

IMRA Review Cycle 2024 Report

Publisher Name	Program Name
Scholastic Inc.	Ready4Reading
Subject	Grade Level
English Language Arts and Reading	3

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
Quality Review Overall Score:	287 / 315

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	33 / 36
5. Foundational Skills	157 / 166

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.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- 5.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.

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

- 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.
- 4.4.5 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.

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.

- Ready4Reading offers a suggested scope and sequence for each grade level that follows state standards and basal scope and sequence. Ready4Reading provides a *TEKS Citation* document, which is available in the "Help" section of the Scholastic Digital Manager portal. Scope and sequence do not outline the ELPS in lessons.
- The section titled "Aligning Instructional Sequence with State Standards" 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 (based on 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."

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 day calendar). For example, the Teacher Hub online includes a "Weekly Planning and Pacing Guide" located within the link and in the Implementation Guide. The grades 2–3 pacing guide gives evidence that the materials include lessons that focus on a review of grade K1 decoding skills, 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.
- The weekly planning and pacing guide does not include options for varying numbers of instructional days or weeks (i.e., 180- and 210-instructional day calendars).

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 3. The materials include connections between the foundational skills covering phonics and word recognition, and fluency. The materials suggest that "the focus in Grade 3 is checking mastery/fluency with the skills taught in Grades 1 and 2, and applying these skills to increasingly larger numbers of multisyllabic words and more complex texts. More focus should be placed on the six syllable types and morphology (for example, prefixes and suffixes)." 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 which enables concepts to progress from easy to more complex and includes constant review and repetition. The material states that instruction must be cumulative and build on previous lessons, as demonstrated in the text's "Scope of Skills." The materials are organized 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."
- The material provides 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 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 materials, including texts, technology integration, language transfer suggestions, enrichment and differentiation activities, practice activities, and assessment.

- Lesson internalization protocols are provided for teachers to read through and connect the lessons to the task or assessment in sequential steps as well as highlighted notes for teachers to anticipate those areas where students may need support. For example, the materials provide language transfer support for multilingual students.
- The 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 establish 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 the 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, administrators, and instructional coaches with implementing the program by using weekly lesson implementation guides. The materials do not provide guidance or support for administrators to assist 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. 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. 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.
- In the "Scholastic Digital Manager," there is a preview of the administrator dashboard. This is currently available for other publisher titles and is awaiting completion for Ready4Reading. There is no guidance designated specifically for administrators or instructional coaches regarding the "Scholastic Digital Manager"

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.

- 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.
- Materials offer 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. 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 grade K materials provide lessons starting with simple skills, gradually developing into complex skills, then applying previous lessons.
- 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, building 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 an overview of the small-group lessons on the skills that the students will 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. 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.

- 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 offer students 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." Materials suggest that families can best support their children by coaching them to blend sounds they know to read words. Materials are provided in print and digital format to support student learning at home. For example, materials are provided 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.

- The material includes comprehensive lesson plans with all resources, questions, tasks, and instructional assessments needed to support instructional activities for each lesson. For example, the grade K phonics "Lesson N" overview shows visuals of all materials and supplies needed, an articulation video, decodable text, handwriting practice, an extension activity, and an audio letter chant. The decodable text lesson for This Cat Can includes language support cards, take-home readers, decodable words, high-frequency words, and a phonemic awareness review activity. Lesson 1 of the "Read to Know" texts includes phonics and word type focus, three connected texts, response and write resources, take-home printables, and videos. The lessons provide structured routines to support students in learning the skills being taught, including guided practice, application, and assessment. The materials include an oral reading rubric to collect data on children's reading progress with the texts.
- The Read to Know Text Sets include questions and tasks to build conceptual knowledge. These lessons provide specific 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 to support students in learning the skills being taught, including guided practice, application, and assessment. 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 decodable. Materials include the genre and summary, targeted phonics skills, phonemic awareness, a sound-spelling review, and practice reading decodable words in context. Materials suggest 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 suggested 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 do not include comprehensive, structured, or detailed daily language objectives for the teacher and student.

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

- 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 note these instructional routines are research-based and create consistent classroom practices. The 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.
- Materials advance time considerations so that learning experiences are taught with fidelity and support students in spending sustained time developing content and skills in grade-appropriate areas. For example, in the "Program Overview," the material recommends 10–20 minutes of a whole-class phonics lesson and 40 minutes of small teacher-led groups with the decodable and Read to Know sets. A weekly planning and pacing guide for grade K is included on the digital platform under "System Resources."

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

- The Read to Know text sets' "Teacher Guide" provides an overview of the teacher and student materials needed in the lesson. The materials include an "At a Glance" page for each text set that provides information about each text used in the set and a summary of each text. The materials 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 lesson plan cards for the materials contain pictures of the teacher and student resources needed on the front of the cards. For example, the grade K "Lesson B" overview shows pictures and states the purpose of the articulation card, mirror, sound boxes and counters, letter-sound flashcards, handwriting practice, and magnetic letter tiles and tray.
- The overview of the "Digital Teacher Hub" includes a list of all digital materials, worksheets, and manipulatives. Pictures of manipulatives are included, to help ensure that teachers use the proper materials.

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

- The "Short Reads Decodables Overview" offers a lesson template that includes opportunities to extend the discussion with appropriate 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 that provide students with additional 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 at home.
- 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 also 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 support students in learning at their level.
- Materials provide extension activities in Step 3 of the "Phonics Lessons." 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.

- The Wiley Blevins Phonics from A to Z: A Practical Guide, 4th edition, offers a list of diagnostic assessments for educators with instructions for accurately administering and scoring the assessments. The materials state, "A comprehensive phonemic awareness assessment will be needed to help if it is not on the list you determine each child's specific skill needs." One assessment listed is the Comprehensive Phonics Survey, which is organized around skill categories.
- The materials suggest four standardized diagnostic tests to measure word recognition, such as the Woodcock Reading Mastery Test, 3rd edition. They also recommend using three diagnostic quick assessments: the Nonsense Word Test, the San Diego Quick Assessment, and the Comprehensive Phonics Survey. The materials include directions to access these assessments.
- 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, meaning each student follows a unique progression through the test items.

- 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 provided the opportunity 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." The Technology also allows the students to assess 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. This comes following each set of three books in the Read to Know Text Sets.
- Materials include formative assessments at the unit and lesson level that vary in types of questions and tasks. For example, the materials include Quick Checks with the lessons within the Teaching Phonics module. The Read to Know module includes respond and write as well as an oral reading rubric. The online Teachers Hub also includes online assessments, Letter2Meaning Assessments, Word Warmup, and Read & Record Activities.
- 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 short vowel o lessons, the teacher can select the unit "Phonics," then the short vowel o lesson assessment.

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

- The materials include a definition of formative assessment and its intended purpose of informing instruction, helping educators and students make adjustments, identifying misconceptions, gauging progress, and guiding instructional decisions. For example, the Read to Know Text Sets Teacher's Guide states, "Read to Know Text Set lessons offer frequent opportunities for informal and embedded formative assessment that you can use to strategically customize instruction and practice according to children's specific needs. Embedded assessment opportunities can help you monitor children's progress, determine grouping, identify needs for intervention, and identify placement and exit criteria."
- Materials include a definition of formative assessment and its intended purpose of informing instruction, helping educators and students make adjustments, identifying misconceptions, gauging progress, and guiding instructional decisions. The "Oral Reading Rubric" found in the online module Read to Know Text Sets defines formative assessment as a means to monitor children's progress during learning so that their level of skill mastery can be identified.

- 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.

- The Wiley Blevins Phonics from A to Z: A Practical Guide, 4th edition, does include teacher guidance for administering different types of assessments. For example, the Comprehensive Phonics Survey guides the teacher through preparing the test, the steps needed to administer the test, and the way to score the test. These steps help to ensure consistent and accurate administration of the assessments. The assessments are available online at the website provided under "Assessments."
- Materials include an "Assessment Overview" section in the Wiley Blevins Teaching Phonics Program Guide. This overview supports the teacher in understanding the types of assessments and in collecting consistent and purposeful data. The nine assessments listed offer step-by-step guidance for each measure, including "Phonemic Awareness," "Alphabet," "Short Vowels," "Consonant Blends & Digraphs," "Long Vowels," "Complex Vowels," "Word Study," "Comprehensive Phonics Survey," and "Comprehensive Spelling Survey." In addition to providing clear guidance on administering the assessments, the "Assessment Overview" also covers the frequency of these progress monitoring assessments.
- Materials provide teachers with a variety of means to informally assess students throughout the program. For example, in the section titled "Formative Assessment and Progress Monitoring," which is located in the Read to Know Text Sets Teacher's Guide, embedded checks for understanding are listed with descriptions: "Readiness Checks," "Discussion Questions for Each Book", "Respond and Write Resources", and Oral Reading Rubric."
- 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 "Word Study 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 provide diagnostic assessments that align to the objective of the unit or lesson, but do not align to the TEKS. For example, the Wiley Blevins Teaching Phonics Program Guide includes an "Assessment Overview" with a list of diagnostic assessments. "Comprehensive Spelling Survey" is one such example. This diagnostic assessment is aligned to grade 3 TEKS 2.Bvi, which states that a student is expected to demonstrate and apply spelling knowledge by

"spelling words using knowledge of prefixes." The program recommends assessing students three times a year with this diagnostic assessment.

