Student Hub with each of the phonics lessons. Students who register in the "Applying" ranges may need an advanced text set or card to challenge them.
- Materials include teacher guidance for enrichment activities for students who have demonstrated proficiency in grade-level content and skills. In the section titled "Differentiating Phonics Instruction" in *Wiley Blevins Phonics from A to Z: A Practical Guide*, 4th Edition, the author states, "Children who are reading and spelling words above level for phonics need both acceleration and enrichment to maximize their learning during each week's instruction." For example, to provide enrichment supports in whole-group lessons, the teacher can add "word

sets in the blending portion of the lessons" and "include additional above-level student supports provided in the samples that follow during whole-group lessons,." such as word building, word sorts, dictation, reading decodable text, and writing extension, which are all key activities.

- Materials include teacher guidance for extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, each of the *Wiley Blevins Teaching Phonics* lessons provides teacher guidance for extension activities at the conclusion of the lesson plan. In the "Alphabet Z" lesson under "Extend Letter Knowledge," the following activities are listed: Digital Teacher-Led Activity—Checkers: Zz, Printable Learning Center Activity—Go to School, and Printable Independent Activity—Connect the Dots.

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 by 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 guidance and prompts to support the teacher in modeling the concepts to be learned explicitly. For example, each of the *Wiley Blevins Teaching Phonics* lessons provides teacher guidance and prompts for modeling concepts explicitly throughout the lesson. The "Alphabet Z" lesson offers guidance on how to model the sound of the letter Z. The explicit prompt supports the teacher in explaining how the sound is made (teeth closed, throat vibration). Other teacher modeling supports for this lesson include an articulation card, mirrors, and a video of the sound production.
- The *Wiley Blevins Teaching Phonics* lessons include prompts and guidance for explicit instruction from the teacher modeling instruction to the student completing tasks. Lessons are explicit. The Prefix lesson includes the following example. "Model: Say a word—best. Guide children to change the beginning sound: Change /b/ to /t/ in *best*. What's the new word? (*test*) Say another word—sad. Guide children to change the ending sound: Change /d/ to /t/ in *sad*. What's the new word? (*sat*) Next, say another word—*ship*. Guide children to change the middle sound: Change /i/ to /o/. What's the new word? (*shop*)"
- Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned directly and explicitly. For example, in the *Phonics from A to Z* book, the "Consonant Digraph" lesson explains the phonics principle: The digraph *sh* stands for the /*sh*/ sound. There are five steps included within the lesson. Step 1: Reread; Step 2: Introduce Sound-Spelling; Step 3: Blend Words; Step 4: Apply to Text; and Step 5: Dictate and Write. Teachers are given prompts and guidance on how to work through each

step, how to reteach, and how to extend a lesson based on the individual needs of their students.

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

- Materials include teacher guidance and recommendations for effective lesson delivery by using more than two instructional approaches. Materials provide recommendations for active student participation and experimentation. For example, each of the *Wiley Blevins Teaching Phonics* lessons provides opportunities for students to be actively involved. In the "Alphabet Z" lesson, students become actively involved in Step 1 when using the sound boxes and counters and when using the digital handwriting practice activity. In Step 2, students use the magnetic letter tiles and tray and the Picture-Sound Sort digital activity. In Step 3, the teacher makes the connection to reading for the student by using the storybook, which can be accessed both digitally and in print.
- The program gives clear guidance and recommendations for effective lesson delivery and includes multiple instructional approaches for teaching and facilitation. The lesson overview on the Teacher Hub provides an overview of the lesson cycle and the various opportunities for a student to practice a concept. The digraph lesson, for example, includes hands-on manipulatives (Elkonin boxes, flashcards, articulation cards, and mirrors). The teachers/students can interact with lessons digitally or on worksheets. Students also have the opportunity to interact with reading materials based on their interests. Each lesson gives multiple texts to support instruction. Detailed lesson plans are provided for teacher use of the provided materials.
- Materials include instructions to support the teacher in providing effective lesson facilitation through various engaging instructional strategies. For example, the *Read to Know Text Sets* provide tasks that allow active participation throughout the lesson. The Set 11 "That's My Job" lesson provides a mixture of whole- and small-group instruction options. In the "Get Ready to Read" section, the students play "Are You Ready?" using segment words with *r*-controlled vowels. The students then move on to reviewing high-frequency words from within the text: Students read the words, use the word in a sentence, and then identify known and unknown parts of the word. Each lesson also includes a short video that focuses on the vocabulary within the text. Each part of the *Read to Know Text* lesson is designed to be varied and engaging to reach all learners.

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

- Materials provide guided instructions for teachers to teach the routines necessary to achieve effective implementation of different types of practice and design a learning environment that helps students focus on the content to be learned. For example, the *Read to Know Text Sets* include whole-group discussions regarding phonics focus or target sound, high-frequency words, and vocabulary. In small groups, students discuss the text with one another, then read

the title, and finally echo-read or whisper-read. Lastly, the small group answers comprehension and vocabulary questions. Each *Read to Know Text* lesson plan is designed according to a pattern.

- The *Wiley Blevins Teaching Phonics* digital activities included in the program are interactive, teacher-led digital routines that can be used during whole- or small-group lessons. For example, "Sort It" is an interactive student activity for students to arrange items into columns. The directions recommend that the teacher explain what the students should do during the interactive activity. For example, "Tell children that they are going to sort items into columns." The materials suggest that the teacher divide the students into teams and use a scoreboard to make the activity competitive. The materials also recommend that students make word cards to sort in open and closed sorts and place them in a learning center to explore during independent work time. The materials include multiple ways to engage students in collaborative and independent practices.
- Materials provide guided instructions for teachers to teach the routines necessary to achieve effective implementation of different types of practice and design a learning environment that helps students focus on the content to be learned. For example, the "Teaching Phonics" lesson includes whole-group, partner, and independent practice activities. As a whole group, the class practices the phonemic awareness part of the lesson: saying words, blending, and segmenting words based on letter sounds. The students can work with partners to complete the build words activity or learning center work. Independently they can engage in any of the digital resources or additional practice printables.

Supports for All Learners

| 3.3 | Supports for Emergent Bilingual Students | 9/11 |
|------|---|-------------------|
| 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. | 1/1 |
| 3.3c | Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. | 8/8 |
| 3.3d | If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language. | Not scored |

The materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency (as defined by the ELPS), which are designed to engage students in using increasingly more academic language. Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making crosslinguistic connections through oral and written discourse. Materials are not designed for dual language immersion (DLI) programs and do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

Evidence includes, but is not limited to:

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

- Materials do not provide linguistic accommodations for various levels of the ELPS. However, materials offer multilingual support for language transfer, vocabulary support, and multilevel support, such as graphic organizers and background knowledge/vocabulary-building videos in Spanish.
- Materials do not provide dedicated lesson plans for English Learners (ELs) according to levels of language proficiency aligned with the ELPS. Word banks are not provided, but visuals are available on cards and in videos. Cognate charts, labeled images, and anchor charts are not provided.
- The "Weekly Instructional Routines" offer support for multilingual students. For example, the "Teaching the Alphabet" routine provides additional support under the "Multilingual Learners" insert. Materials recommend teachers and students use the "Language Charts" in *Wiley*

Blevins Teaches Phonics from A to Z, 4th ed., to address challenges for children whose home language may not include sound or sound spelling. Provide extra sound-spelling and letter-formation practice as needed." Materials offer additional embedded support throughout each step of the lessons. Materials provide teachers with 10 guiding principles to help plan phonics instruction that supports multilingual learners. For example, "Use kinesthetic activities to connect a sound to an action." Students retain more information if the learning is engaging and instruction is provided through different modalities, and instruction is provided through different modalities. The teacher and students can connect motions to each letter sound to support learning. Materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency (as defined by the ELPS), which are designed to engage students in using increasingly more academic language.

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

- Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The materials provide information for teachers of emergent bilingual students, such as one-pagers. These materials include language charts, breakout boxes for students of various dialects, etc. For example, in the teacher's hub you can access the "Read to Know Text Sets Best Practices for Assessing Multilingual Learners."
- The Wiley Blevins Teaching Phonics grade 1 lesson "digraphs *ch, tch*" contains breakout boxes for language transfer and articulation support. For example, the Language Transfer box for this lesson states, "For children whose home language lacks the /ch/ sound (see Language Charts, pp. 343-346 of *Phonics From A to Z, 4th ed.*), provide extra articulation practice and some words and phrases to copy." The Articulation Support box states, "Many speakers of Chicano English will switch (or merge) the /ch/ and /sh/ sounds. This is more common in Tejanos than Californianos. For example, *teacher/teacher, watch/wash, chop/shop, chair/share*. Provide articulation support. Exaggerate the sound and have children repeat."

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 Ready4Reading "Implementation Guide" provides information relating to the support available for teachers within the three modules. The "Multilingual Learners" chart states, "Multilingual learners (MLs) need meaningful opportunities to transfer their home language skills into English. Growing research shows that when students are mastering more than one language, each language becomes a resource for the other." The Ready4Reading program offers teachers guidance on teaching crosslinguistic connections. Materials offer a chart with language supports provided in each of the three modules. For example, the *Read to Know Text Sets* provide "strategic guidance on background knowledge, vocabulary, and understanding of

figurative language." The goal of this support is to build comprehension and promote enjoyment of reading. The materials provide 2–5 supports for each lesson.

- The *Read to Know Text Sets* provide multilingual support through "Knowledge-Building" videos available in English and Spanish to build background and vocabulary and offer thematic text sets to practice skills in context. For example, the "Build Knowledge & Vocabulary" information in the *Teacher's Guide* offers sequential lessons for building content-area vocabulary and making connections. Questions are provided for the teacher to talk about the topic. Materials offer a routine for pre-teaching vocabulary. Students practice vocabulary words in context.
- Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making crosslinguistic connections through oral discourse. For example, the *Wiley Blevins Teaching Phonics Program Guide* provides a list of core principles to support Multilingual Learners orally. This list recommends that teachers connect phonics and vocabulary instruction, use kinesthetic activities to connect a sound to an action, work on articulation, learn the confusing sounds for each language students speak, use music, body language, and realia to teach new words and concepts, connect phonics learning to writing with real-life applications, use technology, supply each child with a bilingual picture dictionary, provide comprehensible input, and modify response expectations based on each child's level of English proficiency. In addition, each of the *Wiley Blevins Teaching Phonics* lessons provides support for multilingual learners embedded in the lesson plans.
- The Ready4Reading "Implementation Guide" provides information relating to the support available for teachers within the three modules. The "Multilingual Learners" chart states, "Multilingual learners (MLs) need meaningful opportunities to transfer their home language skills into English. Growing research shows that when students are mastering more than one language, each language becomes a resource for the other." The Ready4Reading program offers teachers guidance on teaching crosslinguistic connections. Materials offer a chart with language supports provided in each of the three modules. For example, the *Read to Know Text Sets* provide "strategic guidance on background knowledge, vocabulary, and understanding of figurative language." The goal of this support is to build comprehension and promote enjoyment of reading. The materials provide 2–5 supports for each lesson. Materials do not make references to the ELPS.
- The *Read to Know Text Sets* provide multilingual support through "Knowledge-Building" videos available in English and Spanish to build background and vocabulary and offer thematic text sets to practice skills in context. For example, the "Build Knowledge & Vocabulary" information in the *Teacher's Guide* offers sequential lessons for building content-area vocabulary and making connections. Questions are provided for the teacher to talk about the topic. Materials offer a routine for pre-teaching vocabulary. Students practice vocabulary words in context.
- Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making crosslinguistic connections through oral discourse. For example, the *Wiley Blevins Teaching Phonics Program Guide* provides a list of core principles to support Multilingual Learners orally. This list recommends that teachers connect phonics and

vocabulary instruction, use kinesthetic activities to connect a sound to an action, work on articulation, learn the confusing sounds for each language students speak, use music, body language, and realia to teach new words and concepts, connect phonics learning to writing with real-life applications, use technology, supply each child with a bilingual picture dictionary, provide comprehensible input, and modify response expectations based on each child's level of English proficiency. In addition, each of the Wiley Blevins Teaching Phonics lessons provides support for multilingual learners embedded in the lesson plans.

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

- Materials do not include a design for DLI programs. Nor do they include resources that outline opportunities to address metalinguistic transfer from English to the partner language.
- Materials do not provide linguistic accommodations for various levels of the ELPS. Materials offer multilingual support for language transfer, vocabulary support, and multilevel support, such as graphic organizers and background knowledge/vocabulary-building videos in Spanish. Implementation guidance is evident to support teachers in effectively using materials in state-approved bilingual/ESL programs. The "Multilingual Learners" chart states, "Multilingual learners (MLs) need meaningful opportunities to transfer their home language skills into English. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making crosslinguistic connections through oral discourse.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The *Wiley Blevins Teaching Phonics Program Guide* provides a "Suggested Sequence" and "Reading Foundation Skills" for each grade level. For example, the "Grade 1 Suggested Sequence" recommends teaching a majority of the sound-spellings in grade 1 in a sequence shown below (based on frequency and utility), building and reading words as they become available." Materials suggest the teacher and students begin with an "Alphabet" quick review and then cover short vowels, consonant blends and digraphs, long vowels, complex vowels, and finally word study to work on plurals, contractions, and inflectional endings. The "Grade 1 Reading Foundational Skills" provide systematic and sequential instruction for teaching print concepts, phonological awareness, phonics and word recognition, and fluency in grade 1. Materials provide systematic and sequenced instruction in "Phonological Awareness" for students to "demonstrate understanding of spoken words, syllables, and sound (phonemes)" and then apply "grade-level phonics and word analysis skills in decoding words" under the "Phonics and Word Recognition" instructional component.
- Materials include systematic and sequenced instruction of phonics skills. For example, the downloadable *Ready4Reading System Weekly Planning and Pacing Guide* provides a "Weekly Planning and Pacing Guide," which demonstrates that phonics skills increase in complexity as the year progresses. The guide provides a continuum of the phonics skills week by week. It also shows that grade 1 begins with a review of consonants and short vowels, followed by long vowels (VCe) and a review of consonant blends. Consonant digraphs and long vowel digraphs,

complex vowels (*r*-controlled and variant vowels), and diphthongs are taught next. The grade 1 year continuum ends with word study, special spellings, and review.

- The *Short Read Decodables* afford students an opportunity to practice and apply the phonics and decoding skills they are learning in context. Materials state, "Children's phonics skills progress at a much faster rate when there is ample classroom time allocated to the application of the skills they have been taught through direct, teacher-led instruction (*Wiley Blevins*, 2021)." The decodable texts align with the "Ready4 Reading Scope and Sequence" using the suggested sequence of teaching letter-sounds. For example, "Power Up! Cards—10 of the cards, designed to review aggregated, targeted phonic elements" are aligned with the sequential instruction of letter-sounds provided in the "Scope and Sequence." Teachers instruct students to "Revisit Alphabet Knowledge" before working on the "Phonics Focus" skill included in the decodable lesson. Materials provide a sequential lesson plan for teachers to instruct students using resources aligned systematically and sequentially to the phonics scope and sequence and the foundational skills.

