

IMRA Review Cycle 2024 Report



Publisher Name	Program Name
Laprea Education	Kindergarten Structured Literacy with E.A.S.E. Second Edition
Subject	Grade Level
English Phonics	Kindergarten

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 237 / 307

IMRA Reviewers

Flags for Suitability Noncompliance N/A

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

Flags for Suitability Compliance N/A

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

Alleged Factual Errors 1

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	140 / 158

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.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools, clear administration guidelines, systematic progress monitoring, and year-long assessments aligned to grade-level phonics skills.
- 5.C.1 Alphabet Knowledge: Materials provide a systematic sequence for introducing letter names and sounds, with explicit instruction for letter identification and formation. They include activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and within meaningful print.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.

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 (though 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 a scope and sequence outlining the ELPS taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days- 165, 180, 210). Materials 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 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 suggests 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.

- The materials provide teachers with research information about how the program resources and activities support teaching students to read. Materials state, "This brief review of the underlying empirical literature supports the logic behind how the program's resources and activities can lead children to achieve an array of positive foundational and developmental literacy outcomes and, ultimately, skilled readers."
- 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 comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit."
- 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 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
- Materials contain support for families in English with suggestions on supporting the progress of their students. Learning at Home states, "Each three-day lesson includes resources to send home for continued practice." Instructions are also provided for the teacher on where to find printable books to attach to the materials.
- For example, the Learning at Home resource, informs families about what the student has been learning. Sequence 2, Learning at Home Lesson 1 includes guidance on how to support their student through Building Words, High-Frequency Words, Reading, Vocabulary and Reading Comprehension.
- The Sound Sequence Lesson Procedure 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.

- Materials include a "Lesson Procedures" section with detailed information about all the lesson components, scaffolding, and tasks. Materials include detailed lesson plans with daily lesson objectives, questions, tasks, and assessments. For example, the "Getting Started with the Sound Sequence" section provides teacher guidance to prepare for lessons, materials required, and assessment information.
- The "Structured Literacy with E.A.S.E." program overview provides information about the various forms of instructional assessments, some of which support lesson objectives and information lesson level instructions, which include: phonological awareness and alphabet letters and sounds, phonics, pre-assessments, progress monitoring, and formative, and post-assessments included within the units. In Sequence 1, Lesson 3, day 3 of the lesson includes a focus as well as materials and progress monitoring assessments aligned to the objectives of this lesson.
- Materials in the *Program Assessment* publication include detailed instructions for teachers.
- 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.

- Lesson materials do not list content and language standards.
- While most days within the "Sound Sequence Lesson Structure" include student questions, day 2 focuses on modeling and explaining and does not support the teacher with meeting the content and language standards for the units.

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

- The "Sequence One" overview 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" describe each component. Materials suggest, "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 3-day 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.
- Lessons include guidance for parents about how to continue to develop learners at home. For example, in Sequence 4, Day 3 lesson, the learning at home materials give 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 ist as they blend the sounds to read the word."

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

Evidence includes, but is not limited to:

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

- The 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 lesson 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 include diagnostic, formative, and summative assessments that are aligned to the objectives of the course, unit, or lesson, but these do not align with all student expectations, as outlined in the TEKS. "Progress Monitoring and Formative Assessments" align with 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.
- For example, in Sequence 2, Lessons 1-2, patterns *_ff*, *_ll*, *_ss*, *_zz*, *_ck*, and high-frequency words that were practiced in sequence 2's first two lessons, are being assessed. 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.
- In "Sequence 1 Post Assessment Information," materials state, "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."

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

- Instructional assessments include standards-aligned items at varying levels of complexity, including multiple choice questions and open-response items. For example, 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.
- The materials include informal assessments that give teachers in-the-moment feedback on student learning. Progress monitoring "The Teacher Sheet" includes a "Totals" section that provides an overview of scores in all assessment sections. Materials state, "Record the data from each section into the boxes below. Use the numbers to recognize trends in the individual student's growth over time." A variety of 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

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials do not include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

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

- The 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 in interpreting 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 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."
- The materials include teacher guidance for students who have not yet reached proficiency in grade-level content and skills. For example, 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.

- The materials provide support for teachers to assist students who have not yet mastered grade-level content and skills. For example, 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 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."
- 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 where students might show early mastery and directions for supporting them on the following day are provided."
- For example, 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.

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" states, "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 this guidance, teachers lead students through guided practice and provide corrective feedback listed below. In the "Sequence 2 Day 1 Lesson Procedures", 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.