- Materials provide formative assessments that align with the TEKS and the objective of the unit or lesson. For example, the Wiley Blevins Teaching Phonics lesson "Closed Syllables" is aligned to grade 3 TEKS 2.Aii, which states that a student is expected to demonstrate and apply phonetic knowledge by "decoding multisyllabic words with closed syllables." Materials offer the teacher 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 to the objective of the unit or lesson but do not align to the TEKS. For example, the Wiley Blevins Teaching Phonics lesson "Closed Syllables" is aligned to grade 3 TEKS 2.Aii, which states that a student is expected to demonstrate and apply phonetic knowledge by "decoding multisyllabic words with closed syllables." The 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.
- The instructional assessments include standards-aligned items with more than two levels of complexity. For example, the Teaching Phonics module includes digital activities for building words with magnetic letters, spelling, word sorts, Quick Checks, and Short Reads Decodable texts to demonstrate the application of the phonics lesson. All of the instructional assessments align with current standards and allow the teacher to monitor the classroom and make necessary adjustments to the instruction based on student needs.

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 for grade K to be administered three times a year. Materials include three assessments to evaluate student's mastery of phonemic awareness, short vowels, and the alphabet over the year to track progress. Materials state that they "can be used to determine where...to start individual children" over the year to track progress. The assessment directions include instructions for recording and scoring student errors. The boldface answers include guidance for the teacher in scoring the assessment.
- The material's instructional assessments and scoring information provide guidance for the interpretation of student performance for students in grade K. The Letters2Meaning assessment is a progress and placement test that is normed, adaptive, and digital. "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." This assessment reports a grade equivalent (GE) score that "aligns with the Ready4Reading Scope and Sequence, connecting instruction across modules." The GE score gives teachers a starting point for student placement in the program.
- The material's instructional assessments and scoring information provide guidance for responding to student performance in grade K. 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.

- Materials include instructional strategies to respond to student needs in grade K based on the data provided from assessments. The Ready4Reading Implementation Guide under "Meeting Students' Needs" states, "Point-of-use supports and differentiation strategies in every lesson help teachers personalize instruction for multilingual learners, students who speak with language variation, as well as advanced and striving readers." Following the MTSS/RTI Frameworks, the materials provide a research-based system for "Tier 1: Whole-Class Learning" and "Tier 2: Small-Group Interventions." Materials provide explicit and comprehensive instruction during "Whole-Class Learning" with a framework that systematically builds foundational skills for all students. Materials recommend that the teacher deliver Tier 2–targeted support for students in small groups or one-to-one with the materials that cover the "Scope and Sequence." Teachers can adjust the pacing of the instruction to support students as needed.
- Materials provide guidance on using included tasks and activities to respond to trends in assessment performance for students in grade K. The data dashboard in the Scholastic Digital Manager tracks student 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 include tools for students to track their own progress and growth.

- Materials lack support for grade K students in tracking 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.
- The "Recommended Assessment Schedules" provide three assessments that can be used at the beginning, middle, and end of the year to determine at which point to start individual students in the materials. For example, the "Alphabet" assessment in the Program Guide states, "Use the Alphabet Assessment: Class Record Sheet to gather and record all children's scores for each testing period to determine small-group differentiated instructional needs." The student data sheets track students' letter-sound knowledge that the teacher uses. Materials do not include student recording data sheets, goal-setting charts, or reflection sheets to confirm students' understanding and need to learn.
- The publisher includes 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 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.

- 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 registering in the Learning range. These students may be choosing a text that is at too high a reading level or need additional support and practice with specific skills.
- In the Wiley Blevins Phonics from A to Z: A Practical Guide, 4th Edition, the author includes "Section 5: Meeting Individual Needs" for teachers to adapt learning for students who have not yet reached proficiency on grade-level content and skills. The author states, "In this chapter, I briefly examine why some children have difficulties learning to read, focusing on tried-and-true practical suggestions to help you plan appropriate and purposeful instruction for these children." Materials provide a "Checklist: Possible Characteristics of a Student with Reading Problems" to help teachers identify these students. Teachers can reference the "How to Help: Effective Intervention Strategies" lesson that provides a list of "10 Techniques That Support Intervention Instruction," including strategies such as repeated reading, echo reading, and using Elkonin boxes to improve decoding and reading skills. Based on the assessment data, the author suggests beginning intervention at the level children need most.
- Materials provide "Differentiation: Below-Level Supports" with suggestions for modifying and scaffolding grade-level content. For example, 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 inform teachers about using a variety of instructional modalities.

- Materials include teacher guidance for differentiated paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. For example, each of the Wiley Blevins Teaching Phonics lessons provides teacher guidance for differentiation throughout the lesson. The "Alphabet Z" lesson includes a note in Step 2 for "Extra Support" differentiation. Step 3 include two notes outlining guidance for teacher support—"Front-Load Content" and "Build in Review."

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 and viewing the discussion, 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."
- 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." For instance, 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 lesson covers the academic vocabulary word "prefix," which the Wiley Blevins Teaching Phonics lesson presents 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.
- Lesson plans include the practice of front-loading vocabulary words before reading. Teacher-guided questions about vocabulary and routines for students to interact with the words are included. Materials provide instruction for figurative language in the Read to Know Text Sets. Materials also offer opportunities for students to interact with partners and the text using academic vocabulary.

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

- The Wiley Blevins Phonics program lessons include ways to extend instruction for students. The prefixes lesson offers options for students to extend their skills by reading additional decodable texts to increase fluency. A list of recommended decodables is included for this. A section of optional activities is also provided to extend word study.
- 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 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 *Wiley Blevins Teaches Phonics Program Guide* provides "Weekly Instructional Routines" using the gradual release of responsibility model of instruction as a framework for teaching and releasing responsibility of learning to students gradually. The materials state, "We learn best when a concept is demonstrated to us, when we have sufficient time to practice with support, and when we are then given the chance to try it on our own." The materials provide targeted and scripted lesson plans for "Teaching the Alphabet," "Teaching Phonics," and "Teaching Word Study." For example, the "Teaching Phonics" lesson plan is divided into sequential, scripted lesson plans beginning in "Step 1: Develop Phonological Awareness." The teacher is provided a script to teach the skill. For example, "Listen to each word I say. If you hear /a/ in the word, say /a/. Here we go (pause after each word for children's response): bag, cap, lip." The materials provide suggestions for teacher-guided instruction for oral blending and segmentation in "Step 1." The lessons provide consistency with instructional practices with clear teacher-directed language.
- The *Wiley Blevins Teaching Phonics* lessons include prompts and guidance for explicit instruction from the teacher modeling instruction to the student completing tasks. It is explicit. In the prefix lesson, it 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)"

- The materials include guidance and prompts to support the teacher in explaining the concepts to be learned explicitly. The materials include guidance and prompts to support the teacher in explaining the concepts to be learned explicitly. For example, each of the *Wiley Blevins Teaching Phonics* lessons provides teacher guidance and prompts for explaining concepts explicitly throughout the lesson. In the "Alphabet Z" lesson, there is guidance on how to explain 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 and explanation supports for this lesson include an articulation card, mirrors, and a video of the sound production.

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 offers opportunities for students to be actively involved. In the "Alphabet Z" lesson, students are 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 lesson delivery and facilitation. The lesson overview on the Teacher Hub provides a picture of the lesson cycle as well as 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 have the opportunity to interact with lessons digitally or on worksheets. Students also have a chance to interact with reading materials based on their interests. Each lesson gives multiple texts to support instruction. Detailed lesson plans are included 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 program guide recommends that, when teaching phonics, the lesson should begin with listening for and identifying the target sound. The teacher first says a word; then, if the students hear the target sound, they say the sound out loud. The lesson next transitions to oral blending and finally to oral segmenting. Oral blending requires that students listen to spoken sounds and then blend them together and state the word. With oral segmentation, the teacher says a word, and then students volunteer to segment it into its component sounds. Requiring students to repeat sounds, orally blend, and segment helps to facilitate retention of the skill or letter sound.

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 support more than two types of practice to achieve effective implementation. Each of the Wiley Blevins Teaching Phonics lesson plans provides various options for students to practice and apply the concepts learned. For example, each lesson uses different types of manipulatives, print activities, digital activities, and game boards, which are also included in the kit.
- 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. Directions recommend that the teacher first explain what the students are expected to do during the interactive activity. For example, "Tell children that they are going to sort items into columns." Materials next recommend that the teacher divide the students into teams and use a scoreboard to make the activity competitive. The materials also suggest students make word cards to sort in open and closed arrangements 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 include recommended structures to support effective implementation. Materials also provide instructions for teachers to teach the routines necessary to achieve effective implementation of different types of practice. Each of the three program modules follows a sequential routine for each lesson. The Wiley Blevins Teaching Phonics teaching structure is designed to develop phonemic awareness, introduce sound spelling, model blending, blend words, teach high-frequency words, build words, sort words, spell words, and connect to reading and fluency. The Read to Know Text Sets teaching structure includes "Get Ready to Read," which covers phonemic awareness, checking the readiness of target skills, and introducing/reviewing high-frequency words. The "Build Knowledge & Vocabulary" covers the watch & learn video, build content-area vocabulary, and knowledge connection prior to reading the text. The teaching structure for the Short Reads Decodables includes revisiting the alphabet before reading, then engaging in a first reading, second reading, and upon final reading, then writing from dictation, and finally writing about reading.

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.

- The "Weekly Instructional Routines" provide support for multilingual students. For example, the "Teaching the Alphabet" routine provides additional support under the "Multilingual Learners" insert. Materials also suggest 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 provide additional embedded support throughout each step of the lessons. Materials offer teachers 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. 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.

