

# IMRA Review Cycle 2024 Report



Publisher Name	Program Name
Amplify Education, Inc	Amplify TX ELAR Skills
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:** 315 / 315

## IMRA Reviewers

### Flags for Suitability Noncompliance

N/A

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

### Flags for Suitability Compliance

N/A

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

### Alleged Factual Errors

N/A

## Public Feedback

### Flags for Suitability Noncompliance

3

Rubric 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	2
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	53 / 53
2. Progress Monitoring	28 / 28
3. Support for All Learners	32 / 32
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	166 / 166

## Strengths

- 1.1 Course-Level Design: Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, and including resources to support administrators.
- 1.2 Unit-Level Design: Materials include comprehensive unit overview, provide content knowledge and academic vocabular for effective teaching, and suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Material support educators in effective implementation through intentional lesson-level design.
- 2.1 Instructional Assessments: Materials include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity and offer guidance to educators on consistent administration of assessments.
- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar 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.
- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.
- 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.
- 4.2 Daily Instructional Sequence and Routines: Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate

feedback, and diverse opportunities for collaborative and independent student practice.

- 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.
- 4.5 Progress Monitoring and Student Support: Materials offer data-management tools for tracking individual and whole-class progress, with guidance on progress monitoring frequency and strategies to accelerate learning toward mastery based on data analysis.
- 5.B.1 Oral Language Development: Materials provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.
- 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

- No challenges were indicated for this material

## Summary

Amplify ELAR Texas is a K–3 phonics program that offers a comprehensive, structured approach to literacy and phonics instruction. The program integrates phonemic awareness, phonics, fluency, vocabulary, and comprehension into every lesson. It provides detailed daily instructional guidance, including sequences and routines that feature modeling, guided practice, and opportunities for reading and writing applications. In addition to classroom resources, the program offers tools to enhance family engagement. Each unit includes an overview to educate families about the curriculum and provides practical ways they can support their students at home. Resources such as letter cards, reading passages, and spelling practice are also available to help students further learning outside the classroom.

Campus and district instructional leaders should consider the following:

- The program includes differentiated instruction opportunities to meet the needs of all learners at varying levels of ability, including opportunities for intervention and extension. Within each lesson, sentence stems are included for the teacher to use with their English Language Learners as advised by the ELPS. The stems included in each lesson are also differentiated to meet students at beginner, intermediate, and advanced levels.
- The program includes weekly reading passages that students annotate to demonstrate their understanding of phonics, syllabication, and morphology. It emphasizes repeated reading, starting with a teacher-modeled passage, then partner reading, and concluding with independent reading and comprehension questions. Vocabulary supports and comprehension questions are integrated to reinforce both literal and inferential understanding. Additionally, the program encourages teachers to regularly listen to students read and use anecdotal records to track their progress.

## Intentional Instructional Design

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

**The materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught within each unit of the course. 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). Materials explain the rationale for the unit order and how the concepts connect throughout the course. Materials include guidance, protocols, and templates for unit and lesson internalization. Materials include resources and guidance to support administrators and instructional coaches in implementing the materials as designed.**

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence curriculum map that outlines the TEKS, ELPS, concepts, and knowledge taught within each unit. This curriculum map provides the duration of the unit in days, the number of recommended pausing days, and any accompanying unit assessments on a one-page document for each unit. The map also offers a summary of upcoming unit learning. For example, the Unit 3 summary states, “This unit focuses on r-controlled vowels, words with the schwa sound, and alternative sound-spellings, words with r-controlled syllables or final stable syllables, and words with common prefixes and suffixes.” Below the unit summary, the curriculum map gives a bulleted list of expected unit learning outcomes. A table at the bottom of the document lists the instructed and assessed TEKS and the correlating ELPS.
- The materials for grade 3 include a scope and sequence found in the online appendices. The grade 3 scope and sequence consists of two pages in a bulleted list. The scope and sequence addresses phonological awareness, morphology, spelling, and reading and comprehending decodable passages. This document does not include the TEKS or ELPS.

- Each grade 3 teacher’s guide includes a document that lists the TEKS introduced in the unit. The list provides the TEKS number in conjunction with the TEKS full textual descriptions. Additionally, a similar document lists the ELPS with their full textual descriptions and their correlation to the unit.

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**Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, and 210).**

- The materials include pacing guides for grade 3 to support the implementation of various instructional calendars, including a 90-day course, a 165-day school year, a 180-day school year, and a 210-day school year. A pacing guide in table form outlines the number of days for each unit and includes recommended pausing points. The table shows the pacing of the material across 41 instructional weeks.
- The Adjusted Pathways document included in the materials guides adapting the 90 lessons in the curriculum into parts to accommodate a 165-day school year, 180-day school year, and a 210-day school year. For example, to adjust to a 165-day school year, the document suggests teaching one part of a lesson each day, except for review lessons, where Parts 1 and 2 should be taught in a single day. The review lessons for each unit are Lessons 5, 10, and 15 for Units 1 and 4 and Lessons 5, 10, 15, and 20 for Units 2 and 3. Additionally, to fit into the 165-day calendar, Unit 2, Lesson 24 should be skipped.

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

- The rationale behind the unit order and the connections between concepts are detailed in multiple materials sections. The Program Overview for Leaders Pacing and Coherence Document states: “Amplify Texas units and lessons are designed to systematically build on skills and concepts taught in previous units and/or grades. Therefore, it is highly recommended that units and lessons are taught as outlined in the program.”
- Each Skills Unit Teacher Guide begins with an introduction that provides an overview of the unit. This includes what students will start learning, what they will learn later, and what they have already learned in previous units. The introduction also explains how the current content integrates with previous knowledge. For example, the Skills 2 Teacher Guide states, “In Unit 2, students are introduced to multiple-letter spellings for vowel sounds. They review separated digraphs and vowel teams.” It continues to inform the teacher that “In this unit, students are not asked to read and spell words with r-controlled sound-spellings such as ‘ar,’ ‘eer,’ and ‘our.’ They also are not asked to cope with tricky spellings for vowels that make the schwa sound (about, equal). Instruction on alternative vowel sounds will continue in the remaining units.”
- Each unit's Skills Unit Teacher Guide includes a letter to the teacher in the Introduction section outlining the program. For example, Skills Unit 1 states: “The program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later, it teaches spelling alternatives for sounds that can be spelled in several different ways.”

The system is kept simple at first, and complexity is added gradually as students gain confidence and automatize their reading and writing skills.”

- In Skills 4, the introduction details how new sounds and spellings build on previous knowledge from other units: “Unit 4 also furthers students’ knowledge of tricky spellings. When a spelling can represent more than one sound, it is a tricky spelling. In Unit 2, students learned that the split digraph ‘o\_e’ can make the long /oe/ vowel sound (cone). In Unit 4, students learn that this spelling can also make the /ə/ sound (glove) and the /oo/ sound (improve).”

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

- The materials include a unit internalization template, which also serves as a protocol, including six steps encouraging teachers to reflect on the content knowledge and pedagogical practices needed for the unit. These steps are reflective questions for teachers to answer after reviewing the unit. For instance, question two asks, “What does the introduction tell us to consider when teaching the unit? For example, pronounce the two sounds that the ‘th’ spelling makes, tips on how to teach students to decode multisyllabic words,” prompting teachers to consider key concepts in the unit. The digital materials offer an editable template for unit internalization and implementation.
- The materials include a lesson internalization document, which follows a similar format to the unit internalization template. The lesson internalization document features a 10-step guideline organized into sections: Review the lesson, Dive into the lesson, and Customize the lesson. The Skills Lesson Internalization document outlines lesson internalization guidelines and organizes lessons into the following sections: Review the lesson, Dive into the lesson, and Customize the lesson.

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

- The digital materials include an implementation matrix within the program overview for leaders. The matrix outlines steps for implementing materials and practices across various areas, such as Instructional Resources, Lesson Delivery, Adapting Instruction, and Pacing and Coherence. It covers different stages of implementation, including Foundation, Initial Implementation, Full Operation, and Innovation.
- The digital materials include an observation tracker to support administrators and coaches when viewing instructional implementation. The tracker consists of Instructional Resources, Instructional Delivery, Engagement, Adapting Instruction, Classroom Procedures, Pacing and Coherence, and Physical Space. Each category includes four parts: Foundational Knowledge, Initial Implementation, Full Operation, and Innovation. While this document does not explicitly guide administrators and instructional coaches on implementation, it can be used as a tool for supporting resource use.
- The Overview for Leaders is presented in the form of a participant notebook. According to the overview, “This is an excerpted version of the Participant Guide used during professional development sessions designed especially for administrators and other leaders. During the

session, participants are guided through the steps for creating a step-by-step plan for successful implementation, take a deep dive into the program design and materials, and learn about ways to support their educators and students.”



## Intentional Instructional Design

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

**The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.**

Evidence includes, but is not limited to:

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

- The materials include an introduction at the beginning of each teacher guide. The introduction outlines what students will learn throughout the unit and what skills the lessons will review from previous units. For example, the introduction to Unit 3 states, “In Unit 3, students will review: (1) a number of spellings from Grade 2 with an emphasis on r-controlled vowels, words with /ə/, and alternative sound-spellings; (2) words with r-controlled syllables or final stable syllables; and (3) words with common prefixes and suffixes.”
- The introduction of the unit in the teacher guide provides the background content knowledge necessary to teach the tricky spellings in this unit. For example, the introduction in unit 4 states, “Some of the spellings introduced in this unit represent multiple sounds. For example, the spelling ‘y’ is introduced as a spelling alternative for the /i/ sound. Also, ‘y’ is a spelling alternative for the /ie/ sound, and a spelling alternative for the /ee/ sound. In addition, students already know ‘y’ is the basic code spelling for the /y/ sound. One could say this spelling is shared between /i/, /ie/, /ee/, and /y/. Or one could say it is ambiguous because it can stand for either /i/, /ie/, /ee/, or /y/. Because this spelling can stand for more than one sound, it is called a tricky spelling. Tricky spellings often pose a problem for the reader. When a reader comes across an unfamiliar word containing the ‘y’ spelling, he or she may need to try pronouncing the tricky spelling different ways to determine the actual pronunciation of the word.”
- The introduction in the teacher guide for each unit provides the teacher with definitions and examples for academic vocabulary. For example, the introduction in Unit 1 defines separated tricky spellings by stating, “The consonant list for Unit 1 also illustrates another kind of complexity in our writing system: the existence of what we call tricky spellings. When a spelling can represent more than one sound, we say it is a tricky spelling. For example, notice the tricky spelling ‘s’ can stand for /s/ as in cats or /z/ as in dogs.”

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

- The online materials for each unit include a caregiver letter with instructions in English and Spanish for parents to support their student's progress at home. For example, in unit 3, the caregiver letter states, “Consider doing these activities with your student to promote continued learning: Who do we know? With your student, describe people you know using words that end in –ist. (Aunt Cami is an artist. Grandpa was a biologist and worked in a lab. Sam loves bikes and is a cyclist.)”
- The activity book for each unit in grades K-2 includes take-home pages with instructions in English for parents to support their student's progress at home. The grade 3 activity book does not include take-home pages.