- Materials do not include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Teacher guidance for Sequence lesson delivery follows a systematic approach and does not provide varied instructional approaches. For example, materials do not include such approaches as questioning, exploration, or experimentation.
- The materials include guidance and recommendations for effective lesson facilitation using a variety of instructional strategies, such as think-pair-share, activating schema, and group discussion. For example, in the Sequence 1, Day 2 Lesson Procedures, "Word Chaining" section, materials state: "Allow some time for students to think-pair-share before sharing responses with the group."
- The lesson procedures for Sequence 2 Day 2 state, "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 and teach students about non-literal 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."

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.

- Materials do not provide teacher guidance on providing linguistic accommodations for various levels of language proficiency. 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 supporting emergent bilingual learners 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.
- 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 lesson objectives follow a systematic progression from simple to complex concepts, building students' prerequisite skills to read more complicated words throughout the year aligned with the ELAR TEKS. For example, kindergarten lesson objectives begin with single letters phoneme and grapheme then move on to decoding CVC syllable type. Lessons continue with CVC syllable sorting and continue with decoding and encoding CVCC and CCVC words.
- 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 program and materials include daily opportunities for phonics through Lesson 11. The lesson plans are broken down by day, and each day has a detailed overview. On the daily lesson plan, explicit instruction that is to be provided by the teacher is indicated in blue text.
- 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 three 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, kindergarten lesson 8 includes a review to decode previously taught graphemes and encode phonemes. The lesson continues with a review of previously learned high-frequency words. "Sound Sequence Lesson" procedures state, "The materials provide opportunities to review previously taught skills by connecting previously taught phonics skills to new ones."

- 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" include "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 1 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 do not include daily opportunities for independent practice but do provide opportunities throughout the week. Materials include independent practice such as Day 1 "Focus Skill Practice", Day 2 "Decodable Text," Day 3 "Focus Skill Practice and Learning at Home." 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 program is built around a whole-group method for Tier 1 students as shown in the "Program Overview" in each sequence. While the materials offer small-group opportunities for students to practice daily, this is intended for students needing additional support and therefore does not give all learners daily practice opportunities. The phonics lessons are designed for daily whole-group implementation and some resources include guidance for small groups or individual instruction. Lessons that involve reading decodable books provide collaborative learning opportunities, including partner reading, echo reading, and choral reading. However, these opportunities do not occur in daily lessons.

Phonics Rule Compliance

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

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

- The practice opportunities in the materials include only phonics skills that have been explicitly taught. For example, after an explicit lesson on short 'i' words, kindergarten students complete a "Focus Skill Practice" sheet to decode words, phrases, and sentences that include the skill focus.
- 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.

- Decodable texts for kindergarten gradually increase in complexity to provide cumulative practice of taught phonics skills. At the beginning of kindergarten, the texts focus on CVC words and sight words that have been explicitly taught. For instance, the decodable text "A Day of Fun" introduces one-syllable decodable words. Each book is part of a structured literacy program, with skills progressing in a specific sequence. Proficiency in preceding skills is essential for successfully reading each book. By the end of kindergarten, decodable texts also include CVCC and CCVC words in addition to CVC words that align with the explicitly taught letter-sound correspondences.
- 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 kindergarten 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 feature a range of diagnostic assessment tools to evaluate phonological awareness and phonics skills. In kindergarten, assessments are conducted both before and after instruction. They cover various areas such as sentence segmentation, syllable blending, syllable detection, syllable segmentation, syllable deletion, and syllable substitution. Assessments include rhyme recognition and production, alliteration, onset and rhyme, initial phoneme isolation, and deletion. Phoneme segmentation, blending, substitution, as well as final phoneme isolation and deletion are also assessed. Summative assessments in different formats are provided. Post-assessments serve as checkpoints to assess student mastery of skills following a sequence, focusing on skills taught in the preceding sequence. Previous skills are included in the assessments, but data on these skills is not collected.
- 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 8-11 in sequence 2, the included progress monitoring student page, assesses blends with "r, blends with 'l', blends with 's', final blends, and high-frequency words in isolation and then in a passage. Following the included pacing guide, this progress monitoring activity occurs at the end of kindergarten and in the tenth week of grade 1.
- The "Structured Literacy with E.A.S.E." program materials include multiple developmentally appropriate assessment tools. 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.

