

IMRA Review Cycle 2024 Report

Publisher Name	Program Name
Laprea Education	<i>Grade 1 Structured Literacy with E.A.S.E. Second Edition</i>
Subject	Grade Level
English Phonics	1

Texas Essential Knowledge and Skills (TEKS) Coverage: **51.35%**
English Language Proficiency Standards (ELPS) Coverage: **N/A**
Quality Review Overall Score: **239 / 313**

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

2

Public Feedback

Flags for Suitability Noncompliance

N/A

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

Alleged Factual Errors

N/A

Public Comments

N/A

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	30 / 53
2. Progress Monitoring	23 / 28
3. Support for All Learners	22 / 32
4. Phonics Rule Compliance	22 / 36
5. Foundational Skills	142 / 164

Strengths

- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 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 include a variety of activities and resources for students to decode and encode one-syllable and multisyllabic words through cumulative review.

Challenges

- 1.1 Course-Level Design: Materials do not include a scope and sequence aligned to the ELPS. They do not provide guidance for administrators and instructional coaches.
- 1.2 Unit-Level Design: Materials offer no suggestions to support families in students' success.
- 1.3 Lesson-Level Design: Materials do not include instructional assessments in detailed lesson plans.
- 2.1 Instructional Assessments: Instructional assessments do not align to all grade-level TEKS.

- 2.2 Data Analysis and Progress Monitoring: Materials do not include tools for students to track their growth.
- 3.1 Differentiation and Scaffolds: Materials do not provide educators with guidance for differentiated instruction to support students performing below and above grade-level proficiency.
- 3.2 Instructional Methods: Materials do not guide educators in effectively modeling, delivering, or facilitating lessons, and offer no explicit instructional approaches or varied practice opportunities.
- 3.3 Support for Emergent Bilingual Students: Materials provide no guidance on linguistic accommodations and bilingual/ESL program implementation, immersion or metalinguistic transfer.
- 4.2 Daily Instructional Sequence and Routines: Materials do not ensure daily lessons with explicit instruction, teacher modeling, guided practice, feedback, or varied opportunities for collaborative and independent student practice.
- 4.5 Progress Monitoring and Student Support: Materials offer no data-management tools for tracking progress and provide no guidance on progress monitoring frequency.
- 5.B.1 Oral Language Development: Materials do not provide systematic guidance for developing oral language and lack authentic opportunities for students to ask questions.
- 5.C.2 Letter-Sound Correspondence: Materials do not systematically introduce letter-sound relationships.
- 5.D.1 Phonological Awareness: Materials do not recommend explanatory feedback within teaching phonological awareness skills.
- 5.D.2 Phonemic Awareness: Materials do not follow a systematic sequence for phonemic awareness and do not provide explicit instruction with explanatory feedback for phonemic awareness.

Summary

The *Structured Literacy with E.A.S.E curriculum* by Laprea Education is a K-2 phonics program. Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, and materials. The materials include comprehensive unit overviews that provide the background content knowledge necessary to effectively teach the concepts in the unit. 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.

Campus and district instructional leaders should consider the following:

- The materials contain support for families in English (thought not in Spanish) for each unit with suggestions on supporting the progress of their student.
- The materials provide explicit instruction with practice opportunities and cumulative review to drive toward mastery of phonics skills but likely require supplemental resources and guidance for differentiation to meet the needs of all learners.

Intentional Instructional Design

1.1	Course-Level Design*	12/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	4/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	2/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	2/4

The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. Materials do not include ELPS taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (eg., varying numbers of instructional days- 165, 180, 210). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources to support administrators and instructional coaches with implementing the materials as designed. Materials do not include guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence in the Structured Literacy with E.A.S.E. Program Spreadsheet that provides a correlation between concepts and grade levels in which they are taught. Within the scope and sequence TEKS are not listed, it lists the content, knowledge, and units, called sequences for each concept.
- The materials include a Texas Standards Correlation Guide, listing TEKS and locations. These expectations are not aligned with the scope and sequence.
- The materials do not include ELPS.

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

- The materials include a pacing guide for 36 weeks or 180 days, explaining which sequences best apply to each grade level.
- Grade-level calendar years include guidance for the teacher to teach across multiple sequences and instructional minutes per grade level. The scope and sequence provide guidance about which grade levels utilize various sequences. For example, in Sound Sequence 1 and 2, it suggest 2-day and 3-day lessons with completion of all components in 30-40 minutes for each lesson. The Sound Sequence section entitled Six Sequences states, "The program is organized into six modules called sequences."
- The Structured Literacy with E.A.S.E. Program Information, located at the beginning of each Sequence, includes a Program Overview. Six Sequences provides suggestions for pacing for whole-group instruction and small-group instruction. For example, "When used for whole-group instruction, the sequences follow a progression of skills developmentally appropriate for young learners trying to master foundational reading skills. When used for small-group instruction, the sequences are flexible, so you can place your learners into the program at their skill level and progress from there."

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

- In the Structured Literacy with E.A.S.E. Program Spreadsheet, the material includes a research tab, that details the rationale for how the concepts to be learned connect throughout the course. The Program Information explains, "The first sequence, the Sound Sequence, focuses on basic sound knowledge and the alphabetic principle. Sequences 1-4 focus on increasingly more difficult phonics skills and require students to apply their knowledge to reading texts. The final sequence, the Supplemental Sequence, includes mini-lessons that can be used to teach less common concepts."
- In the Sequences publications, teachers and administrators review further information on how upcoming new concepts and their connections connect throughout the course.
- In the Sound Sequence section entitled Six Sequences, it states, "The program is organized into six modules called sequences. When used for whole-group instruction, the sequences follow a progression of skills developmentally appropriate for young learners trying to master foundational reading skills."
- In the Structured Literacy with E.A.S.E. Program Information, it details the skills by sequence. The Structured Literacy with E.A.S.E. Program Information, details every lesson's formatting: "Structured Literacy with E.A.S.E. was written to align to Scarborough's Reading Rope (Scarborough, 2001). Evidence of Scarborough's strands can be found in the following lesson activities:"
- The materials provide teachers with research information about how the program resources and activities support teaching students to read. The Structured Literacy with E.A.S.E. Program Spreadsheet includes research information that states, "The scope and sequence for the program follows a predictable progression of skills beginning with simpler skills and

advancing to more challenging decoding skills. This sequence aligns with Lane and Contesd's (2022) assertion that phonics instruction should follow a systematic progression, moving from more accessible to more challenging skills as prescribed by a purposeful scope and sequence of skills."

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

- The program is organized into six modules called sequences.
- The materials include a Sound Sequence Overview and Lesson Procedures information that provides teacher guidance and recommendations for the use of all materials, including text, embedded technology, enrichment activities, research-based instructional strategies, and scaffolds to support and enhance student learning.
- The materials include a one-page information sheet that guides teachers with how to read through the program lessons, and assessments, and anticipate where students may need support. Materials state, "For Tier 1 instruction, administer the alphabet letter and sounds assessment to get a general idea of each student's knowledge of Sound Sequence skills. For Tier 2 instruction (or for any child significantly behind or ahead of their expected level), administer the phonics assessment to determine placement outside the standard pacing guide. (See the Program Assessments spiral to access the assessments and further assessment details.)"

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

- The materials do not have a comprehensive guide or handbook for administrators on addressing potential challenges in the implementation process and providing effective solutions.
- Materials include resources in the program spreadsheet that include research information and ongoing support for teachers, administrators, and coaches. The materials state, "The program spreadsheet includes the program pacing guide, a detailed scope and sequence, program training videos, and more."

Intentional Instructional Design

1.2	Unit-Level Design*	3/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	2/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	1/2

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain support for families in English for each unit with suggestions on supporting the progress of their student. Materials do not contain support for families in Spanish for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

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

- In the sound sequence overview, material includes background knowledge necessary to effectively teach e.g. "The following are full example scripts that go with the shorthand shown in the lesson image above. Refer back to the example until you become proficient with the activities."
- In the Structured Literacy with E.A.S.E. program information, overview section, it says, "word recognition skills (phonological awareness, decoding, and word recognition) as well as language comprehension skills (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) are included in this program."
- Materials include a unit overview with background content knowledge for the teacher. For example, the unit overview for Sound Sequence states, "The Sound Sequence is the first sequence in the program. This sequence focuses on teaching the alphabetic principle and concepts of print. Students also learn to blend words in this sequence." 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.

- Learning at Home letters are included in English, they include: informing parents about the current skills in practice and sections like letter formation, letter sounds, high-frequency words, and reading for guardians to help support student learning at home.
- In the Sound Sequence Lesson Procedures, it informs the teacher about the at-home connection that is included with each three-day lesson.

- Materials provide specific strategies and activities for families to use at home to support students' learning and development within each lesson. Materials state, "Your learner has been learning the difference between reading a sentence that ends with a period and one that ends with an exclamation point. Using the book *Tim and the Pit*, your learner can continue practicing these skills. Have them warm up by reading the letter sounds and high-frequency words on the back of the book before reading each page aloud."
- Materials do not contain support for families in Spanish.

Intentional Instructional Design

1.3	Lesson-Level Design*	15/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	11/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, and materials required to meet the content and language standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include 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 the 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 information about all materials, supplies, and instructional assessments needed to support instructional activities for all lessons. For example, the "Getting Started" with the "Sound Sequence" section provides teacher guidance to prepare for lessons, materials required, and assessment information.
- Materials also include a "Lesson Procedures" section with detailed information about all the lesson components, scaffolding, and tasks. Materials also include detailed lesson plans with daily lesson objectives, questions, tasks and assessments.
- In the "Structured Literacy with E.A.S.E." program overview, there are various forms of instructional assessments: phonological awareness and alphabet letters and sounds, phonics, pre-assessments, progress monitoring, formative, and post-assessments. In Lesson 3 Day 3 of Sequence 1, the focus is provided, as well as materials and progress monitoring assessments.
- Materials in the *Program Assessment* publication include detailed instructions for teachers. Materials do not indicate goals for the assessments such as beginning, middle, and end of year goals to monitor whether or not there is sufficient growth.

- Materials include structured lesson plans. "Sound Sequence" provides detailed lesson procedures for the teacher to reference for day 1 or day 2 lessons. For example, the day 1 lesson procedures define and provide detailed examples for "Multisensory Exercises" then Lesson 1 only includes "c /k/ cat". "Sound Sequence" lesson plan materials include tasks and materials needed. There is a lesson focus at the beginning of the lesson, there is a lack of daily objectives when the lesson requires more than one day.
- There is also no reference to content and language standards within the lesson materials. There is no evidence of questions within "Sound Sequence" Lesson 2.

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

- In the "Sequence 1" overview, it highlights the tasks that will occur in the daily lessons and indicates the amount of time that should be allotted to each task e.g. skill introduction (1 minute), decoding (10 minutes), encoding (5 minutes) etc.
- The materials contain suggestions and guidance for time considerations so that learning experiences support students by spending sustained time developing content and skills in grade-appropriate areas. For example, the lesson overview gives the following guidance for timing, "Word Chaining" (5 minutes), "Concepts of Print" (10 minutes), "Background Knowledge" (3 minutes), and "Small-Group Support – Front-Loading" (excl. L1, L13) varies."

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

- "Structured Literacy with E.A.S.E." lesson overviews and plans include all of the resources needed for the student and teacher. If the reproducibles and masters are not included immediately after the lesson, the lesson overview explains how and where to locate the resources. For example, decodable readers are all housed in publications that correlate with the sequence they are required for. All assessments except for progress monitors are located in the *Program Assessment* publication.
- Materials include a lesson overview listing the teacher materials necessary to effectively deliver the lesson. The "Sound Sequence Overview" lists lesson components along with suggested timing. "Lesson Procedures" provide a description of each component. Materials suggest to "Print and laminate the "Lesson Procedures" pages for reference until you become proficient with the lesson procedures." Student materials include student practice sheets and mats after each lesson plan.

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

- The materials provide resources and activities that relate to the content of the 3dDay lessons. These resources are designed to be flexible, allowing students to complete them at their own pace at home. Materials state, "Each three-day lesson includes resources to send home for

continued practice. Attach the printable book to the "Learning at Home" sheet so students can continue practicing at home."

- The program provides challenges for students on various days of the encoding lesson.
- In day 3 lessons, there is learning at home materials with guidance for the parents: "Students have been learning to read and spell words with long "u" (tulip) at the end of a syllable... ask them to build as many words as they can using the cards. Each time they build a new word, they write the word... [then] they drag their finger under it as they blend the sounds to read the word" (Sequence 4, Lesson 8, "Learning at Home" section).

Progress Monitoring

2.1	Instructional Assessments*	20/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	12/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	3/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	1/2

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. Materials do not include diagnostic, formative, and summative assessments that are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments do not include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

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

- The materials include various assessment tools for measuring reading skills, such as pre-assessments, summative assessments of the sequence, and formative assessments after every lesson. For example, "Program Assessments", Sequence 1 pre-assessments state, "Each half-page pre-assessment aligns with a lesson in the program. If students successfully read every word correctly on the pre-assessment, likely, they will not need to complete the lessons for that skill." "Program Assessments overview states", "There is a summative post assessment given at the end of each sequence—to evaluate proficiency with skills and to identify which past skills, if any, need to be revisited. Formative assessments are given at intervals throughout the program (usually every 4–6 lessons) to assess proficiency with skills and to identify which past skills, if any, need to be revisited."
- The summative assessments vary in types of tasks, such as book, letter, and directionality concepts. The *Program Assessments* guide states, "The "Concepts of Print" assessment should be given after the "Sound Sequence" to determine in which skills students are proficient." Materials also include questions that vary in format, such as directing students to point to a concept, asking questions for an oral response, and prompting students to read.