## Intentional Instructional Design

1.3	Lesson-Level Design	34/34
1.3a	<a href="#">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.</a>	30/30
1.3b	<a href="#">Materials include a lesson overview outlining the suggested timing for each lesson component.</a>	1/1
1.3c	<a href="#">Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.</a>	2/2
1.3d	<a href="#">Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).</a>	1/1

**The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials 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 materials include a detailed lesson overview at the beginning of each lesson, featuring daily objectives listed under the title “Primary Focus of Lesson.” For example, in Unit 2, Lesson 3, the daily objectives and TEKS standards for foundational skills are: “Students will blend and identify words with /oe/ > ‘o\_e’ (TEKS 3.2.A.ii). Students will read words with /oe/ > ‘o\_e’ (TEKS 3.2.A.ii), and Students will read words with the VCe syllable pattern (TEKS 3.2.A.ii).”
- Each lesson plan features a section titled “Lesson at a Glance,” which lists the skills being taught, grouping, suggested time, and needed materials. The lesson plans also include instructional assessments. These assessments are listed with their location or type, title, and the coordinating TEKS. For example, one instructional assessment in Unit 3, Lesson 3, is written as, “Activity Page 1.4, Unit 3 Dictation Pretest, (TEKS 3.2.B.i; TEKS 3.2.B.iv).”
- Each lesson within the teacher guide includes a list of objectives under the “Primary Focus” category. For example, Unit 4, Lesson 5, lists one objective: “Students will review identifying and blending words with ‘tion’ and ‘sion’ (TEKS 3.2.A.i).”
- The materials include content language standards within each lesson. These standards are located in the sidebar under the title “English Language Learners,” marked with an image of a

hand. For example, Unit 3, Lesson 3 suggests, “Provide students with specific sentence frames. (e.g., When we add a \_\_\_\_\_ to some words, we drop the final e and change y to i. Examples of words include \_\_\_\_\_ and \_\_\_\_\_.)” noting ELPS 1.

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

- The materials include a lesson overview outlining the suggested timing for each lesson component at the beginning of each lesson in the section titled “Lesson at a Glance.” For example, in Unit 1, Lesson 3, the overview allocates 15 minutes. Part 1 is broken down into 3 minutes for Warm-Up, 6 minutes for Phonics, and 6 minutes for Morphology.
- Lessons include an overview that outlines the time required to teach each component of the lesson. For example, in Unit 4, Lesson 14, the guide recommends 15 minutes for Part 1 and 15 minutes for Part 2. Part 2 includes 10 minutes for reading and 5 minutes for encoding.

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

- The materials include a lesson overview listing the necessary materials for teachers and students. The “Lesson at a Glance” section of the teacher guide details the required materials for each part of the lesson. For example, in Unit 1, Lesson 7, the needed materials include activity pages 7.1, 7.2, and 6.3.
- Lessons within the materials feature an advanced preparation section. This section provides instructions for teachers to prepare the materials listed in the “Lesson at a Glance” section, most of which are intended for teacher use. For example, in Unit 3, Lesson 2, the teacher is instructed to “Create and display a three-column chart with the title /er/ and with ‘er,’ ‘ir,’ and ‘ur’ column headings for the Phonics activity. Keep this chart for the next two lessons.”

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

- The materials provide extension activities for one or more lessons in the teacher guide for each unit. In grade 3, the extension activities for foundational skills are writing activities. The students are instructed to reread a story, respond to a prompt, and ensure that they have used complete sentences.
- The materials offer additional support activities within each lesson, as found in the teacher guide. These activities include teacher directions, a suggested activity, and the location of the procedure within the teacher guide. For example, in Unit 2, Lesson 7, under “Additional Support,” the teacher has the option for “Phonics Support.”
- The materials in the online resources include fluency packets for grade 3. According to the materials, the purpose of the fluency packet is “to accompany the program’s grade 3 materials. It consists of poetry, fiction, nonfiction, and Reader’s Theater selections. These

additional text selections provide opportunities for students to practice reading with fluency and prosody (expression).”

## Progress Monitoring

2.1	Instructional Assessments	24/24
2.1a	<a href="#">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.</a>	12/12
2.1b	<a href="#">Materials include the definition and intended purpose for the types of instructional assessments included.</a>	2/2
2.1c	<a href="#">Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.</a>	2/2
2.1d	<a href="#">Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.</a>	6/6
2.1e	<a href="#">Instructional assessments include standards-aligned items at varying levels of complexity.</a>	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 definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.**

Evidence includes, but is not limited to:

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

- The materials include various assessment tools for measuring grade-appropriate skills, such as summative assessments and formative assessments at the unit and lesson levels. For grade 3, the materials feature assessments for encoding, reading fluency, reading comprehension, and writing.
- Formative assessment opportunities are embedded throughout each lesson to gauge individual student understanding of content and proficiency. On the first page of every lesson, there is a list of formative assessments that include the type of assessment, the title of the assessment, the TEKS being assessed, and the materials needed. For example, in grade 3, Unit 1, Lesson 1, there are two formative assessments with tasks that include discussion questions varying between literal and inferential questions and activity pages that allow students to demonstrate mastery. Other brief opportunities for students to show conceptual understanding include word sorts, observations noted on anecdotal reading records, written comprehension questions, and other quick checks.
- The materials also include a variety of instructional assessments at the unit level. These assessments are in the Teacher’s Guide, typically at or near the beginning and end of each

unit. Each unit in grade 3 assesses encoding with a dictation pretest and posttest focusing on word and sentence dictation and morphology. Other unit-level assessments include reading fluency and comprehension assessments that provide opportunities for students to respond in oral and written forms.

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

- Assessment Guide, available in the online program resources, includes definitions and intended purposes for the types of instructional assessments within the materials. The guide provides a table outlining each type of assessment, its purpose, and how the data are used. For example, according to the guide, daily formative assessments determine individual student and class mastery of identified TEKS aligned with the primary objectives of the lesson. In contrast, unit assessments allow the teacher to evaluate student learning of the entire unit's content. Both types of assessments enable the teacher to gauge individual student understanding and inform small group instruction.

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

- The introduction of each Teacher Guide provides guidance to ensure consistent and accurate administration of instructional assessments. For example, the introduction to grade 3, Unit 1 states, “Unit 1 includes a dictation pretest and posttest for encoding. Both assessments use the same words, allowing you to monitor students' mastery of the sound spellings addressed in the unit.”
- The materials include teacher guidance for administering assessments in the introduction and throughout the pages of every lesson. For example, in Unit 2, Lesson 4, there is a note to the teacher under advance preparation that provides the following instructions, “Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2. Plan how you will pair students for partner reading. Partner reading options may include the following: Have students take turns reading the entire passage. Have one student be the leader, reading a line at a time for the partner to echo. Have students read chorally, keeping their voices together to read the passage.” The lesson later provides scripted instructions for the teacher, including a list of materials to distribute, directions to read aloud, and guidance on utilizing the data.

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

- The online materials include a curriculum map that highlights the TEKS aligned with each unit's assessments. In Grade 3, each unit features an encoding pretest and posttest, which are considered summative assessments. Both tests use the same set of words, allowing the teacher to monitor students' mastery of the sound-spellings covered in the unit.

- The materials include detailed lesson plans that specify the TEKS for each formative and summative assessment and the corresponding lesson components, as well as the TEKS addressed. For example, Unit 4, Lesson 10 features a formative assessment of TEKS 3.2.B.i and 3.2.B.v, covered within the phonics-encoding section of Lesson 10. Summative assessments within each unit include an encoding posttest. The TEKS for each posttest aligns with those assessed at the beginning of each unit during the pretest and with lessons throughout the unit.

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

- Instructional assessments include standards-aligned items at varying levels of complexity. For example, the formative assessment in Unit 2, Lesson 12 allows students to demonstrate mastery through fill-in-the-blank, multiple-choice, and short-answer questions. Additionally, Lesson 15 includes questions that require students to manipulate materials through sorting activities.



## Progress Monitoring

2.2	Data Analysis and Progress Monitoring	4/4
2.2a	<a href="#">Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.</a>	2/2
2.2b	<a href="#">Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.</a>	1/1
2.2c	<a href="#">Materials include tools for students to track their own progress and growth.</a>	1/1

**Instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.**

Evidence includes, but is not limited to:

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

- The materials include an Assessment Guidance document that provides teachers with grading expectations, additional considerations, and information on specific assessment types, such as daily checks for understanding. The document states that data from these assessments “Allows teachers to monitor progress on each primary focus objective and adjust instruction as needed. It helps teachers evaluate classroom performance and determine who would benefit from reteaching. Allows teachers to gauge student understanding of skills before, during, and after instruction.”
- The digital materials for grade 3 include a data analysis and progress monitoring document to be used with the Unit Assessment and Progress Monitoring Trackers. The document guides using the trackers such as, “As the weekly review dictation assessments are scored, the teacher can place an “x” or other marking under all incorrect spellings for each student. A sample of a completed tracker is provided.” The document informs teachers of the value of a completed progress monitoring tracker: “Identifying remaining learning gaps provides timely information to assist the teacher in planning to address those gaps at the individual student or group level throughout the rest of the unit.”

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

- The materials include instructional strategies to support students who need additional assistance. These strategies are found in each lesson under “Additional Support” in the Teacher Guide. For example, the suggested additional support in Unit 3, Lesson 1, for students

who did not master the comprehension skills during the lesson involves a writing extension that requires students to reread the text and respond to a prompt.

- The digital materials for grade 3 include a data analysis and progress monitoring document to be used with the Unit Assessment and Progress Monitoring Trackers. This document guides utilizing the information in the Progress Monitoring Tracker. It suggests: “As with the Unit Assessment Tracker, the information in this tracker can also be used to quickly see which students would benefit from targeted small group instruction based on an error pattern analysis of skills recently taught. This timely information can help the teacher identify groups of students who have the same skill gaps (e.g., students who have a hard time with the sound spelling /i/ > ‘i’ or the suffix -less). The teacher can then match specific lessons from the week of instruction to the error patterns of the group.”
- The digital materials include a Corrective Feedback Planning Tool that assists teachers in creating and delivering targeted corrective feedback. The tool features a bulleted list of common errors and misconceptions and suggested scripted feedback for each skill category included in the materials. Additionally, the tool provides a template for teachers to plan and document their feedback.

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

- The digital materials include a reflection sheet that allows students to note their strengths and learning opportunities. This sheet consists of the following sentence stems for students to use while reflecting: “This week I learned \_\_\_\_\_. I liked learning \_\_\_\_\_ because \_\_\_\_\_. I can \_\_\_\_\_ really well. I need help with \_\_\_\_\_. My goal for next week is \_\_\_\_\_.” The sheet also includes a section for teachers to add comments in response to the student reflections. This material is available in both English and Spanish.

## Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	<a href="#">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.</a>	3/3
3.2b	<a href="#">Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)</a>	2/2
3.1c	<a href="#">Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.</a>	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.**

- The materials include specific recommendations for differentiated and small group activities to support students who have not yet reached proficiency in grade-level content and skills. In Unit 2, Lesson 1, the lesson plan provides a phonics support activity that includes independent and partner components. Students check their independent practice against their partners' work and discuss the correct answers together.
- The materials include embedded additional support within lessons, found in the margins of the Teacher Guide. For example, in Unit 1, Lesson 2, support is suggested for students struggling with short vowel sounds. The support advises: "Use rhyming to help students who struggle with short vowel sounds. Have students work with partners to say words that rhyme with the following words: sap, let, and sit."
- The digital materials include a document titled "Support For All Learners," which guides supporting all learners, including those who have not yet reached proficiency in grade-level content and skills. The document features a section titled "Best Practices and Strategies for Supporting All Learners," covering both "Best Practices Embedded Within the Lessons of the Core Curriculum" and "Additional Strategies That Can Be Incorporated Into the Core Curriculum." One example of a best practice from the document is the use of "spatial organizers, hands-on learning, explicit instruction, visual strategies, virtual field trips, videos, and peer collaboration included in the curriculum."

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

- The materials include lesson plans that integrate vocabulary and textual references before reading lessons. For instance, in Unit 2, Lesson 1, the reading passage incorporates idioms. The lesson plan begins by defining the term 'idiom' for the teacher and, subsequently, for students, providing common examples and instances from the story.
- The materials offer scaffolded support for academic language, detailed in sidebars under “English Language Learners.” For example, grade 3, Unit 3, Lesson 1 suggests that teachers assist beginning English Language Learners by reminding them or reteaching the basic parts of speech in English: “A noun is a person, place, thing, feeling, or idea. A verb is an action word. An adjective is a word that describes a noun. An adverb is a word that describes a verb, an adjective, or another adverb.”

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

- The materials provide teacher guidance on extending instruction for students who have demonstrated proficiency in grade-level skills. For instance, extension activities are integrated throughout each unit. In Unit 1, Lesson 9, there is a phonics extension activity with the following directions for the teacher: “Instruct students to compile a list of all the ‘sh’ > /sh/ words they can think of in two minutes. Have students compare to determine who has the most words, the word with the most syllables, and unique words. Encourage students to add words to their lists based on their peers’ responses. Repeat the routine with ‘qu’ > /qu/ words.”
- The digital materials feature a document that offers guidance on supporting all learners, including gifted and talented students. This document recommends engagement and enrichment activities such as exploring areas of interest, guided or independent research, and additional reading. It includes a section titled “Best Practices and Strategies for Supporting All Learners,” which covers both “Best Practices Embedded Within the Lessons of the Core Curriculum” and “Additional Strategies That Can Be Incorporated Into the Core Curriculum.” For example, the “Best Practices Embedded Within the Lessons of the Core Curriculum” column presents challenges posed in sidebars throughout each unit. In Unit 1, Lesson 1, the Challenge directs teachers to “Challenge students to generate additional compound words and share them with a partner. Have the partner identify the syllables. Then have partners switch roles.”

## Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	<a href="#">Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).</a>	6/6
3.2b	<a href="#">Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.</a>	4/4
3.2c	<a href="#">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.</a>	3/3

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

Evidence includes, but is not limited to:

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

- The materials provide prompts and guided instructions to assist teachers in clearly and explicitly communicating, explaining, and modeling concepts. Each unit's lessons in the Teacher Guide include detailed directions for effective teaching. For example, Unit 1, Lesson 7 prompts the teacher to “model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like a conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.”
- The materials include prompts and guidance to support the teacher in explaining and communicating the concepts to be learned. These instructions are provided at the lesson level. For example, in Unit 1, Lesson 4, the instructions for spelling words with double letter consonants and -ed and -ing begin by reminding students what they have previously learned, followed by examples and guided practice. In Unit 4, Lesson 11 guides teachers to “Remind students that a root is a word part from which other words are created.” The materials include prompts and guidance to support teachers in explaining and communicating the concepts to be learned, provided at the lesson level.
- Throughout the materials, scripted instructions support teachers when presenting initial lessons. In Unit 3, Lesson 6, teachers are instructed to “explain that students will write in their dictation journal. Tell students that they will be spelling words with /or/ > ‘or’ that you say

aloud. Say the word 'born,' repeat it, have students write it in their dictation journal, and repeat with the remaining words.”

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

- The materials provide teacher guidance and recommendations for effective lesson delivery at the start of each unit. For example, in the introduction to Unit 4, guidance is provided for teaching new spelling patterns. The section begins by highlighting how the concept was previously taught in other units and introduces the new spelling-sound. The introduction states, “In Unit 2, students learned that the split digraph ‘o\_e’ can make the long /oe/ vowel sound (cone). In Unit 4, students learn that this spelling can also make the /ə/ sound (glove) and the /oo/ sound (improve).” The introduction goes on to advise teachers of practices students may need to be successful.
- The materials recommend various delivery methods. For example, Unit 3 includes different methods for facilitating the reading component. In one lesson, students reread “Neighborhood Garden” with a partner and later read “Explore Different Jobs and Professions” as a whole-class choral read.
- The Teacher Guide offers guidance on effective facilitation. For example, in Unit 3, Lesson 2, students are provided with the purpose for their reading. They are then paired with partners to ask clarifying questions about the texts and engage in detailed discussions.

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

- The materials provide teacher guidance and recommendations for effective lesson delivery at the start of each unit. For example, in the introduction to Unit 4, guidance is provided for teaching new spelling patterns. The section begins by highlighting how the concept was previously taught in other units and introduces the new spelling-sound. The introduction states, “In Unit 2, students learned that the split digraph ‘o\_e’ can make the long /oe/ vowel sound (cone). In Unit 4, students learn that this spelling can also make the /ə/ sound (glove) and the /oo/ sound (improve).” The introduction goes on to advise teachers of practices students may need to be successful.
- The materials recommend various delivery methods. For example, Unit 3 includes different methods for facilitating the reading component. In one lesson, students reread “Neighborhood Garden” with a partner and later read “Explore Different Jobs and Professions” as a whole-class choral read.
- The Teacher Guide offers guidance on effective facilitation. For example, in Unit 3, Lesson 2, students are provided with the purpose for their reading. They are then paired with partners to ask clarifying questions about the texts and engage in detailed discussions.

## Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
3.3a	<a href="#">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.</a>	2/2
3.3b	<a href="#">Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.</a>	1/1
3.3c	<a href="#">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.</a>	8/8
3.3d	<a href="#">If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.</a>	Not scored

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

Evidence includes, but is not limited to:

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

- The materials feature dedicated sections in the lesson plans tailored for English learners (ELs), which include accommodations based on levels of language proficiency (Beginning/Intermediate/Advanced) and strategies for supporting foundational skills. These sections, titled “English Language Learners,” are consistently found in the sidebar throughout the Teacher Guide for each unit. In Unit 2, Lesson 3, the support tailored for emergent bilingual students guides as follows: “Review the difference between prefixes and suffixes. For beginning levels, ask students to respond with thumbs up or thumbs down to the following statements. For intermediate levels, prompt students to complete the provided sentence frame. For advanced/advanced high levels, encourage students to articulate in their own words the distinctions between prefixes and suffixes.”
- The online materials include a document titled “Support for All Learners,” which features “Best Practices Embedded Within the Lessons of the Core Curriculum” and additional strategies that can be integrated into the core curriculum. This document dedicates three

pages to foundational skills support for English learners, detailing ELPS (English Language Proficiency Standards) with corresponding strategy examples, guidelines for using them, and sample instructional routines.

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

- Materials include implementation guidance to assist teachers in effectively utilizing the resources within state-approved ESL programs, offering an overview of how the K–3 materials support language development. This information is prominently featured at the beginning of the online document titled “Support for All Learners.” The document underscores that the “Amplify Texas Elementary Literacy Program incorporates linguistic accommodations for emergent bilingual students, encompassing appropriate communication, sequencing, and scaffolding of English language content aligned with students’ varying levels of English language proficiency.”
- The “Support for All Learners” document includes a detailed table delineating strategies outlined in the materials and their correlation to the ELPS (English Language Proficiency Standards). For instance, ELPS 2.B features strategy examples such as “Having students identify and provide oral rhyming words or words with alliteration.” The document advises when to implement these strategies, such as during oral warm-ups, with existing ESL lesson support, or during small group interventions. Each strategy is further elucidated in a sample routine structured into four components: introduction, modeling, examples, and practice.

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**Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.**

- Materials provide teacher guidance to support bilingual students in developing academic vocabulary, enhancing comprehension, building background knowledge, and fostering cross-linguistic connections. The Teacher Guide incorporates support for emergent bilingual students tailored to their proficiency levels alongside tips for reinforcing foundational skills. For example, in Unit 4, Lesson 6, the support suggests, “Make sure students feel the same articulation when they say words that end ‘tian’ and ‘cian.’ Have them repeat the words-Martian and magician again.” Then, “Have students look in a mirror to see that their mouth looks the same as they say the word endings, even though the word endings have different spellings.”
- The materials include a “Support for All Learners” document accessible online within program resources. This document outlines “Additional strategies that can be integrated into the Core Curriculum” to assist teachers in supporting bilingual students. Strategies encompass using visuals (such as photos and graphs) and realia (real-life objects like maps and menus) to connect with the new language, employing dual language texts and bilingual dictionaries to aid language acquisition and knowledge building, utilizing Total Physical Response (TPR) strategies to bolster language and vocabulary learning, and



promoting biliteracy by encouraging students to engage in reading, speaking, and writing in their home language while completing academic tasks both in class and at home.

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

- The materials include opportunities for metalinguistic transfer during the lessons. For example, during a lesson in Unit 3, Lesson 11, the Teacher’s Guide directs teachers to “Tell students that tele- and super- are used in several languages including Spanish, French, and Italian. They have the same meaning in these languages as they do in English.”

## Phonics Rule Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	9/9
4.1a	<a href="#">Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.</a>	4/4
4.1b	<a href="#">Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.</a>	2/2
4.1c	<a href="#">Materials include practice of phonics skills both in isolation and through decodable texts.</a>	2/2
4.1d	<a href="#">Materials include opportunities for cumulative review of previously taught skills.</a>	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 practicing 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 grade 3 materials include systematic phonics and foundational skills instruction in each lesson and across the year. For example, in Unit 1, Lesson 12, the objective is to review the digraphs representing the /f/ sound. The lesson begins with a warm-up reviewing sound-symbol correspondence, then moves into decoding individual words, reading a decodable text, and concludes with an encoding pretest.
- The grade 3 materials also provide sequenced phonics and foundational skills instruction. Unit 1 starts with a cumulative review of spellings from grade 2, emphasizing blends, digraphs, and alternative sound-spellings. As the units progress, the objectives become more complex, incorporating new alternate vowel sounds, inflectional endings, and suffixes. Lessons become complex as students gain confidence and automate their writing and reading skills.