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

- The materials guide efficiently administering the "Concepts of Print" assessment. The assessment, conducted at the end of the "Sound Sequence", evaluates students' proficiency in print-related skills. Students use the book *Quin and Ben* during the assessment. The assessment can be done in two ways: asking students explicitly about print concepts using provided phrases or observing students as they read and then addressing any missed concepts. Specific instructions are given for assessing book concepts, letter concepts, reading concepts, one-to-one match, word concepts, directionality concepts, and punctuation marks within the assessment.
- 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.

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 Sequence 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 Sequence 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. Decoding includes words that

reflect the skills introduced in the lessons leading up to the assessment and previously introduced high-frequency words. Encoding includes words that reflect the current skill, past skill, and high-frequency words.

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. For example, the alphabet letters and sound assessment is to be administered three times a year, beginning, middle, and end. However, 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.

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 evidence presented does not meet the demands of the indicator language requiring the materials to include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. 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 a 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 students' 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 "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 preassessment 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, Kindergarten 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 slop using comparison words (bigger, smaller, shorter, longer, rounder, hotter, creamier, etc.). Students must use the word "slop" in their sentences. Start with an example: In this slop, the potato is rounder than the broccoli."
- The materials include discussion prompts. The materials do not include systematic and explicit guidance for oral language development and the materials only use one or two methods, thus not qualifying as a variety of methods. For example, Kindergarten materials include scripted discussion prompts that include directions for students to 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 include 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 or think-pair-share activities but they do not include social communication prompts or sentence stems. For example, in Sequence 1 Day 3 lesson procedures, it state that after students finish reading, allow time for students to think-pair-share with the "After Reading" questions. In Sequence 1 Lesson 1 Day 2, the background knowledge section includes opportunities for student discussion: "Start with the word poke (a synonym for jab, a vocabulary word for this book). With a partner or in small groups, students take turns stating a synonym for the word."
- The materials include opportunities for students to develop academic communication but do not include 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)

- The Sequence 1 procedures for Day 2 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 1 Day 1, students first discuss what is happening in each picture to help build vocabulary and then they label the items.
- Sequences 1 and 2 include the section "Exploring High-Frequency Words." In these lessons, learners are directed to complete an open word sort in a small group. 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 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 1 Lesson 11 includes a teacher script for reading a sentence with an exclamation point at the end and then the same sentence with a period at the end. Students must actively listen in order to practice this skill on their own.
- Materials include authentic opportunities for students to engage in discussion to understand information and share information and ideas. For example, "Sequence 2, Day 2" lessons

include "Before Reading" questions under "Background Knowledge." Lesson 4 includes a book called "The Lunch Pals". Materials provide a brief introduction of the story then three questions that are related to the topic. In this case, for one question students shared a personal experience, and the two other questions were related to vocabulary where the students were presented with a word and a question in context.

- Materials include authentic opportunities for students to engage in discussion to understand information and share information and ideas. For example, Sequence 2 Lesson 4 Day 2 includes a section, "Background Knowledge-Semantics Activity: Prepositions," where the teacher displays a picture of a chess game found online and students work in partners to describe how the chess pieces move using prepositions. Materials include guidance on trying to "Use the word chess in each sentence. Start with an example: He moved the chess piece over the king and beside the queen."

Foundational Skills

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

The materials include a systematic sequence for introducing letter names and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print.

Evidence includes, but is not limited to:

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

- The materials introduce a few consonants and then a vowel so students can quickly use letters to build and read words. For example, kindergarten materials introduce the letters ‘c’, ‘s’, ‘t’, ‘p’, ‘f’, and m followed by short vowel ‘a’ in the first few lessons. Students can decode words such as *cat*, *tap*, *cap*, *sat*, *pat*, and *map* with the taught letters. Then in the next few lessons, they learn ‘i’, ‘g’, ‘d’, ‘n’, and ‘b’ allowing students to build and read even more words. The materials introduce a few consonants and then a vowel so students can quickly use letters to build and read words. For example, kindergarten materials introduce short vowels ‘a’ and ‘i’ after ‘c’, ‘s’, ‘t’, ‘p’, ‘f’, ‘m’, and short vowel o after continuing with consonants g, d, n, and b to enable students to be able to encode and decode CVC words. The material continues with ‘k’, ‘h’, and ‘r’, before introducing the short vowel ‘u’.
- In the "Structured Literacy with E.A.S.E. Program Spreadsheet's" "Quick SAS" section, letters and their sounds are systematically laid out across the different sequences. The materials introduce a few consonants and then a vowel so students can quickly use letters to build real words e.g. letters ‘c’, ‘s’, ‘t’, ‘p’, ‘f’, ‘m’, and their sounds are introduced with a /ă/ after these

initial six. Following the sound sequence, Sequence 1 builds on the letters and their sounds as they explore CVC syllable types.