- In the "Program Assessments" section entitled "Assessment Details and Administration", it states, "Three lessons in Sequence 1 (Lessons 5, 9, and 14) offer the opportunity to pause for a formative assessment. The formative assessments provide a check-in to monitor student progress throughout the program. As students progress through the program, it is important to monitor their progress and track their proficiency with the skills that have been introduced. The formative assessments included in this program have been designed to check skill proficiency at intervals throughout each sequence."

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

- The materials include the definition of formative assessments along with their purpose of informing instruction, helping educators and students make adjustments, and guiding instructional decisions. Materials state, " "Structured Literacy with E.A.S.E." provides assessments to guide instructional decisions. Except for the progress monitoring activities that are built into the day 3 lessons, assessments and administration details can be found in this spiral by sequence. The materials begin by including the assessments related to the "Sound Sequence". These assessments gauge phonological and phonemic awareness as well as letter and sound knowledge. A phonics assessment helps teachers gauge student knowledge for "Sound Sequences 1–4". Additionally, sequence pre-assessments, formative assessments, and post-assessments support each of the reading sequences (Sequences 1–4). The following provides an overview of each " Structured Literacy with E.A.S.E." program assessment. A more detailed explanation for each assessment can be found with the specific assessment’s material in this spiral."
- Materials provide scripts to ensure the administration is consistent and standardized across examiners. The *Program Assessment* guide includes a "Concepts of Print Assessment" that states, "1) Ask/prompt students explicitly, using the phrases on the assessment sheet, to discover their understanding of each print concept. 2) Ask students to read the story as you carefully observe, marking all relevant items. When they finish, return to the skills that were not easily observed and ask students explicitly about the specific items."

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

- The formal assessment tool is supported by an assessment overview which gives an overview of the assessment, outlines the purpose for administration of each task, provides step-by-step guidance for administering each measure, and includes information to support the teacher in understanding the benchmarks. "Program Assessment Overview" states, "Progress Monitoring: Progress monitoring assesses encoding knowledge of the current skill, with an alternate option to assess decoding and comprehension if needed. Progress monitoring is built into each day 3 lessons in "Sequences 1–4". Formative Assessments: Formative assessments are given at intervals throughout the program (usually every 4–6 lessons) to assess proficiency with skills and to identify which past skills, if any, need to be revisited."

Post-Assessments: There is a summative post-assessment given at the end of each sequence—to evaluate proficiency with skills and to identify which past skills, if any, need to be revisited."

- Materials provide scripts to ensure the administration is consistent and standardized across examiners. "Concepts of Print Assessment" states, "1) Ask/prompt students explicitly, using the phrases on the assessment sheet, to discover their understanding of each print concept. 2) Ask students to read the story as you carefully observe, marking all relevant items. When they finish, return to the skills that were not easily observed and ask students explicitly about the specific items."
- In the "Phonics Assessments' Assessment Details and Administration" section, materials include guidance on how to assess decoding and encoding e.g. in the assessing decoding section it states: "Decoding should be assessed to determine if a student has mastered the phonics skills they are expected to know at their particular grade or instructional level. Show the student a word card. The student decodes the word by reading it aloud. If the student can accurately read a word within three seconds, it is considered part of their orthographic lexicon." In "Program Assessments' Sequence 2" section, it includes progress monitoring materials with student and teacher materials. The teacher materials have teacher guidance on administration to ensure that administration is consistent and accurate. In each task's section, there is a script for what to say and a scoring guide.

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

- The materials do not assess all student expectations, as outlined in the TEKS. "Structured Literacy with E.A.S.E. Scope and Sequence" provides grade levels for lessons within sequences. In the "Scope and Sequence", the materials indicate how the materials align with the curriculum for the grade level in a manner that is easily identifiable by the teachers. "Sequence 1 Post Assessment Information" states, "Students read the passage. While they read, record errors and rate. The passage includes words that contain skills taught in the current sequence as well as words introduced in previous sequences (although words introduced in previous sequences are not evaluated). Words that represent skills taught in the current sequence have a light gray superscript number that coordinates with the skill's lesson number. On the right side of the paper, each assessed lesson is noted along with the total number of words in the passage representing the lesson focus."
- "Progress Monitoring and Formative Assessments" align with the objectives of the unit or lesson. For example, in Sequence 2, Lessons 16-19 focus on _tch, _dge, Schwa introduction, VC/CV syllable division, and high-frequency words that align with what's assessed on the progress monitoring materials for that sequence, those outlined lessons. The "Structured Literacy with E.A.S.E." program spreadsheet's "Assessment" tab, details the different sequences, and skills in each lesson in each sequence, and their corresponding pre assessments, formative assessments, and post-assessments.

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

- The materials do not assess all student expectations, as outlined in the TEKS, by the grade level. The diagnostic, formative, and summative assessments are aligned to the objectives of the unit or lesson. For example, the Sequence 1, Lessons 2-5 "Progress Monitoring" assessment identifies the skill assessed in each column. In the "Assessment" tab of the "Structured Literacy with E.A.S.E." program spreadsheet, the materials indicate how the materials align with the curriculum for the grade level or subject in a manner that is easily identifiable by the teachers.
- The formative and summative assessments include multiple-choice and open-response items aligned to the standards. Materials include multiple-choice questions for decodables to assess comprehension. "Progress Monitoring" assessments include comprehension questions from a passage read by students. Grade 1 materials for progress monitoring state, "Use your knowledge of the passage to answer these questions. (Students answer aloud and can refer to the written passage.)" The materials include informal assessments that give teachers in-the-moment feedback on student learning. The "Progress Monitoring Teacher" sheet includes a "Totals" section that provides an overview of scores in all assessment sections. "Teacher Sheet" states, "Record the data from each section into the boxes below. Use the numbers to recognize trends in the individual student's growth over time." Informal assessments are not included.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring*	3/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	2/2
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	1/1
2.2c	Materials include tools for students to track their own progress and growth.	0/1

The instructional assessments include standards-aligned items at varying levels of complexity. Materials do provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials do not include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

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

- The materials guide teachers on how to interpret student performance on assessments and reflect on levels of understanding and proficiency. "Phonics Assessments" state, "A student must correctly answer 90% of the items in a single test to show proficiency; when this happens the student does not need to be reassessed on the skill. If a student passes one phonics assessment with ease, administer the next. Continue until the student shows signs of struggle. If a student misses three answers consecutively, discontinue the test. If this happens with two tests consecutively, discontinue administration entirely until the next testing date."
- The materials guide teachers on how to reflect and respond to student performance on levels of understanding and proficiency. For example, "Evaluate Data for Comprehension Support" guides the teacher on how to support students through modeling, rereading, and prompt response. The materials guide teachers on how to interpret student performance on assessments and reflect on levels of understanding and proficiency. Sequence 2, "Evaluate Data for Proficiency" states, "To prepare for the next lesson, determine which level of proficiency best describes the student: shows proficiency, near proficiency, far from proficiency." Materials define each level of proficiency.
- In Sequence 1's post-assessment information, the "How to Use the Post-Assessment Data" section focuses on analyzing data to identify any high-frequency words or skills that a student may be finding challenging to master. If a student hasn't reached mastery in the post-assessment, they redo the pre-assessments related to the skills they are struggling with. If the student performs well on the pre-assessments, it indicates readiness to progress. If they face difficulties with the pre-assessments, they might need additional lessons on those specific skills.

- The section on "Assessment Details and Administration" in the "Phonics Assessments" provides instructions on how to understand and address student performance. For instance, if a student can correctly read a word within three seconds, it is considered part of their orthographic lexicon. Proficiency is achieved when a student answers 90% of the test items correctly; in such cases, there is no need for reassessment. Once a student completes one phonics assessment, move on to the next one. Repeat this process until the student encounters challenges.
- In the Using "Phonics Assessment Data" section, it states: "Data from the phonics assessments can reveal current student knowledge of the skills you will teach following the program scope and sequence. If using the program for "Tier 2 Instruction", administer the phonics assessment for a general idea of student placement, then use the individual pre-assessments to fine-tune placement in the program."

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

- The materials guide teachers on how to interpret student performance on assessments and reflect on levels of understanding and proficiency. "Phonics Assessments" state, "A student must correctly answer 90% of the items in a single test to show proficiency; when this happens the student does not need to be reassessed on the skill. If a student passes one phonics assessment with ease, administer the next. Continue until the student shows signs of struggle. If a student misses three answers consecutively, discontinue the test. If this happens with two tests consecutively, discontinue administration entirely until the next testing date."
- The materials include instructional strategies that can be used to support students who demonstrate a need for more one-on-one support. These strategies are included in the sequence of lessons. The "Program Assessment Overview" contains guidance to follow the program's sequence for "Tier 1 Instruction." Use pre-assessments to place students correctly if they are ahead or behind. Students get whole-group instruction but focus on needed skills in small groups. Placement is based on the first skill lacking proficiency in pre-assessments.
- In Sequence 2, the Day 2 "Lesson Procedures" provide various instructional practices to support learners. It lists pedagogical strategies to support students. For example, "Word Chaining" procedures indicate to review previously learned words for students who need extra support during the instructional component.

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

- Sequence 1's "Progress Monitoring Materials" for lessons 2-5, includes a section for the teacher to record the data from each section. In the "Totals" section, it says, "Record the data from each section into the boxes below. Use the numbers to recognize trends in the individual student's growth over time." However, materials do not include tools for students to track their progress and growth. In Sequence 1's "Post-Assessment", materials provide a teacher "Total" section to record the data from each section. However, materials do not include tools for students to track their progress and growth.

- Materials include progress monitoring materials such as the "Student Page", for students to access assessments, and the "Progress Monitoring" page, designed to support teachers, which includes an area for scoring and entering notes. Materials do not include tools for students to track their progress and growth.

Supports for All Learners

3.1	Differentiation and Scaffolds*	5/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	1/3
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	2/2
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	2/3

Materials include teacher guidance for differentiated instruction for students who have not yet reached proficiency on grade-level content and skills. Materials do not include teacher guidance for differentiated activities and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have not demonstrated proficiency in grade-level content and skills. Materials include teacher guidance for differentiated instruction and extension activities for students who have demonstrated proficiency in grade-level content and skills. Materials do not include teacher guidance for enrichment 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/small group reading to support students who have not yet reached proficiency on grade-level content and skills. The guidance on how to adapt and support students with different learning needs is to repeat or go back to a previous lesson for intervention. Materials in the "Using Pre-Assessment" data section state, "For a learner who does not easily read the words and sentences in the first assessment they are given, return to the previous "Syllable Type" lesson in the program (it could be in a previous sequence) and begin assessing there. Because Sequence 1 introduces the first syllable type, students who are not proficient with Sequence 1 skills will need to return to the "Sound Sequence" to solidify individual sound skills."
- In Sequence 2 Day 3 "Lesson Procedures", in the small-group comprehension support section, it states: "Group students according to similar needs. Either lead small-group lessons to address these areas or differentiate during whole-group instruction. Ways to differentiate

levels of support in these areas include:" support through modeling, rereading, and prompt support. After that, it breaks each of those options down with some (minimal) guidance.

- In Sequence 2 Day 1 "Lesson Procedures", the evaluation data for decoding supports, discusses the following areas students might need support in previous skills, focus skills, high-frequency words, vocabulary, and concepts of print support. The teacher's guidance here is to group and pull those students to work with them in small groups. It does not have teacher guidance for differentiated instruction.
- The materials include small-group support for learners on each day of the lesson. Sequence 2, Day 2 "Lesson Procedures" includes small-group support for vocabulary. The program states, "English Language Learners (ELLs) or any other child struggling with vocabulary acquisition should complete this activity." The materials then provide the activity and additional support. The materials include three levels of proficiency on Day 3 "Lesson Procedures." Instructional guidance is provided for each level (shows proficiency, near proficiency, far from proficiency). Students who are described as far from proficiency will join the "previous skill support' group during the next lesson.

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

- The lessons include frequent structured opportunities for students to talk with partners and groups about the text, using academic language and vocabulary. Sequence 2 Day 1 "Lesson Procedures" includes a section for "Building Vocabulary" that states, "Complete the Vocabulary Builder activity with students. Show students the images from the book on the "Vocabulary Builder" half sheet. Start by discussing what is happening in each picture." Lesson 8 includes an image for the word camp. The lesson plans do not include the regular practice of frontloading vocabulary. The differentiation section of "Program Information" states, "Differentiated supports are built in for whole-group activities, including review and challenge versions of most activities. Once all students receive the whole-group instruction, they can spend time in small groups focusing on support specific to their needs."
- Materials include small group pre-teaching for unfamiliar vocabulary. Sequence 2, Day 2 provides "Small Group-Support-Decoding" with three vocabulary words, their meaning, and two sentence examples. Lesson 5 provides synonyms and antonyms for the vocabulary words introduced. Materials also provide a "Vocabulary Builder" which includes illustrations and a word bank. Day 3 skills include a section for students to draw or write the meaning of provided vocabulary words. Materials suggest "For ELL students, use a translation app to name the items in the student's native language before naming them in English... allow them to discuss (vocabulary terms) in their native language before asking them to discuss English. Materials do not include pre-teaching or embedded supports for unfamiliar references in the text (e.g., figurative language, idioms, academic language). For example, the figurative lesson appears just once in Sequence 2, Lesson 16.

- In Sequence 2 Day 1 Lesson Procedures, the guidance includes small-group, front-loading supports: a "Background Builder," a half-sheet that provides a passage related to the text students read on day 2, and a "Vocabulary Builder" activity. In Sequence 2, Day 3, Lesson Procedures, the vocabulary section states: "Begin by asking students to blend the sounds in any decodable words on the list... Then discuss the vocabulary terms with the students... Help students locate the definition, then locate and/or brainstorm synonyms and antonyms (when applicable) for each word... students can create illustrations and/or an original sentence for each word using the bottom portion of the Focus Skill Practice sheet."