- The Wiley Blevins Phonics from A to Z: A Practical Guide, 4th ed., provides teacher guidance on "Phonics and the Multilingual Learner: Guiding Principles." The author states, "With the dramatic increase of multilingual learners in our nation's classrooms, most teachers are busy searching for special techniques and materials to help these children learn the sound-spelling system of English and/or quickly transfer their native language skills to their new language." Materials indicate multilingual students need explicit instruction in how English works and how to transfer their existing skills into English. Materials provide 10 guiding principles for teachers to consider in planning phonics instruction to support multilingual learners. For example, "Principal 1: Connect phonics and vocabulary instruction." Materials also suggest providing a "Word of the Day" and telling students to clap and say the word every time they hear it throughout the lesson. Materials indicate the teacher provides visuals in a picture card and shows the actual object if possible as students interact with the word. 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.
- The guidance for Assessing Multilingual Learners in Phonics guides teachers in providing linguistic accommodations to multilingual learners as they are assessed for phonics proficiency. There is no clear connection to the ELPS.

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 "Wiley Blevins Teaching Phonics Best Practices for Assessing Multilingual Learners."
- The Wiley Blevins Teaching Phonics grade 3 lesson "Variant vowels a, au, aw" contains breakout boxes for language transfer and dialect support. For example, the Multilingual Learners box states, "Language Transfer: For children whose home language lacks the /o/ sound or its spellings (see Language Chart, pp. 343-346 of Phonics from A to Z, 4th ed.), provide extra articulation practice and some words and phrases to copy." The Language Variation box states, "Dialect Support: In some English dialects, the /o/ sound in words like bought and caught. In other dialects, the short /o/ sound has been replaced with the /o/ sound in words like cot and dog. This is known as the 'cot-caught' merger

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.

- Lessons in the *Wiley Blevins* phonics program include breakout boxes explaining ways to support multilingual learners. It is embedded in the instruction rather than separate. In the "silent e" lesson, the teacher is advised as follows: "During small-group time, introduce and/or reinforce the meanings of a few words from the Blend Words activity, such as *vet, sled, tent, sell, bet, beg*. Use actions, pantomime, drawings, pictures, and simple definitions in both English and the child's home language (using a translation app, if needed)."
- 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, *Wiley Blevins Teaches Phonics from A to Z*, 4th ed., includes a section "Phonics and the Multilingual Learner: Guided Principles," which addresses ways to connect phonics and vocabulary; offer kinesthetic activities and articulation activities; help with confusing sounds; use music, body language, technology, and realia to teach new words and concepts; and connect phonics learning to write with real-life applications. *Wiley Blevins* also recommends that teachers provide each child with a bilingual picture dictionary, offer comprehensible input, and modify response expectations based on each child's level of English proficiency.
- 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, each Teaching Phonics and *Read to Know Text Set* includes accommodations and/or activities to use with the multilingual learner. For example, the "It's a Hit" lesson includes a link to explain a vocabulary word as well as a video in both English and Spanish. The Learning Phonics lessons provide extra visual support and teacher guidance regarding language transfer and understanding variances in alphabets.

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. Materials do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

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 3 Suggested Sequence" targets the focus in Grades 1 and 2, and recommends applying these skills to increasingly larger numbers of multisyllabic words and more complex texts. More focus should be placed on the six syllable types and morphology (for example, prefixes and suffixes)." Materials suggest that the grade 3 sequence begin with "Long Vowels" and continue with "Complex Vowels" and "Word Study," including inflectional endings, compound words, and the six syllable types. The "Grade 3 Reading Foundational Skills" provides systematic and sequential instruction for teaching "Phonics and Word Recognition" and "Fluency" in that grade.
- Materials include systematic and sequenced instruction of phonics skills. For example, the downloadable Ready4Reading System Weekly Planning and Pacing Guide offers a the "Weekly Planning and Pacing Guide." This guide demonstrates how 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 3 begins with a consolidated review of grades K and 1 decoding skills for the first 12–13 weeks of the school year. The remainder of the phonics instruction is devoted to word study and special spellings, which include consonant -le, common syllable patterns, common suffixes, and common prefixes.
- The materials include systematic and sequenced instruction of phonics and foundational skills. For example, the materials provide a scope and sequence for grade 3 in the

Implementation Guide that follows a systematic progression from simple to complex concepts, building the prerequisite skills that students need to read more complex words throughout the school year. A quote from the guide states, "This scope and sequence introduces targeted elements from the simple to the complex and incrementally targets individual and aggregated sound-spellings to provide students with the rich opportunities they need to practice and apply their decoding skills."

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

- The Wiley Blevins Teaching Phonics lessons provide teacher-led phonics and foundational skills 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 3 "Plurals" lesson, the teacher introduces the new skill orally through phonological awareness by adding initial and final sounds and modeling how it is made. Then the teacher provides an explanation, with more modeling, the skill is practiced by writing the word with the new suffix, blending words is modeled before students practice with an activity, high-frequency words are introduced, and reinforcement of the new skill happens with the building words activity. The final steps of the lesson include an opportunity for students to spell words with the new target skill, connect to reading with the interactive story, and fluency practice. During this entire process, the gradual release of responsibility is followed, along with purposeful feedback throughout the lesson.
- Materials include decodable texts used to practice 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 3 decodable text "Thoughtful Surprises" "Before reading" section prompts students to connect sound-spelling of /ph/, model blending sounds to make words, and practice reading decodable words (alphabet, photos, elephant). The "First Reading" and "Second Reading" sections recommend that the teacher model how to echo read, then that the students take turns reading, followed by whisper reading the text. "After Reading" covers comprehension and extends the discussion: "Why is this story called 'Thoughtful Surprise'?" "What makes the gifts they give so special?" The "Write From Dictation" recommends that students write the sentence: "Grandpa Ralph took lots of photos." Finally, the "Write About Reading" asks students to write about the text. The decodable text lessons are explicit and include multiple opportunities for students to practice the taught phonics skills.

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

- Materials include the practice of phonics skills in isolation, such as in individual words and word lists. For example, in the Wiley Blevin Teaching Phonics "Digraph wh" lesson (which is suggested as an early grade 3 review), student materials include using sound boxes with counters, magnetic letter trays with tiles, and online activities with the target sound of the lesson. "Step 2" of the lesson includes blending words with the "wh" sound, both in print and digitally. "Step 3" of the lesson, introduces high-frequency words and gives students the

opportunity to build more "wh" words on the magnetic tray with letter tiles, read the word, and then write the word while saying it. In "Step 4" of the lesson, students learn to sort, write, and spell "wh" words. A built-in review follows during which students write and spell words and sentences using the sounds and graphemes previously taught, along with the target sound and grapheme of this lesson.

- Materials include the practice of phonics skills through decodable texts. Materials include decodable texts used to practice taught phonics, reading, and writing skills in context. Lessons and activities provide instructions for guided and independent practice as teachers demonstrate and monitor students' progress and performance. For example, after instructing the Wiley Blevins Teaching Phonics "Consonant +le Syllables" lesson, teachers can prompt students to read "Wriggle, Wiggle, and Flutter" from the Short Read Decodables and "Slimy Science" from the Read to Know Text Sets. Both texts include the target sound of the lesson and allow students to practice phonics in a decodable text.
- Materials include the practice of phonics skills in isolation and through decodable texts. Materials include phrases and sentences used for grade 3 to practice reading and writing high-frequency words and words that follow 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. These are introduced in the following instructional step.

Materials include opportunities for cumulative review of previously taught skills.

- Materials include opportunities for cumulative review of previously taught skills. This is accomplished by connecting previously taught phonics skills to new ones. For example, each component of the Wiley Blevins Teaching Phonics lessons includes a "Build in Review" in the "Spell Words" section. The grade 3 "Consonant +le" 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. Add these words to future dictation activities." In the lesson, this is one of the sentences the teacher dictates: "I solved the jigsaw puzzle with my uncle." When writing this sentence, students use the new phonics skills learned as well as previously taught skills.
- Materials include opportunities for cumulative review of previously taught skills. The Wiley Blevins Teaching Phonics curriculum offers a series of opportunities for cumulative review of previously taught skills through both traditional workbook pages and online interactive practice in the form of games and interactive workbook pages. Each lesson provides digital activities and an interactive story that includes the target phonics skill and provides a review of previously taught skills. For example, in the grade 3 "Consonant + le" lesson, the digital activities include: "Tap It: Consonant + le Syllables" and the interactive story "Double Trouble." The resources that can be printed for student use include: "Quick Check: Consonant + le Syllables," "Printable Learning Center Activity: Consonant + le Syllables," "Printable Independent Activity: Consonant + le Syllables," "Blend Words: Consonant + le Syllables," and "Interactive Story: Double Trouble." The Short Reads Decodables and Read to Know Text Sets linked to this lesson are also accessible digitally and provide a cumulative review of phonics skills as well.

- In the Read to Know Text Sets, each lesson includes a section labeled "cumulative review." This section explains how the text sets review skills and what skills are reviewed. In this particular lesson, the text says, " In Text Set 13, the decodable books cumulatively review targeted elements, high-frequency words, word types, and inflectional endings from Text Sets 1–12." This helps the teacher know exactly what is being reviewed and ensures that the students receive ongoing practice.

Phonics Rule Compliance

4.2	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.

- In both the hard and digital copy of the Wiley Blevins Phonics lessons, teachers are given very explicit instruction on what to say while modeling for students. In "Step 1" of the "Word Study" lesson, materials direct the teacher 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)" The lessons do not explicitly state which part of the lesson to do each day (i.e., "Day 1," "Day 2" ..), but based on the recommended time allotment for direct phonics instruction and small group, each "step" is the equivalent of one day. This provides a clear framework for teachers to follow, ensuring consistency. The students benefit by having a clearer understanding of the expectations through modeling. Materials include modeling with explicit instruction using academic language and scaffolding learning to previously taught skills. For example, the grade 3 digraph /ph/ 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, the articulation card for /ph/, and the teacher modeling oral blending and segmenting /ph/ words. "Step 2" focuses on modeling how to blend words, with the addition of a cumulative review of previously taught skills. Both steps rely heavily on teacher modeling, use of academic language, and building on previous lessons.
- Lessons are not set up daily, but there are enough materials to implement daily. Lessons are presented weekly. Materials provide weekly lessons for grade 3 that include direct and explicit instruction with teacher modeling, including identifying the skills to be learned and communicating clear objectives; providing explicit, precise directions and instructions using academic language; and connecting new learning to previously acquired skills. For example, in the Wiley Blevins Teaching Phonics "Short i" lesson, "Introduce Sound-Spelling," the teacher explains how to form the sound for short i and models how to make the sound. New learning is

connected to previous learning when the teacher adds the short i spelling card to the spelling card set and reviews previously taught sound-spellings.