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

- In kindergarten, the materials provide scripted lessons that introduce letter names, sounds, and formation over two-day lessons. Day 1 of "Lessons in Sound Sequence" include skill review, skill introduction, oral articulation, letter formation, multisensory exercises, and application. Day 2 of lessons include letter formation, application, and concepts of print, practice letter identification, and sounds. The materials include review and practice to develop automaticity in letter identification. In the "Skills Review" section, Day 1 lessons have students decode and encode previously taught letters. Day 2 includes a "Differentiated Skill Review" for targeted small-group instruction. The materials include background knowledge for teachers about why and how to explicitly teach letter identification within the "Structured Literacy with E.A.S.E. Program Spreadsheet Research" tab.
- Materials include guidance for the teacher to provide direct and explicit instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (uppercase and lowercase). Materials provide scripted lessons that introduce 2 letter-sound correspondences. Lessons include scripts for oral articulation and letter formation, including directions for the left and right hand as found in Lesson 15 for 'H'. Day 2 "Concepts of Print" allow students to practice writing previously taught uppercase and lowercase letters as the teacher calls them out.
- In the "Sound Sequence" Lesson 4 Day 1, the lesson begins with a skill review of decoding graphemes and encoding phonemes. This supports automaticity in the identification of the 26 letters and their corresponding sounds.

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

- The materials teach letter names, letter sounds, and letter formation at the same time. For example, when students learn the name of the letter 'D' in "Sound Sequence" Lesson 10, they also learn that d makes the sound /d/, and that uppercase 'D' is written by drawing a straight line from top to bottom, lifting and curving a line on the right from the top to the bottom. Finally, students practice writing the uppercase letter 'D' and identifying the /d/ sound in words through gradual release instruction.
- Guidance is provided in the "Sound Sequence" for the teacher to instruct letter formation for all uppercase and lowercase letters. The following example is from Lesson 5. Uppercase letter formation is taught on Day 1, and lowercase letter formation is taught on Day 2. The materials state, "To write the uppercase letter, start at the top. Draw a straight line from top to bottom. Lift. Go back to the top. Draw a line going across. Lift. Do the same from the middle across. Lift. (Model with gradual release.)" The materials provide lessons that teach the letter name,

letter sound, keyword, and letter formation all on the same day. These are broken down into the following categories within the daily lesson plan: skill introduction, oral articulation, letter formation, multisensory exercises, and application. Day 1 "Lesson Procedures" outline the process and approximate times for each component.

- In the "Sound Sequence" Lesson 1, Day 1, materials include guidance for the teacher to provide direct and explicit instruction for uppercase letter formation for the letter 'C', as part of the c /k/ lesson. After that, materials include an application activity for students to see CVC words written on the board and note where they hear the /k/ sound in words. In the "Structured Literacy with E.A.S.E. Program Information", the "Skills by Sequence" section details that the sound sequence is the only sequence that focuses on letter formation: "This sequence focuses on alphabet knowledge, basic consonant and short vowel sounds, uppercase and lowercase letter formation, and concepts of print that prepares learners to read... [sequences 1-4] focus on teaching decoding skills through isolated sounds lessons, spelling rules, affixes, syllable types, syllable division rules, and syllable sorts."

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

- The materials include activities and resources for alphabet memory-building strategies. For example, Day 1 of the lesson materials includes multisensory exercises to help students remember letter names and sounds through gradual release practice. "Sound Sequence Lesson Day 1 Procedures" states, "Now that students have been introduced to the sound, they connect the speech to print with tactile exercises and skywriting."
- The materials provide opportunities for students to trace and write individual letters within each lesson in the "Sound Sequence." The letter is introduced with a teacher's script and modeling. This is followed up with a focus skill practice sheet for students that begins with modeling before students complete independently. For example, "Lesson 1 Day 1 Letter Formation" states, "To write the uppercase letter, start at the top. Curve around to the left like you are making a circle. Pass the bottom line and curve halfway back to the middle line. Lift. (Model with gradual release)."
- The materials offer opportunities through cumulative review to reinforce alphabet knowledge in isolation. The "Concepts of Print" section of the "Sound Sequence" provides a column that outlines when the reviews are present in the lessons. Lesson 8, Day 2 includes students writing the letter as it is called out by the teacher. In this review, the teacher clarifies if she requires a capital or lowercase letter to be written each time. The materials provide the learners with opportunities to practice alphabet knowledge in print when they begin to read words and sentences. These activities are located in the "Concepts of Print" section of the "Sound Sequence." Lesson 7, Day 2 begins with teacher modeling from a scripted text on word reading, followed by the focus skill sheet for Day 2.
- In the "Sound Sequence Day 1" procedures, materials include multisensory exercises to practice alphabet knowledge in isolation and the context of meaningful print. For example, in tactile exercises: "Students form the letter(s) [or word] in sand, on fabric, or any tactile surface