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

- The "Structured Literacy with E.A.S.E Program Spreadsheet" states, "Students showing quick understanding of the skill can be given the book to read after the Day 1 introduction and skip directly to Day 3, putting them on an accelerated plan. Additionally, nonfiction texts and decodable chapter books are available for students who show quick mastery of the skill; these books allow them to apply specific decoding skills using more complex texts. Additionally, there are daily data checks in which teachers can identify areas in which students might show early mastery, and directions for how to support them on the following day are provided." The materials do not include decodable chapter books. The nonfiction texts are included for all learners in the detailed "Scope and Sequence" located in the program spreadsheet.
- In Sequence 2 Day 1 procedures, under the "Word Mapping" header, it details what students can do "for a challenge." It says, "Students can attempt to map the challenge words in the lesson plan. The challenge words include other skills in addition to the focus skill." In the encoding section on Lesson 1 Day 1 of Sequence 2 Procedures, in the encoding section, it has three different syntax activities with minimal teacher guidance-- "For a challenge, students can practice with the "Challenge" sentence."
- Materials include teacher guidance for differentiated instruction for students who have not demonstrated proficiency in grade-level content and skills. Materials include three levels of proficiency on Day 3 "Lesson Procedures." Instructional guidance is provided for each level (shows proficiency, near proficiency, far from proficiency). Students who are described as far from proficiency will join the "previous skill support" group during the next lesson. Materials do not include enrichment and extension activities for students who have not demonstrated proficiency in grade-level content and skills.
- Materials include enrichment activities for students who have demonstrated proficiency in grade-level content and skills. In the encoding section on Lesson 1 Day 1 of Sequence 2 procedures, in the encoding" Comment" end section, it has three different syntax activities with minimal teacher guidance-- "For a challenge, students can practice with the "Challenge" sentence. Materials do not include teacher guidance for extension activities for students who have demonstrated proficiency in grade-level content and skill. In Sequence 2 Day 1 procedures, under the "Word Mapping" header, it details out what students can do "for a challenge." It says, "Students can attempt to map the challenge words in the lesson plan. The challenge words include other skills in addition to the focus skill."

Supports for All Learners

3.2	Instructional Methods*	11/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	6/6
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	2/4
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	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 facilitation using a variety of instructional approaches. Materials do not include teacher guidance and recommendations for effective lesson facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

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

- The materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. Lesson procedures include instructions for "Multisensory Exercises in Sound Sequence." Materials in the "Guided Practice" phase, follow the structured approach of gradually transferring responsibility to students, offering prompt feedback when necessary. The process involves the teacher demonstrating by writing the grapheme in the air with the dominant hand, vocalizing the letter name, and then tracing under the written letter while stating the letter sound. When working with the teacher, students mimic this process together. When working independently, students perform the skywriting and verbalization tasks without teacher assistance.
- The materials include an instructional routine with clear headings and labels to support the teacher in differentiating between the whole and small groupings throughout a lesson. Day 1 lesson procedures state, "Once all students receive the whole-group instruction, they can spend time in small groups focusing on support specific to their needs." The background knowledge section of each lesson includes small group instructions.
- In Sequence 2 Day 1 lesson procedures, materials include guidance and prompts for teachers -- in the skill introduction section, it says, "After the phonemic awareness warm-up, ask students if they noticed any repeating sounds. Invite students to think of other words that feature the skill. Then use the wording in this section of the lesson plan to introduce the skill. If a skill was introduced in a previous lesson or sequence, the directions will refer you to the

original introduction so it can be reviewed as needed." Following that, it guides teachers to lead students through guided practice and it has corrective feedback listed below. In the sequence 2 day 1 lesson procedures, in the "Encoding Section", it lists the syntax activities, their purpose, and teacher guidance for how to lead and model that activity/skill.

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

- The materials include instructions to support the teacher in providing effective lesson facilitation through various engaging instructional strategies, such as think-pair-share. Sequence 2 Day 2 Lesson Procedures states, "Use the questions listed under the "Before Reading Questions" heading to activate and build schema before reading. Allow students time to think-pair-share before sharing responses with the group." The lesson procedures guide also states, "After students have finished reading, use the "After Reading Questions" to guide the discussion. These questions require students to use inferring skills as well as teach students about nonliteral or figurative language. Allow students time to think-pair-share before sharing responses with the group." Sequence 2 Lesson 2 Day 3 states, "What do you think happened when Mick visited the vet? Explain."
- Sequence lesson procedures follow a systematic approach. The lesson procedures lack variety in delivery or facilitation, such as student choice, or varied instructional approaches. The absence of exit tickets, questioning, exploration, or experimentation limits opportunities for students to actively engage and succeed.
- In Sequence 1, Day 2 lesson procedures' "Word Chaining" section, it states: "Allow some time for students to think-pair-share before sharing responses with the group."

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 include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. Lesson procedures include instructions for "Multisensory Exercises in Sound Sequence." In "Guided Practice", the gradual release of responsibility is present in the materials. In Sequence 2, Day 1 lesson procedures, in the oral articulation section, the pink "Guided Practice" words detail the teacher model, students with teacher, and students without teacher activity/expectations. Following that, it has a corrective feedback section. The Sequence 2 overview details guidance on what each day in the three-day lesson plans should look and feel like. It has the day's activities bulleted out, and the lesson plans are color-coded with teal text representing a teacher script that can be read directly to students.
- Materials support multiple types of practice (e.g., guided, independent) to support effective implementation. Materials include guidance for teachers to support effective implementation. Materials include recommended structures (e.g., whole group, small group) to support effective implementation. The materials provide clear headings and labels to support the

teacher in differentiating between the different types of practice (whole group, small group) used in the lesson structure. For example, Sequence 2, Lesson 4, Day 2 has a clear heading, "Small-Group Support- Decoding." The section for "Small-Group Support" is also color-coded differently among the lesson materials. Materials provide opportunities for independent practice with few opportunities for collaborative work.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students*	6/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	0/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	6/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

Materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, and building background knowledge through oral and written discourse. Materials do not include 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.

- In Sequence 2 Day 1 lesson procedures, materials mention front-loading support for English language learners, but materials are not differentiated to accommodate various levels of language proficiencies. To help build background knowledge, teachers are suggested to use a translation app to make cross-linguistic connections through oral and written discourse.
- The materials include generic tips for EBs and do not address the multiple levels of language development. Lesson procedures suggest for the teacher to "use a translation app" to translate vocabulary words. The materials are designed for a monolingual audience.

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

- The materials have a "one size fits all" framework for English learners. Program materials only include a "Scope and Sequence" for TEKS-based teaching and learning and do not provide ELPS-based formats.
- There is no reference to ELPS, video support, one-pagers, or handbook regarding ELL and EB learners.
- The materials do not include information related to the state-approved ESL and bilingual program models and guide teachers on how the program best supports the different models. The materials have a "one size fits all" framework.
- In the detailed scope and sequence, the materials focus on English phonics with no mention of materials for 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.

- The materials do not embed vocabulary and comprehension strategies in lessons. Materials do include linguistic information about the English language in the "Skill Introduction" section of the /kw/ sound. Materials state, "In the English language, the letter "q" is paired with the letter "u." The letters "qu" represent the /kw/ sound. It can be heard at the beginning of the word queen. Let's complete activities to help us identify the /kw/ sound in words." The materials embed vocabulary frontloading for English Language Learners in lessons. Materials state, "Building Vocabulary: Complete the "Vocabulary Builder" activity with students. Show students the images from the book on the "Vocabulary Builder" half sheet. Start by discussing what is happening in each picture. (For ELL students, invite them to first explain what they see in their native language before asking them to explain it in English.) Next, point out the different items and words."
- The materials routinely include at least three to five key terms for pre-teaching and an explicit routine. Materials define vocabulary words in student-friendly terms, use them in context, and check for understanding. Lessons do not include tips for supporting emergent bilingual students, e.g., cognates, cross-linguistic connections, rephrasing suggestions, checks for understanding, etc.
- In Sequence 2, Day 2 lesson procedures, materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary. In the word chaining section, it states: "English Language Learners (ELLs) or any other child struggling with vocabulary acquisition should complete this activity. Introduce the words listed in the lesson plan by writing each word so students can see it and asking them to blend the sounds to decode them. (For ELL students, use a translation app to state the word in the student's native language.) Next, provide the definition, discussing what it means. Read the example sentences. Where appropriate, find and display an image representing the word. Students draw the meaning of each word and/or use each word in a sentence to demonstrate comprehension. (For ELL students, invite them to first explain what the word means in their

native language before asking them to explain it in English.)" In Sequence 2 Day 1 lesson procedures, under the "Small-Group Support" -- "Front-Loading" section, materials include guidance for teachers to support emergent bilingual students in building background knowledge through oral and written discourse (by discussing the passage in their native language and English) and in making cross-linguistic connections (by labeling the English words with the words in their native language). It recommends an early introduction to lesson material, by front-loading vocabulary in a small group before the day 2 lesson.

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

- The materials include generic tips for EBs and do not address the multiple levels of language development. Lesson procedures suggest for the teacher to "use a translation app" to translate vocabulary words. The materials are designed for a monolingual audience.
- The materials do not include dual language support for teachers or students.

Phonics Rule Compliance

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

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence). Materials include explicit (direct) and intentional daily opportunities for foundational skills. Materials include practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for a 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 program overview states: "The lessons in this program are part of a systematic, sequential scope and sequence and contain activities that support a "Structured Literacy" approach and cover all strands of *Scarborough's Reading Rope*."
- The "Structured Literacy with E.A.S.E. Program Information" states, "Sequences 1-4 focus on increasingly more complex phonics skills and require students to apply their knowledge to reading texts." This aligns with the information provided in the detailed scope and sequence that is located in the "Program Spreadsheet." The materials in the program are outlined in the pacing guide and scope and sequence in the "Program Spreadsheet." This details the increase in complexity and a systematic and sequenced instruction of phonics.

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

- The phonics lessons provide teacher-led instruction that clearly and specifically teaches a skill through concise explanation, modeling, practice, and feedback. Lessons follow the gradual release of responsibility format. The materials include opportunities to explicitly teach the skill on Day 1 and provide practice in phonics on Day 2 and/or Day 3. "Sequence Overview" provides specific guidance on how much time to spend on each lesson component (i.e.,

phonemic awareness, skill introduction, decoding, and encoding) with the practice of phonics on some days.

- In the Sequence 2 overview, it states that the third day of each lesson spends 1 minute on phonemic awareness, and the rest of the time is spent on comprehension, vocabulary, metacognitive strategies, comprehension skills and strategies, verbal reasoning, nonfiction text, and progress monitoring. In the Sequence 3 overview, Day 3 lessons are broken into the following: small-group comprehension, vocabulary, metacognitive strategies, comprehension skills and strategies, verbal reasoning, nonfiction text, progress monitoring, and learning at home.

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

- Materials include practice of phonics skills in isolation, such as in individual words and word lists. For example, kindergarten materials include high-frequency word cards, forming mats, word lists, practice sheets that include words in isolation and sentences, and printable books. The materials include phrases and sentences used to practice reading and writing high-frequency words and words that follow taught sound-spelling patterns. For example, a kindergarten lesson that focuses on applying knowledge of CVC words asks students to read, spell, and write irregular high-frequency words. Then, students read and spell words with the CVC pattern. Students also complete a "Focus Skill" practice sheet that guides students to practice an irregular high-frequency word list, phrases, and sentences that include high-frequency words and words that follow the lesson skill pattern.
- Materials offer decodable texts aligned with each lesson's skills and objectives, sorted by sequence. Each set outlines the necessary skills for reading. Skills in decodable progress in complexity, updated with each new set. For instance, Sequence 1, Lesson 2 covers skills from lessons 1 and 2. "Daily Skills Focus Skills Practice" accompanies each lesson, focusing on reading sounds, words, phrases, and sentences related to the lesson's objective. Learners then practice encoding by constructing and writing words and sentences. Lessons allow for guided and independent skill practice. In Sequence 1, Lesson 3, Day 1, learners receive guided practice on the short vowel "i" and engage in word mapping. The teacher demonstrates the gradual release method during this activity.

Materials include opportunities for cumulative review of previously taught skills.

- The materials provide opportunities to review previously taught skills by connecting previously taught phonics skills to new ones. For example, "Word Chaining", found in Day 2 lessons, provides opportunities to review previous spelling patterns, current patterns, and a challenge pattern.
- The irregular high-frequency word routines in all of the sequences are consistent with one another as students acquire the skills to decode the words. The program states, "Once the skills have been taught, add the words to the growing high-frequency word deck and review them flashcard style for 2-3 minutes every day thereafter." The materials also include a high-frequency word-forming mat that is used throughout all of the sequences.

- The decodable books include the new skill for the lesson as well as previously taught sound-spelling patterns. Each decodable book provides the teacher and learner with a graphic showing what prior skills are required to read the text. Irregular high-frequency words are also found in the text, both new words and previously learned irregular high-frequency words. At least five previously taught words in the decodable book for Sequence 3, Lesson 15 are found. The materials provide a skill review on Days 1 and 2 of each lesson. Instructions for these activities can be found in the lesson procedures guide at the beginning of each sequence. The dictation sections of lessons include the lesson focus skill and irregular high-frequency word(s) plus previously learned high-frequency words and phonics skills.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- In Sequence 2 Day 1 and 2 lessons include explicit (direct) instruction with teacher modeling. Day 3 lessons include one brief section for phonemic awareness review then focuses on vocabulary and comprehension skills. "Sequence 2, Lesson 6, Day 3," for example, includes 2–3 words each for review for blending, segmenting, and substitution. There is no explicit teacher guidance or instruction other than the header and words.
- In the "Structured Literacy with E.A.S.E. Program Information", *Scarborough's Reading Rope* section states that phonological and phonemic awareness are only taught in the sound sequence and sequence 1–2. In the Sequence 2 overview, it states that the third day of each lesson spends 1 minute on phonemic awareness, and the rest of the time is spent on comprehension, vocabulary, metacognitive strategies, comprehension skills and strategies, verbal reasoning, nonfiction text, and progress monitoring.
- In Sequences 3 and 4, it reserves Day 3 of each lesson for comprehension and assessment. Small-group support on Day 3 lists the focus as comprehension. There is no evidence of direct and explicit phonics instruction with teacher modeling.