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

- Materials include opportunities for explicit guided instruction using specific terms and phrasing. For example, each phonics lesson has the section "Model Blending." In the grade 3 digraph /ph/ lesson, the materials prompt the teacher as follows: "Write the words graph, phone, photo, and phonics on the board. Model blending the words sound by sound. Run your finger under each letter and digraph as you say the sound. Emphasize the sound of ph in each word. Have children repeat." The material does not provide daily immediate and corrective feedback.
- Materials do not 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 provide suggestions for corrective feedback in many Wiley Blevins Teaching Phonics "Step 2" of the "Phonics" and "Word Study" lessons, but the corrective feedback is not specific. For example, the Wiley Blevins Teaching Phonics "Short i" lesson gives the teacher 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."
- Materials include opportunities for explicit guided instruction using specific terms and phrasing. For example, each phonics lesson has the section "Connect to Reading." In the grade 3 diphthong /ph/ lesson, the materials prompt the teacher as follows: "Use the digital or print 'Interactive Story: A Good Book.' 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 as children quietly blend the sounds, and then say, 'all together' as they chorally read each word." The material does not provide daily immediate and corrective feedback.

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

- Materials provide lessons that include at least two different types of opportunities for students to practice through collaborative learning. For example, in the Wiley Blevins Teaching Phonics grade 3 "Diphthongs -oi, oy" lesson, "Step 4: Sort Words," teachers are prompted as follows: "Use the digital or print 'Sound-Spelling Word Sort: Diphthongs -oi, oy' activity and have children work with partners to sort the words by their sound-spellings." The Short Reads Decodables linked to the "Diphthongs -oi, oy" lesson provide an opportunity for collaborative practice as well. Both the "First Reading" and "Second Reading" state the following to teachers: "Invite children to take turns reading to a partner. Listen to children read, and give help as needed."
- The material for Ready4Reading provides Teaching Phonics, Short Read Decodables, and Read to Know Text Sets detailed and explicit lesson plans, which include a variety of opportunities for students to practice through collaborative learning. For example, the

Teaching Phonics grade 3 variant vowels /a/ /au/ /aw/ lesson includes the "Build Word Fluency" section, which gives teachers the following collaborative learning directions: "Children can use the lists for further independent practice. Assign partners to read the word lists during independent work time while you meet with small groups." The material includes consistent or daily independent practice.

- Materials provide lessons that include at least two different types of opportunities for students to practice through independent practice on a daily basis. Independent opportunities exist, for example, in the Wiley Blevins Teaching Phonics "Diphthongs -oi, oy" lesson, "Step 3: Build Words," which provides students an opportunity for individual practice with the magnetic letter tiles and trays to build words. Then the students can complete the digital or print "Build Words: Diphthongs -oi, oy" activity. Other digital activities provided for individual practice include "Sound-Spelling Word Sort: Diphthongs -oi, oy;" "Spell Words: Diphthongs -oi, oy;" "Blend Words: Diphthongs -oi, oy;" "Checkers: Diphthongs -oi, oy;" and "Interactive Story: Roy's Toys." These activities are set up as daily practice.

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	6/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	2/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include intentional cumulative review and practice activities throughout the curriculum. Materials offer 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.

- Materials include intentional practice and a review of decoding and encoding, using previously acquired and newly learned phonics throughout the year. For example, the Read to Know Text Sets include a review book after every three text sets. "Review Book 4: The Case of the Missing Scarf" serves as an example of a cumulative review of decoding and encoding in week 7 of grade 3 in the Weekly Planning and Pacing Guide. The "At a Glance" overview of this review book clarifies "Review Book 4, The Case of the Missing Scarf," and offers teachers a consolidated review of the targeted phonic elements from text sets 10–12: "This Review book can be highly useful as a means of formative assessment, as it can help you evaluate children's facility with skills they've been learning and practicing so that you can assess mastery and determine needs for additional support." Students are offered the opportunity to practice decoding previously learned skills while reading the text. Students practice encoding when responding to the text, using the "Respond and Write: The Case of the Missing Scarf" that is included with this review lesson.
- The Wiley Blevins Program Guide offers teachers an overview of the logistics of the phonics program. It guides teachers to "Build in Review" by "dictating cumulative spelling sentences that build on previously taught phonics skills." Teachers need to keep track of what has been taught and create dictation sentences accordingly. This allows students to continue applying their learned skills so they're not lost.
- Materials include regular review lessons where no new skills are explicitly taught but previously taught skills are reviewed and practiced. For example, the Short Read Decodable Text "6-5-4-3-2-1 Bugs!" lesson is a review lesson that contains intentional practice activities to help students master the five previous phonics lessons. The "First Read" section contains

the intentional practice activity. The materials include regular review lessons where no new skills are explicitly taught but previously taught skills are reviewed and practiced. For example, the Short Read Decodable Text 'This Bird' lesson is a review lesson that contains intentional practice activities to help students master the previous 5 phonics lessons. The "First Read" section contains the intentional practice activity: "Introduce the content words team and buzz. Call attention to the team of ants working together. Have children find the word team. Then ask children to find the bees that buzz on the flower and point to the word buzz."

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

- The Wiley Blevins Teaching Phonics Program Guide provides teacher-guided lessons and opportunities for students to practice the skills explicitly taught in the lesson and skills from previous lessons. For example, the "Spell Words" activity in the "Phonics Lesson" suggests students practice spelling using the digital or print "Spell Words" activity. The students name each picture that targets the sound-spelling(s) in the lesson. Students orally say and then segment the word in boxes. Materials provide a "Build in Review" that recommends that teachers "monitor children's spelling growth by dictating cumulative spelling sentences that build on previously taught phonics skills."
- Practice includes only phonics skills that have been explicitly taught. The Short Read Decodables lessons give an overview of the types of words that are included in the decodable. The "phonics focus," "decodable words with targeted sound-spelling," and "phonemic awareness and sound-spellings reviews" are related to the skills that have been explicitly taught. The information also includes high-frequency words. This is all based on the theory that texts that use only the explicitly taught phonics are more accessible to students and allow them to operate independently within the text.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The Wiley Blevins Teaching Phonics lesson "Consonant + le Syllables" provides specific guidance on which decodable text(s) should be used for cumulative practice after the lesson. The decodable text only includes taught phonics skills. For example, the lesson recommends the decodable text "Wriggle, Wiggle, and Flutter," which incorporates consonant + le syllables and r-controlled vowels /âr/ spelled air, ear, and are as a cumulative practice. Materials include words such as beetle, wiggle, wriggle, little, and puddle, in addition to airplane, farewell, and fairground in the "Overview" of the lesson. Before reading, the teacher connects the sound-spelling for consonant + le syllables and models blending words with consonant + le syllables before students practice reading decodable words. Materials provide teacher-led instruction with the high-frequency words included in the text before reading.
- The Short Reads Decodable Texts Teacher's Guide provides a list of decodables that should be taught in a specific order based on phonics skills and high-frequency words taught. For example, the guide offers a list of decodable text sets 71–80 with a review to check for mastery. This includes "Card # 75: We are Amazing!," which provides a review of the previously taught letters, including multisyllabic words. Materials offer a list of the high-frequency words included in the decodable texts. Materials suggest to teachers the following: "You may wish to print the words on cards. Children can practice reading the words with partners. Remind

children that they can keep practicing these words until they read them well. Or you might wish to display the grid using a document camera or whiteboard to use for review."

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

- The Wiley Blevins Teaching Phonics lesson "Consonant +le" provides opportunities for students to practice decoding words that include the consonant +le sound-spelling pattern in isolation and connected texts. Materials offer explicit instruction for encoding consonant +le in isolation and connected texts through dictation. For example, "Step 5," "Connect to Reading," states, "Use the digital or print 'Interactive Story: Double Trouble.' 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 consonant -le words 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" suffix -ture lesson recommends two encoding activities. The materials state, "Have children choose one or both of the following options: Write a story about an adventure that Sunny and Ray will have next. Where will they go? (Narrative) Draw a picture of what you think the creature that Sunny imagined might look like. Label parts of its body. (Opinion)"

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 assessment tools that are developmentally appropriate. For example, the grade 3 teaching phonics "Variant Vowels /a/ /au/ /aw/ lesson" contains several formative assessments that are aligned with the lesson and developmentally appropriate. The variant vowels /a/ /au/ /aw/ "Quick Check" and "Spell Words" both provide data to determine mastery of the lesson.
- Materials include a variety of developmentally appropriate assessment tools. For example, the Read to Know Text Sets book *Lost in Outer Space* includes the "Formative Assessment," "Oral Reading Rubric," and "Respond and Write" resources. Together with the text's reading, these resources provide a variety of developmentally appropriate assessments to determine mastery of the taught skills.
- Materials for grade 3 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, in which students read aloud and record short excerpts from texts they just read.

- The Wiley Blevins Teaching Phonics Program Guide includes 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. These assessments evaluate a student's mastery of skills. They can also be used as a diagnostic assessment to place students in the scope and sequence of lessons. For example, in grade 3, middle of the year, "Word Study" and the "Comprehensive Phonics Survey" may be administered.