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

- The *Wiley Blevins Teaching Phonics* online modules provide explicit opportunities for teacher-led phonics instruction that clearly and specifically teaches a skill through concise explanation, modeling, practice, and feedback. The lessons follow the gradual release of responsibility. For example, each lesson provides an "Overview" of the sequential steps and materials and resources needed to teach the lesson. Materials provide lessons for short vowels that the students learn in the "Ready4Reading Scope and Sequence" at the beginning of grade 1. "Step 1" provides explicit and intentional instruction to "Develop Phonemic Awareness," including articulation, oral blending, and oral segmenting. Materials include instructions for explicitly teaching the letter name and sound and then writing the letter to transfer the sound to spelling. "Step 2" provides the teacher and students opportunities to practice sorting by sounds with digital or print pictures before the teacher instructs high-frequency words with the "Read, Spell, Write, Extend" strategy. Materials provide opportunities for teacher modeling. "Step 3" allows students to practice the letter and sound in reading, using a decodable text before the students write the letters during dictated writing practice.
- Materials include explicit opportunities for phonics skills. The *Wiley Blevins Teaching Phonics* lessons provide teacher-led instruction that clearly and specifically teaches a skill through concise explanation, modeling, practice, and feedback. The phonics lessons follow the gradual release of responsibility format. For example, in the grade 1 "Short *a*" lesson, the teacher introduces the new sound and models how it is made. Then the teacher provides an explanation, with more modeling, and the following steps take place: the sound is practiced by writing the grapheme; blending words is modeled before students practice with an activity; high-frequency words are introduced; reinforcement of the new skill is encouraged with the building words activity; and then more practice occurs during the word sort activity. The final steps of the lesson include an opportunity for students to spell words with the new target sound, connect to reading with the interactive story, and engage in fluency practice. During

this entire process, the gradual release of responsibility follows, as well as purposeful feedback throughout the lesson.

- Material provides explicit and intentional opportunities for daily phonics instruction and foundational skills. These are available not only through the Wiley Blevins Phonics modules but also within the *Decodable Short Reads* and *Read to Know Texts Sets*. The *Ready4Reading Implementation Guide* outlines how to break up the reading language arts instructional block to ensure consistency and instruction each day. The diagram on the page includes breakout boxes with specific times for each component of instruction and the grouping for that component. It recommends that *Wiley Blevins Phonics* should be taught in whole group for 10–20 minutes. Small group and literacy stations should be held for 40 minutes, with the time split into two 20-minute stations/groups. During this period, students can utilize materials provided with the resource for learning centers. In "teacher-led small groups," teachers are recommended to utilize *Short Reads Decodables* or *Ready to Know Text Sets*. It is also advised that the remaining 40–60 minutes be spent on whole group reading and writing. These components should be completed with the campus core reading curriculum, as Ready4Reading "complements your core reading program and writing instruction." Following these guidelines each day is also recommended to ensure that students be provided with phonics instruction on a daily basis. These components should be completed with the campus core reading curriculum, as Ready4Reading "complements your core reading program and writing instruction." Following these guidelines each day is also recommended to ensure that students be provided with phonics instruction on a daily basis.

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

- The *Short Read Decodables* lessons include phonics practice in isolation, and then with grade 1 decodable text. In the lesson "Max's Pet Pup," students review the letter *u* and its corresponding sound. The teacher then practices blending sounds, reading decodable words, and reading high-frequency words with students before moving on to the decodable text.
- Materials include the practice of phonics skills in isolation and through decodable texts. Materials include phrases and sentences for grade 1 used to practice reading and writing high-frequency words and words that follow previously taught sound-spelling patterns. For example, each *Wiley Blevins Teaching Phonics* lesson includes a step labeled "Introduce High-Frequency Words," which includes a "Read/Spell/Write/Extend" routine using target words from the Interactive Story that will be introduced in a following instructional step.
- Materials include decodable texts used to practice previously taught phonics, reading, and writing skills in context. Lessons and activities include instructions for guided and independent practice. Each decodable text lesson plan includes "Before Reading," "First Reading," "Second Reading," "After Reading," "Write from Dictation," and "Write about Reading." For example, the grade 1 decodable text "Spot the Dolphin" "Before Reading" section has students connect sound-spelling of s-blends with the letter *s*, model blending sounds to make words, /s/ /t/ /o/ /p/, and practice reading decodable words (*skip, stop, spin, swim*). In the "First" and "Second Reading" sections the teacher models how to echo read, then the students take turns reading, followed by whisper reading the text. "After Reading" includes comprehension and extending the discussion: "What does this dolphin snack on?" "Which

words tell how a dolphin's skin feels?" In the "Write from Dictation section, students write the sentence, "I can spin and skip." Finally, "Write about Reading" has students writing about the text. The decodable text lessons are explicit and include multiple opportunities for students to practice the previously taught phonics skill.

Materials include opportunities for cumulative review of previously taught skills.

- Materials include opportunities for cumulative review of previously taught skills. For example, each component of the *Wiley Blevins Teaching Phonics* lessons includes a "Build in Review" in the "Spell Words" section. The grade 1 "Short a" lesson "Build in Review" states, "Use cumulative spelling sentences to monitor children's spelling growth. See the sentences below. In addition, periodically review their writings, such as in their writing notebooks, and take note of words with previously taught phonics skills that they are not consistently and accurately spelled, are not consistently and accurately spelled. Add these words to future dictation activities." In this lesson, one of the sentences the teacher dictates states, "Pat had a nap." When writing this sentence, students use the new phonics skills learned as well as previously taught skills.
- Materials provide opportunities to review previously taught skills by connecting already learned phonics skills to new ones. For example, the grade 1 *Teaching Phonics* lessons include a "Cumulative Review" in the "Model Blending" section as well as "Build in Review" in the "Spell Words" section. The *r* blend lesson "Cumulative Review" states, "Add additional words to your spelling card set to review previously taught sound-spellings. This will aid in mastery." The "Build in Review" section states, "Use cumulative spelling sentences to monitor children's spelling growth."

Phonics Rule Compliance

| 4.2 | Daily Instructional Sequence and Routines | 6/8 |
|------|--|-----|
| 4.2a | Daily lessons include explicit (direct) instruction with teacher modeling. | 1/1 |
| 4.2b | Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback. | 1/3 |
| 4.2c | Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice. | 4/4 |

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

Evidence includes, but is not limited to:

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

- Lessons are not set up on a daily basis, but there are enough materials to implement daily; lessons are presented weekly. Materials provide weekly lessons for grade 1 that include direct and explicit instruction—the phonics lessons include teacher modeling before students practice the phonics skill on their own. For example, "Step 2" in the "Phonics" and "Word Study" lessons of *Wiley Blevins Teaching Phonics* prompts the teacher to model blending words sound by sound, running a finger under each letter or spelling as the sound is said.
- Materials include modeling with explicit instruction applying academic language and scaffolding learning to previous learning. For example, the grade 1 s-blend lesson provides an overview of the lesson and is broken down into steps for the teacher to follow. "Step 1" focuses on developing phonemic awareness using sound boxes and counters and the articulation card for s-blends, and calls for the teacher modeling oral blending and segmenting s-blend words, and calls for the teacher modeling oral blending and segmenting s-blend words. "Step 2" focuses on modeling how to blend words, with the addition of a cumulative review of previously taught skills. Both steps use academic language and build on previous lessons.
- Lessons include specific and precise terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills. For example, the grade 1 lesson for digraph /nk/ gives specific phrasing and terminology to use with the students, to model the correct articulation of the digraph /nk/ sound. Teacher-guided text to the students includes: "To make the /ng/ and /nk/ sounds, raise the back of the tongue toward the top of the mouth, similar to making the /g/ and /k/ sounds. Allow the air to flow through the nose. Digraph ng and nk blend have nasal sounds, meaning that the nose is involved in making the sounds."

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

- Lessons are not set up on a daily basis, but there are enough materials to implement daily; lessons are presented weekly. Materials provide weekly lessons for grade 1 that include direct and explicit instruction—the phonics lessons include teacher modeling before students practice the phonics skill on their own. For example, "Step 2" in the "Phonics" and "Word Study" lessons of *Wiley Blevins Teaching Phonics* prompts the teacher to model blending words sound by sound, running a finger under each letter or spelling as the sound is said.
- Materials include modeling with explicit instruction applying academic language and scaffolding learning to previous learning. For example, the grade 1 s-blend lesson provides an overview of the lesson and is broken down into steps for the teacher to follow. "Step 1" focuses on developing phonemic awareness using sound boxes and counters and the articulation card for s-blends, and calls for the teacher modeling oral blending and segmenting s-blend words. "Step 2" focuses on modeling how to blend words, with the addition of a cumulative review of previously taught skills. Both steps use academic language and build on previous lessons.
- Lessons include specific and precise terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills. For example, the grade 1 lesson for digraph /nk/ gives specific phrasing and terminology to use with the students, to model the correct articulation of the digraph /nk/ sound. Teacher-guided text to the students includes: "To make the /ng/ and /nk/ sounds, raise the back of the tongue toward the top of the mouth, similar to making the /g/ and /k/ sounds. Allow the air to flow through the nose. Digraph ng and nk blend have nasal sounds, meaning that the nose is involved in making the sounds."
- The *Wiley Blevins Phonics* lessons include opportunities for explicit guided instruction, although not on a daily basis. A section is provided to give ideas for "Corrective Feedback" but lacks specifics on what that entails. For example, in one lesson, the corrective feedback component states, "Provide corrective feedback as needed, guiding children to break multisyllabic words into their syllables and blend each syllable. Point to the missed sound-spelling, state the spelling and sound (blending the word again), and then have children blend the word." No guidance is provided for immediate feedback. The lessons are also not listed "daily" but rather in "steps." Each step does not include a feedback component.
- Materials do not include daily lessons with opportunities for immediate feedback because the phonics lessons are not set up as a daily "Scope and Sequence"—they are weekly. Materials do not include formatted text to distinguish between scripting for teachers and potential student responses. Nor do materials include daily lessons with opportunities for corrective feedback because the phonics lessons are not set up as a daily "Scope and Sequence"—they are weekly. Materials do not include suggestions for corrective feedback in every *Wiley Blevins Teaching Phonics* "Step 2" of the "Phonics" and "Word Study" lessons, and the corrective feedback that is provided is not specific. For example, the *Wiley Blevins Teaching Phonics* "Short /r/" lesson provides the teacher with the following prompt for corrective feedback:

"Provide corrective feedback as needed. Point to the missed sound-spelling and state the spelling and sound, blending the word again. Then have children blend the word."

- The *Wiley Blevins Phonics A to Z Phonics Guide* gives some instruction to teachers on how to "provide feedback" during reading. It states, "Target your feedback on reinforcing any missed sound-spellings in the word. State the missed sound-spelling, have children repeat, then guide them to use the correction to re-blend the word. Children then reread the sentences with the word correction before moving on." This information is made available to teachers on a general basis, but it is not repeated in the steps or weekly lessons.

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

- Lessons are not set up on a daily basis, but there are enough materials to implement daily; lessons are presented weekly. Materials provide weekly lessons for grade 1 that include direct and explicit instruction—the phonics lessons include teacher modeling before students practice the phonics skill on their own. For example, "Step 2" in the "Phonics" and "Word Study" lessons of Wiley Blevins Teaching Phonics prompts the teacher to model blending words sound by sound, running a finger under each letter or spelling as the sound is said.
- Materials include modeling with explicit instruction applying academic language and scaffolding learning to previous learning. For example, the grade 1 s-blend lesson provides an overview of the lesson and is broken down into steps for the teacher to follow. "Step 1" focuses on developing phonemic awareness using sound boxes and counters and the articulation card for s-blends, and calls for the teacher modeling oral blending and segmenting s-blend words. "Step 2" focuses on modeling how to blend words, with the addition of a cumulative review of previously taught skills. Both steps use academic language and build on previous lessons.
- Lessons include specific and precise terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills. For example, the grade 1 lesson for digraph /nk/ gives specific phrasing and terminology to use with the students, to model the correct articulation of the digraph /nk/ sound. Teacher-guided text to the students includes: "To make the /ng/ and /nk/ sounds, raise the back of the tongue toward the top of the mouth, similar to making the /g/ and /k/ sounds. Allow the air to flow through the nose. Digraph ng and nk blend have nasal sounds, meaning that the nose is involved in making the sounds."
- The *Wiley Blevins Teaching Phonics* lessons include a "Weekly Planning and Pacing Guide" that offers a variety of opportunities for students to practice through collaborative learning. Materials provide guided activities for students to collaborate on during the lesson. For example, the grade 1 lesson "*r*-Controlled Vowels—*er, ir, ur*: Blend Words" suggests to teachers: "Children can then use the lists for further independent practice. Assign partners to read the word lists during independent work time while you meet with small groups. Have children complete the Do More! activities, one per day." Materials provide opportunities for students to sort words through instructions directed to the teacher: "Use the digital or print 'Sound-Spelling Word Sort: *r*-Controlled Vowels—*er, ir, ur*' activity and have children work with partners to sort the words by their sound-spellings."

- Materials provide lessons that include at least two different types of opportunities for students to practice through independent practice on a daily basis. For example, the *Wiley Blevins Teaching Phonics* "Digraph *sh*" lesson, "Step 3, Build Words," provides students with an opportunity for individual practice through the magnetic letter tiles and trays to build words. Then the students can complete the digital or print "Build Words: Digraph *sh*" activity. Other digital activities provided for individual practice include: "Sound-Spelling Word Sort: Digraph *sh*," "Spell Words: Digraph *sh*," "Blend Words: Digraph *sh*," "Concentration: Digraph *sh*," and "Interactive Story: At the Shop." These activities are set up as daily practice.

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. Materials do not include practice opportunities that 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 *Short Reads Decodable Texts* provide intentional cumulative practice and review of decoding skills previously learned. The *Ready4Reading Implementation Guide* states, "Across the Student Cards, every fifth card reviews the targeted sound spellings that were practiced in the previous four cards." The digital decodable student cards and activities provide students with interactive practice and review of new and previously learned phonics skills. In the *Short Reads Decodable Program*, the text states that "student Cards are organized by phonics skills according to the established sequence." Materials include what they describe as the "Teacher's Guides with explicit and systematic instruction that is also engaging and fun. Lessons are designed to focus on decoding words with target sounds and the cumulative acquisition of high-frequency words." Materials provide 10 "Power Up! Cards" designed to review aggregated, targeted phonic elements. The lessons, texts, and activities complement other decoding instruction in the literacy block. The texts are more than 75 percent decodable.
- The *Wiley Blevins Teaching Phonics* digital activities are interactive, teacher-led routines that can be used during whole-group or small-group lessons. The activities provide a cumulative review of decoding and encoding skills in a game-like format. The interactive activities include "Spin the Wheel," in which players spin the spinners and read the words. Other digital activities include "Concentration," "Sort It," and "Word Ladders."
- The *Wiley Blevins Teaching Phonics* digital activities are interactive, teacher-led routines that can be used during whole-group or small-group lessons. The activities provide a cumulative review of decoding and encoding skills in a game-like format. The interactive activities include "Spin the Wheel," in which players spin the spinners and read the words. Other digital activities include "Concentration," "Sort It," and "Word Ladders."