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

- The materials include explicit and intentional phonics lessons with teacher-led instruction that clearly and specifically teach skills through concise explanations, modeling, practice, and feedback. Each unit provides daily opportunities for explicit phonics instruction and practice. The lessons in each unit offer comprehensive instruction in foundational reading skills, such as phonics decoding and encoding, as well as morphology. The program includes explicit,

systematic phonics instruction, teaching students the letter-sound correspondences to decode words independently. For example, in Unit 3, Lesson 12, students review the sound and spelling for /ə/ as *-i* and *-o* before decoding and encoding words that include these patterns. The lesson features extensive teacher modeling and concludes with an encoding activity where students write dictated words and sentences.

- The materials provide specific guidance on the time spent on each lesson component (e.g., phonics and reading connected text), ensuring daily phonics practice. Each lesson plan includes a sequenced list of components with recommended times for each. In grade 3, lesson durations range from 10–20 minutes. For example, Unit 3, Lesson 2 allocates 3 minutes to review /er/ as *-ur* and *-ir*, and 3 minutes for reading words with /er/ as *-ur*, *-ir*, and *-er* before briefly practicing reading r-controlled one-syllable words. At the end of the lesson, students spend 5 minutes spelling words with /er/.

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

- The materials incorporate focused phonics skills practice. For example, in grade 3, Unit 3, Lesson 1, students revisit the sound and spelling pattern for /ar/ as *-ar*. The lesson begins with the teacher reminding students, “When a vowel pairs with ‘r,’ it alters the vowel sound to an r-controlled vowel.” The teacher then demonstrates this explicitly using words like *bark*, *card*, *part*, *art*, and *sharp*, followed by guided and independent practice using pages from the activity books.
- In Unit 2, Lesson 17 requires students to write words in isolation after the teacher reviews spellings for /aw/. Using their dictation journal, students write nine words with the /aw/ sound, such as *thoughtfully* and *distraught*. Following this, the lesson requires students to write two sentences dictated by the teacher: *My friend bought me a gift*, and *The gift was thoughtful*.
- Additionally, the materials offer decodable texts that integrate phonics, reading, and writing skills in context. In Unit 3, Lesson 1, students practice decoding r-controlled words with one syllable, including the sound /ar/ spelled as *-ar*. They apply these skills when reading the word *former* and phrases such as *embark on a mission* and *burst with pride* within the text “Neighborhood Garden.”

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**Materials include opportunities for cumulative review of previously taught skills.**

- The materials integrate daily opportunities for cumulative review of previously taught phonics skills during the warm-up and phonics decoding and encoding segments of each lesson. Typically, this practice involves a 15 to 20-minute session revisiting sounds and spellings introduced in earlier units and lessons. For instance, in Unit 1, students quickly review the multiple spellings for consonant sounds such as /k/and/g/.
- For further cumulative review, the materials feature Additional Support Pages at the end of each unit. These additional support activities review the skills covered within the unit. Teachers use these resources to reinforce instruction or provide remedial practice. For example, in grade 3, Unit 4, one additional support page allows students to categorize words based on whether the spelling *-o\_e* makes the /oo/ sound or the /ə/ sound.

## Phonics Rule Compliance

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

**The daily lessons include explicit instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and 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.**

- The daily phonics lessons include explicit teacher modeling before students practice the phonics skill independently. The scripts in the lesson provide clear, precise directions and instructions using academic language. For example, in grade 3, Unit 2, Lesson 6, the teacher models reading words with hard and soft c using the following steps: “Write the following sentence on the board: “Put the cake in the center of the counter, by the fancy plate.” Read the sentence aloud.” The teacher points out the two /s/ sounds in the sentence. Explicit instruction states, “Remind students that when an ‘i’, ‘y’, or ‘e’ follows a ‘c,’ it is soft and makes the sound /s/. Write ‘i’, ‘y’, and ‘e’ on the board.” The teacher guides students to see the different spellings for the /s/ in the words *center* and *fancy*. The teacher explains that there are also two /k/ sounds in the sentence spelled with c. Directions instruct teachers to ask, “How does the spelling show that the ‘c’ makes a /k/ sound, not a /s/ sound?” The teacher repeats the word *counter*. Students read a sentence the teacher writes on the board with words with the /s/ and /k/ sounds, also spelled with c. Students work on an activity page to practice the skills they have learned.
- Another example of explicit and direct phonics instruction in the grade 3 materials can be found in Unit 3. The lesson plan provides the teacher with scripted directions for modeling the decoding of multisyllabic words. The directions ask the teacher to write words like *microwave* on the board and engage students in identifying and marking syllables, asking whether each syllable is open or closed based on its ending sound. The teacher emphasizes the vowel-consonant-e pattern and guides students in reading each syllable aloud to reinforce their understanding.
- The materials incorporate elements of explicit instruction daily, including identifying the skills to be learned, communicating clear objectives, and connecting new learning to previous learning. Unit 4, Lesson 9 begins with a review of words with /oo/ spelled as ‘o\_e.’ During the

warm-up, the teacher explicitly reviews the sound and informs the students of the objective. The lesson instructions state: “Say, ‘We already reviewed one way to make the /oo/ sound.’ Write moon on the board, and read it aloud. Say, ‘In words like moon, the /oo/ sound is made by the spelling ‘oo.’ Today, we will review another spelling that can make the /oo/ sound.’” The lesson continues with the teacher modeling how to decode words with /oo/, intentionally emphasizing the sound and underlining ‘o\_e.’ It concludes with a quick check for understanding where students give a thumbs up or down if the word read aloud by the teacher includes the /oo/ sound.

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

- Daily lessons include opportunities for direct and explicit guided instruction. For example, a grade 3 lesson from Unit 3 consists of the following scripted instructions for introducing vowel teams influenced by /r/: Say, “Vowel teams can also be influenced by the /r/ sound in words like share and pair.” The teacher is guided to write the words share and pair on the board and then point to the word share and say the word aloud. The materials explain that “the separated digraph ‘a\_e’ usually makes the long /ae/ sound, as in shake, but because of the ‘r,’ the word share has the /air/ sound.” The materials guide the teacher to “Say the word again, emphasizing the /air/ sound, and have students read it aloud.” The teacher is guided to continue to point to the words, say them out loud, and repeat with the following words: care, lair, dare, and chair.
- Daily lessons include opportunities for feedback. At the end of each phonics lesson, materials provide a corresponding activity page for students to complete. The instructions for the teacher are consistent across each lesson and state: “Direct students to Activity Page \_\_\_ and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home. If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.”
- The grade 3 materials also feature daily activities designed for peer feedback under additional support at the end of each lesson. In the Sharing activity, students pair up to read their writings and receive peer feedback. The directions specify: “Listeners should use the sentence starters to provide constructive feedback.” During this time, the teacher is instructed to: “Circulate and provide support and feedback to the student who is using the Response Starter.”

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

- Daily lessons incorporate opportunities for students to engage in collaborative learning. Partner work is integrated at various points throughout the lessons. For instance, in Unit 1, Lesson 5, the teacher instructs students to work in pairs to practice vowel sounds, blends, and consonant sound-spellings. The teacher organizes the students into pairs and provides

the necessary materials for the activity. After giving directions, the teacher circulates the room, answering questions and offering assistance.

- Another example of collaborative practice in grade 3 can be found in Unit 3, Lesson 4. In this lesson, students partner-read an assigned decodable text to practice reading words with /er/ spelled *-ear*, *our*, and *urr*. Students actively listen to each other, ask clarifying questions, and complete the assigned practice together after reading.
- The daily lessons include opportunities for students to practice learned skills independently. Each lesson specifies which page in the student activity book can be used for independent practice. For example, Unit 1, Lesson 1 allows students to practice root words and inflectional endings with verbs *-s* and *-es* using an Activity Page. During this activity, students read each word and sentence, add the suffix *-s* or *-es* to the verb to complete the sentence, change the word's spelling as needed, and read the new sentence to themselves. Another example of independent practice in grade 3 is Unit 3, Lesson 3. Here, students use an activity page from the student activity book to identify r-controlled two-syllable words. The Activity Page directs students to read words presented on a chart, identify those with the /er/ sound, and color the corresponding boxes.

## Phonics Rule Compliance

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

**The materials include intentional cumulative review and practice activities throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of phonics skills. Lessons include an instructional focus with opportunities for practice both in isolation and connected text.**

Evidence includes, but is not limited to:

**Materials include intentional cumulative review and practice activities throughout the curriculum.**

- The materials include intentional practice activities throughout the curriculum. In Unit 1, Lesson 2 on Basic Code: Consonant Blends, students practice reading closed one-syllable words with both the teacher demonstration and activity page. The teacher writes the word *bat* on the board and circles the *-a* while making the short /a/. Students then repeat the sound, pointing out that the vowel *-a* is followed by a consonant. The teacher then explains that this kind of syllable is a close' syllable because the vowel is closed up by a consonant. Lastly, students blend the word *bat* and read together. Students answer how many syllables are found in the word and what kind of syllable the word is. The teacher repeats these steps with the following words: *bit*, *mud*, *pot*, and *fell*.
- The materials include intentional cumulative review practice activities throughout the curriculum. For example, in Unit 2, Lesson 10, students review decoding words with hard and soft *-c* and *-g*. Before the guided practice activity, the teacher hangs signs with each sound-spelling pattern around the room. During the activity, the teacher displays a word, students read the word, and then move to the area of the room that shows the label for the sound-spelling pattern in the word. For example, the teacher writes the word *page* on the board. Students read the word to themselves, and when cued, they walk to the sign that states, “soft *-g* words that end in /j/.”
- The curriculum consistently incorporates intentional practice and review of decoding and encoding using both previously learned and newly introduced phonics skills. In grade 3, Unit 3, lessons introduce new phonics skills in isolation in one lesson and review skills in subsequent lessons. For example, Lessons 1 through 4 introduce different sound-spellings for /ar/ and /er/. Lesson 5 includes a cumulative review of the sound-spellings for /ar/, including *-ar*, and

the sound-spellings for /er/ in one and two-syllable r-controlled words with decoding and encoding practice.

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

- Decodable texts in grade 3 incorporate practice opportunities for only phonics skills explicitly taught within decodable readers. Students read three decodable passages each week consisting of previously taught phonics skills. In Unit 1 introduction, students transition to becoming fully independent readers. The teacher instructs students to segment more difficult words using the code knowledge they have learned to read challenging, unfamiliar words.
- The materials' practice opportunities focus exclusively on phonics skills that have been explicitly taught in the current or previous lessons. For example, in Unit 2, after a detailed review of identifying and blending words with VCe sound-spellings, grade 3 students complete a practice activity independently. Students apply their skills during this activity by encoding dictated words such as *hopeful*, *reuse*, and *grateful*.
- Another example is found in Unit 2, Lesson 14. The opening activity in the foundational skills section reviews the long vowel teams for the spelling /ue/. The teacher's directions state, "Remind students that the long vowel sound in these words is /ue/. Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound." The lesson continues with explicit instruction in reading words that include /ue/ as *-ue* and *-ew*. Students then practice the skill with an activity page.