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

- Day 1 and Day 2 "Lesson Procedures" provide "Guided Practice," stating "Following this procedure for the gradual release of responsibility, providing immediate, corrective feedback to students as needed." The guided practice portion of the lesson provides suggestions or guidance on giving specific corrective feedback. For example, guidance corrective feedback for "Oral Articulation" for Day 2 states "Repeat the guided practice until the sound is correctly

articulated." Individual lessons provide specific feedback. Day 3 shifts focus to vocabulary and comprehension.

- Daily lessons do not include opportunities for explicit guided instruction and immediate and corrective feedback. For example in "Sequence 2, Lesson 4 Day 2," materials do not include suggestions for specific feedback. Also, in "Sequence 2, Lesson 4, Day 3," materials do not include suggestions or guidance on giving specific, corrective feedback. In "Sequence 2, Lesson 4, Day 1" lesson, the lesson includes opportunities for explicit guided instruction and corrective feedback; however, this only occurs on day one of each three-day lesson.

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

- The materials in the phonics lessons provide opportunities for independent practice throughout the week, but not daily. Students are directed to use a variety of materials for completion of independent work including reusable mapping pages, syllable sorts, word collection books, chips, word cards, and word chaining. Details for each of these activities are found in the sequence overviews and daily lesson procedures. Any reproducibles needed are included with the sequence as well. The materials in the program do offer small-group support daily for students needing additional support. There is no evidence that this is intended for all learners daily.
- Collaborative learning is found in sections of the lessons that involve reading the decodable books. The program offers partner reading, echo reading, and choral reading. There is no evidence of daily collaborative learning found in the program. The program is built around a whole-group method for Tier 1 students as shown in the "Program Overview" in each sequence. There is information for use in small groups for Tier 2 students. The research tab in the Program Spreadsheet states, " "Structured Literacy with E.A.S.E (Explicit And Systematic Essentials)" is a K–2 research-based small-group foundational reading program that was created based on the science of reading research." While this information is stated, the reviewer is unable to locate sufficient evidence to support this claim.
- The phonics lessons are designed for daily whole-group implementation and some resources include guidance for small groups or individual instruction. Materials suggest "echo reading, partner reading, choral reading, or independent reading" when decoding. Materials include independent practice such as Day 1 "Focus Skill Practice", Day 2 "Decodable Text", and Day 3 "Focus Skill Practice and Learning at Home."

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include intentional practice and a review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. For example, the kindergarten materials provide a word chaining activity on Day 2 of lessons for student practice of encoding and decoding previously taught and current skill words. Instructions for word chaining state, "Students use the "Word Chaining Mat" and letter tiles to create a word chain. Pull out the required letters to complete the chain. Then follow the "Make-Its" procedure. For extra support, students complete the "Review" chains for previously taught skills."
- The "Structured Literacy with E.A.S.E. Program Information", details syllable sort lessons: "These one-day lessons serve as a quick review of previously learned syllable types. Students practice sorting words by their syllable type and reading a text that contains each of the previously taught syllable types." In Sequence 2, Lesson 1, Day 2, the lesson begins with a skill review-- encoding previously learned phonemes.

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

- Decodable texts incorporate cumulative practice by increasing in complexity. They only include taught phonics skills. For example, at the beginning of grade 2, decodable texts include CVC words that use only those letter-sound correspondences that have been explicitly taught, as well as sight words that have been explicitly taught. The beginning decodable for grade 2 is entitled, "A Day of Fun", and includes one-syllable decodable words. Directions state, "This book is part of the NAVY SET 1 in the structured literacy program, which follows the progression of skills shown below. Dark blue indicates this book's skill focus and

where it falls in the overall sequence. To successfully read this book, readers should be proficient in all skills that precede the current skill." Skills are included in the book. At the end of grade 2, decodable texts entitled "Chester's Drum Solo", include CVC words along with VCe, VV, and Vr, CV, and C+le words with one to three syllables that use letter-sound correspondences that have been explicitly taught.

- The practice opportunities in the materials include only phonics skills that have been explicitly taught. The "Program Overview" states, "The skills in each sequence build and spiral." In the "Structured Literacy with E.A.S.E. Program Information", it says: "The sequences build on the learning from previous sequences." Sequence 1 introduces the CVC syllable type. Sequence 2 introduces blends, digraphs, and the VCE syllable type, Sequence 3 introduces the VV syllable type (regular vowel teams) and the VR syllable type, and Sequence 4 introduces diphthongs and the CV and C+LE syllable types. Before beginning a new sequence, students should have mastered the skills in the previous sequence(s). In Sequence 2, Day 1 lesson procedures, students have a word mapping activity that only includes phonics skills that have been explicitly taught.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The decodable texts incorporate cumulative practice by increasing in complexity. They only include taught phonics skills. For example, Sequence 2 "Decodable" books include a page with details on the progression of skills. Materials state, "Dark blue indicates this book's skill focus and where it falls in the overall sequence. To successfully read this book, readers should be proficient in all skills that precede the current skill. The newly introduced words and focus skills are also clearly stated below the dark blue section."

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

- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in isolation through a word-chaining activity. For example, in grade 1 lessons, students encode words in isolation using a word mapping map and encode words through a dictation routine.
- The program materials provide learners with the opportunity to practice in isolation and connected text. Each lesson has focus skill practices on Day 1 that include reading sounds, words, phrases, and sentences. Each lesson then provides a decodable reader with the focus skill embedded. Other opportunities include multisensory work for skill practice in isolation. The program material for Day 2 of each lesson provides students with phonemic awareness activities to reinforce the focus skill. This includes final phoneme isolation, blending, segmenting, and final phoneme deletion.
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in isolation. For example, Sequence 2, Lesson 11, Day 1 "Focus Skill Practice" includes practice on decoding "final blends" in words, phrases, and sentences. After explicit instruction on a sound-spelling pattern in the

materials, students practice decoding words that include that sound-spelling pattern in connected text. For example, the corresponding decodable book for Sequence 2, Lesson 11 continues the focus on "final blends".

- Lessons include an instructional focus with opportunities for practice in isolation and connected text. For example, in Sequence 3, Day 2 lessons, students will be: reviewing skills, practicing irregular high-frequency words, practicing with word chaining, decoding, encoding, and practicing the skill in connected text. In addition, in Sequence 2, Lesson 11, Day 1 "Focus Skill Practice", students are reading words, phrases, and sentences.

Phonics Rule Compliance

4.4	Assessment*	6/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	2/2
4.4b	Materials include clear, consistent directions for accurate administration of assessments.	2/2
4.4c	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	2/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	0/1

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 do not include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

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

- The materials include a variety of diagnostic assessment tools for phonics skills. The "Structured Literacy with E.A.S.E. Program Assessment" guide provides details and explanations for each assessment. Materials state that "The skills on each test coordinate with one of the program sequences." The test skills include CVC, blends, digraphs and trigraphs, glued sounds and VCE, VV (regular vowel team) VR, etc. Materials state, "First and second-grade students should be assessed on all skills as a way to benchmark where they are and measure their progress throughout the year. The materials include a variety of summative assessment tools to "monitor student mastery of skills after a sequence." The summative assessment measures skills through decoding, encoding, and reading comprehension.
- The "Structured Literacy with E.A.S.E." program materials include multiple assessment tools that are developmentally appropriate. Each lesson within a sequence (unit) contains pre-and post-assessments, progress monitoring, and formal assessments. The beginning sequence of the program contains a variety of assessments and checkpoints as the learners progress through the sequence.
- The program assessments' table of contents, has an overview of the included assessment tools: sound sequence assessments (concepts of print, alphabet letters and sounds, and a phonological awareness assessment), phonics assessments (used in sequences 1-4), and sequence 1-4 assessments (pre-assessments, formative assessments, and post-assessments). For lessons 25-26 in Sequence 3, the included progress monitoring student page assesses suffixes *_ness*, *_less*, *_ful*, *_ly*, and grade-appropriate high-frequency words in

isolation and a passage. Following the included pacing guide, this assessment would occur in the 32nd week of grade 1.

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

- The "Structured Literacy with E.A.S.E. Program Assessments" includes scripted and detailed instructions for teachers to accurately administer assessments. The phonological awareness assessment included in the "Sound Sequence" includes administration information in the overview and then follows up with scripted prompts from the teacher on the assessment. This assessment is to be administered at the beginning, middle, and end of the year in kindergarten, and as needed (based on mastery) in grades 1-2. The materials include six phonics assessments in the "Program Assessment" publication. The assessment details provide details on what is assessed, what assessment correlates with each sequence, how to administer, and how to use scoring information. The instructions are clear and consistent throughout the program.
- The materials include guidance to help the teacher efficiently administer the assessment. For example, the formative assessment ("Progress Monitoring") includes scripts to ensure consistent and standardized administration across examiners (e.g., "SAY TO STUDENTS...") and additional prompts when appropriate. The "Program Assessment" guide specifies when to move to the next task and when to discontinue the assessment. For example, "Assessment Details and Administration" states that "A student must correctly answer 90% of the items in a single test to show proficiency; when this happens, the student does not need to be reassessed on the skill". Additionally, "if a student passes one phonics assessment with ease, administer the next. Continue until the student shows signs of struggle. If a student misses three answers consecutively, discontinue the test. If this happens with two tests consecutively, discontinue administration entirely until the next testing date."
- The phonological awareness assessment includes details on what the assessment is, how to assess it, and how to administer it. It includes a list of subtest skills as well as directions and language to administer them. For example, under the initial phoneme isolation section it says, "Students identify the initial sound they hear in a word. Teacher: What sound do you hear at the beginning of *tap*? Student: /t/". The alphabet letters and sounds assessment, includes clear and consistent directions for accurate administration of assessment. For example, it says "To assess letter names: Show the student a letter card. If they accurately say the letter name automatically, they get a checkmark on the assessment sheet." It continues to explain directions for how to assess letter formation and sounds. Then it details how to prepare/assemble the assessment and what the color coding and abbreviations on the assessment mean.
- The phonics assessment details give directions on how to administer: "The phonics assessment can be used to get a general idea of the skills with which a student may or may not have proficiency. Students can read the words directly from the pages provided, or students can read the words from cards. Show the student a word. If the student can accurately read the word aloud within three seconds, it is considered part of their orthographic lexicon. Place a checkmark in the box on the "Student Data" sheet for correct answers, and leave the boxes blank for incorrect answers."

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

- The materials offer progress monitoring tools to regularly assess students' mastery of grade-level skills. One tool is a phonics assessment designed to evaluate either encoding or decoding skills. Teachers can choose to focus on either skill based on the necessary data. There are six phonics tests aligning with different program sequences. Each test covers specific skills: CVC for Sequences 1 and 2, blends, digraphs, and trigraphs for Sequences 2 and 3, glued sounds & VCE for Sequences 2 and 4, VV & VR for Sequence 3 and 5, CV, closed syllable exceptions, and VV for Sequences 4 and 6, and silent letters & multisyllabic words for Sequence 4.
- The materials include progress monitoring in sequences 1-4 at an interval of every 4-6 lessons. Skills monitored are noted as well as skills that are not included (with reason noted). The "Program Spreadsheet" shows six progress monitors for kindergarten students in sequences 1 and 2. As the students enter grades 1 and 2, and as skill mastery is noted, learners may not need to repeat the progress monitors from review sequences.
- The materials include progress monitoring tools that routinely and systematically assess students' acquisition of grade-level skills. For example, the progress monitoring assessment measures mastery in decoding, comprehension, and encoding.

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

- The materials include benchmark assessments at the end of each sequence and some progress monitoring tools, but alignment is lacking across grade levels. Sequences do not completely align with grade level as multiple grade level TEKS are included in Sequences 1-3.
- The materials do not explain how data from the formal assessments can be used to determine which students should be progress monitored. Progress monitoring is tied to the lessons instead of the formal assessment.
- The alphabet letters and sound assessment is to be administered three times a year, beginning, middle, and end, with limited guidance to assess these skills throughout the year until they achieve proficiency.

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support*	1/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	0/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	0/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	0/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	1/1

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

Evidence includes, but is not limited to:

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

- The materials provided for the phonics assessment include beginning, middle, and end-of-year scoring columns for the teacher, as well as a section to document notes. These are for each learner and a data management tracker is not evident in the materials that would enable teachers to analyze the data over time that also includes a target line. The pre-assessments included in the program materials state, "Use data from the phonics assessment to determine, generally, where a Tier 2 student will place into the program. Then administer the pre-assessments that align with that sequence. If a student accurately reads 90% of the skill and nonsense words on the pre-assessment within three seconds of seeing the word, they are proficient with the skill and should move to the next pre-assessment..." The documentation of the pre-assessments can be made on the assessment itself for each student. There is no data tool where the various skills on the pre-assessments can be documented in one place for the teacher to easily plan differentiated instruction.
- The data-management tools provide a place for teachers to organize their student data, but the tools do not support teachers with analyzing or interpreting the data so that the teacher can make instructional decisions. Progress monitoring guidance only refers to the student as follows: "The data-management tools provide a place for teachers to organize their student data, but the tools do not support teachers with analyzing or interpreting the data so that the teacher can make instructional decisions."

- The materials provided for the phonics assessment include beginning, middle, and end-of-year scoring columns for the teacher, as well as a section to document notes. These are for each learner and a data management tracker is not evident in the materials that would enable teachers to analyze the data over time that also includes a target line. The materials include a "Concepts of Print" assessment that is located in the "Program Assessments" publication. The assessment details and administration state, "The "Concepts of Print" assessment should be given to determine in which skills students are proficient. Skills will be revisited in Sequence 1." Included are score pages for the teacher, but there is no other direction or guidance on the relevance of this assessment for making instructional decisions to accelerate instruction. The assessment is not repeated.
- In the phonics assessments "Using Phonics Assessment Data" section, it states: "Data from the phonics assessments can reveal current student knowledge of the skills you will teach following the program scope and sequence." In phonics assessment 6, materials include a teacher form to fill out while assessing students; however, there are no data management tools to help track growth and assess how to support each student.