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

- Practice opportunities do not include only phonics skills that have been explicitly taught. For example, the *Wiley Blevins Teaching Phonics* "Short a" lesson is introduced in week 1 in grade 1 according to the *Weekly Planning and Pacing Guide*. The short "Learning Center" pages in the "Extend Letter Knowledge" for this lesson contain a "Word Family Sort" that includes words with *ck* that the students have not been taught.
- Practice opportunities do not include only phonics skills that have been explicitly taught. For example, the *Wiley Blevins Teaching Phonics* short *o* lesson is reviewed in week 1 of grade 1 according to the *Weekly Planning and Pacing Guide*. The short *o* Learning Center pages in the Extend Letter Knowledge for this lesson contain the "Frog Hop" game. In "Frog Hop," the words "lock" and "fish" are included. Students have not been taught digraphs *ck* or *sh* at this time. Short *u* word search contains *skunk, much, duck*—students have not been taught digraphs *ch* or *nk*.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate the cumulative practice of taught phonics skills because the texts include several irregular words and word patterns that were previously learned. For example, the *Weekly Planning and Pacing Guide* suggests teaching the *Wiley Blevins Teaching Phonics* Short *o* lesson in week 22 of grade K or Week 1 of grade 1 as a review lesson. The "Interactive Story: Hop, Hop, Hop!," which is available online and as a printable version, includes word patterns that were previously taught. The book contains words that include "good," because digraph *oo* is introduced in week 26, and the word "that," because the digraph *th* is introduced in week 6. This lesson is also linked to the *Short Reads Decodable* "Pop! Pop! Pop!," which includes words that follow sound-spelling patterns that have been explicitly taught by the teacher prior to this lesson.
- The decodable texts only include taught phonics skills and irregular high-frequency words. For example, the grade K *Short Read Decodable text* "Sam Ran Home" contains the word *home*. The word *home* is a VCe syllable-type word that has been previously taught.
- The decodable texts include only taught phonics skills and irregular high-frequency words. For example, the grade K lesson Cc decodable "That Cat Can" contains the words *sleep, hide, play, and run*.

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

- The *Wiley Blevins Teaching Phonics* grade 1 lesson "l-blends" provides opportunities for students to practice decoding words that include the *l*-blends sound-spelling pattern in isolation and connected texts. Materials provide explicit instruction for encoding *l*-blends in isolation and connected texts through dictation. For example, "Step 5: Connected Text" states to teachers, "Use the digital or print 'Interactive Story: Plip! Plop!' Read the story with children

several times. Model blending as needed. Then have children independently complete the questions and prompts. Have children reread the story multiple times for fluency. Use the enhanced *Decodable Text Lesson Planner* to focus on vocabulary, comprehension, writing, and building early reading behaviors, in addition to the work with decoding and fluency." Materials provide students with practice opportunities in decoding *l*-blends in isolation during "Steps 1 and 2," incorporating sound-spelling patterns and word-blending activities. Students practice encoding after reading the decodable text suggested in the lesson during the "Write from Dictation" and "Write about Reading" activities.

- The *Short Reads Decodable Texts* lessons include word lists and texts that align with the scope and sequence. Students practice decoding words in isolation with the sound-spelling pattern and in connected texts. The decodable texts lessons provide encoding practice through dictation and writing practice after students read and reread the text. For example, the "Write about Reading" lesson *l*-blends recommends two encoding activities. The materials state to teachers, "Have children choose one or both of the following options: Write a story about another time Flip and Flop helped Deb. (Narrative) Draw a picture and write about the part of this story you liked best. (Opinion)"
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in isolation. For example, the *s*-blends lesson provides a "Sound-Spelling Word Sort" digital game in which students practice identifying words with the target sound-spelling pattern in isolation.
- Lessons include an instructional focus with opportunities for practice in connected text. Materials include decodable word lists and texts that align with the sound-spelling pattern within the material. For example, the Teaching Phonics *s*-blends lesson contains blending, word building, and spelling activities that focus on words containing *s*-blends. The lesson includes the *Short Read Decodable Text* "Spot the Dolphin," which contains a list of *s*-blend decodable words for students to read in context.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Materials include a variety of developmentally appropriate diagnostic assessment tools for measuring phonological awareness and phonics skills. For example, *Wiley Blevins Teaching Phonics* offers an online "Assessments" component that provides the teacher with nine assessments for diagnostic purposes. "The Phonemic-Awareness and Alphabet Assessments contain a series of subtests, allowing for both overall and individual subskill area scores (for example, rhyme). The assessments for *Short Vowels*, *Consonant Blends and Digraphs*, *Long Vowels*, *Complex Vowels*, and *Word Study* are real-world reading tests. The *Comprehensive Phonics Survey* is a nonsense-word reading test used to confirm findings in the other assessments." "Letters2Meaning" is "a normed, adaptive digital assessment that can be used to place students in the Ready4Reading system. It takes an average of 10 minutes for a student to complete." This diagnostic assessment "measures a student's letter knowledge, decoding, encoding, and basic comprehension, using different types of questions." "Letters2Meaning" is given five times a year, every 6–8 weeks, in order for teachers to monitor student growth and progress.
- Materials for grade 1 include formative assessments in a variety of formats to measure student learning and determine the next steps for instruction. For example, the *Read to Know Text Sets* provide an "Oral Reading Rubric" with each "Review Book" to guide the teacher in monitoring student progress during the course of learning. The *Short Reads Decodables Overview* suggests the teacher use the "Review Card," which is every fifth card, as formative assessment, by noting the specific phonics needs of the student reading on the provided "Oral Reading Rubric." Materials provide the teacher feedback about the students' fluency and

mastery of the targeted sound-spellings in each lesson through the "Read & Record" component of the lessons. This is the place where students read aloud and record short excerpts from texts they just read.

- The *Wiley Blevins Teaching Phonics Program Guide* covers assessments in a variety of formats, including recommended assessments administered three times a year: beginning of the year, middle of the year, and end of the year. These assessments can be administered to adjust pacing, planning, and instruction as needed. Both the assessments and subtests evaluate a student's mastery of skills. They can also be used as a diagnostic to place students in the scope and sequence of lessons. For example, in grade 2 in the middle of the year, teachers can administer "Phonemic Awareness," "Short Vowels," "Consonant Blends and Digraphs," and "Long Vowels" assessments.

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

- The *Wiley Blevins Teaching Phonics Program Guide* includes clear, consistent directions to help the teacher effectively administer the nine assessments listed in the "Recommended Assessment Schedule." The middle-of-the-year and the end-of-the-year grade K "Assessment Directions: Short Vowels" provide instructions for preparing the assessment and the parts of the assessments. For example, in "Short-Vowel Assessment: Word Reading," the assessment consists of 20 words to determine whether students are about to transfer phonic skills they learned to new skills. The teacher is instructed to start by displaying the "Short-Vowel Assessment: Word Reading." The student is asked to point to each word and read it aloud. The teacher records the student's responses by circling the correct responses and listing the number of errors on the Individual Scoring Sheet, noting the speed.
- The grade K *Comprehensive Phonics Survey* is administered individually or to the whole class three times a year. To prepare for this assessment, the teacher makes a copy of the *Comprehensive Spelling Survey: Individual Scoring Sheet* for each student. The survey includes guidance to help the teacher administer the assessment. For example, the teacher reads each word aloud while the student writes the words. The teacher records the student's errors. The materials state, "If children misspell two or more of the target spellings in each section of the assessment, then instruction should begin in that skill set." Materials also state, "Spelling generally lags behind reading development and requires more time and intensity in terms of instruction and practice."

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

- The *Read to Know Text Sets* lessons include progress monitoring tools that systematically and accurately measure students' acquisition of grade 1 phonics skills for *l*-blends. For example, "Readiness Checks" in the "Get Ready to Read" activity monitor students' degree of preparation for the targeted elements in the text set. The activity is "Text Set 5: It's a Frog." This is a game called "Take Guess the Word," which requires students to segment sounds and then blend them. The teacher models the activity; then students play the game. Materials state, "Use observations from this activity to determine needs for additional support and to inform grouping."

- Materials include progress monitoring tools that routinely and systematically measure students' acquisition of grade-level phonics skills in grade 1. For example, the "Letters2Meaning" digital assessment is normed, adaptive, and relatively quick. "This assessment is given five times a year (every 6–8 weeks) and provides a metric for grouping students and a way for teachers to monitor growth and progress across the year." The "Letters2Meaning" assessment measures a student's letter knowledge, decoding, encoding, and basic comprehension. This assessment allows teachers to pinpoint students' specific areas of need.
- Materials include progress monitoring tools that accurately measure students' acquisition of grade-level phonics skills. This includes embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. For example, in grade 1, the *Wiley Blevins Teaching Phonics* lessons provide "Quick Checks," which are two-minute fluency reviews of the targeted sound-spelling pattern of the current lesson. The *Short Reads Decodables* and *Read to Know Text Sets* offer an "Oral Reading Rubric" to guide the teacher in monitoring student progress. Each text in the *Read to Know Text Sets* provides a "Respond and Write" activity that can guide the teacher in monitoring student growth.

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

- Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools. The *Wiley Blevins Teaching Phonics Program Guide* includes recommendations for formally assessing students at least three times in a school year: beginning of the year, middle of the year, and end of the year. The recommended assessment schedule, including the subtests for grade 1, follows: Beginning of Year: "Phonemic Awareness," "Alphabet," and "Short Vowels;" Middle of Year: "Phonemic Awareness," "Short Vowels," "Consonant Blends and Digraphs," and "Long Vowels;" and End of Year: "Phonemic Awareness," "Short Vowels," "Consonant Blends and Digraphs," "Long Vowels," "Complex Vowels," "Word Study," and "Comprehensive Phonics Survey." Materials also include embedded assessment opportunities throughout the lessons to determine if children are making adequate progress with the instruction provided. For example, the "Quick Checks" provided in the *Wiley Blevins Teaching Phonics* lessons and the "Oral Reading Rubrics" offered in the *Short Reads Decodables* and *Read To Know Text Sets*.
- Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools. For example, the *Ready4Reading Program Guide* offers an "Assessment Schedule" that recommends formally assessing all children three times a year. These assessments can be used to inform instruction, adjust pacing, and answer reteaching needs.

Phonics Rule Compliance

| 4.5 | Progress Monitoring and Student Support | 5/6 |
|------|---|-----|
| 4.5a | Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. | 1/1 |
| 4.5b | Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. | 2/2 |
| 4.5c | Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. | 1/2 |
| 4.5d | Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. | 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 include specific guidance on determining frequency of progress monitoring based on students' needs. Materials do not include specific guidance on determining frequency of progress monitoring based on students' strengths. Materials include guidance on how to accelerate learning, based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. The L2M measures student growth in the "Read and Record" assessment. The materials state, "After reading a *Short Reads Decodables Student Card* or a *Read to Know Text Sets* book, students will have the option of completing a "Read & Record" activity. Students read short excerpts from the text they just completed. Teachers will receive feedback about the student's fluency and mastery of the targeted sound spellings in each lesson." The teacher makes appropriate instructional decisions based on the data.
- The "Scholastic Teacher Dashboard" includes a "Snapshot" showing each student's weekly activity in "Ready4Reading." Student data is accumulated throughout the week as students read the decodable texts and complete the activities associated with the lesson. "This graph shows the number of students at each of the three levels of proficiency, based on a student's performance in the 'Read & Record' activities completed during the current week. Teachers can select a segment to see the students at that level of proficiency."
- Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. *Wiley Blevins Teaching Phonics* provides a normed, adaptive digital assessment that enables teachers to document individual

data regarding progress on phonological and phonics skills. The L2M is given five times a year, every 6–8 weeks in order for teachers to monitor student growth and progress. The L2M assessment reports a GE Score that aligns with the "Ready4Reading Scope and Sequence." This score provides teachers with data to inform student grouping and placement decisions.

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

No evidence provided.

- The L2M adaptive assessment guides teachers to monitor progress in oral fluency as presented in the "Snapshot" graph. The materials state, "This graph shows the number of students at each of the three levels of proficiency, based on a student's performance in the 'Read & Record' activities completed during the current week. Teachers can select each bar to see the students at that level of proficiency." The program recognizes that primary students experience variation in growth and learning.
- Materials include specific guidance on determining the frequency of progress monitoring based on students' needs. For example, the *Wiley Blevins Teaching Phonics Program Guide* specifies that students should be progress-monitored three times per year. It also states that the teacher can assess individual students who present concerns, to help make decisions about pacing and instruction.

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

- The materials include specific guidance on determining the frequency of progress monitoring based on students' needs. For example, the *Wiley Blevins Teaching Phonics Program Guide* specifies that students should be progress-monitored three times per year. It also states that the teacher can assess individual students who present concerns to help make decisions about pacing and instruction.
- The materials include specific guidance on determining the frequency of progress monitoring based on students' needs. For example, *Ready4Reading Program Guide* instructs teachers to regularly monitor students and make appropriate adjustments based on their needs. For example, the *Teaching Phonics Program Guide* suggests using the "Phonemic Awareness", "Comprehensive Phonics Survey", and "Word Study" assessments for grade 1, a minimum of three times a year but may be used more frequently to progress monitor. The program does not state frequency or assessments to use based on each student's strengths.
- The materials include specific guidance on determining the frequency of progress monitoring based on students' needs. For example, the *Wiley Blevins Phonics From A to Z, 4th edition*, instructs teachers to regularly monitor students and make appropriate adjustments based on their needs. The *Phonics A to Z* book suggests using the "Nonsense Word Test" and "San Diego Quick Assessment" for grade 2 to assess decoding abilities. The program does not state the frequency or assessments to use based on each student's strengths.

- The materials do not include specific guidance on determining the frequency of progress monitoring based on students' strengths. For example, the materials mention that progress monitoring assessments should be administered three times per year but do not include specific suggestions for how often to monitor different groups of students or individuals, depending on the results of their diagnostic assessment.

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

- The L2M adaptive assessment guides teachers to monitor progress in oral fluency as presented in the "Snapshot" graph. The materials state, "This graph shows the number of students at each of the three levels of proficiency, based on a student's performance in the 'Read & Record' activities completed during the current week. Teachers can select each bar to see the students at that level of proficiency." The program recognizes that primary students experience variation in growth and learning.
- Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. For example, The L2M assessment measures student growth. The L2M assesses a student's letter identification, letter-sound identification, word reading, and spelling and comprehension skills. It also provides a "Grade Equivalent Score" (reading ability) for each student. This graph offers the data needed to guide the teachers in determining student acceleration needs.
- Materials include guidance on how to accelerate learning based on progress monitoring data, to reach mastery of specific concepts. For example, the "Teacher HUB" provides teachers with data from students completing weekly phonics activities in the Student HUB. The "Ready4Reading Program Overview" offers guidance for accelerating instruction for students scoring in the on-level or above areas.
- *Wiley Blevins Phonics from A to Z* states, "Children who are reading and spelling words above level for phonics need both acceleration and enrichment to maximize their learning during each week's instruction." One example of support given for above-level first graders includes "add more complex words" for dictation. "Dictate these words for children to spell while the other children are self-correcting their on-level dictation (that you have displayed on the board for children to check)."