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

- The Wiley Blevins Teaching Phonics Program Guide includes guidance to help the teacher efficiently administer the nine assessments listed in the "Recommended Assessment Schedule." "Assessment Directions: Word Study" provides instructions for preparing the assessment and the parts of the assessments. For example, the grade 3 "BOY and MOY" "Word Study Assessment: Word Reading" lesson consists of 20 words to assess whether students know plurals, inflectional endings, prefixes, suffixes, contractions, compound words, and multisyllabic words with all six major syllable types. The teacher is instructed to start by displaying the "Word Study Assessment: Word Reading." The student is expected to point to each word and read it aloud. The teacher records the student's responses by circling the correct responses and recording the number of errors on the Individual Scoring Sheet, noting the speed.
- The "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 assessment 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. 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." The materials further 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 3 phonics skills for r-controlled vowel sounds. For example, "Readiness Checks" in the "Get Ready to Read" activity monitor student's preparedness for the targeted elements in the text set. The activity, included in "Text Set 15: The Statue of Liberty," consists of a game called "Which Word," which requires students to distinguish between different r-controlled vowels in words. The teacher first models the activity; then students play the game. The teacher observes to determine if additional support is needed and to inform the grouping of the decision. The teacher also observes during the activity to determine the need for additional support.
- Materials include progress monitoring tools that routinely and systematically measure students' acquisition of grade-level phonics skills in grade 3. 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 with embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. For example, in grade 3, 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 both 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.

- The Read to Know Text Sets lessons include progress monitoring tools that systematically and accurately measure students' acquisition of grade 3 phonics skills for r-controlled vowel sounds. For example, "Readiness Checks" in the "Get Ready to Read" activity monitor student's preparedness for the targeted elements in the text set. The activity, included in "Text Set 15: The Statue of Liberty," consists of a game called "Which Word," which requires students to distinguish between different r-controlled vowels in words. The teacher first models the activity; then students play the game. The teacher observes to determine if additional support is needed and to inform the grouping of the decision. The teacher also observes during the activity to determine the need for additional support.
- Materials include progress monitoring tools that routinely and systematically measure students' acquisition of grade-level phonics skills in grade 3. 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 with embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. For example, in grade 3, 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 both 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.

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 to enable teachers to document individual data regarding progress on taught phonological awareness and phonics skills. For example, the L2M adaptive assessment provides teachers with actionable data and reporting. The assessment is "given five times a year and provides a metric for grouping students and a way for teachers to monitor growth."
- Materials include data management tools to enable teachers to document individual data regarding progress on taught phonological awareness and phonics skills. For example, the "Ready4Reading Student HUB" can be used by students to complete online activities and assessments. Teachers may then access student scores and groupings in the "Teacher HUB."

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

- Materials include data management tools (digital and/or hard copy) to enable teachers to document individual data regarding progress on taught phonological awareness and phonics skills. For example, a computer-generated report displays student data based on their performance. The Wiley Blevins Assessments include assessment forms that the teachers

can compare as they assess throughout the year. These same systems can be used to evaluate the needs of the whole group to determine needs and patterns.

- The "Ready4Reading" program includes an online dashboard that allows a teacher to see all student data and place students into groups for instruction. This information is accessible to teachers so they can decide whether individual students require intervention or acceleration. Data can also be used to analyze the patterns and needs of the class as a whole.

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

- Materials include specific guidance on determining the frequency of progress monitoring based on students' needs. For example, the Ready4Reading Program Guide instructs teachers to regularly monitor students and make appropriate adjustments based on their needs. For example, in Teaching Phonics Program Guide suggests using the "Phonemic Awareness," "Comprehensive Phonics Survey," and "Word Study" assessments for grade 3 a minimum of three times a year but may be used more frequently to monitor progress. The program does not state frequency of use or assessments to use based on individual student's strengths.
- 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 ed., instructs teachers to regularly monitor students and make appropriate adjustments based on their needs. For example, the Phonics from A to Z book suggests using the "Comprehensive Phonics Survey" for grade 3 to assess decoding abilities. The program does not state frequency of use or assessments to use based on each student's strengths.

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

- Materials include guidance on how to accelerate learning based on the progress monitoring data, to reach mastery of specific concepts. Materials guide teachers in providing differentiated instructional strategies for accelerating instruction for above-level learners. For example, teachers can reference the charts of instructional strategies in "Differentiating Phonics" in "Section 5" of the Wiley Blevins Phonics from A to Z: A Practical Guide, 4th ed. The chart provides a sample for the phonics focus of the "long a spelled ai and ay" with instructional strategies for "Above-Level Supports," "Below-Level Supports," and "Multilingual Learner Supports."
- Material includes guidance on how to accelerate learning based on the progress monitoring data, to reach mastery of specific concepts. For example, the materials provide reports that allow teachers to view customized progress by skill and by student, as well as according to class and grade level. Assessment reports categorize students by skill mastery and suggest instructional groupings, including reteaching and extension. "Student Growth" is analyzed on an L2M graph that measures a student's letter identification, letter-sound identification, word reading, spelling, and comprehension skills. Teachers are provided guidance when analyzing the chart. "Check in with students who are falling outside of the expected levels for the current grade and month. Students whose assessment scores appear before the expected level may

need more focused instruction, and students whose scores appear after the expected level may need more challenging materials."

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 Read to Know Text Sets provide systematic instructional guidance on developing oral language and oracy through various methods. In the grade 3 text set 13, Be an Economics Expert, the students review what they've learned about diphthongs and prefixes. The teacher introduces a game called "Match the Sound!" in which the students "identify words with the target vowel sounds." The teacher models and coaches the students through the game by saying, "I'll say a sound and then two words. Show a thumbs-up when you know which of the words has my sound. Our target sound is /ou/ as in cow. Our words are lid and loud. After children show thumbs-up, invite them to chorally say the word (loud)." The teacher guides coaches students using scripted lessons for teaching high-frequency words, building knowledge, and vocabulary words. Students are provided various opportunities to read with the teacher and with partners.
- The materials provide opportunities for systematic instructional guidance on developing oral language through a variety of methods including more than one method. One way to develop oral language is through reading books together and discussing them. The Short Reads Decodables provide students with a text to read after the teacher models reading the story

audibly and clearly, with prosody. For example, the grade 3 lesson plan for "Wriggle, Wiggle, and Flutter" instructs the teacher to model reading the story first, then students have the opportunity for guided practice by reading to a partner with the teacher providing feedback as needed. The lesson plan guides the teacher to "Extend the Discussion" with the following questions: "Which of the insects you read about have wings and flutter? Why do you think insects, such as ants and bees, need to work together? Why do you think people like to observe insects?" After the discussion questions, there are independent practice opportunities in the "Write From Dictation" and "Write About Reading" sections of the lesson.

- The materials provide opportunities for systematic instructional guidance on developing oracy through a variety of methods including more than one method. For example, in the "Sound-Spelling Word Sort: Diphthongs--oi, oy" digital game in the Wiley Blevins Teaching Phonics grade 3 lesson "Diphthongs: oi, oy." 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 "Diphthongs: oi, oy" lesson, the teacher is provided explicit instructions on how to model the articulation of the /oi/ sound. Students have the opportunity to practice the sound through guided practice by using the mirror to watch their mouths as they form the /oi/ sound.
- The materials do not include explicit 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. (S)

- The materials include opportunities for students to engage in social communication for different purposes and audiences. For example, the grade 3 lesson plan for the text "Say It Again" 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, "What fact about animal communication did you find most interesting? Why?"
- The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, the grade 3 lesson plan for the Short Reads Decodables "The Unhappy Egg" suggests the teacher ask the following questions and encourage students to support their thinking with ideas from the text in "Extend the Discussion:" "What clues do you see that let you know that this story is a fantasy? Why do you think Kate didn't give up when what she tried the first two times didn't work? Have you ever helped someone solve a problem? Share what happened." In the "Write About Reading" portion of the lesson plan, students are provided an opportunity to share their opinion when prompted "Just as Kate did, think of a clever way to help Egg. Write about your way of helping Egg stay on the wall."
- Materials include opportunities for students to engage in social communication for different purposes and audiences. For example, the Teaching Phonics in the suffix lesson "Build Words" section has students communicate with a partner as seen by the following directions "Have

children build the following words: sad, run, walk, fly, bike, and quick. Then have children add suffixes, such as -s, -ed, -ing, -er, -est, and -ly. Have them discuss with a partner the new words they made, any spelling changes they needed, and how adding the suffix changed the word's meaning."

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

- The *Short Reads Decodable Texts Card 74* is a realistic fiction story called "Slippery Stacks." The story is about a boy who makes his first game app ever. The text focuses on multisyllabic phonics skills for grade 3. The materials do not include authentic opportunities for students to ask questions. For example, after the student's partner-read the text, they talk about the choices Alex makes in the story. They discuss the key ideas, connect ideas, make inferences, and share how the problem was solved in the story. The teacher asks extension questions in the "Extend the Discussion" part of the lesson. The teacher asks, "Why is coding important in creating an app? Would you like to play Alex's game? Tell why or why not. Why do children like to create or invent things?" Students share and discuss these questions with their peers to make connections from what they read in the story to their personal lives. The materials include opportunities for students to listen actively and engage in discussion to understand information and share information and ideas with others.
- The materials include authentic opportunities for students to listen actively to understand and share information and ideas. For example, the grade 3 lesson plan for the text "Explore the World" 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:" "Look at the Contents page on page 2. Try using the chapter titles to summarize key ideas of the book. How is a submarine different from a regular boat? Why do some explorers look for old things?" 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 3 lesson plan for the *Short Reads Decodables* "Water! Water!" suggests the teacher ask the following questions and "encourage children to support their thinking with ideas from the text" in "Extend the Discussion:" "Which of these places where water collects have you seen? A stream, a river, a lake, or the ocean? Why is water important for all living things, including all plants and animals? How do you use water at home? At school?" These questions are guidelines for effective discussions about information and ideas within an authentic context.