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

- The materials include data management tools (digital and/or hard copy) to enable teachers to document only individual student data. Materials only include individual student data guidance for quizzes, assessments, and progress monitoring tools. Materials do not include data-management tools for teachers to organize their whole-group data.
- One tracker included in the materials is a student tracker for the "Alphabet Letters and Sounds Assessment." There are no data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

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

- The materials provide "Progress Monitoring" assessments at the end of every week or unit. Every child is assessed using these "Progress Monitoring" assessments. Specific guidance is not included in determining the student's needs along with the sections in lessons where support can be provided. Materials provide the following for students who struggle on Day 1 within the "Focus Skill" section: "Focus Skill Support: Students may need help with the focus skill if they struggle with oral articulation, multisensory exercises, word mapping, decoding, or encoding. A review of these exercises will be the focus of their Day 2 small group." Specific guidance is not included in determining the student's strengths.
- Materials do not mention how to differentiate the frequency of progress monitoring. In the program assessment overview, it says "Progress monitoring is built into each Day 3 lesson in Sequences 1-4."

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

- The teacher guidance in the "Lesson Procedures" documents in the materials explains how the data from a progress monitoring assessment can be used to plan small-group instruction to address gaps in learning. "Evaluating Data for Decoding Supports" states, "To prepare for Day 2, evaluate observational data from the "Decoding and Encoding" activities. Determine in which of the following areas students need additional support: previous skill support, focus skill support, high-frequency word support, and/or vocabulary support."
- The program materials state that all students should receive the whole-group instruction but those behind or ahead of the skills can focus on this acceleration during small-group time each day. The materials included in the formal progress monitor assessments indicate what lesson the skills assessed are found. Once the assessment is complete, the teacher and learner can revisit these lessons for additional support in small groups.
- In the program assessment overview, it states: "Pre Assessments: For Tier 1 instruction, you will follow the program scope and sequence; however, when faced with a student who is significantly behind or ahead of the Tier 1 plan, use the program pre-assessments to determine where to place the student into the program. It's recommended that these students still receive whole-group instruction, but they can spend their small-group time focusing on previous or future skills according to what they need. Each pre-assessment highlights a skill that coordinates with a specific lesson, so students are placed into the program at the first skill in which they cannot show proficiency."

Foundational Skills

5.B.1	Oral Language Development*	8/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	2/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	6/9

The materials do not include explicit (direct) and systematic instructional guidance on developing oral language and oracy through various methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include opportunities for students to engage in academic communication for different purposes and audiences. Materials do not include opportunities for students to engage in social communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively, engage in discussion to understand information, and share information and ideas. Materials do not include authentic opportunities for students to ask questions.

Evidence includes, but is not limited to:

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

- The materials include discussion prompts, but do not include systematic and explicit guidance for oral language development and only use one or two methods. For example, grade 1 materials include scripted discussion prompts with directions for students to take turns. "Sequence 1, Lesson 3, Day 2" states, "Display pictures of slop from the internet. Students take turns comparing the items in the soup using comparison words (bigger, smaller, shorter, longer, rounder, hotter, creamier, etc.). Students must use the word "soup" in their sentences. Start with an example: In this soup, the potato is rounder than the broccoli."
- The materials include discussion prompts but need more systematic and explicit guidance for oral language development and only use one or two methods. For example, grade 1 materials include scripted discussion prompts that include directions to have students build on the ideas of others. "Sequence 1, Lesson 5, Day 2" states, "Students brainstorm a list of jobs. Then they work with a partner or in groups to complete an open sort, placing the jobs into categories of their choosing. Once sorted, groups take turns sharing their lists with the categories hidden, while the other groups try to guess what their categories must be."
- Materials do not include systematic and explicit instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). "Sequence 2, Day 3" lessons include a "Verbal Reasoning" section where the teacher asks questions after reading the decodable book. The

questions come with a possible student answer. Day 3 lesson guidance suggests allowing students time to think-pair-share before sharing responses with the group.

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

- Materials include opportunities for students to engage in academic communication through turn-and-talks/think-pair-share activities but do not include social communication prompts/sentence stems. For example, in "Sequence 3, Day 3" Lesson procedures, after students finish reading allow time for students to think-pair-share with the "After Reading" questions. In "Sequence 3, Lesson 7, Day 2," the background knowledge section includes opportunities for student discussion: "Show pictures of the coast. Discuss some things that may happen at the coast. Students work with a partner or in a small group to describe the coast using prepositions."
- The materials include opportunities for academic communication for different purposes and audiences. For example, "Sequence 2, Day 3" lesson procedures for verbal reasoning state, "Allow students time to think-pair-share before sharing responses with the group. Possible answers are included in the lesson plan." The program includes an open word sort small group activity for high-frequency words. The lessons include scripted instructions for students to explain how they chose to sort the cards, "Watch for the group that sorts the words into two piles. Ask this group to explain how they sorted for others to hear."
- The materials include opportunities for students to develop academic communication but lack social communication prompts. For example, "Sequence 2, Day 3" lessons include a "Verbal Reasoning" section where the teacher asks questions after reading the decodable book. The questions come with a possible student answer. Day 3 lesson guidance suggests allowing "students time to think-pair-share before sharing responses with the group."

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

- In "Sequence 2, Day 2" lesson procedures, materials include authentic opportunities for students to engage in discussion to understand and share information as well as share ideas. In the background knowledge section, students are to "complete a semantics activity to reinforce meaning in language, then they get ready to read the text by discussing "Before Reading" questions. Materials include "Before Reading" questions, and the teacher is given guidance to "allow students time to think-pair-share before sharing responses with the group." In "Sequence 2, Day 17," the background knowledge section gives opportunities for student discussion by having students "take turns comparing things that can be a smidge different using comparison words." In this instance, students are listening actively to one another to share ideas.
- The materials include authentic opportunities for students to share information and ideas with their peers. For example, after reading a book entitled "Feelings," grade 1 students make inferences about feelings based on photographs. Then, students work with a partner to read

the text and modify their inferences based on information from the text and their background knowledge. Materials state, "Students work with a partner to make inferences about the photographs. Students will share with the class when finished." Although the materials contain discussion activities, they do not provide protocols for listening and speaking during the activity. Materials do not include scaffolds such as sentence stems, guiding questions, or conversation starters to facilitate students' discussions.

- The materials include small group discussions on comprehension skills and strategies. The scripted prompt in "Sequence 2, Day 18" states, "Once you have the theme figured out, tell what lesson you think the author wanted to teach by telling his story." The materials provide evidence of active listening opportunities through scripted teacher prompts. Students must listen for comprehension in order to replicate the teacher's modeling and answer questions. "Sequence 2, Lesson 21, Day 1" includes a teacher script for oral articulation. Students must listen and watch the teacher as she models the sound before trying it themselves.

Foundational Skills

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

Materials explicitly (directly), introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials do not 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 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 material provides specific language the teacher can use in each lesson to teach letter sounds explicitly. For example, in grade 1, the materials include what the teacher could say to introduce the final three-letter consonant blend tch. The script in Sequence 2, Lesson 16 states, "Today, we will learn about consonant trigraphs. A consonant trigraph is three consonants that together make a single sound. We have learned that /ch/ is represented by the letters "ch." However, when /ch/ is the final sound in a syllable and is preceded by a short vowel sound, it is spelled "_tch." Examples are *patch, witch, botch, hutch, and fetch.*" Although the materials include a scope and sequence that shows a progression that starts with simple to more complex syllable types and decoding skills, materials do not include the lesson for diphthongs in grade 1 materials. The program information states diphthong introduction is included in Sequence 4, Lesson 17 for grade 2.
- The materials provide explicit teacher scripts when introducing, articulating, writing, and applying letter-sound relationships. Teacher scripts are provided in blue text and frequently include example student responses after the script. In Sequence 1, Lesson 11, Day 1, the teacher script reviews the CVC syllable type and long 'e' sound before moving forward to modeling and application. The program materials include instruction for vowel digraphs in first

grade but do not introduce vowel diphthongs until Sequence 4 in second grade. TEKS states this is a first-grade objective.

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 teacher guide includes ideas and support to the teacher in providing explanatory feedback instead of correct/incorrect feedback. For example, grade 1 guidance for r-controlled vowel words with ar explains students can be tempted to sound out each phoneme before blending. Materials state, "To get them in the habit of recognizing "ar" as one phoneme (/k/ /ar/), ask them to say word pairings that clearly show how the 'r' controls the vowel sound (cat/car, bad/bar, had/hard)." The teacher guide includes a section entitled, "Corrective Feedback" with information on common decoding mistakes for teacher use. For example, when kindergarten materials teach the letter 'd', the materials instruct the teacher to repeat the guided practice section until the student masters the articulation. The script states, " To make the /d/ sound, put your tongue on the ridge directly behind your top front teeth (alveolar) and turn your voice on."

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

(S)

- Materials include a variety of resources for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode multisyllabic words in decodable connected text. For example, the materials provide a variety of activities for learners to apply their understanding of decoding one-syllable words in isolation through the use of word mapping, word chaining, and the focus skill reproducible provided. For example, Sequence 1 provides word mapping and the "Skill Focus Practice" on Day 1 and the "Word Chaining" activity on Day 2 of each lesson.
- The materials include a variety of activities for the application of letter-sound correspondence to decode one-syllable and multi-syllable words in decodable-connected text. Materials include "Focus Skill Practice" sheets with decoding practice for words, phrases, and sentences and decodable books.
- Materials do not include a variety of resources for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode multisyllabic words in decodable connected text. For example, in Sequence 2's decodable readers, there are no multisyllabic words except for a few, previously introduced, irregular high-frequency words. The irregular high-frequency words include " does, over, and new". In Sequence 1 "Focus Skills Practice" sheets, there are only a few multisyllabic words for students to decode, and they are irregular, high-frequency words. The high-frequency words are " said, ask". In sequence 2 "Focus Skill Practice" sheets, materials include some multisyllabic word practice

in isolation and sentences for irregular high-frequency words. Some of the high-frequency words are "through, moved, called". The only time there are opportunities for students to decode multisyllabic words, and apply letter-sound correspondence, is in syllable division lessons (Sequence 2, Lessons 15, 19, & 27).

Foundational Skills

5.D.1	Phonological Awareness (K–2)*	9/12
5.D.1a	Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	4/4
5.D.1b	Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	1/2
5.D.1C	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3)(S)	4/6

Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials include explicit (direct) instruction for teaching phonological awareness skills. Materials do not include recommended explanatory feedback for students based on common errors and misconceptions within teaching phonological skills. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to reinforce phonological awareness skills connected to grade-level TEKS. Materials do not include a variety of activities and resources that reinforce phonological awareness skills through cumulative review.

Evidence includes, but is not limited to:

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

- The material’s phonological awareness lessons start with simple phonological awareness activities and gradually transition to more complex activities. For example, grade 1 lessons include initial phoneme isolation, phoneme blending, phoneme segmenting, and initial phoneme deletion, and moving on to activities to work with short and long vowel words. Sequence 3 Lesson 10 Day 1 states, "Map the words using the appropriate Syllable Map-It Mat for each syllable type: CVC, VCE, and VV."
- In the *Structured Literacy with E.A.S.E. Program Spreadsheet's* "TEKS Correlation" tab, the main phonological and phonemic awareness skills for Sequences 1 and 2 are: blend,

segment, delete, add, substitute, and isolation. In the *Structured Literacy with E.A.S.E.'s Program Information*, it details the curriculum's alignment with *Scarborough's Reading Rope*. It states "Evidence of the phonological awareness strand can be found in days 1–3 in the sound sequence and in Sequences 1–2."

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

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

- Materials include explicit instruction for teaching phonological awareness skills. For example, it includes a cumulative review within sequences 1-4. Lesson 28 of Sequence 2 begins with a review of syllable types previously learned (CVC, VCE) then it moves into word mapping and coding. Students are able to complete a syllable-type skills review sheet included in the lesson. Lastly, students end the cumulative review with a syllable hunt by finding and listing skill words they find in their decodable reader and then code those words. These lessons provide a variety of activities and resources to develop, practice, and reinforce phonological awareness skills that are included in the first-grade level TEKS with the exception of some of the words listed in the Syllable Hunt. The materials in Sequence 1 provide a word-chaining activity in the lessons that enables learners to produce a series of rhyming words by changing the onset of the previous word. This sequence and lesson applies to grades K–2. Word chaining is utilized in all 4 of the program sequences. These are areas of explicit instruction but do not provide recommended explanatory feedback for students based on common errors or misconceptions.
- The materials include lessons for phonological awareness include syllable-type posters and decodable readers that include current and review skills. *Syllable Type* lessons provide a poster, and syllable sort (review) lessons include decodable readers. There is not explanatory feedback provided.

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

- Phonological awareness based lessons are found in grade 1, specifically in the Sound Sequence section. On Day 1 of each lesson, learners blend, delete, and substitute syllables. The lesson is an oral exercise only. The exercises are the same throughout the sequence and do not increase in complexity. Resources in the program for phonological awareness do not include rhymes, games, or interactive lessons for students. Resources utilized in lessons for phonological awareness include syllable type posters and decodable readers that include current and review skills. *Syllable Type* lessons include the poster, and syllable sort (review) lessons have the decodable readers. There is a lack of cumulative review of skills acquired over time.
- The activities and resources allow students to develop, practice, or reinforce phonological awareness skills connected to grade-level TEKS. Phonological awareness activities are

completed orally with the teacher and students use their arms to sky-write graphemes. The materials include an activity specifically designed to help students develop their understanding of phonological awareness skills. For example, lessons include phonemic awareness activity before skill introduction of a new sound. Lesson *Procedures Skill Introduction* states, "After the phonemic awareness warm-up, ask students if they noticed any repeating sounds. Invite students to think of other words that feature the skill. Then use the wording in this section of the lesson plan to introduce the skill." There is not, however, a cumulative review.