Foundational Skills

| 5.B.1 | Oral Language Development | 14/21 |
|--------|---|-------|
| 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) | 4/8 |
| 5.B.1b | Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S) | 4/4 |
| 5.B.1c | Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S) | 6/9 |

The materials include 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 do not include explicit (direct) instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice).). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively and engage in discussion to understand information and 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 and systematic plans for oral language practice but lack explicit guidance for oracy practice. *Wiley Blevins Phonics From A to Z* includes a "Classroom Spotlight" in which teachers are instructed to "use word lists when you're creating sentences for daily oral language practice. Write two sentences on the board, each containing grammar, spelling, and punctuation errors." As a class, the students are to discuss/suggest ways to correct the sentences. This is a daily exercise in which students learn to properly construct sentences for their writing. This includes modeling, guided practice, coaching, and feedback. It is systematic but the materials do not provide explicit instructions on how students should communicate with one another by taking turns, expanding on another's ideas, etc. In first grade, the first week focuses on short vowels. For example, the teacher may use a variety of words with short vowels and write "Duck on sat the dock" Then, students would discuss how to correct the syntax by switching the placement of *sat* and *on* add a period. The instructions do not include how to disagree with others, add on to ideas, etc.
- The materials include discussion prompts and systematic plans for oral language practice but lack explicit instructional guidance for oracy practice. The lesson for "Be a Good Sport" in the *Read to Know Text Sets Teacher's Guide* includes discussion questions before and after

reading, during which students will practice answering questions and discussing ideas with one another. This systematic process is evident in each lesson, but there is no explicit instructional guidance in showing students how to interact with one another to develop their oracy.

- Materials include systematic instructional guidance on developing oracy through a variety of methods, including opportunities for the teacher to guide students in taking turns. For example, the "Sound-Spelling Word Sort: Long o" digital game in the *Wiley Blevins Teaching Phonics* grade 2 lesson "Long o." The directions of the game allow the teacher to coach students in the process of taking turns, "Have children take turns sorting words into the column that has the same spelling pattern." Oracy is also developed when the teacher models the pronunciation of a word or sound with clarity and provides feedback to students. For example, in the "Long o" lesson, the teacher is provided systematic instructions on how to model the articulation of the *long o* sound. Students have the opportunity to practice the sound through guided practice by using the mirror to watch their mouths as they form the *long o* sound.
- The *Read to Know Text Sets* provide systematic instructional guidance on developing oral language and oracy through various methods in grade 1. In "Text Set 6: What Happens to Our Trash?," the students play a game called "Say Each Sound," in which the students segment and count its sounds. First, the teacher explains to the students that as they read each text in the set, they will use what they've learned about words with two consonants that stand for one sound. Next, the teacher models by saying, "Listen to my words: shop. Say each sound you hear in *shop*. (/sh/ /o/ /p/) Yes! how many sounds do you hear in *shop*? (3) Then write the word. We hear three sounds, but the word has four letters." The teacher underlines the digraph and reviews how *sh* makes one sound, /sh/. " The teacher is modeling and coaching the students through the "Model" and "Play" parts of the game. Before viewing the "Build Knowledge & Vocabulary" video, the teacher asks the students to think about the topic and share ideas by asking questions such as, "Where do you put trash?" Students have opportunities to practice oral language and oracy throughout the lesson. Independent practice opportunities include the "Write From Dictation" and "Write About Reading" sections of the lesson. The materials guide the teacher to teach the meaning of the vocabulary words and build familiarity with their spellings.

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

- Materials include opportunities for students to engage in social communication for different purposes and audiences. For example, the grade 1 lesson plan for the text "Cat is Stuck" in the *Read To Know Text Sets* guides the teacher to "Have children share their reactions to the text" as a component in the "First Reading." An activity in "After Reading" prompts the teacher to ask the students, "Describe the plan that Dog, Skunk, Chick, and Frog came up with. Do you think it was a good idea?"
- The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, the grade 1 lesson plan for the *Short Reads Decodables* "This Bird" suggests the teacher ask the following questions in "Extend the

Discussion:" "What is alike about all the birds you see here? In what ways are the hummingbird and duck different? Which bird did you most like reading about? Tell why." In the "Write About Reading" portion of the lesson plan, students are provided an opportunity to share their opinion when asked to "Draw a picture of your favorite bird. Write a sentence to tell about the bird."

- The materials include scripted lesson plans that give students opportunities to engage in social and academic communication for different purposes and audiences. For example, in the grade 1 decodable reader "What Can We Be?" students listen to the teacher model reading before reading to a partner and then to the teacher. Students also engage in discussion about given questions, including "What do you think Bo might want to be when he grows up? What do you think Ben might want to be?" As they extend the discussion, they have the opportunity to share their own thoughts in response to inferential questions like "Why do you think the author wrote about these kids? What is a job that you think you would like to do someday? Why?" Students also have the opportunity to "write about reading," where they can draw a picture. There are two different prompts, one is "informative/explanatory" while the other is "opinion."

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 include authentic opportunities for students to listen actively to understand and share information and ideas. For example, the grade 1 lesson plan for the text "Bones? No Bones?" in the *Read To Know Text Sets* guides the teacher to use the following questions to monitor comprehension and reinforce knowledge and vocabulary as a component in the "First Reading:" "The children in the book play a game called 'Bones? No Bones?' How would you explain the directions for playing this game? Why might a 'Bones? No Bones?' The player answers that a snake has bones. Which animals would you want to act out in this game?" These questions allow students to compare and contrast, identify key ideas and details, and connect ideas in an authentic manner with peers. This lesson does not provide authentic opportunities for students to ask questions.
- The materials include authentic opportunities for students to engage in discussion to understand and share information and ideas. For example, the grade 1 lesson plan for the *Short Reads Decodables* "Tab's Cab" suggests the teacher ask the following questions and "encourage children to support their thinking with ideas from the text" in "Extend the Discussion:" "What do you think Tim and his dad said to Tab when he brought the bat to the field? Why is it important for Tim to wear a helmet? People in the stands are cheering, and one woman is taking pictures on her phone. Why do people cheer at games?" These questions are guidelines for effective discussions about information and ideas within an authentic context.
- The *Short Reads Decodable Texts Card 34* includes a realistic fiction text called "Gramps and Nick." The text focuses on the final consonant blends phonics skill for grade 1. The materials include opportunities for students to listen actively and engage in discussion to understand information and share information and ideas with others. After the student's partner-read the text, they talk about the joys of spending time together and camping. They discuss the important events in the story to deepen the understanding of the story. The teacher asks extension questions in the "Extend the Discussion" part of the lesson. The teacher asks, "Why

is a compass an especially good gift for someone who is camping? What do you think the expression "as snug as a bug in a rug" means in this story? What other animals do you think the campers might see?" Students share and discuss these questions to make connections to what they read in the story. The materials do not include authentic opportunities for students to ask questions.

- After the student's partner-read the text, they talk about the joys of spending time together and camping. They discuss the important events in the story to deepen the understanding of the story. The teacher asks extension questions in the "Extend the Discussion" part of the lesson. The teacher asks, "Why is a compass an especially good gift for someone who is camping? What do you think the expression "as snug as a bug in a rug" means in this story? What other animals do you think the campers might see?" Students share and discuss these questions to make connections to what they read in the story. The materials do not include authentic opportunities for students to ask questions.

Foundational Skills

| 5.C.2 | Letter-Sound Correspondence | 16/18 |
|--------|--|-------|
| 5.C.2a | Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1) | 4/4 |
| 5.C.2b | Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T) | 0/2 |
| 5.C.2c | Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3)(S) | 12/12 |

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials do not include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence, to decode one syllable and multisyllabic words in isolation and decodable connected text.

Evidence includes, but is not limited to:

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

- Materials explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic decoding. For example, the grade 1 *Teaching Phonics* s-blends lesson prompts the teacher to complete the following: "Write the words *stop*, *skin*, and *snap* on the board. Underline the *st*, *sk*, and *sn* in the words. Tell children that usually when s and another consonant appear together in a word, it is called an s-blend. The sounds that both letters stand for are blended together so that both letter sounds are heard. Write the spellings *sc*, *sk*, *sm*, *sn*, *sp*, *st*, *sw*, *scr*, *squ*, *str*, *spr*, and *spl* on the board. Point to each s-blend and ask children to say the sounds the letters stand for." The lesson offers a variety of independent and partner activities in which the students practice reading words with s-blends. This includes a Quick Check assessment to be used to improve fluency. The *Short Read Decodable* "Spot the Dolphin" is used with the s-blends phonics lesson. The teacher models how to read the words with s-blends; then the students practice reading the text together.
- Materials explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic encoding. For example, the grade 1 *Teaching Phonics* s-blends lesson includes the "Build Words" activity, in which students compose the following words with magnetic letter tiles: *pin*, *spin*, *span*, *pan*, *pat*, *pit*, *spit*, *split*. The students then complete the "Build Words Activity." "Step 4" in the lesson plan includes the "Spell Words" activity,

which uses the digital or printable worksheet that gives students practice spelling the letter sounds in different picture names. Students also spell CVC words and a dictation sentence. Then, at the end of that lesson, they are given the opportunity to self-correct, as the materials state: "On a separate sheet of paper, have them spell the following words as you dictate each one: *snap, spot, skin, slip, stick*. Continue by dictating this sentence: *The dog has a black spot*. Display the words and sentences and have children self-correct their answers."

- Materials explicitly introduce letter sound relationships in an order that allows for application to basic decoding and encoding. Materials provide specific language the teacher can use in each lesson to instruct letter names and sounds explicitly. For example, in the *Wiley Blevins Teaching Phonics* "Short o" lesson for grade 1, the teacher is provided the following directions in "Step 1": "Tell children that the letter o stands for the /o/ sound, as in *octopus*. This is the short-o sound. Write the word on the board and underline the target spelling, say the sound, and then model blending the words. Show them the Letter Sounds Flash Card /o/. Point out the letter sound at different positions in the words." In "Step 4," the teacher is provided explicit directions to apply encoding practice: "Use the digital or print 'Spell Words: Short o' activity to give children practice spelling the letter sounds in different picture names. On a separate sheet of paper, have them spell the following words as you dictate each one: *not, top, fox, job, frog*. Continue by dictating this sentence: *Tom was hot from his jog*. Display the words and sentences and have children self-correct their answers."
- Materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include a scope and sequence that shows a progression that starts with letter-sound relationships most useful in decoding. For example, for grade 1 students, the *Wiley Blevins Teaching Phonics Program Guide* suggests teaching short vowels *a* and *i*, in addition to inflectional endings, consonant blends, and plurals. The short vowels *o*, *u*, *e* and consonant digraphs can be introduced before moving on to final *e* and long vowels. Materials provide the student with practice opportunities to both decode and encode words with taught sound-spelling patterns.

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

- Materials do not include guidance for the teacher to provide explicit instruction focused on connecting phonemes to letters within words. Nor is there recommended explanatory feedback for students based on common errors. "Language Transfer" and "Articulation Support" guidance for the teacher is provided throughout the *Wiley Blevins Teaching Phonics* lessons but they are not direct and explicit scripted feedback. For example, the *Wiley Blevins Teaching Phonics* "Digraph *sh*" lesson offers the following "Articulation Support": "Many speakers of Chicano English will switch (or merge) the /ch/ and /sh/ sounds. This is more common in Tejanos (Chicanos from Texas) than Californianos. Some examples include *teacher/teacher, watch/wash, chop/shop, chair/shair, shake/chake, shy/chy*. Provide articulation support. Exaggerate the sound and have children repeat." But this is not direct and explicit scripted feedback.

- 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 misconceptions. For example, the *Wiley Blevins Teaching Phonics* "Short o" lesson for grade 1 includes guidance for the teacher in "Step 1": "For children whose home language lacks the short -o sound, provide extra articulation practice and some words and phrases to copy." Further guidance states, "In some English dialects, when the letter o is followed by the letter g, as in *dog* and *log*, the sound for the letter o is pronounced more like /aw/ than /o/." The *Wiley Blevins Phonics from A to Z: A Practical Guide*, 4th ed., provides insight into the sounds associated with each grapheme in "Section 3: Learning about Sounds and Letters." One misconception highlighted includes the following: "Many vowel generalizations are unreliable. For example, the commonly taught generalization 'When two vowels go walking, the first one does the talking' has been found to be only about 45 percent reliable." Guidance is then offered to the teacher about how to handle such common misconceptions, but this is not direct and explicit scripted feedback.

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

(S)

- Materials include a variety of 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 multisyllabic words in isolation. For example, the *Wiley Blevins Teaching Phonics* lessons for grade 1 include opportunities for students to develop their understanding of letter-sound correspondence in isolation when the teacher models blending or activities using the magnetic letter tiles to build words are assigned. Blending words and sound-spelling word sort activities are included for practicing and reinforcing understanding of letter-sound correspondence through digital or print options.
- 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 multisyllabic words in isolation. For example, the *Wiley Blevins Teaching Phonics* lessons for grade 1 include opportunities for students to develop their understanding of letter-sound correspondence in isolation when the teacher models blending or activities using the magnetic letter tiles to build words are assigned. Blending words and sound-spelling word sort activities are included for practicing and reinforcing understanding of letter-sound correspondence through digital or print options.
- 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 multisyllabic words in isolation and decodable connected text. The resources include Elkonin sound boxes, counters, magnetic letter tiles with trays, sound cubes, and sorting activities for applying letter-sound correspondence to decode one syllable and multisyllabic words in isolation. For example, the *Wiley Blevins Teaching Phonics* lessons for grade 1 include resources for students to develop their understanding of letter-sound correspondence in isolation through activities using the

magnetic letter tiles to build words. Blending words and sound-spelling word sort resources are included for practicing and reinforcing understanding of letter-sound correspondence through digital or print options. The resources include an "Interactive Story," a story card from the *Short Reads Decodables*, and a text from the *Read to Know Text Sets* with each phonics lesson. These resources allow students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one syllable and multisyllabic words in decodable connected text. The *Wiley Blevins Teaching Phonics* "Digraphs *ch, tch*" lesson for grade 1 includes the following resources to support understanding of letter-sound correspondence of one syllable and multisyllabic words in isolation—digital and print "Blend Words: Digraphs *ch, tch*"; digital and print "Build Words: Digraphs *ch, tch*"; magnetic letter tiles and trays; digital and print "Sound-Spelling Word Sort: Digraphs *ch, tch*"; digital and print "Spell Words: Digraphs *ch, tch*"; and "Quick Check: Digraphs *ch, tch*." The lesson resources to support letter-sound correspondence of one syllable and multisyllabic words in the decodable connected text include the following—"Interactive Story: Lunch"; *Short Reads Decodables*: "How Many Chicks?", "A Patch of Cloth," and "Fun Fish Facts"; *Read to Know Text Sets*: "What Happens to Our Trash?"; and "Review Book 2: Cat is Stuck."