Foundational Skills

5.C.2	Letter-Sound Correspondence	28/30
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)	24/24

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)

- The Ready4Reading "Scope and Sequence" introduces targeted letters and sounds from simple to complex in an explicit and systematic way that provides students with opportunities to practice and apply their decoding and encoding skills. The focus of grade 3 decoding and encoding is checking for mastery of skills and building fluency with the skills taught in previous grades. Materials state primary focus centers on the six syllable types and morphology in grade 3 decoding and encoding practice. For example, "Text Set 18: Exploring Our World" includes multisyllabic words with morphemes. The students read the text sets twice using their decoding skills to read fluently, and then write a response about the text to practice encoding skills.
- The *Read to Know Text Sets* include explicit, systematic, and direct instruction for teaching letter-sound relationships that can be incorporated into daily lesson plans for grade 3 for decoding. The text sets are aligned with the Ready4Reading "Scope and Sequence" of phonics instruction and embedded in the "Scope and Sequence and Aligned Texts" document in the teacher's guide. The text sets "combine phonic elements into coherent groupings, such as CVC words or long vowels with final e." The components include a "Phonics Practice" that states the designated phonics skills students practice as they decode the words in the texts

and write in the "Respond and Write" activity after reading the text. For example, grade 3 students read "Text Set 16: Slimy Science" after learning the consonant +*le*, prefixes, and schwa in unaccented syllables in multisyllabic words. A "Readiness Check " is included to identify a student's degree of preparation for the targeted elements in the text set. The students decode words in each text twice by reading with the teacher and a partner before writing about the topic or text to practice encoding the phonics skill and vocabulary.

- Materials explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic encoding. For example, the grade 3 Consonant + *le* Syllable lesson includes the "Build Words" activity in which students build the following words with magnetic letter tiles: *staple*, *handle*, *cable*, *tickle*, *noodle*, and *puzzle*. "Have them build each word one syllable at a time, then blend the syllables to read the word." The students then complete the Build Words Activity. "Step 4" in the lesson plan recommends to teachers the following Spell Words activity: "On a separate sheet of paper, have children spell the following words as you dictate each one: *bubble*, *jungle*, *needle*, *circle*, *bottle*. Suggest that they say and spell one syllable at a time. For children who need more support, guide them to orally segment the sounds in each syllable and then attach a letter or spelling to each sound. Use the Sound Boxes and Counters."
- 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 3 students who have mastered short and long vowels, the *Wiley Blevins Teaching Phonics Program Guide* suggests introducing multisyllabic words, *r*-controlled vowels, diphthongs, variant vowels, words with inflectional endings, compound words, and prefixes. Materials provide students 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 direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on errors or misconceptions. Information regarding guidance on "generalizations" can be found in the *Wiley Blevins Phonics from A to Z*, but is not specific, explanatory, or scripted for the teacher to be able to provide feedback. For example, for a grade 3 "Word Study" lesson on prefixes, the teacher is advised to "provide corrective feedback as needed. Point to the missed sound-spelling, state the spelling and sound (blending the word again), and then have children blend the word."
- 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, in the *Wiley Blevins Teaching Phonics* "Variant Vowels—*a*, *au*, *aw*" lesson for grade 3, guidance for the teacher is included in "Step 1": "For children whose home language doesn't have the /ô/ sound and spellings, provide extra articulation practice and some words and phrases to copy." Further guidance states, "In

some English dialects, the /ô/ sound has been replaced with the short /o/ sound in words like *bought* and *caught*. In other dialects, the short /o/ sound has been replaced with the /ô/ sound in words like *cot* and *dog*. This is known as the 'cot-caught' merger." 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." The author offers guidance to the teacher about how to handle such common misconceptions, but his 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)

- The "Word Study" lesson "Variant Vowels-Long and Short oo" for grade 3 includes a variety of activities and resources for students to develop, practice, and reinforce letter-sound correspondence through cumulative review with single and multisyllable words. For example, the materials include digital and printable activities for students to practice and review in learning centers with partners or individually. The activities include a sound-spelling word sort activity, blending words resource, magnetic letter tiles and trays, and an "Interactive Story: A Good Book." Materials provide a decodable text and a text set for students to practice decoding in a decodable connected text. "Text Set 12: Cooking Science!" includes *wooden*, *chewy*, *student*, and *faucet* as examples for decoding multisyllabic words with the variant vowel /oo/ as well as one-syllable words such as *look*, *put*, *good*, *took*, *cool*, *rule*, and *smooth*.
- The *Wiley Blevins Phonics from A to Z*, 4th ed., suggests a variety of "35 Quick and Easy Phonics and Word Analysis Games" for students to develop, practice, and reinforce decoding in isolation. For example, "Word Ladders" is a game recommended for grade 3 students to review words. The teacher draws a ladder on the board and writes a word on the first step. Students take turns changing one letter to form a new word on the next step. The game is continued until the ladder is complete.
- The *Read to Know Text Sets* include resources, activities, and games for grade 3 students to develop, practice, and reinforce phonics skills and decoding. "Text Set 17: Animal Communication" includes a game called "Listen and Repeat." This game requires students to listen to a word and identify its vowel sound. For example, the teacher says, "If I say the fruit, you would say /ôô/. Then the students would write the word and underline the letters *ui*. The game includes words with various long and short vowel sounds. During the lesson, students practice decoding and reading fluently by reading the decodable connected texts in the text sets two times.

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)

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. For example, Teaching Phonics *R-Controlled er, ir, ur* "Step 2" introduces the sound-spelling for *r*-controlled *er, ir, ur* words. The teacher reads words with *r*-blends, running a finger under the word and blending the sounds to read the word. "Step 3" recommends that teachers prompt students to use the magnetic letter tiles and trays to build the following words in sequence: *burn, fur, hurt, nurse, purse, turn, bird, third, dirt, first, girl, shirt, skirt, her*. "Step 4" includes using a digital or printable worksheet in which students sort *s*-blend words based on their spelling pattern *er, ir, ur* (including words such as *birthday, better, dirty, water, mother, purple, germ, burn, shirt, turtle*). The following activity prompts students to spell letter sounds in different pictures: *b-ir-d, c-ur-l, sh-ir-t, f-ir-st, u-n-d-er, w-i-n-t-er*. The next asks students to spell the following words dictated: *turn, nurse, skirt, dirty, verb, and letter*. Teachers continue by dictating this sentence: "*The girl has a twin sister.*" The teacher displays the words and sentences for the students to self-correct their answers. The lesson also includes reading, spelling, and writing high-frequency words with each exercise.

The phonics lessons progress from simple to complex applications of sound-spelling pattern application.

- Materials form a systematic sequence to introduce grade-level sound-spelling patterns. The Weekly Planning and Pacing Guide includes a suggested sequence for each grade. For grade 3, the pacing begins with a review of previously taught skills before progressing into more complex, grade-appropriate skills. With most sound-spelling skills already taught, the focus of grade 3 is word study.
- The *Wiley Blevins Teaching Phonics* lessons align with the grade 3 TEKS. In this program, the lessons in grades 2 and 3 are repeated. The lessons begin with a consolidated review of the K1 skills through week 11 in the "Weekly Planning and Pacing Guide." Beginning in week 12, students learn complex vowels, word study, and special spellings. Week 23 focuses on variant vowels *a*, *au*, *aw*, */f/ ph*, long *a*. An additional lesson includes long *a* (*ea*, *eigh*); long *oo* (*ui*, *ou*); short *e* (*ea*). Students learn by blending and segmenting sounds before studying the sound spelling. Students blend words such as *raincoat*, *oatmeal*, *yellow*, and *paycheck*. Children are guided to underline the vowel team syllable(s) in each word—the teacher models blending the words syllable by syllable. Students repeat as they run their finger under each syllable. Materials guide teachers to instruct children to "spell the following words as you dictate each one: *sleepless*, *railroad*, *compound*, *Sunday*, *poison*. Suggest that they say and spell one syllable at a time." The students can use the sound boxes and counters for more spelling support. Students then continue practicing decoding in context with decodable texts and interactive digital and printable activities. The lessons show a progression from simple to more complex spelling patterns, with consistent review lessons throughout the year and the application of skills within the systematic sequence of reading and spelling activities.