Foundational Skills

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

Materials include a systematic sequence for introducing phonemic awareness activities that begin with blending phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing phonemic awareness activities. For example, in Sequence 1 Lesson 2 Day 2, the word chaining activity includes phoneme manipulation of initial and final sounds e.g. fad, bad, mad, lad, sad, sat, mat, bat. In Sequence 2 Lesson 1 Day 2, the word chaining exercises has students manipulating initial, medial, and final sounds e.g. mass, miss, mill, fill, fell, tell, well, bell.
- Materials include a systematic sequence for introducing phonemic awareness activities. For example, in Sequence 2, Lesson 28, Day 1, students distinguish between short and long vowel sounds (CVC, VCE) when reading one-syllable words during the skill introduction and focus skill practice sheet. Words included are while, sit, pancake, same, like, lakeside, bedtime, not, can, had. Sequence 2 Lesson 27 Day 3 includes recognizing the change in a spoken word when a phoneme is changed, added, or deleted. Phoneme substitution in the lesson includes

changing the 'p' to 'd' in pilgrim, changing the 'i' to 'u' in pumpkin, and changing the 'h' to 'l' in hundred.

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

- The program resources include explanatory feedback for common errors and misconceptions. The Sequence 2 lesson components are outlined in the Sequence Overview. The scripted lesson for *Phonemic Awareness* in the Day 2 lesson procedures states, "The following are full example scripts to use. Insert the information found in the shorthand directions into the script. (Student response in parenthesis.)" The example script for the final phoneme deletion is as follows, "Say past. (past) Now say it without the /t/. (pass)" There are no example scripts for feedback. In Sequence 2 Lesson 1 Day 2 the following is listed to be used with the above script, "less (leh), puff (puh)" The lesson does not provide any feedback for common errors or misconceptions. These procedures are the same for Day 2 in Sequences 1 and 2, which encompasses grades K-2. Sequence 4 includes word mapping to link phonemes to graphemes for the skill words. The procedures are to echo-it, tap-it, push-it, write-it, and read-it. The first three are practicing phonemic awareness skills. The program includes the procedures in the Day 1 lesson procedures, "1. Echo-It: Read the word aloud. Students repeat each word. 2. Tap-It: Students tap each sound they hear in the word with their fingers. Using their free hand, students count the phonemes by putting up a finger for each sound they hear. Students place that number of chips/counters in the tap-it squares. Next, write the word where students can see it and say it aloud as you underline the graphemes that represent the individual sounds you are saying. Conceal the word before students move to the next step. 3. Push-It: Students look at the chips they placed inside the boxes and say the sound that corresponds with each chip as they push the chip out of the box and into the circle above it." Lesson 1 Day 1 lists the following words to be used in the activity: bees', benches', bugs' girls', and trucks'.
- In addition to "Corrective Feedback" (that includes supporting students with misconceptions) embedded in the lesson, the *Structured Literacy with E.A.S.E. Program Spreadsheet* includes information on the 44 phonemes articulations and corrective feedback. This spreadsheet highlights the typical errors students make with phoneme production and how to help students correct the pronunciation of letter sounds. As teachers are providing instruction, conducting assessments, or working in small groups, this resource can help with common errors and corrective feedback. In addition to "Corrective Feedback" (that includes supporting students with misconceptions) embedded in the lesson, the *Structured Literacy with E.A.S.E. Program Spreadsheet* includes information on the 44 phonemes articulations and corrective feedback. This spreadsheet highlights the typical errors students make with phoneme production and how to help students correct the pronunciation of letter sounds. As teachers are providing instruction, conducting assessments, or working in small groups, this resource can help with common errors and corrective feedback.

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

- The materials include explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. For example, Sequence 2 lessons include "Word Mapping" and "Word Chaining". In "Word Mapping", "students use the Map-It mats and complete the word mapping to link phonemes to graphemes for the skill words."
- The resources in Sequences 1-4 include instruction that connects phonemic awareness skills to the alphabetic principle for basic encoding and decoding. The focus skill is used in multisensory activities, decoding in the decodable readers, encoding through dictation, and in the modeling and guided practice of the focus skill practice sheet. The word mapping activity on Day 1 in Sequences 1-4 provides a kinesthetic resource when students tap out the words on the Map-It reproducible. An example from Sequence 1 Lesson 2 Day 1 includes the following words to map: am, an, at, can, had, and man. This connects the components of phonemic knowledge to support students in basic decoding.

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

- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills. For example, grade 1 materials in Sequence 3 include "Word Mapping" in Day 1 of 3-day lessons where students practice counting phonemes. Materials state, "Students tap each sound they hear in the word with their fingers. Using their free hand, students count the phonemes by putting up a finger for each sound they hear. Students place that number of chips/counters in the Tap-it Squares." The activities and resources do not provide a cumulative review. For example, lessons include phonological awareness activities, but do not include a cumulative checkpoint where teachers can collect information about student strengths and needs.
- Materials include opportunities in activities and resources for students to practice and reinforce phonemic awareness skills through cumulative review. For example, word chaining exercises focus on manipulating sounds in the word(s), and word chaining exercises can be found in Sequences 1-4, and they include a cumulative review of previously taught phonemes. Materials include: "Current Skill," "Review," and "Challenge" chains. Materials include opportunities in activities for students to develop phonemic awareness skills through cumulative review. For example, in Sequence 1 Day 2 lesson procedures, the phonemic awareness section incorporates final phoneme isolation, phoneme blending, phoneme segmenting, and final phoneme deletion. The focus is developing the skill taught on Day 1 of the lesson. These phonemic awareness skills are continuously used throughout Sequences 1-2.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials provide sample scripts or bulleted teaching points and explicitly defined language with consistent routines for systematic and explicit instruction on sound-spelling correlations and syllable combinations. For example, grade 1 Sequence 3 Lesson 15 states, "You have already learned that r-controlled vowels are vowels that come before an 'r' When this happens, the vowel doesn't represent its short or long sound; the 'r' takes over, causing the vowel to represent a new sound. When the letters 'ar' are put together, they commonly represent the /ar/ sound. This sound can appear at the beginning of words like art and arm, in the middle of words like part and hard, and at the end of words like car and star."
- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example, grade 1 students learn VCe syllables before vowel digraphs.
- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Sequence 1 and 2 materials include spelling words with patterns, introducing them in a systematic, increasingly difficult way. For example, students learn VCE words (Sequence 2, Lessons 20-26) before vowel digraphs (Sequence 3, Lessons 2-9).

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

- The program materials include direct and explicit instruction for sound-spelling patterns that connect new concepts to previously learned concepts. Scripted lessons are provided for teachers including the skill introduction. For example, Sequence 3 Lesson 7 introduces the vowel team *oa* by stating, "You have already learned that vowel teams are two or more letters that appear together to represent a single vowel sound. Today, we will focus on a vowel team that commonly represents the /o/ sound: "oa." This sound can appear at the beginning of words like *oat* and *oak* and in the middle of words like *boat* and *goat*." The *Program Spreadsheet* includes a TEKS correlation tab with TEKS listed for skills and lesson components for each grade level. However, this has been added since we started the review process, and the reviewer is unsure if this is complete or allowed to be used as evidence at this time.
- Materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction. For example, in Sequence 2 Lesson 4 Day 1, the script directs teachers to discuss the digraphs students already know and then says, "Today, we will focus on another consonant digraph that commonly represents the /ch/ sound: "ch". This sound can appear at the beginning of words like *cheese* and *chip* or at the end of words like *much* and *such*." Materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction. For example, in Sequence 3 Lesson 3 Day 1, the skill introduction states, "You have already learned that vowel teams are two or more letters that appear together to represent a single vowel sound. Today, we will focus on the vowel team "ai," which commonly represents /ā/. This sound can appear at the beginning of words like *aim* and *aid* or in the middle of words like *pain* and *bail*."

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

- The materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns. For example, grade 1 materials review CVC syllables and teach VCE and VV words before performing a sort with all three syllable types.
- The materials include activities and resources to help students review and practice sound-spelling patterns skills through cumulative review. For example, Sequence 2 grade 1 lesson activities include "Focus Skill Practice", "Multisensory Exercises", "Word Mapping", "Dictation", and "Word Chaining." Sequence 2 grade 1 lessons provide resources such as decodable books and a "Learning at Home" sheet for each lesson where students can practice and reinforce sound-spelling patterns through a cumulative review.
- Materials include grade-level sound-spelling sorts during lessons for students to develop and practice and in one-day lessons that are reinforcing by reviewing previously learned syllable types. For example, the beginning of sequence one introduces the CVC syllable type, and the end of sequence one has a syllable sort for the CVC pattern. Materials include grade-level sound-spelling sorts during lessons for students to develop and practice and in one-day

lessons that are reinforcing by reviewing previously learned syllable types. For example, CVC and VCE spelling patterns are taught in Sequences 1 and 2 respectively, and in Sequence 3 they are included in a sort with VV syllable type that's introduced at the beginning of Sequence 3.

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

- The materials provide a variety of activities and resources to decode and encode words in isolation and decodable text. For example, materials include *Focus Skill Practice Sheets* with words, phrases, and sentences. Additionally, materials include word mapping and chaining for encoding and decoding words. Grade 1 Lesson 15 in Sequence 2 includes words for mapping, such as *anthill*, *bulldog*, and *sandbox*. Word Chaining words include *shrink*, *shrimp*, and *limp*. The materials provide opportunities for students to apply previously taught and recently introduced sound-spelling patterns. For example, materials include decodable texts that include only previously taught spelling patterns.
- The program materials include decodable readers for each lesson in Sequences 1-4. Each sequence includes its own decodable book publication. The decodable book for the lesson indicates the prior skills needed to be successful in reading the book. Lesson activities and resources on Day 1 of lessons include a skills focus page that includes current lesson skills and prior learned skills. Sequence 2 Lesson 5 introduces 'w', 'x', 'y', and 'z'. This is the focus of the skills page, and also prior skills are included in the sounds, phrases, and sentence sections of the practice.
- The materials provide a variety of activities and resources to decode and encode words in isolation and decodable connected texts. For example, Sequence 2 grade 1 materials include *Focus Skill Practice* which allows the practice to decode words, phrases, sentences, irregular high-frequency words, word mapping, dictation for words and sentences, word chaining, "Learning at Home", and decodable books.
- Materials provide a variety of activities and resources to support students in decoding words that include taught sound-spelling patterns in isolation and in decodable connected text that builds on previous instruction. The *Structure Literacy with E.A.S.E. Program Spreadsheet's* detailed "SAS" tab includes accompanying decodable readers to pair with every lesson in Sequences 1-4. For example, Sequence 2 Lesson 2 is focused on the _ck /k/ pattern. "The Stuck Duck" decodable reader that pairs with this lesson has warm-up words that involve decoding words with this spelling pattern in isolation. Then, the reader itself incorporates words with this pattern throughout for students to decode in connected text that builds on previous instruction.
- Materials provide a variety of activities and resources to support students in encoding words that include taught sound-spelling patterns in isolation. For example, the Sequence 2 Lesson 1 encoding section has a dictation of words component, practicing spelling patterns in isolation.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include brief lessons focused on targeted words, limiting the introduction of regular and irregular words in each lesson or week. Grade 1 materials guide teachers to introduce one high-frequency word every three days. Sequence 2 Lesson Procedures state that students learn new high-frequency words through the "Read, Spell, Write, Extend" activity. In this context, red words are irregular (heart words), and green words are temporarily irregular (wise words). For example, Sequence 2, Lesson 14 introduces the words "number" and "city," followed by "myself" and "cold" in Lesson 12. The materials present regular and irregular high-frequency words in smaller groups that follow common phonetic patterns, allowing for direct and explicit instruction. For instance, Sequence 1 Lesson 5 introduces "other" and "water," noting that "er" can represent the /er/ sound in VR syllables.
- Sequence 3, Day 1 lesson procedures state that Lessons 1-25 introduce new high-frequency words, with students completing the Read, Spell, Write, Extend activity for each. Red words are irregular (heart words), and green words are temporarily irregular (wise words). On Day 2, students review irregular high-frequency words through multisensory exercises like skywriting.

Lessons 26-29 focus on reviewing previously taught high-frequency words using the HFW deck.

- The materials organize the introduction of regular and irregular high-frequency words in smaller batches that follow common phonetic or spelling patterns, allowing teachers to provide direct and explicit instruction. For instance, Sequence 2, Lesson 18 introduces the words "mother," "another," "away," and "above," focusing on the schwa sound. Grade 1 lessons follow the routine "Read, Spell, Write, Extend" for each word. Words are categorized as "red words" (irregular) and "green words" (temporarily irregular). Students read the word in context, spell it, identify "tricky" spellings, write it 3-5 times while saying the letters aloud, and extend their learning by connecting it to similar words and creating sentences.
- In Sequence 1, materials provide daily practice of high-frequency and irregular high-frequency words. In each three-day lesson, students learn 2-4 new high-frequency words, with a maximum of three being irregular. For example, in Lesson 14, Day 1, students review twenty previously learned words before being introduced to new words using the Read, Spell, Write, Extend method, with only one being irregular. In Sequence 2, daily practice continues, introducing 1-4 new high-frequency words, often 1-2 of which are irregular. For instance, in Lesson 26, Day 1, students review twenty previously learned words and are introduced to new high-frequency words, all of which are irregular.