- Materials include a variety of activities for applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation and decodable connected text. For example, the grade 1 materials include Elkonin boxes and counters, magnetic letters and trays, and rhymes to aid in decoding one-syllable words before reading them in connected decodable texts. The "Digraph *wh*" lesson offers digital and printable word blending activities as well as spelling activities. These are completed before students begin reading their decodable texts.
- Materials include a variety of activities for the application of letter-sound correspondence to decode one-syllable and multisyllabic words in isolation and decodable-connected text. For example, the Grade 1 materials include Elkonin boxes and counters, magnetic letters and trays, and rhymes to aid in decoding one-syllable words before reading them in connected decodable texts. The *Wiley Blevins Teaching Phonics Program Guide* utilizes articulation cards, alphabet cards, and letter-sound flashcards, among other resources. For example, during "Oral Segmentation," students "use sound boxes and counters." Teachers utilize letter-sounds flashcards for what materials designate as the "target sound" and are prompted to "point out the letter sound at different positions in the words."

Foundational Skills

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

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 and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review)..

Evidence includes, but is not limited to:

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

- Materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and gradually transitions to more complex skills. The *Wiley Blevins Teaching Phonics* grade 1 "Phonics" lessons each provide instruction titled "Develop Phonemic Awareness" in "Step 1," which includes students orally blending sounds to form words before oral segmentation of words. For example, the grade 1 "Phonics Short a" lesson first instructs students to say /a/ every time they hear a word with the /a/ sound. Then the teacher is instructed to say the following sounds for students to orally blend into words: /m//a//t/, /f//a//d/, /b//a//t/, /k//a//n/, /p//a//s/, and

/j//a//m/. The lesson instructs the teacher to say the following words for students to orally segment into individual sounds: *at, sat, mat, man, map, and fast*.

- Materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade 1–level TEKS that begins with simple skills and gradually transitions to smaller units of sounds (adding, deleting, substituting syllables).). For example, the *Wiley Blevins Teaching Phonics* grade 1 "Word Study" lessons provide exercises for students to manipulate syllables. The grade 1 "Word Study Compound Words" lesson offers guidance for the teacher to instruct students to delete initial and final sounds in "Step 1, Develop Phonological Awareness." The instructions include a script for teachers as follows: "Say a word: *mat*. Guide children to say the word without the beginning sound: /m/. Ask: 'What's the new word?' (*at*) Next, say another word: *same*. Guide children to say the word without the ending sound: /m/. Ask: 'What's the new word?' (*say*).)" Additional words are provided for guided practice in deleting initial and final sounds.
- Materials include a systematic sequence for introducing phonological awareness activities that are partially aligned with grade-level TEKS. They begin with simple skills and gradually transition to more complex skills or smaller units of sound. The resources offer tasks that align with the TEKS, but they do not state when, how often, or in what order these skills are to be taught. In grade 1, "Teaching Phonics," each lesson includes oral blending and segmenting of phonemes to create words with the taught skill. No long vowel or review lessons are included that meet the TEKS 1(2)(A)(iii) distinguishing between long and short vowel sounds in one-syllable words.

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)

- No evidence of explanatory corrective feedback exists that is based on phonological awareness of misconceptions or errors. The *Wiley Blevins Teaching Phonics* "Digraph *sh*" lesson includes direct and explicit instruction for teaching phonological awareness skills with a gradual release of responsibility. Materials include some generalizations (misconceptions) students may encounter but lack explanatory feedback for errors. For example, the lesson begins with modeling and practice before students are asked to encode or decode independently. The lesson includes a section called "support," which tells the teacher how to utilize manipulatives and other resources to support students in mastering phonological awareness skills. The supports are not specific to the lesson but can be used across the materials. The text prompts the teacher to "say a word and have children place one color cube for each sound they hear," rather than giving students the "word." There are no clearly defined "misconceptions" or "errors." The material includes breakout boxes regarding possible issues that may arise for multilingual learners and students who have certain dialects. The lesson also includes "corrective feedback" in the "Blending Words" section for presumed errors, but it is not specific, explicit, or explanatory. No misconceptions or generalizations are mentioned in the lesson.
- Materials include direct and explicit instruction for teaching phonological awareness skills, but this is labeled "phonemic awareness." Some grade 1 activities give teachers an idea of

errors that students may have made, but there are no misconceptions, and explanatory corrective feedback is lacking. For example, in Lesson 4 of the *Phonemic Awareness Book*, the "Rhyme Match" lesson follows the gradual release model, beginning with modeling, then asking students to identify rhyming words before they go on to generate words that rhyme with a given word. A breakout box is included that instructs the teacher to slow down and ask students to "pay close attention to the last part of the word" if they answer incorrectly.

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 Wiley Blevins Phonics from A to Z*, 4th ed., includes a variety of activities and resources for students to develop, practice, and reinforce phonological awareness skills connected to the grade 1 TEKS. These appear in the "35 Quick and Easy Activities for Developing Phonemic Awareness" section. Materials label the phonological awareness activities as phonemic awareness activities, but they are oral activities aligned with the grade 1 phonological awareness TEKS. For example, the materials include a "Round Robin Rhyme" exercise, in which students add on the words presented orally before their word. An example of this occurs as follows: The students sit in a circle, and one student says, "I *have a cat*." The next student substitutes a rhyming word, such as *hat* in the sentence: "I *have a hat*." This continues until the students run out of rhyming words. Materials also include activities with movement. "Stand, Sit, and Turn Around" is a game in which students listen to sounds. If they hear a sound such as /s/, they stand up, sit down, turn around, jump, and clap, or choose another movement. Picture cards can be included in this activity. Additional activities to practice and reinforce phonological skills through cumulative review include oral segmenting, blending, and manipulation activities. The "Break the Code" game requires students to say a word in parts and ask one of the teams to "break the code."
- The *Scholastic Ready4Reading Phonological Awareness: Syllables Routines* resource includes memory-building strategies for students to develop, practice, and reinforce phonological awareness skills connected to the grade 1 TEKS. The resource provides a routine for removing initial syllables, taking away final syllables, adding syllables, and changing syllables. This resource includes a script for the teacher to follow when teaching syllables. The last part of the lesson includes ongoing practice for cumulative review. This lesson aligns with grade 1 TEKS.
- Materials include a variety of activities for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS through cumulative review. Each grade 1 phonics lesson offers the following phonological awareness activities: "Articulation," which includes instructions for the teacher to point out how the target sound is made by explaining the position of lips, tongue, and teeth, and the vibration of the throat. Reinforcement of the articulation activity is facilitated with the articulation card, video, letter chant, and mirrors.
- Materials provide prompts to guide the teacher in oral blending and segmentation, which can include the activity of tapping sounds as they are spoken or using sound boxes and counters

for practice and reinforcement. For example, in the "Develop Phonemic Awareness" section in the *Wiley Blevins Teaching Phonics* grade 1 "Phonics Short *a*" lesson, students are first instructed to say /a/ every time they hear a word with the /a/ sound. Students are prompted to use mirrors to watch their mouths as they form the /a/ sound. Then the teacher is instructed to say the following sounds for students to orally blend into words: /m//a//t/, /f//a//d/, /b//a//t/, /k//a//n/, /j//a//m/. The lesson next instructs the teacher to say the following words for students to orally segment into individual sounds: *at, sat, mat, man, map, and fast*. The instructions for teaching the letters and sounds include the video of proper articulation and the physical motion of biting an apple. The *Wiley Blevins Teaching Phonics Program Guide* suggests finally using the keyword-sound cards as a cumulative review warm-up.

Foundational Skills

| 5.D.2 | Phonemic Awareness (K–2) | 12/13 |
|--------|---|-------|
| 5.D.2a | Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1) | 3/3 |
| 5.D.2b | Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T) | 1/2 |
| 5.D.2C | Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1)(T) | 2/2 |
| 5.D.2d | Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3)(S) | 6/6 |

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

- 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. For example, the grade 1 lesson "Ss-Blends" begins with three phonemic awareness activities for teachers to use with students—Step 1: "Have children say the s-blend sounds every time they hear them in a word. (Note: The word list that follows includes distractors).. Say: *pot, spot, all, small, car, scar*. Step 2: Then guide children to orally blend. /s/ /e/ /l/ (*sell*), /s/ /m/ /e/ /l/ (*smell*), /s/ /n/ /a/ /k/ (*snack*), /s/ /t/ /e/ /p/ (*step*).. Guide children to orally blend the sounds to form each word. Step 3: oral segment words with /a/. Say the following words: *sell, smell, top, stop, skin, stem*. Guide children to orally segment the words by sound. For support, use sound boxes and counters. Have children stretch the sounds in the word and then move one counter into a box for each sound. Children can also tap the sounds as they say them."

- Materials include a systematic sequence for introducing phonemic awareness activities in grade 1 that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. For example, in the *Wiley Blevins Phonics from A to Z* book, teachers can choose from "35 Phonemic-Awareness Activities." In the "Identifying" activity, students can play "Find your match," in which they are given a picture card and must find a classmate with a word that has the same phoneme (as identified by the teacher). Other activities include "Blending:" Students participate in the "Sound It Out song," in which the teacher sings and then gives word parts for students to blend. "Segmenting:" Students do the "Segmentation Cheer," in which the teacher says a word, and students segment the word, sound by sound. "Phoneme Manipulation:" Students play "Sound Switcheroo," in which the teacher gives a word and tells students to switch a phoneme to another one. For example, if the word is *tap*, change the medial sound to /ā/, and the new word is *tape*. Materials teach blending and segmenting phonemes before moving on to manipulating phonemes. Phonemic awareness lessons focus on initial and final sounds before medial sounds. For example, in grade 1, students blend /b/ /ī/ /t/ to make the word *bite*; then they segment the word *bite* and other long *i* words into individual phonemes /b/ /ī/ /t/ later in the lesson. This lesson also includes a "Word Ladders" activity that requires students to manipulate phonemes to create new words.
- The *Wiley Blevins Teaching Phonics* lesson "Digraph *sh*" includes a systematic sequence for introducing phonemic awareness activities. It begins with identifying, blending, and segmenting phonemes in grade 1, then gradually transitions to more complex manipulation practices. For example, lesson "Digraph *sh*" starts with students repeating the *sh* sound every time the teacher says a word that begins with the /sh/ sound such as *cash*, *ship*, *rush*, and *shut*. Students practice making the /sh/ sounds. Materials provide an articulation video to help students form the sound. Materials include practice activities for orally blending and segmenting sounds to form words. The teacher says /h/ /u/ /sh/ (*hush*) and /sh/ /e/ /l/ /f/ (*shelf*) as students orally blend. The words get progressively more complex. In the oral segmentation lesson, the teacher says words such as *ship*, *shop*, *shed*, *wish*, *rush*, and *brush* for students to practice segmenting the sounds, using the sound boxes and counters provided in 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)

- Lessons include some explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials provide general corrective, not explanatory, feedback for students. Materials provide "Rules and Generalizations" that address misconceptions. For example, grade 1 lesson "Digraph *sh*" includes a word sort activity with rules and generalizations for the *sh* spelling only appearing at the beginning or the end of a word. The *Wiley Blevins Teaching Phonics* lessons for grade 1 provide phonemic awareness practice in oral blending and segmenting for each lesson, but the materials do not provide explanatory feedback for teachers to use with specific terms, phrasing, and statements during instruction. For example, the lesson "Digraph *ng/nk* Blend" directs teachers to say the /ng/ or /nk/ blend each time they

hear that sound in a word such as *bring* or *thank*. Then, the teacher demonstrates how to orally blend phonemes to make words and segment words using counters in sound boxes. Materials do not provide explanatory feedback for errors or misconceptions in the lesson. Additional materials are available in the Scholastic Digital Manager, including a "Corrective Feedback" chart, but feedback is only provided on decoding errors. Materials provide a sidebar notifying the teacher that "many speakers of African American English drop the final letter in a consonant blend (e.g. *nk*).). Clearly pronounce the final sounds in words with this kind of ending and have children repeat several times, exaggerating the sound."

- The *Phonemic Awareness Teacher's Guide* provides an additional resource with lessons in the Scholastic Digital Manager portal. The additional material includes 66 lessons for rhyming, oral blending and segmentation, onset rhyme, identifying word parts, manipulating sounds in words, and alliteration. Materials do not provide explicit instruction during the activities or explanatory feedback for errors or misconceptions. For example, "Lesson 40" includes an oral blending activity with an Alpha-Puppet. The teacher says the word parts and the students say the whole word before the puppet.
- The Wiley Blevins Teaching Phonics "Digraph *sh*" lesson includes direct and explicit instruction for teaching phonemic awareness skills with a gradual release of responsibility. Materials include some generalizations (misconceptions) students may encounter but lack explanatory feedback for errors. For example, the lesson begins with modeling and practice before students are asked to encode or decode independently. The lesson includes a section called "support," which instructs the teacher how to utilize manipulatives and other resources to support students in mastering phonological awareness skills. The supports are not specific to the lesson but can be used across the materials. The text directs the teacher to "say a word and have children place one color cube for each sound they hear," rather than giving the "word." No clearly defined "misconceptions" or "errors" are included, but material contains breakout boxes regarding possible issues that may arise for multilingual learners and students who have certain dialects. The lesson includes "corrective feedback" in the "Blending Words" section for presumed errors, but the feedback is neither specific nor explicit nor explanatory. No misconceptions or generalizations are mentioned in the 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)

- Materials include direct and explicit guidance for connecting phonemic awareness skills to the alphabet principle, to support the decoding and encoding of text. For example, in the "Digraph *sh*" lesson, grade 1 students begin with orally segmenting and blending words that include the digraph *sh*. They later connect sounds to spelling and ultimately to decoding in the text "At the Shop."
- Materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in transitioning from oral language activities to basic decoding and encoding. For example, the "L-Blends" lesson begins with the "Phonemic Awareness" section, in which students orally blend phonemes and segment words containing

L-blends. This is followed by decoding activities such as the "Interactive Story" *Plip! Plop!* and the Short Reads Decodable *Flip and Flop* as well as encoding activities such as the "Spelling Words: L Blends" printable and "Spell Words" and "Dictation" sentences.