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

- The *Wiley Blevins Teaching Phonics* lessons include traditional and digital multimodalities to help teachers provide explicit instruction on ELAR sound-spelling patterns. These follow a scope and sequence program for grade 3. Materials in grade 3 include interactive stories, digital and printable activities, and decodable texts to introduce and reinforce grade-level sound-spelling correlations and syllable combinations. For example, the grade 3 lesson "Variant Vowels—Long and Short *oo*" offers various digital activities. These activities include a "Sound-Spelling Word Sort," "Blend Words, and "Build Words," in addition to a "Concentration" game and interactive story aligned with teaching the variant vowels long and short *oo*.
- Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. For example, 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 grade 3 spelling lists can be found on the Ready4Reading Teacher Hub. For example, the grade 3 "closed syllables" lesson includes a "Blend Words" activity that provides a list of words with closed syllables. Students practice reading the words for fluency, spell the words, and then write them. On the first day of the "Five-Day Spelling Routine," 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 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 provide a variety of activities for students to develop, practice, and reinforce through cumulative review and grade-level sound-spelling patterns. For example, the *Wiley Blevins Teaching Phonics* grade 3 "Phonics Variant Vowels—*a, au, aw*" lesson "Step 3" provides a "Read/Spell/Write/Extend" routine for the teacher to introduce high-frequency words to students. The "Build Words" activity supports the spelling instruction of the lesson by forming words with the 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: Variant Vowels—*a, au, aw*"; "Sound-Spelling Word Sort: Variant Vowels—*a, au, aw*"; and "Spell Words: Variant Vowels—*a, au, aw*." The teacher-guided "Spell Words" activity in "Step 4" provides cumulative sentences for dictation for teachers to monitor students' spelling growth.
- Materials provide a variety of resources for students to develop, practice, and reinforce through cumulative review of grade-level sound-spelling patterns. For example, the *Wiley Blevins Teaching Phonics* grade 3 "Phonics *r*-Controlled Vowels—*are, air, ear*" lesson provides magnetic letter tiles and trays as well as digital and print resources to facilitate the teacher in guiding the student to develop, practice, and reinforce grade-level sound-spelling patterns. The magnetic letters and trays promote sound-spelling development in "Step 3" of the lesson during "Build Words"; reinforcement of previously taught sound-spelling patterns is built into this step as well. Materials provide practice with the digital or print "Build Words," "Spell Words," and "Sound-Spelling Word Sort" resources. Spelling lists are provided within the "Additional Materials" tab of the "System Resources" to complement the "Phonics" lessons. Accompanying the "Phonics *r*-Controlled Vowels—*are, air, ear*" lesson is the grade 3 "Spelling List 31," which includes "*r*-Controlled Vowels—*air, ear, are* and *or*" words.
- Materials include a variety of resources for students to develop, practice, and reinforce grade-level sound-spelling patterns. For example, Teaching Phonics *R*-Controlled *er, ir, ur* "Step 3" prompts students to use the magnetic letter tiles and trays to build the following words in sequence: *burn, fur, hurt, nurse, purse, turn, bird, third, dirt, first, girl, shirt, skirt, her*. "Step 4" includes using a digital or printable worksheet in which students sort s-blend words based on their spelling pattern *er, ir, ur* (including words such as *birthday, better, dirty, water, mother, purple, germ, burn, shirt, turtle*). The next activity prompts students to spell letter sounds in different pictures: *b-ir-d, c-ur-l, sh-ir-t, f-ir-st, u-n-d-er, w-i-n-t-er*. The lesson also includes reading, spelling, and writing high-frequency words with each lesson. Also provided are digital and printable games, sorting, and spelling resources.

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

- Materials provide a variety of activities to support students in decoding words, including teaching sound-spelling patterns in isolation and decodable connected text that builds on previous instruction. For example, the *Wiley Blevins Teaching Phonics* grade 3 "Phonics Diphthongs—oi, oy" lesson provides decoding activities centered around the target sound-spelling of /oi/. After introducing the sound in "Step 1," the teacher is guided to model blending words with the /oi/ sound in isolation in the next step. "Step 2" includes more activities for students to practice decoding words in isolation in the digital or print version of "Blend Words: Diphthongs—oi, oy." The digital or print "Sound-Spelling Word Sort: Diphthongs—oi, oy" is an activity that also provides practice in decoding words with the taught sound-spelling in isolation. This "Phonics Diphthongs—oi, oy" lesson includes activities as well to support students in decoding words that follow the target sound-spelling of /oi/ in decodable connected text. For example, the lesson provides the digital "Interactive Story: Roy's Toys" (including the words *toy, boy, and join*) and "The Voice in Rabbit's House" (which includes the words *voice, noise, and joy*), which is from the *Short Reads Decodables*. The lesson also provides texts with the target sound spelling from the *Read to Know Sets*, such as the text "Book Boy! To the Rescue," which includes the words *boy, join, toy, and Boyd*.
- Materials provide a variety of activities to support students in encoding words, including teaching sound-spelling patterns in isolation and decodable connected text that builds on previous instruction. For example, the *Wiley Blevins Teaching Phonics* grade 3 "Phonics Diphthongs—ou, ow" lesson provides encoding activities centered around the target sound-spelling of /ou/. After the teacher introduces the sound in "Step 1," the lesson guides the teacher to support students when encoding words with the /ou/ sound in isolation in "Step 3." This includes a building words activity using magnetic letter tiles and trays. At the conclusion of the teacher-guided building words activity, the lesson includes the extended encoding practice of words in isolation with the digital or print "Build Words: Diphthongs—ou, ow" activity. The lesson provides an additional activity to practice encoding words in isolation called "Spell Words: Diphthongs—ou, ow," which is available in print or digital form as well. This "Phonics Diphthongs—ou, ow" lesson also includes activities to support encoding words that follow the target sound-spelling of /ou/ in decodable connected text. For example, the *Read to Know Text Sets* provide a "Response and Write" activity with each decodable connected text. This lesson offers the text "Are You an Economics Expert?" (including the words *chow, found, and loud*), which prompts students to draw and write about something that is a want and something that is a need. Students are then asked to draw a picture of each.

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).

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 3 lesson "Inflectional Ending -ed" uses the "Read/Spell/Write/Extend" routine to introduce and teach high-frequency words such as *then, after, that, also, and was*. The teacher writes the word in a context sentence (e.g., What was the score?) and models how to read the word while underlining *was* in the sentence. The word *that* (/th/ /a/ /t/) is fully decodable. The students orally segment the word /w//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 in this word, we spell the /u/ sound with *a*. The final sound in *was* is /z/, but it is spelled with *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: *Last year, I was ____ years old.* 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 *"Gramps and Nick"* has students follow the same routine to introduce the high-frequency words *was* and *into* by reading the sentence aloud, spelling it, and writing the word in isolation and in 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. For example, grade 3 students might learn four high-frequency words. Three of the words are regular high-frequency words such as *before*, *sleep*, and *ride*, and the fourth word is an irregular word such as *put* as seen in the Diphthongs-oi, oy lesson.
- Materials include a systematic sequence for introducing regular and irregular high-frequency words. For example, "Step 3" of the "Phonics" lessons provides the "Read/Spell/Write/Extend" routine for teaching both regular and irregular high-frequency words. The "Diphthongs oi/oy" lesson introduces the words *put*, *before*, *sleep*, and *ride*. The "Read" section includes the teacher's directions/script: "Write the word in a context sentence, underline it, and read it aloud (e.g., Roy put his hat on.). Have children repeat. Then ask children to orally segment the word. Say: Tell me the sounds you hear in put (/p/ /oo/ /t/). Then highlight the irregular spelling that children need to remember. Say: The vowel sound in put is /oo/. In this word, we spell the /oo/ sound with u. 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.'" "Spell" has the class do an echo spell of the words for students still learning their letter names, then chorally spelling the word together. "Write" has students write the word as they say aloud each letter name. "Extend" instructs the teacher, "Have children write and complete this sentence: Put the book on _____ ?" Each alphabet and phonics lesson follows the same pattern for introducing high-frequency words. For students that need extra support, "have them write the word on one side of an index card. On the other side, co-construct a simple sentence or phrase. Children will use these flashcards to practice reading the words both in isolation and in context."

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

- The materials guide the teacher in providing explicit instruction for decoding high-frequency words with important points to emphasize while introducing regular and irregular words to students in grade 3 while encoding during dictated sentences. Students can decode the decodable parts of words and memorize the irregular parts of the word. For example, the *Wiley Blevins Teaching Phonics* lesson "Open Syllables" introduces the high-frequency words: *says*, *little*, *about*, *even*. The students target the sounds in the word *says* /s/ /e/ /z/. Explicit teacher instruction is stated in the lesson as the teacher and students discuss and write the part of the word remembered "by heart." Then students follow the read/spell/write/extend routine for the word *says* and the other words of the week.
- 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*, includes information about brain research that 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 3 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 3. These words are included in the *Wiley Blevins Teaching Phonics* lessons. For example, the lesson "Suffixes" includes the irregular word *would*, and the decodable word *think*. 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.

- Materials include guidance for the teacher to provide explicit instruction for decoding and encoding regular and irregular high-frequency words. For example, the grade 3 "Phonics" lesson "r-Controlled Vowels- er. Ir. ur" includes teacher scripts, directions, and extra support for teaching reading and writing regular and irregular high-frequency words. The lesson introduces the following high-frequency words using the "Read/Spell/Write/Extend" routine: home, she, of, there. The "Read" section has the teacher, "Write the word in a context sentence, underline it, and read it aloud (e.g., I will see you there). Have children repeat. Then ask children to orally segment the word. Say: Tell me the sounds you hear in there are (/th/ /â/). Say: We will learn more about the /â/ sounds in the next lesson. Then highlight the irregular spelling that children need to remember. Say: The vowel sounds in there are /â/. In this word, we spell the /â/ sounds with ere. 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 "Spell" section has the students chorally spell the word. If needed, do an echo spell for children still learning their letter names. The "Write" section has the students write the words, and the "Extend" section has the students write and complete the sentence: There is a _____ sky. For students that need additional support, "Have them write the word on one side of an index card. On the other side, co-construct a simple sentence or phrase." Students will use these cards to practice reading the words both in isolation and in context. The materials provide teacher instructions for both decoding and encoding 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). (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 3. For example, the *Wiley Blevins Teaching Phonics* lessons are taught using the gradual release of responsibility model. In "Step 3," the materials provide activities focused on decoding and encoding practice with regular and irregular high-frequency words. In grade 3, students learn through the "Read-Spell-Write-Extend" routine, which includes different activities to learn how to decode and encode high-frequency words. Lesson "r-Controlled Vowel Syllables" introduces the high-frequency words: *under, around, better, and any*. The materials have the students focus on the irregular word *any* /e/ /n/ /ē/.