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

- The materials include sample scripts and explicitly defined strategies for direct instruction of reading and spelling high-frequency words. Sequence 2 Lesson Procedures for High Frequency Word Introduction state, "To learn new high-frequency words, students complete the Read, Spell, Write, Extend (Blevins, 2024) activity for each word. Red words are irregular (heart words), and green words are temporarily irregular (wise words)." Materials continue with detailed instructions with teacher background and a sample script.
- Sequence 3, Day 1 Lesson procedures state, "Lessons 1-25 introduce new high-frequency words. To learn new high-frequency words, students complete the Read, Spell, Write, Extend (Bevins, 2024) activity for each word. Red words are irregular (heart words), and green words are temporarily irregular (wise words)." On day 2 of the lesson procedures state, "Students use multisensory exercises to review irregular high-frequency words. Students will skywrite the word. In Lessons 26-29, review previously taught high-frequency words using the HFW deck."
- The materials provide a scripted example in the Day 1 lesson procedures for each sequence that includes an example script for spelling the word want with students, "The word want is spelled w-a-n-t. Spell it with me: w-a-n-t. What is the first sound in want? What letter represents the /w/ sound? What are the final two sounds in want? What letters represent the /n/ and /t/ sounds? Notice that the "a" in this word is tricky. Usually, "a" represents short a in closed syllables, but in this word, it represents an irregular spelling for the short o sound. We will draw a heart to remind ourselves that this is the tricky part. (An explanation for the tricky parts of each word is in the lesson plan.)" The Program Spreadsheet includes a HFW by Sequence tab that maps out the high-frequency words as they are introduced in the sequences and lessons. This "at a glance" document provides the teacher with knowledge of

the word being a heart word or wise word, if it is included in the card deck, and the phonemes and graphemes for each word. The document also provides the teacher of what high-frequency word list(s) the word originated from.

- The materials include sample scripts and explicitly defined strategies for direct instruction of reading and spelling high-frequency words. For example, Sequence 2, Lesson 23 provides the teacher with the following script for introducing the word family, "i" usually represents the /i/ sound in CVC syllables, but in this word, it represents the schwa; "y" represents the /ē/ sound when it is at the end of a word in the unaccented syllable." Materials also reference the Read, Spell, Write, Extend activity when new high-frequency words are introduced. Sequence 2 grade 1 lessons follow a routine known as "Read, Spell, Write, Extend" for each word. Materials identify words as the following, "red words are irregular (heart words), and green words are temporarily irregular (wise words)." Students will read the word within a sentence, spell the word and identify if there are "tricky" spellings within the word. Students will also write the word 3-5 times, while saying the letters aloud then will extend connecting the word to other words with similar graphemes and create sentences.
- In Sequence 2, Day 1 lesson procedures, materials include a high-frequency word section (about 10 minutes of instructional time) to review previously taught words, and introduced regular and irregular high-frequency words using the Read, Spell, Write, Extend approach. At the conclusion of this activity, the words are added to the growing high-frequency word deck.

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

- Materials include a variety of resources for students to develop, practice and reinforce skills to decode and encode regular high-frequency words that are referred to as, "temporarily irregular high frequency words." Students have access to high frequency word cards that are used to create a deck for practicing and reinforcing automaticity. Students explore high frequency words by participating in an open word sort utilizing high frequency word cards on Day 1 of the high frequency word section of the lessons. Additionally, students practice building high frequency words utilizing a High Frequency Word Mat. Materials state, "Students are first exposed to a HFW using the HighFrequency Word Forming Mat. Students can use tactile objects (like clay or glue and glitter) to build the words. They can trace the words using crayons or markers. If the sheet is laminated, students can use a dry erase marker to trace the letters in the word repeatedly." Grade 1, Lesson 11 has students work with regular high frequency words, such as, story and turn.
- The materials provide various activities to develop decoding and encoding of high-frequency words, including the "Read, Spell, Write, Extend" activity on Day 1 through Sequence 3. Students receive guidance on distinguishing heart words from wise words, and Sequence 4 reviews all previously learned high-frequency words. Day 2 activities for high-frequency word lessons include skywriting, arm spelling, word forming, and Find and Cover (small-group). Instructions for the word forming mat suggest using tactile objects (like clay or glue) to build words and tracing them with crayons or dry erase markers. Throughout the sequences,

additional activities such as flashcard reviews, decodable readers, and a Learning at Home printable reinforce encoding and decoding skills. Decodable readers include a list of irregular high-frequency words, with temporary irregular words marked with *, which reappear later as regular high-frequency words once students have learned to decode them. This is noted at the beginning of each decodable reader.

- Materials include a variety of activities for students to develop, practice, and reinforce skills to decode and encode irregular high-frequency words (through cumulative review). Sequence 2 activities include reviewing twenty previously learned high-frequency words, then introducing new words through Read, Spell, Write, Extend, multisensory exercises and decoding high-frequency words in Focus Skill Practice sheets and decodable books.
- The "Learning at Home" materials include the high-frequency words students have been working on during that lesson at school. For example, in Sequence 2, Lesson 1, the words "does," "over," and "new" are introduced and the "Learning at Home" practice materials include gray high-frequency word cards for students to practice with at home. In Sequences 1-3, the first two days of each three day lesson commit time to explicit, high-frequency word exercises in isolation, with additional high-frequency word practice in the "Skill Practice" sheet for Day 1. Day three of each lesson builds on this, as materials include decodable readers with the new and spiraling high-frequency words. In the Sequence 2 Overview, it states: "each lesson introduces a handful of irregular (and temporarily irregular) high-frequency words. These words were chosen based on which words students will see for the first time in a program decodable book, and the number of these words in each lesson varies." For example, in Lesson 23, the irregular high-frequency words introduced are "family" and "sometimes" -- in the Lesson 23 decodable reader, "A Patch for a Hole," these two irregular high-frequency words appear at the start of the reader, for practice/review in isolation, and throughout the story, where appropriate.

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 consistently use activities and resources, such as memory-building strategies, for students to recognize, read and write high-frequency words in isolation. Students practice the Read, Spell, Write and Extend activity for each word. Students also practice words in isolation as directed in the Learning at Home section by using letter cards to build words and read high frequency words in a printable book for each lesson. Sequence 2 has students practice building the words number and city in the Learning at Home activity.
- Students have the opportunity to recognize, read, and write high-frequency words in isolation through the use of the high-frequency word deck and the Read, Spell, Write, Extend Activity on Day 1 of each lesson. The program states, "To learn new high-frequency words, students complete the Read, Spell, Write, Extend (Blevins 2024) activity. Red words are irregular (heart words), and green words are temporarily irregular (wise words). Each Day 2 lesson for high-frequency words include the following multisensory activities to recognize high-frequency

words in isolation: skywriting, arm spelling, word building, and Find and Cover. Find and Cover is utilized in small-group support while the other activities are included as tier 1 materials.

- Materials include a variety of activities for students to recognize, read, and write high-frequency words in connected text (e.g., within sentences or decodable texts). Sequence 2 activities include decoding phrases and sentences and decoding within decodable texts. Read, Spell, Write, Extend activities allow students to create sentences using the high-frequency words.
- In the Sequence 2 "Focus Skill Practice" materials for each lesson, materials include an opportunity to practice the high-frequency words for that week in isolation; however, the phrases and sentences are not consistently including the high-frequency words for them to practice in connected texts. For example, in Sequence 2, Lesson 14, the high-frequency words ("number" and "city") introduced are present in the isolation practice and completely absent from phrase and sentence practice. In the Sequence 2 Overview, it states: "each lesson introduces a handful of irregular (and temporarily irregular) high-frequency words. These words were chosen based on which words students will see for the first time in a program decodable book, and the number of these words in each lesson varies." For example, in Lesson 23, the irregular high-frequency words introduced are "family" and "sometimes" -- in the Lesson 23 decodable reader, "A Patch for a Hole," these two irregular high-frequency words appear at the start of the reader, for practice/review in isolation, and throughout the story, where appropriate. Materials do not include a variety of resources for the students to write high-frequency words in connected texts. Materials only suggest writing the high-frequency words in a sentence (during the introduction of the high-frequency word) if extra support or a challenge is needed.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words*	22/23
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)	0/1
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1)(T)	2/2
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	12/12
5.E.3d	Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3)(S)	8/8

Materials do not include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, as outlined in the TEKS. For example, grade 1 materials are included in Sequences 1-3 and begin with kindergarten review syllables progressing with less to more complex syllable types. Materials state, "Sequence 1 introduces the CVC syllable type, Sequence 2 introduces blends, digraphs, and the VCE syllable type, Sequence 3 introduces the VV syllable type (regular vowel teams) and the VR syllable type."The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, as outlined in the TEKS. For example, grade 1 materials in Sequence 2 Lesson 20 introduces the VCE syllable type and has students decode words with long vowels using the VCE syllable type. The lesson continues having students encode VCE words through dictation.

- Each sequence provides a *Program Information* guide that states, "The sequences build on the learning from previous sequences. Sequence 1 introduces the CVC syllable type. Sequence 2 introduces blends, digraphs, and the VCE syllable type. Sequence 3 introduces the VV syllable type (regular vowel teams) and the VR syllable type, and Sequence 4 introduces diphthongs and the CV and C+LE syllable types." Vowel teams that represent a single vowel team are introduced in Sequence 3 Lesson 2, "We are going to learn about vowel teams - two or more letters that appear together to represent a single vowel sound. Think of the word toad. This word has a VV syllable type. This means that two (or more) vowels are used to represent one vowel sound." Vowel diphthongs are not introduced until Sequence 4, which is utilized in second grade according to the scope and sequence. TEKS determined that this is a first-grade skill.
- The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, as outlined in the TEKS. For example, in Sequence 3 lessons, closed and open syllables are taught before vowel digraphs and r-controlled syllables.
- Diphthongs are only introduced in Sequence 4 skills, and Sequence 4 is solely for grade 2, not grade 1. Multisyllabic words are introduced in syllable division lesson VC/CV and this is solely a grade 1 lesson in Sequence 2 Lesson 19. In the program's overview, the skills by sequence section states: "The sequences build on the learning from previous sequences. Sequence 1 introduces the CVC syllable type, Sequence 2 introduces blends, digraphs, and the VCE syllable type, Sequence 3 introduces the VV syllable type (regular vowel teams) and the VR syllable type, and Sequence 4 introduces diphthongs and the CV and C+LE syllable types."

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

- The materials include specific and precise terms, phrasing, and statements that teachers should use during core instruction. For example, Sequence 1 Lesson 19 includes a teacher script that states, "You've learned to divide compound words between the two CVC syllables, such as hot/dog and sun/tan. Sometimes, a word contains two CVC syllables that cannot necessarily stand alone as a CVC word. In this case, you will see a VC/CV pattern (vowel consonant-consonant-vowel), break them up by dividing between the two consonants that are positioned between two vowels (rab/bit)."
- Encoding skills for vowel teams (VV) are provided with direct instruction from the teacher in Sequence 3 Lesson 2 through word mapping, dictation including words and sentences, and word coding. The words used are: "aim", "lay", "meet", "seal", and "goat." The materials include instructions for students to apply knowledge of VV teams during word coding, "Once the sentence is written, students find all the words with VV vowel teams. For each word with a VV short vowel team, students circle the vowel sounds with red and underline the consonants in blue. Then students code the vowels and consonants by writing C or V above each letter in the VV vowel team syllable. For example, the word bait would be b(C) -ai(VV) -t(C)."
- Materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode

one-syllable or multisyllabic words. For example, Sequence 3 Lesson 14 introduces r-controlled vowels with the "Bird Poster" and provides a script as follows, "We are going to learn about r-controlled vowels - vowels that come before an "r." When this happens, the vowel doesn't represent its short or long sound; the "r" takes over, causing the vowel to represent a new sound."

- Sequence 2, Lesson 2 introduces the VV syllable type, focusing on regular vowel teams. The introduction includes teacher guidance on defining vowels and explaining how to introduce and code vowel teams. For example, it states that vowel teams consist of two or more letters that work together to represent a single vowel sound, using the word "toad" as an example. The teacher demonstrates by writing "V" and "V" above the letters in "toad" to indicate the vowel team. Following this, the lesson encourages teachers to help students recognize the letters in the vowel team and the single vowel sound they produce. It mentions that "igh" in "light" represents a vowel team, despite only one letter being a vowel, because it involves multiple letters creating a single vowel sound. Sequence 1 Lesson 1 covers the CVC syllable type, providing teacher guidance on vowels, their sounds, syllables, and how to count them, along with an introduction to the closed CVC syllable type. For instance, in the word "pig," the teacher explains that it is a CVC syllable, represented by a consonant, a vowel, and another consonant, and writes "C," "V," and "C" above the letters to identify them. This closed syllable means the middle vowel is "closed in" by the following consonant, which causes it to represent its short sound. The teacher models the sounds by blending /p/, /i/, and /g/. In the encoding section of the CVC lesson, teachers guide students on spelling and coding words. After writing a sentence, students identify all CVC words by circling the vowel sounds in red and underlining the consonants in blue, then writing "C" or "V" above each letter to code them.

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 to develop, practice, and reinforce skills to decode one-syllable and multisyllabic words. For example, grade 1 lessons include a Day 1 *Focus Practice Skill Sheet* for students to decode the words "until", "picnic", and "muffin" in Sequence 2 Lesson 19. This lesson also includes a decodable reader named, "New Pal for Ed" for student practice. The materials include a variety of resources to develop, practice, and reinforce skills to decode and encode one-syllable words. For example, grade 1 materials introduce the controlled 'r' syllable type in Lesson 14 Sequence 3 and have students perform a syllable sort of controlled 'r' syllable words in Lesson 29.
- Sequence 3 Lesson 2 Day 1 introduces regular vowel teams VV and includes a "Toad Rule" poster and a "Syllable Map-It" sheet. The instructions for the teacher state, "Each time you read a word, take time to recognize the letter in the vowel team and what single vowel sound they represent. Point out that the "igh" light represents a vowel team even though only one of the letters is a vowel. The reason for this is that the term vowel team stands for the sound (vowel) created by two or more letters (team)." Additionally, the program includes a "Sound Wall" that students can reference when practicing vowel teams. The cumulative review in this

lesson includes CVVC syllable types and their relation to vowel teams. One example is coding the word bait.