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**Decodable texts incorporate cumulative practice of taught phonics skills.**

- The decodable texts in grade 3 incorporate taught phonics skills. In Unit 1, Lesson 8, students review the sound /ch/ spelled as *-ch* and *-tch* as well as the sound /k/ spelled as *-ch*. The lesson also includes explicit instruction on closed multisyllabic words. During the reading portion, students practice reading words containing the sound /ch/ and closed multisyllabic words in the assigned text, *Lake Day*. Words in the text containing the spelling *-ch* include porch and conch. Closed multisyllabic words include *spotted* and *catfish*.
- The decodable texts incorporate cumulative practice by increasing in complexity. Students in grade 3 read three decodable passages each week, which consist of previously taught phonics skills. The first text of the week is read twice. During the first read, the teacher reads the passage aloud and models how students will annotate each passage to demonstrate their understanding of the phonics instruction. The teacher also models segmenting more difficult words using the code knowledge students have learned to read challenging, unfamiliar words. On the second day, students reread the passage with a partner, practicing the fluency skills they observed the day before.



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

- The materials include lessons with an instructional focus and opportunities for isolated practice. During the foundational skills portion of each lesson, the teacher guide provides explicit instructions to introduce, review, and practice sound-spelling patterns, including words in isolation. In Unit 1, Lesson 6, students identify and read words with silent letter combinations. The lesson begins with explicitly reviewing the silent letter combinations *-wr* and *-kn*. After extensive modeling and guided practice, the lesson moves into independent practice with students reading sentences with a missing word. Students then must combine the syllables to spell the missing word correctly.
- After explicit instruction on a sound-spelling pattern, students practice decoding words that include that pattern in connected text. In Unit 1, Lesson 6, following individual practice of decoding and encoding words with the silent letter combinations, students apply their learning by reading the decodable text *Knoll the Knight*.
- Unit 3, Lesson 6 provides another example of a lesson with an instructional focus and opportunities for isolated practice. Explicit instructions are provided for reviewing the sound-spelling *-or*. The teacher reviews the /or/ sound as in *born*, and students say the /or/ sound several times, stretching it out. The lesson then proceeds with further modeling, guided practice, and independent practice, including decoding and encoding. Lesson 6 also includes a brief review of identifying r-controlled two-syllable words.
- Subsequently, following the foundational skills lessons, students practice these new skills in connected text. In Unit 3, Lesson 6, after explicitly reviewing the sound-spelling *-or*, students practice decoding phrases such as *moral support*, *absorbed the energy*, and *could not afford* while reading the decodable text *Jordan Scores*.

## Phonics Rule Compliance

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

- Grade 3 provides a variety of developmentally appropriate assessment tools. For example, Unit 2 includes a word and sentence dictation pre- and post-test, a morphology assessment, a reading fluency measure on narrative and informational text, and written and oral comprehension questions.
- The grade 3 materials include formative assessments in various formats to measure student learning and guide instructional decisions. Dictation pretests and posttests are administered in the first and final lessons of each unit. These assessments use the same set of words so that teachers can monitor student progress and mastery of specific sound-spellings. The teacher resources provide trackers to assist with this monitoring.
- The materials also offer informal assessments that provide immediate feedback, allowing teachers to adjust their instructional approaches. Quick Checks for Understanding are incorporated into various lessons. For example, in Unit 3, Lesson 2, the Check for Understanding assesses students' ability to recognize the sound /ar/ in spoken words. The directions state, "I'm going to say some words. If you hear the /er/ sound, stand up. If you hear the /ar/ sound, stay in your seat." The teacher says words with the r-controlled vowel sounds while students sit or stand. The comprehension informal assessments require the students to respond to various inferential, literal, and evaluative questions. For example, in Lesson 1, after the class choral-reads *Fame on Stage*, the teacher's guide provides four literal questions and one inferential question for teachers to ask as discussion prompts, along with the correct student response.

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

- The materials offer clear guidance to support teachers in effectively administering formative assessments. For example, in Unit 2, Lesson 4, the Teacher Guide advises, “As you listen to each student read 'The Role of Code,' make notes in the Anecdotal Reading Record regarding the student’s fluency and prosody, noting any errors.” Unit 1 Teacher Resources provides teachers with a Sample Anecdotal Reading Record to clearly model how to use the tool accurately when listening to students read.
- The materials include consistent guidance to help teachers efficiently administer assessments. Teachers administer dictation pretests and posttests in the first and final lessons of each unit for grade 3. These assessments use the same set of words so that teachers can monitor student progress and mastery of specific sound-spellings. Each spelling assessment is given with the same routine. The teachers read each word individually, use it in a sentence, and then repeat it, allowing students time to write down the word. At the end, the teacher returns to the list and rereads each spelling word. After all the words have been called out, the teacher now dictates two sentences for the students to write. The assessment concludes with students choosing one of the words from the dictation activity and using it to write a sentence of their own.

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

- The materials include progress monitoring tools that systematically and accurately assess students’ acquisition of grade-level phonics skills. According to the Assessment Guide, “Examples of assessment tools for progress monitoring include the 'Assessment Trackers' and 'Data Analysis Guidance' in grade 3.” The Data Analysis Guidance Document can be found in the Program Level Resources. This document guides teachers about administering the Dictation Pretest/Posttest and Encoding Dictation Review and properly using the Unit Assessment tracker to systematically and accurately measure students’ skills.
- The grade 3 Unit Assessment Tracker is a separate stand-alone spreadsheet found in the Program Level Resources. This tracker is pre-populated with the individual sound and morpheme spellings for each item in the unit dictation pretest and posttest. The teacher begins by populating the students’ names in the tracker document’s first column. Once the teacher administers the unit dictation pretests, they are scored, and the teacher places a mark under the spellings that were incorrectly written for each student. Additionally, the completed Unit Assessment Tracker provides teachers with valuable data by assessing individual student knowledge as they begin each unit. The Data Analysis Guide further states, “This information identifies current learning gaps to assist in planning to address those gaps at the individual student level. The teacher can then target the specific lessons on which to focus for particular students, based on the error analysis.”
- Additionally, grade 3 student’s materials include creating a Dictation Journal: Phonics/Encoding Dictation, which teachers use to “review and monitor student progress.” Every lesson culminates with a brief dictation activity that provides students practice in

spelling words with the targeted sound-spelling learned in the preceding Phonics activity. Students spell words in isolation and in sentences in their dictation journal. For the dictation journal, students can either use a journal they previously used for other writing activities, or you may wish to designate or have students create a small dictation journal for each student.

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

- The materials include assessment opportunities throughout the school year that align with progress monitoring tools. In grade 3, each unit features a dictation pretest and posttest. Both assessments use the act words to allow teachers to monitor students’ mastery of the sound-spellings covered in the unit. Additionally, teachers track students’ progress using the Unit Assessment Tracker. This tracker is beneficial because it helps teachers see at a glance which students would benefit from targeted small-group instruction “based on an error pattern analysis.” Subsequently, teachers can group students with the exact needs and skill gaps together. This information ultimately helps teachers match specific lessons from the unit to the error patterns of the group.
- At the end of each week (Lessons 5, 10, 15, and 20, when applicable), students complete a weekly review dictation assessment covering the sound-spellings and morpheme targets taught that week. According to the Data Analysis Guidance document for grade 3, these data points can be used for progress monitoring purposes.

## Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	6/6
4.5a	<a href="#">Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.</a>	1/1
4.5b	<a href="#">Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.</a>	2/2
4.5c	<a href="#">Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.</a>	2/2
4.5d	<a href="#">Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.</a>	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 the frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.**

Evidence includes, but is not limited to:

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

- The materials include data-management tools for tracking individual student progress and facilitating informed instructional decisions to accelerate learning. The Data Analysis and Progress Monitoring grade 3 document provides information on the data trackers and their usage. According to the document, “The completed Unit Assessment Tracker offers valuable insights to the teacher by evaluating individual student knowledge at the start of the unit. This information identifies current learning gaps, aiding in targeted planning to address these gaps at the individual student level.”
- Furthermore, the document explains, “The completed Progress Monitoring Tracker provides valuable insights to the teacher by assessing individual student knowledge at the end of each week of instruction. Identifying remaining learning gaps offers timely information to assist the teacher in planning to address these gaps at the individual student or group level throughout the remainder of the unit.”

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

- The materials include data-management tools designed to track whole-class student progress, enabling teachers to analyze patterns and address student needs effectively. Each

grade 3 unit features a Progress Monitoring Tracker, which includes individual sound and morpheme spellings from the unit's dictation pretest and posttest. According to the Data Analysis Guide in the online program resources, teachers should use pretest results to plan instruction for the unit. The guide emphasizes that the completed Unit Assessment Tracker provides valuable information by assessing individual student knowledge at the start of the unit. This helps identify current learning gaps and assists in planning to address those gaps at the individual student level.

- Additionally, the materials provide teacher directions for utilizing the assessment tracker with the posttest. The guide specifies, “The Unit Assessment Tracker can be utilized again after the unit dictation posttest at the end of the unit. After each student’s errors are identified on the tracker, the teacher should use any remaining errors to plan for reteaching individual students, as necessary. If there are remaining patterns of errors for small groups or the whole class, the teacher can quickly determine which spellings need additional review.”
- Furthermore, data-management tools for tracking whole-class student progress are in the Teacher Resources at the back of each Teacher Guide. For example, grade 3, Unit 1 includes Anecdotal Reading Record and Discussion Questions Reading Record sheets, along with sample records, to guide teachers in correctly completing these record sheets.

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

- The materials provide specific guidance on determining the frequency of progress monitoring based on students’ strengths and needs, as outlined in the Assessment Guidance document available in the online materials. The document recommends that Tier 1 students be monitored three times a year (beginning, middle, and end) with an accuracy goal of 80%. Those who meet the goal stay in Tier 1, while those who do not move to Tier 2. Tier 2 students are monitored weekly with the same 80% accuracy goal. Students who meet this goal may stay in Tier 2 or return to Tier 1, but those who do not move to Tier 3. Tier 3 students are monitored 1–2 times weekly with an 80% accuracy goal. Students meeting this goal may move to Tier 2 or remain in Tier 3, while those who do not stay in Tier 3.

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

- The Assessment Guidance document includes a chart outlining best practices for classroom progress monitoring planning and implementation. It recommends that, whenever possible, all students receive Tier 1 grade-level instruction daily, with additional time allocated for Tier 2 (Targeted Intervention) or Tier 3 (Intensive Intervention) as needed. The chart specifies each tier's recommended group size, duration, weekly session frequency, and progress monitoring frequency.
- Additionally, the chart features a section titled *Next Steps*, which guides what to do for students who do or do not meet the goal. For example, it suggests that students receiving Tier

2 instruction who meet the goal should either move to Tier 1 or continue in Tier 2. Students in Tier 2 who do not meet the goal should either remain in Tier 2 or move to Tier 3.