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

- Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. For example, the "Short O" lesson includes the articulation card /ō/ and a mirror for students to see their face as they develop the skill to say the /ō/ sounds. Students use sound boxes and counters to stretch the sounds in the words, and then move one counter into a box for each sound with words such as *on*, *mop*, *top*, *pot*, *rock*, and *rocks*. Children can also tap the sounds as they say them. Students then practice with the "Sound-Spelling Word Sort: Short O" either online or with the printable. The lesson reinforces what the students have learned by reading the storybook *Hop, Hop, Hop!*
- Materials include a variety of activities for students to develop, practice, and reinforce phonemic awareness skills through cumulative review in grade 1. For example, the *Wiley Blevins Phonics from A to Z*, 4th ed., provides "35 Quick and Easy Activities for Developing Phonemic Awareness." For example, the "Blend Baseball" game is an interactive exercise in which students develop, practice, and reinforce phonemic awareness skills through cumulative review as they blend, segment, and manipulate sounds during the game. The game is played just like baseball, with teams and bases. For example, the teacher divides the class into two teams and says a word aloud in parts, such as /m/ /a/ /t/. If the student can blend the word, the student gets to go to first base.
- Materials include a variety of resources for students to develop, practice, and reinforce phonemic awareness skills through cumulative review. Each *Wiley Blevins Teaching Phonics* "Phonics" lesson for grade 1 includes an oral segmentation component in "Step 1," and guides the teacher to use sound boxes and counters to allow students to develop, practice, and reinforce the learning. For example, the *Wiley Blevins Teaching Phonics* "Phonics Short a" grade 1 lesson prompts the teacher as follows: "Say the words *at*, *sat*, *mat*, *man*, *map*, *fast*. Guide children to segment the words sound by sound orally. For support, use the "Sound Boxes" and "Counters." Have children stretch the sounds in the words and then move one counter into a box for each sound. Children can also tap the sounds as they say them." Materials also include colored connecting sound cubes as a resource and direct teachers in the *Wiley Blevins Teaching Phonics* grade 1 "Word Study Inflectional Ending -ing" lesson that when they use the colored cubes to visualize the base word and suffix: "Have one cube represent the initial word (sounds).). Then, choose another color for the sound added. Place it at the beginning (or ending) of the word (in front of or behind the initial color cube) and model blending the sounds to form the new word."
- Materials include a variety of resources for students to develop, practice, and reinforce phonemic awareness skills through cumulative review. The *Wiley Blevins Phonics from A to Z: A Practical Guide*, 4th ed., provides a list of children's books that "play with speech sounds through rhyme, alliteration, assonance, and phonemic manipulation." The list is categorized as "Books with Rhyme," "Books with Alliteration," and "Books with Phonemic Manipulation."

The teacher can access this literature resource to facilitate a review of taught phonemic awareness skills. For example, after teaching phoneme manipulation to grade 1 students, the teacher can use a book from this resource, *There's a Wocket in My Pocket* by Dr. Seuss, to further illustrate the skill.

Foundational Skills

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

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The Wiley Blevins Phonics from A to Z, 4th ed., includes a scope and sequence for systematically teaching phonics skills and concepts from simple to complex across the year in grade 1. The materials include a breakdown of the foundation skills in the Reading Standards Foundation Chart. For example, grade 1 students demonstrate an understanding of spoken words, syllables, and sounds before applying grade-level phonics and word analysis skills in decoding words. According to the chart for grade 1, students learn digraphs, decode regularly spelled one-syllable words, know final -e and common vowel team conventions for representing long-vowel sounds, decode two-syllable words, add inflectional endings, and recognize irregularly spelled words. The Ready4Reading "Scope and Sequence" and the lessons align with the information in this chart and the TEKS. The "Weekly Planning Pacing Guide" begins the year with grade 1 students reviewing the consonants and short vowels, single-syllable words with open long vowels, and consonant blends from grade K. Then students learn consonant digraphs, long vowels, complex vowels, and special spellings including silent letters and long vowel spelling patterns in the grade 1 lessons throughout the school year. The author suggests teaching consonant blends before digraphs to support the

"one letter, one sound" progression before moving on to digraphs. At the beginning of the year, the materials recommend teaching consonant digraphs because the "letters appear side by side, and their sound is generally consistent." This helps students move from the known to the new, as in *hop/chop*.

- The *Wiley Blevins Phonics from A to Z*, 4th ed., includes a scope and sequence for systematically teaching phonics skills and concepts from simple to complex across the year in grade 1. The materials include a breakdown of the foundation skills in the *Reading Standards Foundation Chart*. For example, grade 1 students demonstrate an understanding of spoken words, syllables, and sounds before applying grade-level phonics and word analysis skills in decoding words. According to the chart for grade 1, students learn digraphs, decode regularly spelled one-syllable words, know final -e and common vowel team conventions for representing long-vowel sounds, decode two-syllable words, add inflectional endings, and recognize irregularly spelled words. The Ready4Reading "Scope and Sequence" and the lessons align with the information in this chart and the TEKS. The "Weekly Planning Pacing Guide" begins the year with grade 1 students reviewing the consonants and short vowels, single-syllable words with open long vowels, and consonant blends from grade K. Then students learn consonant digraphs, long vowels, complex vowels, and special spellings including silent letters and long vowel spelling patterns in the grade 1 lessons throughout the school year. The author suggests teaching consonant blends before digraphs to support the "one letter, one sound" progression before moving on to digraphs. At the beginning of the year, the materials recommend teaching consonant digraphs because the "letters appear side by side, and their sound is generally consistent." This helps students move from the known to the new, as in *hop/chop*.
- Materials include a systematic sequence for introducing grade-level spelling patterns, as outlined in the TEKS. The *Wiley Blevins Teaching Phonics* "Phonics" lessons for grade 1 provide opportunities for students to demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, *r*-controlled syllables, and words with initial and final consonant blends, digraphs, and trigraphs. For example, the *Wiley Blevins Teaching Phonics* "Phonics Short o" lesson for grade 1 provides an opportunity for students to build words with closed syllables (*mop, map, tap, top, hop, hot, hit, pit, pat, pot, pop, top, stop*) using magnetic letter tiles in "Step 3." The lesson includes additional practice spelling closed syllable words with the digital or print "Build Words: Short o" activity. The "Phonics Long a" lesson for grade 1 provides an opportunity for students to build vowel team words (*pay, lay, play, plain, pain, rain, train, strain, stain, stay, say*) using magnetic letter tiles in "Step 3." The lesson includes additional practice spelling vowel team words with the digital or print "Build Words: Long a" activity.
- Materials include a systematic sequence for introducing grade-level spelling patterns, as outlined in the TEKS. The *Wiley Blevins Teaching Phonics* "Phonics" lessons for grade 1 provide opportunities for students to demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns that transition from simple to complex across the school year. For example, the "Phonics" lessons start with grade 1 students spelling CVC words. As more lessons are taught and more sound spellings are learned, the lesson materials introduce more complex spelling patterns. For example, the *Wiley Blevins Teaching Phonics* "Phonics Short u" grade 1 lesson instructs the teacher to guide students to build words with closed syllables

(*fun, fan, ran, run, sun, sub, rub, rob, cob, cub, cab, tab, tub*) using magnetic letter tiles in "Step 3." A later grade 1 lesson illustrates the transition to more complex sound-spelling patterns. The "Phonics Digraph sh" grade 1 lesson directs the teacher as follows: "Use the digital or print "Spell Words: Digraph *sh*" activity to give children practice spelling the letter sounds in different picture names. (Answers: *ship, fish, shell, brush, trash*) Then, have children spell the following words as you dictate each one: *shop, wish, shed, fresh, and slash*. Continue by dictating this sentence: '*The trash smells.*' Display the words and sentences and have children self-correct their answers."

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

- Materials include detailed guidance integrating the teacher's explicit guidance and instruction during phonics instruction. This routine is aligned with the English Language Arts and Reading (ELAR) TEKS. For example, the *Scholastic Digital Manager* provides an additional resource with explicit instructions for teaching trigraphs that are included in the grade 1 TEKS. The grade 1 phonics routine includes step-by-step guidance for students to learn sound-spelling patterns to decode and encode the targeted spelling patterns. The lesson begins with an introduction in which the teacher reminds the students that digraphs contain two letters that make one sound and introduces trigraphs as containing three letters for one sound. In the *Wiley Blevins Teaching Phonics* lessons, the lesson "Digraphs *ch, tch*" includes the digraph *ch* and the trigraph *tch*. After students identify trigraphs in words, the teacher models blending and building words with trigraphs. The students practice building words by writing or placing letters that match each sound. The last part of the lesson includes dictation practice. Materials provide additional digital and printable activities to reinforce the skills being taught and decoding practice using decodable texts. All parts of the weekly lesson include teacher-guided instruction utilizing the gradual release model.
- Materials provide a "Recommended Five-Day Spelling Routine" in the additional resources available through the *Scholastic Digital Manager*. Materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction. The spelling lists can be found on the Ready4Reading Teacher Hub. Each list consists of Target Words and Learn and Spell Words. For example, the grade 1 "Digraphs *ng/nk* Blend" lesson includes a "Blend Words" activity that includes a list of words with *ng/nk*. Students practice reading the words for fluency, spell the words, and then write them. On the first day, the teacher introduces the word and models using a script. "Day 2" includes oral segmentation, while on "Day 3," students continue to practice spelling the words with various activities. On "Day 4," students practice with partners while the teacher coaches students as needed. "Day 5" is used for the assessment of the targeted spelling skills.
- Materials include guidance for the teacher to provide explicit instruction for grade-level sound-spelling patterns. For example, phonics lessons begin with the introduction of the new sound-spelling skill being taught, connecting new concepts to previously learned concepts. The material gives specific and precise terms, phrasing, and statements that teachers can use during instruction. For example, in grade 1, the "*l*-Blends" lesson includes the following script in the Sound-Spelling section: "Write the words *clip, flag, and sled* on the board. Underline the

cl, *fl*, and *sl* in the words. Tell children that usually, when a consonant and *l* appear together in a word, it is called an *l*-blend. The sounds that both letters stand for are blended together so that both letter sounds are heard." The "Write to Transfer Sound to Spelling" section prompts the teacher as follows: "Help children blend the letters as you point to each spelling: *bl*, *cl*, *fl*, *gl*, *pl*, *sl*. Have children write each *l*-blend several times as they say the sound it makes." Later in the lesson, the class discusses rules and generalizations, and instructs the teacher as follows: "Continue to highlight the difference between consonant blends like *cl* and *sl* (in which both sounds of the letters are heard) and consonant digraphs like *ch* and *sh* (in which two consonants work together to make a new sound). Some children struggle learning the distinction."

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

- Materials include a variety of activities for students to develop, practice, and reinforce grade-level sound-spelling patterns. The Ready4Reading "Recommended Five-Day Spelling Routine" provides teacher scripts to introduce words and use them in context: "Say the word: *mop*. Use it in a sentence: '*I use a mop to clean the floor.*' Repeat the word: *mop*." Students learn how to orally segment each word, in response to teachers' guidance. "Say the word: *hill*. Segment the word: Listen for three sounds in hill: /h/ /i/ /l/." Children are also guided by teachers to write the word: "Ask children to write the letter that stands for each sound they segmented." The material also provides activities such as Sticky Note Spelling, Guess My Word, and Unmix for the students to practice their spelling words.
- Materials include a variety of resources for students to develop, practice, and reinforce grade-level sound-spelling patterns. For example, the grade 1 s-blends lesson prompts students to use magnetic letter tiles and trays to build the following CVC, CCVC, and CVCC words in sequence: *pin*, *spin*, *span*, *pan*, *pat*, *pit*, *spit*, *split*, *splat*, *sat*, *sack*, *stack*, *stick*, *slick*, *slip*, *sip*, *sill*, *sell*, *smell*, *spell*, *swell*. "Step 4" includes using a digital or printable worksheet in which students sort s-blend words based on their spelling pattern *sp-*, *st-*, *sn-*, and *sk-* (including words such as *skin*, *snack*, *swim*, *snap*, *spin*, *skip*, *spill*, *skit*, *spell*, *stand*, *smell*). The next activity prompts students to spell letter sounds in different pictures: *s-t-o-p*, *s-l-e-d*, *s-w-i-m*, *s-p-i-ll*, *s-m-e-ll*. Also included are digital and printable games, sorting, and spelling resources.
- Materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns. For example, the grade 1 lesson for digraph *wh* utilizes flash cards, articulation cards, and videos. Students can practice and reinforce skills with digital activities, sorts, fluency activities, and more. Instructions include a cumulative review in which previously learned skills are added for reinforcement and practice.
- The *Wiley Blevins Teaching Phonics* lessons include activities and resources to help students review and practice sound-spelling patterns skills through cumulative review. Grade 1 lessons include activities using sound boxes and counters, alphabet cards, articulation cards, videos, picture sorts, and various digital and printable activities and resources. The resources include fluency practice pages, worksheets, and decodable texts for students to revisit, practice, and reinforce with cumulative review. For example, the grade 1 lesson "*r*-Blends" includes

activities and resources such as the "Sound Box and Counters" for segmenting sounds, letter tiles, a word blending activity, a digital "Storybook: Brad and Fred's Birthday," and decodable texts such as "Fred Frog's Big Trip" to revisit, practice, and reinforce 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). (PR.2.A.1 & 2.A.3) (S)

- The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities and resources to support students in decoding and encoding words in isolation. For example, grade 1 lesson "s-Blends" includes sound boxes and counters, magnetic letter tray tiles, blending and building words activities, and a "Concentration" game for students to practice decoding words in isolation. In the digital hub, students can practice decoding in activities in the "Printable Learning Center: s-blends" activity and the "Sound Spelling Sort." For encoding practice, lesson "s-Blends" includes a high-frequency word practice routine in which students "Read, Spell, Write, Extend," to build automaticity with high-frequency words. Dictation practice is provided at the end of the lessons. The teacher dictates letters and words like *snap*, *spot*, *skin*, *slip*, and *stick* with a built-in cumulative review of previously learned letters and words.
- The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities and resources to support students in decoding and encoding words in decodable connected texts. For example, the grade 1 lesson "s-Blends" includes an "Interactive Story: The Snack." The teacher helps students read the book and reinforces the letter name and sound for s-blends when reading. Two decodable texts called "Spot the Dolphin?" and "Make a Bug" are available for students to practice decoding words in context in addition to texts in the *Read to Know Text Sets*. In the decodable text lesson, students draw pictures and write about the topic. For encoding practice, lesson "s-Blends" includes a high-frequency word practice routine in which students "Read, Spell, Write, Extend" to build automaticity with high-frequency words. In the "Read" section, students work on high-frequency words in context by identifying the decodable parts of the word and drawing a heart over the part that is not decodable. In the "Extend" part of the routine, students copy and complete this sentence: "I like _____ too." This supports students in decoding and encoding.
- Materials provide traditional and digital multimodal activities for students to decode and encode words both in isolation and in decodable text. For example, decodable texts in grade 1 include stories with intentional vocabulary to support instruction and practice of specific phonic skills and concepts. The "variant vowels" decodable "Drew's Bad Mood Day" includes isolated practice with variant vowel words before students connect the learning to reading with the decodable. The decodable text sets include specific vocabulary related to the skill as well as those previously taught.