- Materials include a variety of activities for students to develop, practice, and reinforce skills to encode one-syllable or multisyllabic words (through cumulative review). Sequence 2 activities allow encoding through word mapping, word chaining, and dictation.
- Materials include one-day lessons over syllable types. The *Structured Literacy with E.A.S.E. Program Information* states that: "These one-day lessons focus on introducing each of the seven syllable types. The lessons that immediately follow syllable type lessons go into more depth about the graphemes found within the syllable type." Materials include three-day lessons for syllable division rules. The *Structured Literacy with E.A.S.E. Program Information* states that these lessons "focus on how to decode and encode multisyllabic words using syllable division rules." Materials include syllable sort, and one-day lessons for every grade: kindergarten has one, grade 1 has three, and grade 2 has three. The *Structured Literacy with E.A.S.E. Program Information* states that these lessons "serve as a quick review of previously learned syllable types. Students practice sorting words by their syllable type and reading a text that contains each of the previously taught syllable types."

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)

- Words using knowledge of syllable types in the decodable connected text that builds on previous instruction. For example, Sequence 2 Lesson 20 introduces the syllable type VCE and the encoding exercises on day one include dictation routines with practice in isolation and in connected text.
- The materials provide a variety of activities and resources for decoding one-syllable words in connected text. For example, grade 1 lessons include a decodable text that includes the current and previously taught skills where students read in a variety of ways on Day 2 of the lesson. Sequence 3 Lesson 16 states, "Model how to read the first page of "Fort Steve." Depending on the level of support needed, students read the remaining text using one of the following methods: echo reading, partner reading, choral reading, or independent reading."
- Stated in the *Structured Literacy with E.A.S.E. Program Information* at the beginning of each sequence, is an overview of syllable types lessons and syllable division rules lessons. "Syllable Types" lessons are one-day lessons introducing each of the seven syllable types. The lessons after this go into more depth about the graphemes found within the syllable type. "Syllable Division Rule" lessons are three-day lessons that focus on how to decode and encode multisyllabic words using syllable division rules. Sequence 3 Lesson 2 Day 1 introduces syllable type VV and provides multiple activities for skill practice in decoding and encoding. The lesson begins with the introduction of vowel teams, and students then practice using the Syllable Map-It activity for the following words: "boat", "pie", "rain", "say", "seam", "seek", and "toe." Encoding proceeds in the form of word dictation ("aim", "lay", "meet", "seal", "goat"). Students complete the lesson by coding the dictation words with 'C' or 'V'. In the

lessons immediately following, the encoding and decoding activities include a Focus Skill practice page and progress monitoring ("chain", "trail", "paid", "wait", and "rain").

- Materials include a variety of activities for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). Materials include activities for decoding such as phrases, sentences, and decodable books. Connected text includes current skills being taught and previously learned skills as listed inside decodable books. Encoding one-syllable or multisyllabic words using knowledge of syllable types in the decodable connected text that builds on previous instruction. For example, Sequence 2 Lesson 20 introduces the syllable type VCE, and the consequential six lessons continue this skill practice with VCE words in isolation, phrases, and sentences in the focus skill practice pages for each lesson and in isolation and in sentences in the decodable readers. Materials include a variety of activities and resources for students to practice encoding one-syllable or multisyllabic words.

Foundational Skills

5.E.4	Morphological Awareness (1–3) *	17/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1)(T)	4/4
5.E.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	4/6
5.E.4d	Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3)(S)	8/8

Materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. Materials do not 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 scope and sequence document that identifies some grade-level morphemes. For example, grade 1 materials include instruction for suffixes -s and -es in Sequence 3 Lesson 1 and continues with -ing in Lesson 22; however, not all lessons are aligned to the grade-level standards. Grade 1 Sequence 3, Lesson 24 introduces the grade 2 morphemes -er and -est.
- The program provides a systematic sequence for introducing morphemes. As outlined in the TEKS, suffixes -s, -ed, and -ing are introduced in grade 1. However, suffixes -er, -est, _ness, _less, _ful, and _ly are also introduced in grade 1 according to the "Scope and Sequence" in the *Program Spreadsheet*. In grade 1, Lessons 24, 25, 26, 27, and 28 are not aligned to grade level TEKS.
- Materials include a scope and sequence for introducing grade-level morphemes, as outlined in the TEKS. For example, Sequence 3 Lesson 1 introduces suffixes -s and -es, Lesson 22

introduces suffix -ing and Lesson 23 introduces suffix -ed. Sequence 3 is taught in its entirety in grade 1 yet includes suffixes introduced in grade 2 and 3, such as, -er, -est, -ness, and -ly.

- The materials teach morphemes, but they are not aligned to the grade-level standards. For example, grade 1 "Scope and Sequence" indicates that students will complete Lessons 24-26 of Sequence 2, and those lessons cover grade 2 and grade 3 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. (PR.2.A.1)(T)

- The lesson plans include teacher tips or explanations of the morphological objective of the lesson. For example, grade 1 lesson for suffixes -s and -es, states, "Today, you will learn about suffixes. A suffix is a string of letters that goes at the end of a base word to change or add to its meaning. Today, we will focus on the suffixes _s and _es. These suffixes are used to show the plural version of a noun or the present-tense version of a verb."
- The program materials provide direct and explicit instruction for common morphemes and use their meanings in each affix lesson in Sequences 3 and 4. Sequence 3 Lesson 22 states, "You've already learned that a suffix is a string of letters that go at the end of a base word to change or add to its meaning. Some suffixes you've already learned are _s and _es. Today, we will focus on the suffix _ing. When this suffix is added to a base word, it shows the action of the process. Consider the word "cooking". Cook is the base word, and _ing is the suffix. The word cooking means that the action -cook- is currently happening."
- The lesson plans include teacher tips or explanations of the morphological objective of the lesson. For example, in Sequence 3 Lesson 1, the lesson focus includes suffixes -s and -es. The Skill Introduction section provides a teacher script that explains, "These suffixes are used to show the plural version of a noun or the present-tense version of a verb."
- Materials include guidance for the teacher to provide explicit (direct) instruction for using common morphemes meanings to support reading comprehension. For example, in Sequence 3 Lesson 22 the skill introduction states: "You've already learned that a suffix is a string of letters that go at the end of a base word to change or add to its meaning. Some suffixes you've already learned are "_s" and "_es." Today, we will focus on the suffix "_ing." When this suffix is added to a base word, it shows the action of the process. Consider the word cooking. In this word, cook is the base word, and ing is the suffix. The word cooking means that the action -- "cook" -- is currently happening." In Sequence 3 Day 2 Lesson Procedures, the morphology section states: "Affix lessons include a morphology activity in place of the word collection encoding activity. Students use the word strips to determine which affixes can be added to which base or root words. The currently taught affixes are on the strips as well as some from previous lessons. As students create a new word, they write the word and describe how adding the affix changed the meaning of the base or root word. A list of possible words students might create is included in each lesson. When possible, base words that can stand on their own are used. On occasion, root words that cannot stand on their own are used. You might choose to only include root words for learners needing a challenge, as part of the activity will be to look the root word up and discover its origin and meaning."

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 include practice activities in paper to build on the taught morphological skill. For example, grade 1 lessons develop targeted morphological skills and include a "Learning at Home" worksheet for students to practice and reinforce the skill. Sequence 3 Lesson 23 "Learning at Home" instructions for "Building Words" states, "Cut out the cards to the right. Some cards have a base word, and one of the cards has the suffix *_ed*. Ask your learner to read the words on each card, then ask them to read the suffix. Once they have done that, your learner should practice adding the suffix to each word, decide which words can be combined with the suffix, then state the meaning of the word with the suffix (played = play already happened). Each time they build a new word, they write the word (on paper, in shaving cream, etc.). After writing the word, they drag their finger under it as they blend the sounds to read the word." Practice words include "fish", "yell" and "jump" along with the suffix *-ed*. The materials include practice activities to build and spiral previously learned morphological skills within the "Word Chaining" section of the Day 2 Lesson 23 for suffix *-ed* has students build, read, write, change, and repeat in word chaining for the words "pecked", "packed", and "picked" along with review words "starter", "starting", and "start".
- Any cumulative review activities would not meet grade-level standards because the skill progression laid out in the "Scope and Sequence" does not align with the TEKS. All of these instances are provided in detail in the 5.E.4a indicator, and copied into narrative evidence 2. The TEKS in the evidence guide can be checked against the lessons in the "Scope and Sequence". As outlined in the TEKS, suffixes *-s*, *-ed*, and *-ing* are introduced in grade 1. However, suffixes *-er*, *-est*, *_ness*, *_less*, *_ful*, and *_ly* are also introduced in grade 1, according to the "Scope and Sequence" in the *Program Spreadsheet*. In grade 1, Lessons 24, 25, 26, 27, and 28 are not aligned to grade level TEKS. The 1-1-1 rule (Sequence 3, Lesson 27), Silent "e" with suffixes (Sequence 3 Lesson 28) lessons, as well as Lessons 30 and 31 in Sequence 4, Y+1-1-1 and Y Spelling Rule, are not aligned with grade level TEKS.
- Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Activities include word chaining, word mapping, dictation, and morphology activities. Only morphology activities allow for cumulative review as found in Sequence 3 Lesson 23 which includes the skill focus of suffix *-ed* and review for suffixes *-s*, *-es*, and *-ing*. Word chaining also allows opportunities to review with a review chain before the word chain with the skill focus of the lesson. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Resources include morphology activity cards, *Focus Skill Practice*, and "Learning at Home". Morphology activities cards do allow for cumulative review of other affixes as in Sequence 3, Lesson 23. *Focus Skill Practice* sheets do not allow for cumulative review of other affixes previously taught.
- The morphology activities in morphological lessons include spiraling affixes. For example, in Sequence 3 Lesson 25, students are introduced to *-ness* and *-less*. In the morphology activity for that lesson, those affixes are practiced along with previously introduced affixes like *_ing*. Sometimes one question is asked in the reading comprehension, Day 2 quizzes (about how to

spell a certain word with the previously taught affixes), but this is not a consistent review. For example, in Sequence 3 Lesson 3 Day 2, "The Snail Games Quiz" asks "What is the correct way to make train plural?" and gives students multiple-choice options. The next time plurality affixes are included on these lesson quizzes is in Sequence 3 Lesson 19's "A Class Skit Quiz." After Sequence 2, Lesson 1 on suffixes *_s* & *_es*, there is no intentional practice of these in *Focus Skill Practice* pages in isolation, nor in connected text.

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 instructional routines, such as dictation, that emphasize encoding and decoding. For example, grade 2 lessons include daily decoding and encoding activities where students read words in isolation and phrases with the Day 1 *Focus Skill* practice sheet. Sequence 4 Lesson 16 words include *debone*, *departed*, *beware*, and continue with the phrases "rod behind him" and "on land before." The lesson continues with reading a decodable book and practicing a morphology activity where students put together word strips in a word collection encoding activity. Base words for this activity include *frost*, *stick*, and *stop* with affixes *be-*, *de-*, and *-ing*. The materials include a student practice sheet with word lists focused on the targeted morpheme(s) for the lesson. Students read the word lists and complete an exercise to focus on meaning. For example, grade 2 lessons include a "Learning at Home" sheet where students build words and discuss their meaning. Sequence 4 Lesson 16 for words with prefixes *be-* and *de-* includes an explanation for affixes that states, "Affixes and Their Meanings *_er*: more (larger = more large) *_est*: most (biggest = most big) *be_*: become (*befriend* = become a friend) *de_*: undo (*declutter* = undo the clutter)."
- Decoding and encoding words with morphemes in isolation are included in a variety of activities and resources for grades 1 and 2. In Days 1 and 2 of morpheme lessons, activities include word mapping, focus skill practice, word chaining, dictation, and morphology (student word-building flashcard activity). In Sequence 3 Lesson 22 Day 2 students complete the morphology activity by using the word strips to determine which affixes can be added to which base or root word. The currently taught affixes are on the strips as well as some from previous lessons. As students create a new word, they write the word and describe how adding the affix changed the meaning of the word. A list of possible words students might create is included in the lesson. Decodable texts are included with each morpheme lesson in Sequences 3 and 4. Students use the decodable texts on Days 2 and 3 of the lessons. The reader includes the focus skill as well as previously acquired skills. Those are documented at the beginning of each reader. Sequence 3 Lesson 22 has students read and answer comprehension questions about the decodable reader, "Spike Sends a Letter." The comprehension questions include the spelling of words with the suffix *_s* and *_es*, "What is the correct way to make the word skate plural?"
- 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). *Focus Skill Practice* sheets allow for decoding practice in isolation and in decodable connected text.

- Materials include instructional routines, such as dictation, that emphasize encoding and decoding. Every lesson includes encoding activities and their dictation directions state: "Students write words and a sentence containing the focus skill. Then they demonstrate their comprehension. The sentences include words that reflect the focus skill, previously learned high-frequency words, and words featuring previously learned skills. Words: First, dictate each word as students write them on paper. Sentence: Say the "Student" sentence aloud. Students write the sentence. Comprehension: Write the "Comprehension" sentence on the board without reading it aloud. Students read the sentence independently and then illustrate its meaning on a half-slip of paper. Students may choose to label their pictures. Evaluate the picture to see if students accurately depicted what was happening in the sentence." Materials in Sequence 1 Day 2 lesson procedures include a description of the encoding word collection activity, and the directions state: "When students finish reading the book, they search the book to find words with the focus sound. They write these words in their "My Word Collection Book." A list of skill words that can be found in the book are listed in the lesson plan."