- For example, the students develop and practice these skills by underlining, reading it aloud, and highlighting the word before writing it. 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 "Star Stories" includes targeted words with r-controlled vowels *ar*, *or*, *ore*, and one irregular high-frequency word: *draw*. The decodable text lesson consists of the "Read-Spell-Write-Extend" routine. In the "Write From Dictation" part of the lesson, students write the sentence and illustrate the sentence.
- The 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). For example, in grade 3 when working with the *Read to Know Text Sets*, the teacher displays the words, then the teacher and student say it. Use the word in a sentence and discuss its meaning. They then discuss the known and unknown parts of the words. The students practice reading the high-frequency words (HFW) in the decodable text set, "Exploring Our World." Then the skills are reinforced with the *Read To Know Text Sets* that build on one another. "All Read to Know Text Sets following this set will cumulatively review targeted elements, high-frequency words, word types, and inflectional endings from prior text sets."

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 3 decodable "The Creature Inside the Painting," students learn the HFW I and can. The teacher writes the sentence "Please pass the popcorn." 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 a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation and in connected texts for grade 3. The *Wiley Blevins Phonic From A to Z, 4th Edition*, provides a sample lesson for above-level students to practice high-frequency words in isolation and in context. The materials suggest students write sentences in their writing notebooks for the high-frequency words in the lesson and include additional words that are further in the scope and sequence which are normally more difficult to read and write. For example, words that begin with the and wh and irregular words such as they and does can be included in the notebook. Each week, students partner-read to practice reading the sentences for repeated exposure including the new high-frequency words from the stories they read during small group time. The students also read decodable texts and write

about the decodable texts. Earlier in the lesson routine, students practice blending and building words using letter cards or tiles, and they write the words in isolation and in sentences during dictation in addition to other decodable words in the lesson.

- The materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words for students in grade 3 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 *Open Syllables*. The materials include a Read/Spell/Write/Extend routine for decoding and writing high-frequency words such as *says*, *little*, *about*, and *even*. The students and teacher read the word *says* 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: My teacher always says _____. 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 "My Favorite Photo." An additional resource includes the texts in the *Read to Know Text Sets* that include high-frequency word lessons for introducing and reviewing the words.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	38/38
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)	2/2
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)	8/8
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)	16/16

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)

This guidance is not applicable to the grade level.

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

This guidance is not applicable to the grade level.

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

- 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 3 lesson "Inflectional Ending -ed" includes Sound Boxes and Counters for students, Magnetic Letter Tiles, Connecting Sound Cubes, digital and printable games, and activities like "Sort It: Inflectional Ending -ed." For encoding practice, the students complete sentences with missing words during an independent activity and write words under the correct spelling pattern column in a Word Sort. The *Wiley Blevins Phonics From A to Z, 4th Edition*, includes a Syllable Instructional Routine for grades 3 and up. The routine is "Read it, Mark it, Find It, Revisit It, and Define It." Other activities included are Build Words, Write the Missing Syllable, and Morphology Focus.
- 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, the grade 3 lesson "r-Controlled Vowel Syllables" includes decodable texts from the "Read to Know Text Sets Set 11: That's My Job!" The text provides students with practice in decoding and encoding through multiple readings of the text with a partner and encoding practice in the "Respond and Write." Students write about the topic of the text. Additional resources are available in the digital and printable lessons.
- 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 3 "Three-syllable Words" 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 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 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 3. For example, the *Wiley Blevins Teaching Phonics* lessons include Magnetic Letter Tiles, Connecting Sound Cubes, Sound Boxes and Counters, and digital and printable activities and resources for students to practice decoding and encoding in isolation. In the "Compound Words" lesson, grade 3 students can interact with the digital activities: *Tap It: Compound Words and Interactive Story: Summertime Fun!* The materials provide resources like the *Quick Check, Printable Learning Center Activity Compound Match-Up, Printable Independent Activity Connect It, Blend Words, and the Interactive Story: Summertime Fun!* Students encode through dictated word practice activities and the "Write to Transfer Sound to Spelling" activity, where students write the word *bedroom* and draw lines to separate the two smaller words in each compound word.

- The materials provide a variety of activities and resources for decoding and encoding one-syllable and multisyllabic words in grade 3 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 2 students read "Beaks and Teeth" in the lesson "Vowel Teams Syllables." Students practice writing the spellings for *tree*, *treat*, and *chief*. They write the word *chief* and circle the letter *ie*. 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 an informational description of the birds. The Read to Know Text Set 9: Would you Like to Be an Astronaut? includes activities for students to decode and encode targeted words with vowel team syllables through partner reading, dictated sentences, and writing about reading.

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 3 "Word Study Closed Syllables" lesson provides a "Quick Check: Closed Syllables," which is an activity where students identify the closed-syllable spellings in each word before reading the words in isolation several times. The lesson materials include the resource "Blend Words: Closed Syllables" 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 "Independent Activity: Closed Syllables" called "Connect It" which is an activity where students read word parts (syllables) and put the parts together (encode) to make a new word. The lesson includes the "Printable Learning Center Activity: Closed Syllables" which is a game-like resource that has students create multisyllabic words from the word parts on dice.

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 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 materials include a systematic sequence for introducing grade-level morphemes, as the TEKS outlines. The materials provide a "Weekly Planning and Pacing Guide" that identifies when the morpheme will appear in the scope and sequence of materials. Still, the morpheme may just appear randomly in the *Short Reads Decodables* or the *Read To Know Text Sets* instead of being explicitly introduced in the lesson. The *Wiley Blevins Teaching Phonics* "Word Study Suffixes" lesson for grade 3 provides an overview of suffixes. The lesson includes guidance to the teacher, "Tell children that a suffix is a letter or group of letters that is added to the end of a base word. Common suffixes include -s, -ed, -ing, -ly, and -tion. A suffix changes the meaning of the base word. Write some high-utility prefixes on the board (find them in the *Wiley Blevins Phonics From A to Z A Practical Guide, 4th Edition*). Model blending each prefix."
- The materials include a systematic sequence for introducing grade-level morphemes, as the TEKS outlines. The grade 3 TEKS expects students to identify the meaning and use words with

affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*. The *Wiley Blevins Phonics From A to Z A Practical Guide, 4th Edition*, includes guidelines about prefixes and suffixes with definitions of the most common affixes. The *Wiley Blevins Teaching Phonics* "Prefixes" and "Suffixes" lessons direct the teacher to use this resource when teaching the lessons.

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 3 lesson "Prefixes" aligned with the TEKS using prefixes *mis* and *dis*. The students have multiple opportunities to practice decoding, encoding, and comprehension in the lesson, decodable texts, and digital and printable activities provided. For example, the decodable text *Miss Q's Miscues* provides students with decoding practice as they decode words such as *mistake*, *miscues*, and *dislike*. They practice encoding through dictated writing, writing about the text topic, and answering teacher-guided comprehension questions after reading the texts twice.
- 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 *Read to Know Text Set 16: Slimy Science* includes direct instruction for grade 2 students to practice decoding, encoding, and comprehension in a decodable text. The decodable words with targeted sound spelling include words with prefixes *com-*, *con-*, *dis-*, *ex-*, and *sub-*. 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.
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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 3 students complete dictation practices in isolation and in context to develop and practice morphological skills. In the "Inflectional Endings With Spelling Changes: Final Consonant Doubling" lesson, the students develop blending and word-building skills by adding and doubling the ending consonant. The teacher explains this because the consonant doubling rule is applied when the base word ends with a single vowel followed by a single consonant. The teacher also points out that *-s*, *-es*, *-ed*, and *-ing* can be added to the base word as learned in previous lessons, but the final consonant needs to be

doubled if it ends in a single vowel followed by a single consonant. Students develop, practice, and reinforce grade-level morphological skills through spiraling. They blend and build words and 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 a variety of digital and printable activities and resources for students to practice doubling the final consonant (e.g., *stopped, stopping; biggest, bigger*). For example, the resources provide a "Respond and Write" writing activity where students write about a job they would like to do. This activity requires comprehension of the topic from the text. Additional practice and reinforcement are included in the decodable text "Fun Jobs."

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 *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 3 lesson "Inflectional Endings With Spelling Changes" includes practice activities for decoding and encoding with suffixes to change the endings of words with spelling changes. For example, in the spelling words lesson, the students practice spelling words on paper while the teacher dictates words such as *take, taking, party, parties, stop, and stopped*. Students practice decoding skills with the "Interactive Story: Baking Pies" and "Henny Penny." There are opportunities for students to write and practice encoding words with spelling changes.
- 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 3 "Word Study Prefixes" lesson provides directives in "Step 3" for the teacher to dictate the following words to students: *true, do, like, tie, read, place, and pack*. After building the words using magnetic letter tiles, students add prefixes: *un-, re-, and mis-* to the words and read the words to a partner. This lesson provides an opportunity for students to decode words with morphemes in isolation in the resource "Quick Check: Prefixes" as well as in the "Blend Words: Prefixes." After reading the words in the "Blend Words" activity, students must write the same words as a partner dictates. Another resource the materials provide to give students more practice decoding and encoding words with morphemes in isolation is the "Independent Activity: Prefixes" called "Add It," students use a word bank of prefixes to attach to a base word. The "Printable Learning Center Activity: Prefixes" called "Spin It!" allows students to use a prefix spinner to create derivatives.
- The materials include various 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 3 "Word Study Prefixes" lesson provides a resource called "Interactive Story: Reread and Discuss," which includes the following words with morphemes in connected text: *reread, unclear, dislike misread, subway, overcook,*

undercook, midweek, and retake. This resource then allows students to encode words with prefixes 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 "The Unhappy Egg" from the *Short Reads Decodables*. This text includes the following words: *unhappy, nonstop, unbroken, untie, nonslip, and unstuck*. This lesson includes encoding words with morphemes when students are asked to write a story using the words with morphemes from the "Quick Check." The resource "Independent Activity: Prefixes" also provides an encoding in connected text opportunity because students use the derivative, they created to write sentences.