## Foundational Skills

5.B.1	Oral Language Development	21/21
5.B.1a	<a href="#">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)</a>	8/8
5.B.1b	<a href="#">Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)</a>	4/4
5.B.1c	<a href="#">Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)</a>	9/9

**The 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). 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, ask questions, engage in discussion to understand information, and share information and ideas.**

Evidence includes, but is not limited to:

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

- The materials provide lesson plans that guide teachers in developing oral language and oracy through various activities. In grade 3, the established reading routine for each week follows a systematic five-day cycle. On day 1, the Teacher Demonstration emphasizes accuracy, expression, and rate. Students answer oral discussion questions as a group, and the teacher can record correct responses in the “Discussion Questions Observation Record” for formative assessment.
- The material provides the opportunity for the teacher to explicitly model how to converse with a partner in Unit 1. The lesson begins with the teacher highlighting the value of conversations, emphasizing how they bring more perspectives and new or different information to discussions. The teacher then demonstrates asking questions and actively listening with a partner. Finally, the students practice these skills with their peers.
- The materials include oral language practice through various methods. In Unit 1, Lesson 7, a Turn-and-Talk activity is used to check for understanding. The teacher explains the purpose of the activity and outlines what the students will discuss with their partners. The lesson provides guidance for modeling the steps with a volunteer, including checking each other’s work. This involves explaining why each identified syllable is a closed syllable before moving on.
- The materials incorporate oracy practice through various methods, including listening and responding in writing during dictation activities. In grade 3, students complete a dictation



pretest and posttest each week to reinforce spelling patterns taught in the weekly lessons. The spelling practice and assessments in the Teacher Guide are scripted. In Unit 4, Lesson 3, students spell words read aloud by the teacher that end in *-sion*. They are also tasked with listening and writing two sentences.

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

- The materials provide opportunities for students to engage in communication for various purposes. In Unit 1, Lesson 7, students review silent letter combinations. In this Turn-and-Talk activity, students work with a partner to determine if a multisyllabic word contains any closed syllables. The teacher begins by explaining the activity and modeling the steps with a volunteer, including checking each other's work and identifying why a syllable is closed. Students then pair up, think of a multisyllabic word, and share it with their partner, who identifies any closed syllables. The teacher reminds students to signal when both partners have contributed. Finally, the teacher calls on students to share their partner's word and identify the closed syllables, providing corrective feedback as needed.
- The materials promote academic communication for academic purposes and audiences, including teachers, peers, and small groups. For example, in Unit 2, Lesson 1, students identify and use words with the suffix *-or*. During guided practice, students work with partners to complete an activity and discuss how the suffix *-or* changes the meaning of the word *sculpt*. They then share their partner's response with the class.
- The materials also provide opportunities for students to engage in social communication for different purposes. In Unit 3, Lesson 16, students participate in a Turn-and-Talk activity to discuss their experiences with chalk art or other types of art. The teacher facilitates the discussion by asking, "Have you ever seen or made chalk art? Tell about the experience. If you haven't made or seen chalk art, tell about a different kind of art."

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

- The materials provide authentic opportunities for students to listen, ask questions, engage in discussions, and share information and ideas through decoding lessons. For instance, in grade 3, Unit 1, Lesson 3, students pair up to think of multisyllabic words and share them with their partners, who then identify any closed syllables in the words. Students signal when both have participated, and the teacher calls on them to share their partner's word and the identified closed syllables, noting these on the board and providing corrective feedback as needed. The materials provide Active Listening Guidelines for when students work in partners, small groups, or before a class discussion" including: "Ask questions that are relevant or follow along with the topic, answer questions using details and descriptions, and when the speaker is finished sharing, wait to be recognized before you ask questions."
- In Unit 1, Lesson 1, students ask questions while participating in a Turn-and-Talk activity based on the reading. Students ask their partner the question, ask any clarifying questions,

and then repeat back to their partner what was heard. There is then an opportunity for a group to share with the class, and one student asks their partner if what they shared matches what they shared. The materials provide opportunities for students to engage in discussions to understand information. In Unit 2, Lesson 2, students practice blending words with the sound /ie/ spelled as *i\_e*. For students who struggle with long vowel sounds, the lesson plan suggests having them work with partners to say words that rhyme with *pie*.

- The materials provide authentic opportunities for students to actively listen, engage in discussions to understand information, and share their ideas. In Unit 4, Lesson 16, the teacher reads a decodable text aloud. The lesson plan prompts the teacher to read the first few paragraphs twice: first, continuously and accurately at a moderate pace with proper expression, and then re-reading the same paragraphs with a flat, monotone voice, disregarding phrasing. Students are then asked to discuss and explain how the teacher's voice differed between the readings and identify which reading was more enjoyable to listen to.

## Foundational Skills

5.C.2	Letter-Sound Correspondence	30/30
5.C.2a	<a href="#">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)</a>	4/4
5.C.2b	<a href="#">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 &amp; 2.A.2)(T)</a>	2/2
5.C.2c	<a href="#">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 &amp; 2.A.3)(S)</a>	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 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 multisyllable words in isolation and decodable connected text.**

Evidence includes, but is not limited to:

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

- The materials systematically review letter-sound relationships. Each phonics lesson reinforces how the focus sounds are read and spelled. Phonics activities are divided into *decoding* and *syllabication*. In decoding, students identify and read words with focus sound-spellings. In syllabication, they identify specific syllable types in words. Units 1, 2, and 3 of the grade 3 program cover the six main syllable types: closed, open, VCe, vowel team, r-controlled, and final stable syllables. Unit 4 focuses on syllable division patterns VCCV, VCV, and VCCCV. Each lesson concludes with a dictation activity where students practice spelling words with the sound-spelling reviewed in the phonics activity.
- The materials explicitly and systematically introduce letter-sound relationships in a sequence designed to facilitate basic decoding and encoding skills. The grade 3 materials include decodable texts that provide systematically scaffolded practice to reinforce each lesson’s phonics, syllabication, and morphology skills. Students reread two texts each week after a teacher demonstration and annotate the passage to indicate their understanding of the phonics, syllabication, and morphology skills reviewed in the lesson. Students read a third text independently at the end of each week. For instance, in Unit 1, Lesson 5, the phonics lessons review decoding and encoding words with long and short vowels, consonant blends, and

double-letter consonants. The decodable text, *Baking Cupcakes*, includes words for students to practice decoding, such as *assist*, *rim*, and *snazzy*.

- The materials provide specific steps and terminology for teachers to use in each lesson to explicitly teach letter-sound relationships. In Unit 3, Lesson 9, students decode and encode words with r-controlled vowel sounds with alternate spellings: *ear*, *eer*, and *ure*. The lesson begins with the teacher reminding students that the /r/ sound can change the sounds vowel teams make, using words like *earth*, *hear*, *deer*, *creature*, and *lure* to demonstrate. The lesson proceeds with more modeling and practice for each alternate spelling. Specific guidance in the lesson plan instructs the teacher to “Explain that there is no reliable way to know how the /r/ sound will change the sounds some vowel teams make. Words will have to be memorized and practiced, but sometimes students may be able to use context clues to help them determine which sound the r-controlled vowel team will make.”

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

- The grade 3 materials provide guidance for teachers to deliver direct and explicit instruction on connecting phonemes to letters within words, along with recommended feedback to address common student errors and misconceptions. For instance, in Unit 1, Lesson 3, there is a review of the challenging word *want*. The lesson plan includes a script for teachers to follow when delivering the lesson and providing feedback for errors. It suggests correcting students who blend the sounds incorrectly by prompting, “We say *want*. What’s the word?” and asking them to sound it out and read it again.
- The materials also offer explicit guidance for teachers in delivering direct instruction on phoneme-letter connections, with additional support for addressing common student errors. In Unit 2, Lesson 4, the teacher reminds students that one spelling for the /ue/ sound is the separated digraph *u\_e*. The instructions advise asking students for two or three words that contain the *u\_e* spelling and produce the /ue/ sound while correcting any examples that produce the /oo/ sound. For students struggling with the /ue/ sound, the materials suggest using rhyming to help generate words with that sound.
- The online materials feature a Corrective Feedback Planning Tool document that outlines common issues students may face in phonological/phonemic awareness, letter-sound correspondences, phonics/decoding, and reading fluency, along with corrective feedback suggestions for each area. One example of scripted feedback for students who struggle with multisyllabic words advises, “When you come across a long word, try tapping out each syllable with your fingers to help you read it more smoothly.”

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

(S)

- Materials provide a variety of activities and resources to help students develop, practice, and reinforce their understanding of letter-sound correspondence for decoding both one-syllable and multisyllable words in decodable connected text. Each lesson includes a reading passage, enabling students to apply their knowledge while focusing on phonics, syllabication, and morphology skills. Each unit features 12–15 passages, with three passages scheduled for reading each week. The first passage is introduced through a teacher demonstration, where the teacher models accurate reading with appropriate rate and expression. Students may participate in a choral reading during this demonstration. On the second day, students reread the passage with a partner to practice the fluency skills demonstrated previously. Various routines can be used for partner reading, such as taking turns or echo reading. On the third day, students read a new passage independently and respond to comprehension questions. They then reread the passage on the fourth day with their partners, clarifying any misunderstandings or misreadings. Finally, on the last day of the week, students read another new passage independently and answer comprehension questions.
- Materials offer a range of activities and resources designed to help students develop, practice, and reinforce their understanding of letter-sound correspondence through cumulative review. Each unit features an activity book filled with engaging exercises. In Unit 2, students focus on decoding skills with words containing the /ae/ sound, using an assigned activity page to practice with words like *bake*, *brake*, and *rake*. In Unit 3, Lesson 1, students work on an assigned activity page, where they fill in the blanks of sentences using a word bank. This exercise includes words that contain the /ar/ sound, reinforcing the VC/CV pattern.
- Materials include a variety of activities for students practice, and reinforce their understanding of applying letter-sound correspondence to decode words in isolation. In Unit 4, Lesson 2 during an additional support opportunity, students practice identifying and reading words with VC/CV patterns. During this activity, students approach the board and mark words with the VC/CV pattern then read the word aloud.

## Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	<a href="#">Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)</a>	1/1
5.E.1b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)</a>	1/1
5.E.1c	<a href="#">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)</a>	6/6
5.E.1d	<a href="#">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 &amp; 2.A.3)(S)</a>	8/8

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

Evidence includes, but is not limited to:

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

- The materials include a review of previously learned concepts. In Unit 1, students begin with a comprehensive review of previously learned concepts to solidify their foundational skills before advancing to grade-level standards. This review includes a focus on several spellings from grade 3, emphasizing blends, digraphs, and alternative sound-spellings. Additionally, students revisit words with closed and open syllables and words with common inflectional and derivational endings. This thorough review ensures that students are well-prepared for the more complex phonics skills and concepts introduced in subsequent units. The materials include lessons and activities that systematically teach phonics skills and concepts, progressing from simple to complex throughout the year. For example, Unit 1 focuses on reading and spelling multisyllabic words with closed and open syllables, including words with short and long vowel sounds, consonant blends, double-letter consonants, and silent letter combinations. Students learn to read and spell words with /k/ > ck, /ch/ > ch and tch, /g/ > gh, /sh/, /wh/, and /qu/, as well as words with /th/ (voiced and unvoiced), /ng/, /f/ > ph and gh, and blends like thr, shr, str, and spl. Unit 2 emphasizes separated digraphs, vowel teams, and alternative sound-spellings, focusing on words with VCe and vowel team syllables. Students

read and spell words with the VCe syllable pattern, closed and open syllables, hard and soft c and g, and words ending in /v/ and /j/. They also practice long vowel teams, diphthongs, and vowel teams for /aw/, /oo/, /oo/, /ou/, and /ae/ > *igh*. Unit 3 targets r-controlled vowels, words with the schwa sound, and alternative sound-spellings, including words with r-controlled syllables or final stable syllables. Students read and spell words with r-controlled vowels, r-controlled vowel sounds with alternate spellings, the schwa sound, final stable syllables, /h/ > *wh*, /s/ > *sc*, *st*, *ce*, and *se*, and /sh/ > *ss*, *s*, and *ch*. Unit 4 focuses on words with the schwa sound and alternative sound-spellings. Students read and spell words with /shən/ > *tion*, *sion*, /shəl/ > *tial*, *cial*, /ə/ > *o\_e*, /oo/ > *o\_e*, contractions, possessives, homophones, and homographs.

- The lesson objectives in the materials are carefully aligned to the grade-level TEKS sound-spelling patterns. In Unit 2, students focus on decoding words with VCe and vowel team sound-spellings, addressing TEKS 3.2.A.ii. As the program progresses, Unit 4 introduces students to spelling and reading words using knowledge of syllable division patterns, such as VCCV, VCV, and VCCCV, which aligns with TEKS 3.2.C.v.

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

- The materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction. For example, a grade 3, Unit 1, Lesson 5 lesson script includes the following: Teacher: *I see the pattern CVC in clap. When we see the pattern CVC at the end of the word, what do we usually need to do before adding a suffix like -ing?* Students: *double the consonant p*. The teacher writes *clapping* on the board and points out the double consonant, confirming the correct answer.
- The materials provide teachers with important points to emphasize about grade-level sound-spelling patterns. In Unit 4, Lesson 4, a mini-lesson focuses on constructing and reading words with the VC/CV pattern. The materials instruct the teacher to emphasize that when two consonants stand between two vowels, the word is usually divided between the two consonants.
- The materials include detailed guidance for teachers to use during phonics instruction. These routines are consistent throughout the grade level and are aligned with the ELAR TEKS. For example, lessons in grade 3 begin with a brief warm-up consisting of previously taught sound/spelling patterns. The lesson proceeds with decoding words with the same sound/spelling pattern and concludes with an encoding activity.

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

- The materials in grade 3 begin with a cumulative review of skills introduced in grade 2. In Unit 1, students will review: (1) spellings from grade 2 with an emphasis on blends, digraphs, and alternative sound-spellings; (2) words with closed and open syllables; and (3) words with

common inflectional and derivational endings. For instance, in Unit 1, Lesson 1, students practice short and long vowel sounds in CVC and CVCe words.

- The lessons within the materials include various activities for students to develop, practice, and reinforce grade-level sound-spelling patterns. Unit 3 features activities that provide additional opportunities to review the week's tricky words. One activity, *Tricky Words Race*, involves students competing in two groups to race to find the word on the board that the teacher called out. The first student to find and tap the word earns a point for their team. This activity can also be played in pairs to support students who are still mastering the tricky words.
- The materials offer various multimodal activities and resources for guided and independent cumulative review throughout the school year. Each Teacher Guide in grade 3 includes *Additional Support* sections throughout the lessons, recommended for use as intervention and remediation. Each activity focuses on the skills presented and/or reviewed during the lesson. The online materials also include the *Intervention Toolkit*, which provides songs, games, and additional resources for teachers to reinforce the skills taught.

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**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)

- Each unit in the materials includes an activity book that provides a variety of activities for students to complete at school and home, ranging from comprehension to encoding. In Unit 3, Lesson 9, students practice decoding and encoding words both in isolation and within phrases. The activity requires students to complete sentences using words provided in a word bank that includes the spellings *ear*, *eer*, and *ure*. For example, the first sentence is, “The clothing store is having a ... sale.” (*clearance*).
- The materials offer students the opportunity to decode words in connected text through weekly passages. In grade 3, students transition to becoming fully independent readers, ready to confidently tackle natural text in any grade-level appropriate book. Students learn to segment more difficult words using their code knowledge to read challenging, unfamiliar words. For instance, in Unit 4, Lesson 14, students read *The Queen of Soul: A Musical Biography*. After reading the passage, they revisit the text to circle three words with the suffixes *-ible/-able*, highlight three words with the CVVC syllable pattern and write one unfamiliar word they can define using context clues.
- The materials support students in encoding words both in isolation and in context. Each lesson concludes with a short dictation activity that allows students to practice spelling words with the sound-spelling patterns reviewed in the phonics activity. Students spell words in isolation and sentences within their dictation journal. Each encoding activity includes nine words for students to spell in isolation and two full sentences for students to spell in context. Additionally, students have the opportunity to create their own sentences using the spelling words.



## Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	42/42
5.E.2a	<a href="#">Materials include a systematic sequence for introducing regular and irregular high-frequency words.</a> (PR 2.A.1)	2/2
5.E.2b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words.</a> (PR 2.A.1)(T)	4/4
5.E.2c	<a href="#">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).</a> (PR 2.A.1 & 2.A.3)(S)	24/24
5.E.2d	<a href="#">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).</a> (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 materials in the grade 3 program systematically introduce regular and irregular high-frequency words, beginning with a review in Unit 1, Lesson 1 of Tricky Words learned in previous grades. Words are then introduced throughout the program based on their common usage and the necessity for students to read and write at grade level. These words are presented to students in small batches, with no more than seven at a time. For instance, in grade 3, Unit 2, Lesson 10, the words *giddy*, *circuit*, *whistle*, *toward*, *walk*, and *distance* are introduced.
- The Tricky Words in the materials are sourced from research-based lists, including Dolch, Fry, and Zeno. Appendix D, available in the online resources, notes the high-frequency or Tricky Words introduced in each unit and lesson and indicates which research-based list they appear on. For example, the word *old* is reviewed in Unit 1, Lesson 13. According to the appendix, *old* is found on Dolch list 125, Fry list 142, and Zeno list 133. This list also informs teachers of additional lesson opportunities and choice words that may be taught in each unit.

**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 offer a comprehensive overview for teachers, providing essential background on decoding and encoding both regular and irregular high-frequency words. Appendix D explains that the words presented to students are called *Tricky Words* due to their complex code and inability to be completely decoded using the sound-spelling correspondences that students have been taught so far. These words are not pronounced as one may think based on their letters in print, nor are they spelled as one may assume based on their sounds in spoken form. The directions in each lesson instruct the teacher to point out which parts of each word are regular and which parts are irregular and must be remembered.
- The materials include sample scripts and strategies for direct instruction in reading and spelling high-frequency words. For example, in Unit 3, Lesson 1, students review the Tricky Words *friends*, *heart*, *raised*, *buy*, *encouragement*, and *moisten*. The Teacher Guide provides an introduction for the lesson: “Say, ‘Today we will review some *Tricky Words* together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.’” The lesson plan continues with step-by-step instructions detailing what to display, where to point, what to say, and when to repeat steps. The lesson concludes with a provided closing: “Say, ‘Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter-sounds in these words are pronounced differently than we would expect.’”
- The materials provide teachers with key points to emphasize when introducing irregular words to students, including decoding the regular parts of words and memorizing the irregular components. For example, in grade 3, Unit 4, Lesson 1, the lesson plan includes instructions for introducing the Tricky Word *oceans*. The teacher explicitly teaches both the regular and irregular parts of the word, such as the letter *o* pronounced /oe/ as expected, while the letters *cean* are pronounced /shən/ and *s* as /z/. The guide suggests pointing to the letters and mapping the sounds during the introduction.

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**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 opportunities for students to review Tricky Words as a whole group in each Tricky Word Review lesson. For instance, in Unit 1, Lesson 4, students come to the board to spell one of the Tricky Words. The other students then review the spelling to ensure it is correct. The materials also suggest randomly pointing to words and having the class chorally read them aloud.
- The materials provide additional support activities in each lesson that include Tricky Word Review. For example, in Unit 3, Lesson 7, students review the words taught in Lesson 6 and learn the new word, *folks*. The materials list three ways for students to practice these words after the lesson. One activity involves students working in pairs to give each other a “spelling test.” Another activity includes dictation sentences, where one partner uses the words in a

sentence while the other writes them down, then switches roles to repeat the process before checking and correcting their spellings together. The final suggested activity requires students to read a passage that includes the Tricky Words; one student reads while their partner practices spelling the words they hear.

- The materials provide various activities to practice and reinforce decoding and encoding skills for high-frequency words. In Unit 2, Lesson 1, students review Tricky Words from Unit 1 along with the word *audition*. The materials include detailed instructions for teaching Tricky Words, starting with the tricky parts in a scripted format. For instance, “This word is tricky because the *au* is pronounced /aw/, and the *tion* is pronounced /shən/.” Following direct instruction and guided practice, the materials offer additional opportunities for students to review words from the daily lesson, including whole group practice and partner activities where students take turns reading each word.

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**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 provide a unit pretest and posttest spelling assessment that includes Tricky Words both in isolation and in sentences. In Lesson 1 of each unit, students receive the spelling words during the pretest and practice them throughout the unit. The posttest spelling assessment is given at the end of each unit, where the teacher orally presents the words for students to spell in their dictation journals, along with a dictated sentence. For example, in Unit 2, students are introduced to and practice the tricky word *cautious* multiple times before the posttest spelling assessment.
- The materials offer various activities, including memory-building strategies, to help students master high-frequency words in isolation. Unit 3, Lesson 5 includes creative and competitive opportunities for students to practice decoding Tricky Words. In the first activity, Tricky Word Race, students are divided into two teams. The teacher calls out a tricky word, and one student from each team runs to the chart to tap the word. The first student to tap the correct word earns a point for their team, and this process continues until all of the words have been found and each student has had a turn.
- The materials feature decodable passages designed for students to practice reading fluently. Each passage includes words made up of previously taught letter-sound correspondences and Tricky Words. For instance, in Unit 4, the tricky word *courageous* appears in the passage *Violet’s Poems*. Before students read the story, they are explicitly taught that the *ou* is pronounced /ə/, the *ae* is pronounced /æ/, and the *geous* is pronounced /jəs/. These texts allow students to apply their reading skills to familiar words and sounds, reinforcing their learning and boosting their confidence.

## Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	38/38
5.E.3a	<a href="#">Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)</a>	2/2
5.E.3b	<a href="#">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)</a>	8/8
5.E.3c	<a href="#">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 &amp; 2.A.3)(S)</a>	12/12
5.E.3d	<a href="#">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 &amp; 2.A.3)(S)</a>	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 multi-syllabic words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multi-syllabic words (through cumulative review). Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multi-syllabic 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)**

- Throughout the program, the sequence for introducing syllable patterns and syllable division principles is aligned with grade-level TEKS. In grade K, students orally blend syllables and add syllables to create new words. In grade 1, students divide multisyllabic words into parts and spell words with open and closed syllables. By grade 2, students read one- and two-syllable words with short and long vowels and read and spell words with VCe syllables. In grade 3, students progress to reading and spelling words with final sounds.
- The materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. The grade 3 Scope and Sequence states that in Unit 1, students will learn to read compound words and words with up to three syllables with open and closed syllable types. In Unit 2, students learn to read multisyllabic words with

VCe and vowel team syllable types. In Unit 3, students learn to read multisyllabic words with r-controlled and final stable syllable types. Lastly, in Unit 3, students learn to read multisyllabic words with all six syllable types, as well as the following syllable division patterns: VC/CV, CV/VC, V/CV, VC/V, VCC/CV, and VC/CCV.

- The lesson objectives progress from less to more complex skills. The Unit 4 introduction specifically states that students “will be given opportunities to first identify the vowels and consonants in words before applying their knowledge of syllabication patterns to divide the words into syllables.” This gradual increase in complexity ensures that students build a solid foundation before tackling more advanced syllable division patterns. This approach helps students gain confidence and proficiency in decoding multisyllabic words.

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

- The materials provide comprehensive background knowledge and clear directions for effectively teaching syllable types and division, ensuring students can successfully decode and encode multisyllabic words. In Appendix C of the grade 3, Unit 1 Teacher Guide, there are notes to ensure teachers understand the material content. One note states, “For the purposes of using syllable division patterns, digraphs, and trigraphs are considered to be one vowel or one consonant since the letters work together to make a single sound; for example, *birth•day* and *watch•men* follow the VC/CV pattern.”
- The materials include supportive guidance within the sidebar of lessons to assist teachers in helping students who struggle with specific skills. For instance, in Unit 1, Lesson 4, students review reading double consonant closed multisyllable words. For students who have difficulty with syllable division, the materials suggest that the teacher asks students to read and clap each word to determine how to divide it into syllables.

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

- The materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words. There are activity pages in each unit that provide practice with these skills. For example, Unit 2, Lesson 11 includes an activity page for practicing reading two-syllable words with vowel team syllables. Students divide each two-syllable word into syllables by placing a slash between the syllables and then circle the vowel team.
- The materials also provide resources for students to develop, practice, and reinforce skills to decode multisyllabic words. Activity pages offer practice with both previously taught and new skills. Unit 3, Lesson 3 includes an activity page that allows students to practice decoding r-controlled two-syllable words. During this activity, students color the box with the correct word based on identifying the correct sound.
- Various activities within the materials allow students to develop, practice, and reinforce skills to decode multisyllabic words. In Unit 3, Lesson 12, students review five of the six main

syllable types, including closed, open, vowel team, VCe, and r-controlled. During this review, students sort ten words into the five different syllable types, noting that some words may belong in more than one category. When this happens, students can select the category of their choice. As they finish the sorting, they review their work with a partner or a small group.

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**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 multisyllabic words in isolation. In Unit 2, Lesson 11, students practice reading and listening to words with common long vowel teams and two-syllable words with vowel team syllables while completing an activity page. In this activity, students read each word and underline the open syllable of each word. If both syllables are open, they underline the entire word and read it again.
- The materials also offer activities and resources for decoding and encoding multisyllabic words in connected text. In Unit 3, Lesson 6, students practice reading multisyllabic words in the decodable passage *Jordan Scores*. In this passage, students underline words with *are* and *air*, circle words with the prefixes *over-* and *under-*, and highlight two-syllable words with r-controlled vowels.
- The materials include various activities for students to practice encoding one-syllable or multisyllabic words using knowledge of syllable types and syllable division principles in isolation. In Unit 3, Lesson 23, students work in groups or pairs to form words. They are given cards featuring different syllables and collaborate with their partners to create multisyllable words. Students who successfully create words can write them on the board for others to view.

## Foundational Skills

5.E.4	Morphological Awareness (1–3)	19/19
5.E.4a	<a href="#">Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)</a>	1/1
5.E.4b	<a href="#">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)</a>	4/4
5.E.4c	<a href="#">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 &amp; 2.A.3)(S)</a>	6/6
5.E.4d	<a href="#">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 &amp; 2.A.3)(S)</a>	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. The 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 outlined in the TEKS. The Curriculum Map outlines and identifies grade-level morphemes, ensuring a structured approach to learning. For example, Unit 2 covers prefixes such as un-, re-, pre-, dis-, non-, mis-, im-, in-, and sub-, and suffixes like -or, -ful, -ness, -ly, and -ous. Unit 3 expands on this by teaching prefixes over-, under-, tele-, super-, uni-, trans-, micro-, fore-, pro-, intra-, and inter-, as well as the suffix -ist. Unit 4 continues with prefixes mid-, post-, semi-, anti-, and multi- and suffixes -tion, -sion, -scope, -able, and -ible.
- Throughout the program, students progressively identify and use words with these morphemes throughout the units. For instance, in Unit 2, Lesson 1, they learn the suffix -or, followed by -ful in Lesson 2. By Unit 4, Lesson 4, they identify and use words with the prefixes mid- and post-. Additionally, Unit 5 provides a review of identifying and using words with various prefixes and suffixes, reinforcing their understanding and application.

- The materials also include a detailed scope and sequence document for grade 3, highlighting the introduction of words with a wide range of prefixes and suffixes across all four units. This includes prefixes like un-, re-, pre-, dis-, non-, mis-, im-, in-, sub-, micro-, fore-, pro-, intra-, and inter-, and suffixes such as -s, -es, -ed, -ing, -er, -est, -y, -less, -or, -ful, -ness, -ly, -ous, -ist, -tion, -graph, -phone, and -script. This comprehensive approach ensures that students build a strong foundation in understanding and using morphemes effectively throughout their grade-level curriculum.

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**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 specific and detailed step-by-step directions for teachers in each lesson plan. For instance, in grade 3, Unit 1, Lesson 3, materials provide direct and explicit instruction on adding *-ed* and *-ing* to root words. The Teacher Guide instructs: “Say, ‘A suffix is a word part that is added to the end of a word to change its meaning. Here are two common suffixes.’ Write *-ed* and *-ing* on the board.” Teachers are then guided to write the root word “cook” on the board and say, “Let’s add *-ed* to cook to make the word cooked. When we add *-ed*, we show that cook happened in the past.” The teacher then demonstrates by saying, “Yesterday, I cooked for my friends.”
- The materials provide scripted lessons in each Teacher Guide to ensure explicit and direct instruction of common morphemes. In Unit 4, Lesson 4, the Teacher Guide states: “Say, ‘Remember, a prefix is a word part added to the beginning of a root word to change the meaning of the word.’ Say, ‘Let’s focus on the prefix *mid-*.’” Teachers are instructed to write the prefix *mid-* on the board, followed by the word “morning.” The guide continues: “Read the word aloud with your students. Then, add and underline the prefix *mid-*. Say, ‘The prefix *mid-* often means ‘middle,’ so *midmorning* means ‘middle of the morning.’ Use the word in a sentence: ‘I usually take a *midmorning* walk.’ Have students read the word aloud. Point out that the spelling of ‘morning’ did not change when you added the prefix. Write the prefix *post-* on the board.”
- The materials include guidance for teachers to provide direct and explicit instruction supporting the recognition of common morphemes and their meanings (e.g., affixes and base words) to enhance decoding, encoding, and reading comprehension. In Unit 1, Lesson 4 on Morphology, students read and define words with inflectional endings *-ed* and *-ing*. For example, teachers are instructed to “Remind students that they have learned about the suffixes *-ed* and *-ing*. Review that the suffix *-ed* shows that the action took place in the past, and the suffix *-ing* can show that the action is taking place now.” Teachers explain, “We’re going to look at how root words ending with a closed syllable change when we add the *-ed* and *-ing* suffixes. Some words stay the same, while for others, we double the last consonant.” It is further explained that for most words in which the last three letters follow a consonant-vowel-consonant (CVC) pattern (such as “hum”), the final consonant must be doubled before adding a suffix like *-ed* or *-ing*.



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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)

- The materials provide activities for students to develop, practice, and reinforce morphological skills throughout the program. For example, in grade 3, Unit 1, Lesson 10, students complete an activity page where they add the inflectional endings *-ed* or *-ing* to complete sentences and then reread the sentences. The instructions state: “Read each sentence. Complete the sentences by adding the inflectional ending *-ed* or *-ing* to the root word to fill in each blank. Read each sentence again.” One example sentence is: “I ... (invite) Kai to my house.”
- The materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills. In Unit 3, Lesson 1, students practice with the suffixes *-hood*, *-ment*, and *-en*. During this practice, students work with partners to complete an activity page, underlining the suffix in each listed word. This collaborative approach helps solidify their understanding of how suffixes alter the meaning of root words.
- Within the materials, activities are included to help students develop, practice, and reinforce grade-level morphological skills. In Unit 4, Lesson 8, students identify the meaning of and use words with the prefixes *semi-* and *anti-* by working in groups. The students identify the meaning of a word with *semi-* or *anti-*, then share their findings with the class. Additionally, students complete an activity page where they break down words into their prefixes and roots. For example, when given the word *telegraph*, they write *tele* under prefix and *graph* under root.

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

- The materials include activities and resources for students to encode words with morphemes in isolation, building on previous instruction. For example, in grade 3, Unit 1, Lesson 5, the teacher guides students through a review of spelling words with the inflectional endings *-ed* and *-ing*, which have been explicitly taught in Lessons 1-4. In Lesson 5, students work in pairs to complete an activity page where they add *-s*, *-es*, or *-ed* to given words with correct spelling. The instructions on the activity page and the first question state: “Read each word. Add *-s* or *-es* to make each word plural. Change the word’s spelling as needed. Read the new word, *baby*.”
- The materials include a variety of activities and resources for students to decode and encode words with morphemes in decodable connected text, building on previous instruction. In Unit 4, Lesson 2, students practice reading root words and the suffix *-tion* as they read the decodable passage *Volcanic Eruptions*. This practice helps reinforce their understanding of how the suffix *-tion* changes the meaning of root words within a connected text.
- The materials provide various activities and resources for students to decode and encode words with morphemes in sentences. In Unit 4, Lesson 11, students have the

opportunity to practice with words in a sentence. The teacher reads a sentence with an underlined word, and students identify the meaning based on the given root words in a table. This activity supports their comprehension and application of morphemes within a sentence context.