Foundational Skills

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

The materials include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). [Insert overall rationale for indicator score here]

Evidence includes, but is not limited to:

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

- The *Wiley Blevins Teaching Phonics* lessons include a systematic sequence for introducing and practicing regular and irregular high-frequency words during direct instruction. For example, the grade 1 lesson "Digraph *sh*" uses the "Read/Spell/Write/Extend" routine to introduce and teach high-frequency words such as *has*, *big*, *of*, and *at*. The teacher writes the word in a context sentence (e.g., *Josh has a big fish*). and models how to read the word while underlining it in the sentence. The word *fish* is fully decodable. The students orally segment the word *has* while chorally reading it with the teacher. They segment the word /h/ /a/ /z/. Students highlight the irregular spelling before learning how to spell the word. The materials provide a scripted lesson for the teacher. The teacher tells the students that this word is /z/, but it is spelled with a s. The teacher says, "This is the part of the word we need to remember. Underline, highlight, or draw a heart above this part of the word that has to be remembered 'by heart.'" The students echo-spell the word, write the word as they say each letter, and write it in a complete sentence during the "extend" part of the lesson. Students write: *That fish has _____ spots*. The materials provide differentiation support for students needing more support. The students can make flashcards with the word(s) on one side and a sentence on the other side.

They use these flashcards to practice in isolation and in context. The decodable text included in the lesson named *Shin's Shoe Shop* has students follow the same routine to introduce high-frequency words *her* and *about* by reading the sentence aloud, spelling it, and writing the word in isolation and a sentence.

- The materials include brief lessons on targeted words and limit the number of regular and irregular words introduced in a single lesson or week. The *Wiley Blevins Teaching Phonics* lesson. Digraph *ph* introduces the high-frequency words *be*, *open*, *she*, and *who* for students in grade 1. The teacher models the words in sentences such as "Who has a nephew?" The students count the sounds in *who* /h/ /oo-/. Students learn to put a heart above the part of the word that is irregular and learn to read regular high-frequency words: *be*, *open*, and *she*. The decodable text "Thoughtful Surprises" includes practice with Digraph *ph* as in *phone*. The high-frequency word introduces the word: *would*.
- The materials include brief systematic lessons of targeted words and limit the number of regular and irregular words introduced in a single lesson or week. Each lesson includes an average of four high-frequency words for the week. For example, grade K lesson Short O includes *can*, *that*, *is*, and *good*.

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

- The materials include brief lessons on targeted words and limit the number of regular and irregular words introduced in a single lesson or week. The *Wiley Blevins Teaching Phonics* lesson "Digraph *ph*" introduces the high-frequency words *be*, *open*, *she*, and *who* for students in grade 1. The teacher models the words in sentences such as "Who has a nephew?" The students count the sounds in *who* /h/ /oo-/. Students learn to put a heart above the part of the word that is irregular and learn to read the regular high-frequency words: *be*, *open*, and *she*. The decodable text "Thoughtful Surprises" includes practice with "Digraph *ph*" as in *phone*. The high-frequency word introduces the word: *would*.
- The materials include an overview for teachers at the unit or lesson level, providing background knowledge of decoding and encoding regular and irregular high-frequency words. The *Wiley Blevins Phonics from A to Z, 4th Edition*, states, "Knowledge of high-frequency words is necessary for fluent reading." The brain research presented in the materials indicates there are three parts of the brain that must be activated for us to learn a word. The author suggests using a "Read-Write-Spell-Extend Routine." As stated in the materials, "This routine offers a valuable tool for engaging all parts of the brain needed to learn a word, accelerates that learning, and aids in helping irregular words 'stick.'" The other ways to support students struggling to learn high-frequency words would be to associate the target word with a picture, use word banks, flashcards with connected text examples, and cumulative sentences. For grade 1 students, the "Irregular High-Frequency Words" chart and the "Top 248 High-Frequency Words in English" chart provide lists of irregular and regular high-frequency words students need to learn in grade 1 such as *could*, *four*, *from*, *have*, *of*, *one*, and *other*. These words are included in the *Wiley Blevins Teaching Phonics* lessons. For example, lesson "Digraph *sh*" includes the irregular word *of* and the decodable word *at*. The teacher explicitly guides the students through the routine to learn the regular and irregular high-frequency words

providing practice in decoding the parts of the words that can be decoded and practicing encoding skills through spelling with letter tiles and dictation sentences.

- The materials provide teachers with guidance about introducing regular and irregular words to students including decoding the decodable parts of words and memorizing the irregular parts of words. For example, the grade 1 lesson "Short I" explains how to introduce the word do. Begin with the teacher, "Say: Tell me the sounds you hear in do. (/d/ /oo—/), then highlight the irregular spelling that students need to remember. Say: The last sound in do is /oo—/. In this word, we spell the /oo—/ sound with o. This is the part of the word we need to remember. This is the same in the words to and who. Underline, highlight, or draw a heart above this part of the word that has to be remembered "by heart."

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

- The materials include a variety of activities and resources to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words with cumulative review in grade 1. For example, the *Wiley Blevins Teaching Phonics* lessons are taught using the gradual release of responsibility model. In "Step 2," the materials provide activities focused on decoding and encoding practice with regular and irregular high-frequency words. In grade 1, students learn through the "Read-Spell-Write-Extend" routine, which includes different activities to learn how to decode and encode high-frequency words. Lesson Digraph *wh* introduces the high-frequency words: *so*, *what*, *best*, and *have*. The materials have the students focus on the irregular word *have* /h/ /a/ /v/. For example, the students develop and practice these skills by underlining, highlighting, counting the letters, tapping the sounds, and building the word using Magnetic Letter Tile before writing the word. The students place a heart above the part of the word that is irregular because they need to remember them "by heart." During the "Extend" part of the lesson, the teacher dictates sentences that include high-frequency words for students to write in context. This reinforces decoding and encoding skills mastery with regular and irregular high-frequency words. The decodable texts and text sets have a built-in cumulative review to monitor student mastery of the high-frequency words. The decodable text "Fun Fish Facts" includes targeted words with digraphs and one irregular high-frequency word: *away*. The decodable text lesson consists of the "Read-Spell-Write-Extend" routine.
- The materials include various multimodal activities and resources that can be modeled during instruction and then used independently by students in grade 1. For example, "Text Set 4: Be a Good Sport" includes these high-frequency words in the text sets: *and*, *do*, *the*, *to*, and *you*. The materials state, "In Text Set 4, the decodable books cumulatively review targeted elements, high-frequency words, word types, and inflectional endings from Text Sets 1-3." The high-frequency words introduced in this text set have not been targeted in previous text sets. The routine for introducing the words includes displaying the words and saying them aloud. The teacher uses the word in a sentence and discusses the meaning with the students. The students identify the known and unknown parts of the words. A "HFW Specifics" chart is

included in the lesson to guide teaching each word. The chart consists of a sentence for each word and directions for decoding the words. For example, the students identify the single sound in *you* /y/ // . Then identify that the spelling *you* has the beginning sound /y/ and irregular spelling o-u as //. Students read the decodable text sets and practice fluency and writing about reading when they "Respond and Write." These activities provide more practice for students to master these high-frequency words. In the "Respond and Write" activity called "It's a Hit!", the students independently write a thank you note, including the high-frequency words, and then add a drawing.

- The materials include a variety of activities and resources to develop, practice, and reinforce skills to decode and encode regular high-frequency words with cumulative review. For example, in grade 1, the students develop their understanding of high-frequency words by utilizing the "Read-Spell-Write-Extend" Routine. In each step of the "Read-Spell-Write-Extend" routine, the teacher models, and then allows students to practice the skill. All lessons are reinforced with connected decodable texts that give all students the opportunity to practice new and previously taught lessons. Lessons also include information for utilizing index cards to practice decoding, magnetic tiles for encoding practice, and interactive digital stories.

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR.2.A.1) (S)

- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. For example, in the grade 1 decodable "Toad to the Rescue," students learn the HFW I and can. The teacher writes the sentence "The kids put their bags on the seat." on the board and has students identify the HFW by circling them. They decode the words, breaking them down by sound; then the teacher has students say the letters that are necessary for the teacher to spell the words. Students then read and spell the words aloud before writing them on their own. These words are in the decodable reader, which gives them the connected-text opportunities as well.
- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. For example, in grade 1, students can use "Flash Cards With a Purpose" as described in the *Wiley Blevins Phonics From A to Z* book. This memory-building activity requires that students "write the word on one side of an index card" then "create and write a meaningful phrase or sentence using the word on the other side of the card." This gives them practice reading the words both in isolation and in context.
- The materials include a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation and in connected texts for grade 1. The *Wiley Blevins Phonic From A to Z, 4th Edition*, provides a sample lesson for multilingual learners when learning high-frequency words. For example, the "Read-Build-Write Routine" begins with students reading the words the teacher writes. This might include using two-sided flashcards with the words on one side and sentences on the other that include the word. Next, the students build the word with letter cards or tiles before writing the words on paper or dry-erase boards. They say each letter's name as they write the word. As the students orally segment

each sound, they review the written parts of the word they know and circle the irregular parts of the word. The materials suggest students practice writing these words independently during independent work time and in sentences about specific topics. For additional practice, the materials suggest making two-sided note cards with the word on one side and a sentence on the backside. Students can practice writing the word and the sentences while reading it aloud. This provides additional exposure to the high-frequency words they are learning.

- The materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words for students in grade 1 by recognizing, reading, and writing high-frequency words in isolation and in connected text. The *Wiley Blevins Teaching Phonics* lessons include a high-frequency word lesson in Lesson *Short u*. The materials include a "Read/Spell/Write/Extend" routine for decoding and writing high-frequency words such as *with, has, play, and of*. The students and teacher read the words in a context sentence, orally segment the word, count the sounds, highlight the irregular part of the word, and then underline, highlight, or draw a heart above the part of the word that must be remembered "by heart." Students have additional practice in reading and writing the words in isolation and in context as they practice spelling and writing the words while saying the letters and then writing the words in a sentence. For example, the students would write: *I have a box of _____*. In addition, students have other opportunities to practice writing the words in isolation and in context in the digital and printable lesson materials and while reading and writing about the decodable texts provided in the lesson. Independent activities provide practice in a word search, a blending words activity, and a digital interactive story called "Fun With a Drum."

Foundational Skills

| 5.E.3 | Decoding and Encoding One-Syllable or Multisyllabic Words | 23/23 |
|--------|--|-------|
| 5.E.3a | Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1) | 1/1 |
| 5.E.3b | Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1)(T) | 2/2 |
| 5.E.3c | Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3)(S) | 12/12 |
| 5.E.3d | Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3)(S) | 8/8 |

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

Evidence includes, but is not limited to:

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

- The materials include guidance for the teacher to provide explicit and direct instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words in grade 1. The *Ready4Reading* lessons teach students how to decode and encode single-syllable or multisyllabic words by syllable type or division principle. Grade 1 lessons only include instruction in five of the six syllable types. For example, the materials provide direct instruction for teaching "Single-Syllable Words With Open Long Vowels." First, the teacher introduces the words: *l, be, so, go*. The teacher explains that these are open syllables. They are not "closed" by a consonant. The students notice they have long vowel sounds. The students blend and build words and then write from dictated words: *be, no*,

I, go, hi. This lesson is suggested in week 2, grade 1. The *Short Reads Decodable Card 32: What Can We Be?* provides practice with decoding and encoding.

- The materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types and syllable division to decode and encode one-syllable or multisyllabic words. The grade 1 "Single Syllable Words with Open Syllables" lesson has teachers write words on the board and then "Ask children whether these short words end with a consonant or a vowel (vowel).). Then explain that, because these words end with a vowel, they are called open syllables. They are not "closed in" by a consonant. Point out that many common words end with an open vowel. Reread the words and ask children whether the words have long- or short-vowel sounds (long).). Review the difference between a vowel's long and short sounds as needed. Explain that words or syllables that end with a vowel are usually pronounced with long vowel sounds. Choral read the words again with children." Teachers move on to blending words (decoding) and writing words from dictation (encoding).)
- The materials provide an instructional sequence for encoding and decoding single-syllable words, as outlined in the TEKS. For example, grade 1 lessons include only words with closed and open syllables, VCe syllables, vowel teams, vowel digraphs, diphthongs, and r-controlled syllables. The "Planning and Weekly Pacing Guide" shows a progression from simple to complex, with grade 1 starting with a review of consonants, short vowels, and consonant blends. After five weeks of review lessons, they begin consonant digraphs followed by long vowels and then complex vowels. The lessons continue to incorporate new skills with previously taught skills.

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

- The materials include guidance for the teacher to provide explicit instruction for applying knowledge of syllable types to decode and encode one-syllable and multisyllabic words. For example, the *Wiley Blevins Teaching Phonics* "Closed Syllables" lesson for grade 1, "Week 16," provides guidance to the teacher to introduce the closed syllable, "Explain that a syllable is a word or a word part that has a vowel sound. Each syllable has only one vowel sound, so if a word has more than one vowel sound, it has more than one syllable." The lesson provides the following guidance to introduce the sound spelling, "Write the word 'napkin' on the board, underlining the syllables. Say the syllables, and then model blending the word. Explain to children that the syllables *nap* and *kin* are closed syllables. These syllables end in a consonant and have one vowel sound, which is usually short. The vowel is 'closed in' and cannot say its name." "If there are two consonants in the middle of the word, divide the word between them (*sus-pect, ap-ple*), unless they form a digraph or blend."
- The materials include guidance for the teacher to provide explicit instruction for applying knowledge of syllable division principles to decode and encode one-syllable and multisyllabic words. According to the *Wiley Blevins Teaching Phonics Program Guide*, grade 1 lessons provide students the opportunity to know and apply grade-level phonics and word analysis skills in decoding words by demonstrating a knowledge of the spelling-sound

correspondences for common digraphs, decoding regularly spelled one-syllable words, knowing "final e" and common vowel-team conventions for representing long-vowel sounds, using the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word, decoding two-syllable words following basic patterns by breaking the words into syllables, and reading words with inflectional endings... For example, the grade 1 "Phonics Long u" lesson provides the following guidance for the teacher, "Tell children that the letters *u*, *u_e*, *ew*, and *ue* can stand for the /*yoo*/ sound, as in *unit*, *cute*, *few*, and *value*. This is the long-u sound. Explain that the *u_e* spelling can also stand for the /*oo*/ sound, as in *tube* and *fool*. Write the words *unit*, *cute*, *few*, and *value* on the board and underline the target spellings, say the sound, and then model blending the words. Show children the Letter Sounds Flash Card /*yoo*/. Point out the letter sound at different positions in the words and the different spellings for the sound."

- The materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable words. The grade 1 "Single Syllable Words with Open Long Vowels" lesson includes oral and written activities in addition to multi-sensory activities. For example, the multi-sensory breakout box guides teachers to "Incorporate multisensory learning by having children build the words using letter tiles or cards."

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

- The materials include a variety of activities for students to develop, practice, and reinforce skills to encode one-syllable or multisyllabic words through cumulative review. For example, the *Wiley Blevins Teaching Phonics* grade 1 "Phonics Digraph th" lesson provides a "Build Words" activity that supports the spelling instruction of the lesson by building words with magnetic letter tiles using the target sound-spelling pattern. The lesson materials suggest folding in words with previously taught skills to facilitate cumulative review during the "Build Words" activity. To reinforce learning, the materials provide the following activities in digital or print format: "Build Words: Digraph th," "Sound-Spelling Word Sort: Digraph th," and "Spell Words: Digraph th." The teacher-guided "Spell Words" activity in "Step 4" provides cumulative sentences for dictation for teachers to monitor student's spelling growth.
- The *Wiley Blevins Teaching Phonics* lessons include a variety of activities to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words through cumulative review. For example, the grade 1 lesson "Digraphs ch, tch" includes Sound Boxes and Counters for students to tap out the sounds, Sound Flash Cards for practicing sound-spelling, writing activities for sound-to-spelling transfer, Articulation cards and a video to watch, Partner reading, digital and printable games and activities like "Chick Sort."
- The *Wiley Blevins Teaching Phonics* lessons include a variety of resources to develop, practice, and reinforce skills to decode and encode one-syllable and multisyllabic words. For example, grade 1 lessons include activities for students to practice decoding one-syllable and multisyllabic words using connected decodable texts. For example, "Thoughtful Surprises" is a

decodable text for students to practice and reinforce decoding skills in context in lesson Digraph *ph*. Students practice encoding with the decodable text in the dictation practice and the "Write About Reading" activity within the decodable resource.

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

- The materials include a variety of activities for students to develop, practice, and reinforce skills to encode one-syllable or multisyllabic words through cumulative review. For example, the Wiley Blevins Teaching Phonics grade 1 "Phonics Digraph th" lesson provides a "Build Words" activity that supports the spelling instruction of the lesson by building words with magnetic letter tiles using the target sound-spelling pattern. The lesson materials suggest folding in words with previously taught skills to facilitate cumulative review during the "Build Words" activity. To reinforce learning, the materials provide the following activities in digital or print format: "Build Words: Digraph th," "Sound-Spelling Word Sort: Digraph th," and "Spell Words: Digraph th." The teacher-guided "Spell Words" activity in "Step 4" provides cumulative sentences for dictation for teachers to monitor student's spelling growth.
- The Wiley Blevins Teaching Phonics lessons include a variety of activities to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words through cumulative review. For example, the grade 1 lesson "Digraphs ch, tch" includes Sound Boxes and Counters for students to tap out the sounds, Sound Flash Cards for practicing sound-spelling, writing activities for sound-to-spelling transfer, Articulation cards and a video to watch, Partner reading, digital and printable games and activities like "Chick Sort."
- The Wiley Blevins Teaching Phonics lessons include a variety of resources to develop, practice, and reinforce skills to decode and encode one-syllable and multisyllabic words. For example, grade 1 lessons include activities for students to practice decoding one-syllable and multisyllabic words using connected decodable texts. For example, "Thoughtful Surprises" is a decodable text for students to practice and reinforce decoding skills in context in lesson Digraph *ph*. Students practice encoding with the decodable text in the dictation practice and the "Write About Reading" activity within the decodable resource.
- The materials provide a variety of activities and resources for decoding and encoding one-syllable and multisyllabic words using knowledge of syllable types and syllable division principles in isolation for grade 1. For example, the *Wiley Blevins Teaching Phonics* lessons include activities and resources for students to practice decoding in isolation with "Magnetic Letter Tiles," "Sound Boxes and Counters," "Alphabet" cards for partner drills, dictation drills for encoding, "Letter Chant" videos, "Quick Checks" for fluency building, and explicit handwriting practice activities. The digital and printable activities and resources included in the lessons include picture sorts, "Sort It" digital activities, handwriting practice activities, and Interactive Stories. For example, the grade 1 "Digraphs ng, nk Blend" lesson includes activities using *Sound Boxes and Counters*, *Articulation Cards*, *Letter Sounds Flash Cards*, digital and printable activities such as *Sound-Spelling Word Sort*, *Spell Words*, *Blend Words*, *Build Words*,

Sort It, Quick Checks, learning center games and activities, Articulation video, and an Interactive Story: King Hank.

- The materials provide a variety of activities and resources for decoding and encoding one-syllable and multisyllabic words in grade 1 using knowledge of syllable types and syllable division principles in decodable texts. For example, the *Wiley Blevins Teaching Phonics* lessons include activities for students to practice decoding and encoding in the *Interactive Stories, Short Reads Decodables, and the Read to Know Text Sets* in addition to the dictated sentences activities for encoding and writing about reading in the decodable lessons. For example, grade 1 students read "Shin's Book Shop" in the lesson "Digraph *th*." Students practice writing the spellings for *sh* and *th* words such as *shell, thump, and thin*. They write the word *this* and circle the digraph *th*. The students practice reading decodable words and high-frequency words in context that build on previous instruction and write dictated sentences to practice encoding and "Write About Reading" to make connections to the text. For example, the students can write about the picture they drew about Shin reading her favorite book.
- The 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 that builds on previous instruction. For example, the *Wiley Blevins Teaching Phonics* grade 1 "Phonics Diphthongs--*oi, oy*" lesson provides a "Quick Check: Diphthongs--*oi, oy*" which is an activity where students identify the diphthong spelling in each word before reading the words in isolation several times. The lesson materials include the resource "Blend Words: Diphthongs--*oi, oy*" which is an activity where students read the words in isolation before spelling the words with a partner; "Blend Words" is available in digital or print form. The materials provide the resource "Build Words: Diphthongs--*oi, oy*" in both digital and print form. This encoding activity offers students the opportunity to spell words using the diphthong spelling patterns (-oil, -oy, -oin, -oint).

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The *Wiley Blevins Teaching Phonics* lessons include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. The "Weekly Planning and Pacing Guide" provides a scope and sequence for introducing the affixes -s, -ed, and -ing. The inflectional ending -s is taught in grade k, week 16, and reviewed in grade 1 in week 1. Inflectional ending -ed is taught in week 4 of grade 1, and -ing is taught in week 9. In the "Inflectional Endings -ing" lesson, the materials provide a sequential lesson plan for introducing the -ing morpheme. Students practice transferring the sounds to spelling, blend and build words in digital and printable activities, practice spelling words with -ing, write dictated sentences, and read decodable texts to build fluency with words ending with the -ing morpheme. For example, the teacher provides instruction during the transfer sound to spelling activity as instructed in the materials, suggesting, "Write the words *fishing* and *acting* on the board. Underline the inflectional ending -ing in each word. Explain that -ing is a common suffix, or word ending, added to words. It is pronounced /ing/." During the modeling and blending words lesson, the

students practice with words ending in -ing: *boating, matching, and speaking*. During the spelling lesson, the teacher dictates the following words for students to spell: *painting, walking, drawing, floating, and cleaning*. The students also write the -ing words in context sentences. They read a connected decodable text to practice decoding -ing words and assess with a "Quick Check" fluency formative assessment.

- The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS for grade 1. The *Read to Know Text Set 6: What Happens to Our Trash?* provides targeted instruction in decoding and encoding words with affixes -s, -ed, and -ing. For example, *What Can We Do With the Trash?* includes words with the -ed ending, such as *munched* and *tossed*. An additional inflectional ending -es is included with words like *boxes, crushes, pitches, and smashes*. Students read the decodable text two times to practice decoding words with inflectional endings and then write about the topic in the *Read and Respond* part of the lesson using words from the text, including words with inflectional endings. Vocabulary instruction is included so that students know the meaning of these words, and language support instruction is included for multilingual learners.

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

- The materials include guidance for the teacher to provide explicit and direct instruction for supporting the recognition and instruction of common morphemes and their meanings to support decoding, encoding, and reading comprehension. The materials include the *Wiley Blevins Phonics From A to Z A Practical Guide, 4th Edition*, which provides the teacher with additional information and explanations for the meaning of morphemes and the types of generalizations for students in grades 1-3. The manual provides a "Most Common Prefixes" chart and a "Most Common Suffixes" chart with guidelines to support students' understanding of the meaning of the morphemes in isolation. The *Wiley Blevins Teaching Phonics* grade 1 "Word Study: Inflectional Ending -es" lesson provides the following guidance for the teacher when introducing -es for plurals instruction. There is explicit instruction in teaching the -es suffix that follows words ending in *s, sh, ch, x, or z*. The materials include the -es ending for verbs by stating it changes the verb to the present tense. Students blend and build words with the -es ending and write dictated words for encoding practice, including -es words such as *misses, fixes, pitches, and wishes*. The lesson includes decodable texts for decoding, encoding, and comprehension instruction. For example, the students decode *patches* in the story, write from dictation, and answer teacher-guided questions about the text to check comprehension.
- The materials include guidance for the teacher to provide explicit and direct instruction for supporting the recognition of common morphemes and their meanings to support decoding, encoding, and reading comprehension. The *Power Up! Card 2: No Thanks!* includes direct instruction for grade 1 students to practice decoding, encoding, and comprehension in a decodable text. The decodable words with targeted sound spelling include words with -es and -ed in this text. The students read the text twice to practice decoding words with these endings

and then answer teacher-guided questions to deepen their understanding of the story during the "Build Comprehension" lesson. In the "Extend the Discussion" part of the lesson, the students are encouraged to support their thinking with evidence from the text. Then, students write from dictation and about their reading to practice encoding.

- The lesson plans include teacher tips or explanations of the lesson's morphological objective. For example, in a grade 1 lesson plan, the procedure includes identifying the suffix and a suggested reminder for the teacher to say to students. For example, "Explain that the *-ed* ending normally forms the past tense of a verb."
- The lesson plans include guidance for the teacher to provide explicit instruction for using common morpheme meanings to support decoding and encoding. For example, in the grade 1 Plural lesson plan includes the phonological awareness routine to help children prepare for word study. The lesson also provides a Total Physical Response suggestion for Multilingual Learners or for students who need additional practice. "You can support multilingual learners by having children physically act out blending. For a five-letter word, for example, have five children represent the letters in the word. Have each child say the sound his or her letter stands for. Then, ask each child to extend his or her sound and move closer to the next child. Finally, when all children are standing close together, have them blend the entire word." The lesson includes blending words, corrective feedback, building word fluency, spelling, and sentence dictation using words with and without *-s* and *-es*.

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

- *Wiley Blevins Teaching Phonics* lessons include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review) in a variety of ways as they are taught and spiral previously learned morphological skills. For example, grade 1 students complete dictation practices in isolation and in context to develop and practice morphological skills. In the "Suffixes *-er*, *-ly*" lesson, the students develop blending and word-building skills by adding *-er* and *-ly* to base words to change the word's meaning. Students write from dictation in the lesson to practice and reinforce the new spelling and meaning.
- Materials include various activities and resources for students to develop, practice, and reinforce grade-level morphological skills in digital and printable activities and resources that spiral previously learned morphological skills. The *Read to Know Text Set 11: That's My Job* lesson includes various digital and printable activities and resources for students to practice suffixes *-er*, and *-ly*. For example, the resources provide a "Respond and Write" writing activity where students write about a job they want. This activity requires comprehension of the topic from the text. Additional practice and reinforcement is included in the decodable text "Fun Jobs."
- The materials include various activities for students to develop, practice, and reinforce grade-level morphological skills through cumulative review. For example, after the introduction of suffix *-ing*, the grade 1 *Wiley Blevins Teaching Phonics* "Word Study Inflectional Ending *-ing*" lesson provides an activity using magnetic letter tiles or letter cards, "Build the word, and then add the letter or letters for the sound added." "Step 2" of the lesson provides activities for

blending words that also prompt the teacher to review previous learning to build in cumulative review. The lesson includes activities for building words in "Step 3," "Have children use the Magnetic Letter Tiles and Trays to build the following words: *stand, walk, dream, wash, say, play*. After they build each word, have them read it aloud by blending each sound. Then have them add the *-ing* ending to the word and read it aloud again." The lesson prompts the teacher to include previously taught skills in the blending words activity to add a cumulative review. The lesson includes the printable activities "Sleeping Slide-Through" and "Fill-in-the-Blank," which allow students to practice and reinforce the learned morphological skills.

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

- The materials include various activities and resources for students to decode and encode words with morphemes in isolation. For example, the *Wiley Blevins Teaching Phonics* grade 1 "Word Study Inflectional Ending *-ing*" lesson provides directives in "Step 3" for the teacher to dictate the following words to students: *stand, walk, dream, wash, say, play*. After building the words using magnetic letter tiles, students read the words. Then, students add the suffix *-ing* to each word and read it aloud again. This lesson allows students to decode words with morphemes in isolation in the resource "Quick Check: Inflectional Ending *-ing*," as well as in the "Blend Words: Inflectional Ending *-ing*." The "Independent Activity: Inflectional Ending *-ing*" called "Fill-in-the-Blank" is a resource that includes the opportunity for students to encode words with morphemes. Another resource the materials provide to give students more practice decoding words with morphemes in isolation is the "Printable Learning Center Activity: Inflectional Ending *-ing*" where students read the words in a slide-through.
- The materials include a variety of activities and resources for students to decode and encode words with morphemes in decodable connected text that builds on previous instruction. For example, the *Wiley Blevins Teaching Phonics* grade 1 "Word Study Inflectional Ending *-ing*" lesson provides a resource called "Interactive Story: Watching Outside My Window" which includes the following words with morphemes in connected text: *watching, flying, planting, reading, fishing, sleeping, drawing, soaring, and painting*. This resource then provides students the opportunity to encode words with the suffix *-ing* when writing a sentence to answer a question about the text. Another resource to promote decoding words with morphemes in a connected text that this lesson includes is the text "Cat is Stuck" from the *Read To Know Text Sets*. This text includes the following words: *munching, lunching, fixing, banging, clanging, brushing, singing, sniffing, stretching, and stinking*.
- The *Wiley Blevins Teaching Phonics* lessons include student practice activities (paper and/or digital) with word lists focused on the targeted morpheme(s) for the lesson. Grade 1 students read the word lists and complete an exercise to focus on meaning. For example, the "Inflectional Ending *-ed*" lesson includes digital activities, including a "Sort It" and an "Interactive Story: Yesterday." The resources include activities that can be printed for learning centers and independent work. For example, the materials include a "Quick Check" to build fluency, a "Now/Past Word Sort" to work on in a learning center, a "Related Sentences" fill-in-

the-blank in the sentences activity adding verbs with the -ed ending, and a "Word Blends" activity.

- The *Wiley Blevins Teaching Phonics* lessons include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). Grade 1 lesson "Inflectional Ending -ed" provides a variety of activities and resources for students to decode and encode words with the -ed suffix in isolation and decodable text, such as *Card 6: Gramps and Nick*. To practice encoding the words with -ed, the students practice writing using the three different endings /d/, /t/, and /ed/. The teacher points out that the suffix -ed can stand for three different sounds: /d/ as in used, /t/ as in asked, and /ed/ as in acted and explains that the -ed ending normally forms the past tense of a verb. Students practice decoding and encoding in the decodable *Gramps and Nick*. Students decode targeted words like *jumped, helped, asked, felt, and slept*. They write from dictation and about the text.