in the room while saying the letter name aloud 2-3 times." Sequence 2, Day 1 lesson provides details of the word mapping procedure: echo it, tap it, push it, write it, and read it. In the write it section it says: "In each empty box, students spell each sound they hear. Once the entire word is written in the boxes, students write the word on the handwriting lines." In Sound Sequence, Lesson 13, materials include isolated alphabet practice with trace and write activities, and practice in the context of meaningful print for the letter/sound o /o/.

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)

- Materials explicitly (directly) introduce letter-sound relationships, however, the order does not allow for application to basic decoding. For example, kindergarten materials introduce letters that look similar in different lessons. For example, ‘p’ is introduced weeks before ‘q’ is introduced; however, ‘d’ is introduced in lesson 10, and ‘b’ is introduced in lesson 12. These lessons are six days apart. kindergarten materials teach short vowels before long vowels. After learning the letter-sound correspondences, they begin with CVC words in Sequence 1. In the "Structured Literacy with E.A.S.E. Program Spreadsheet's" pacing guide, kindergarten students follow this pacing: sound sequence (13 weeks), high-frequency words (4.5 weeks), sequence 1 (9.5 weeks), and then sequence 2 (8.25 weeks). Kindergarten materials teach letter and letter sounds for 13 weeks then HFW for 4 weeks. Then they introduce the CVC pattern, and words included in the sound sequence include letters that have not explicitly been taught yet.
- The materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding including a scope and sequence that allows for basic decoding and encoding. Six common consonants and one short vowel are taught in lessons 1-6. However, letters with similar appearance are taught in close range together with only one

letter between the ‘b’ and ‘d’ lessons instead of several weeks apart. 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 introduce short vowels in kindergarten before long vowel sounds, which appear mid-way in the kindergarten pacing guide and at the beginning of the year in the pacing guide for grade 1.

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 a section with information on common decoding mistakes and suggestions on how to teach proactively. For example, when kindergarten materials teach the letter ‘r’, the teacher will emphasize that the letter sound is /r/, not /er/ as found in "Sound Sequence", Lesson 16. Materials provide explicit guidance, guided practice, and corrective feedback. The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words.
- Sequence 1, Day 1 and Day 2 have decoding sections to their lessons. The decoding section does not include ideas and support to the teacher. For example, Day 1 states, "Model how to read the sounds, words, phrases, and sentences on the Day 1 "Focus Skill Practice Sheet" ." Explanatory feedback for decoding is not included. Materials include sound walls and syllable division charts that provide immediate feedback to the student e.g. the "Pig Rule" poster in Sequence 1-- it says, "The Pig Rule tells us that the vowel in a syllable is closed in by consonants. The vowel sound is usually a short vowel sound." Following this sentence, there are one-syllable and two-syllable words that are labeled with ‘C’ and ‘V’ over their corresponding letters. For example, above the word pig, the notation CVC is present, and the letter ‘i’ in the word is pink.

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

(S)

- The materials include a variety of resources for students to practice their understanding of applying letter-sound correspondence such as "Focus Skill" practice sheets with words and phrases, decodable texts, phoneme posters, and grapheme cards, for a sound wall. Additionally, materials include posters for syllable types, syllable identification, and syllable counting to decode one-syllable words in isolation and decodable connected text.
- Materials include a variety of activities for students to develop their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. The "Sound Sequence" begins decoding one-syllable words in isolation as soon as the first short vowel is

introduced in Lesson 7. The lesson includes teacher modeling, guided practice with feedback, and concepts of print reproducible with word reading. The program includes decodable texts to practice and reinforce one-syllable words. The "Sound Sequence" offers texts within the lessons and beginning with Sequence 1, in the included decodable texts. For example, Sequence 1, Lesson 1, Day 2 provides the text, "Sam the Cat", for students.

- Materials include a variety of activities for students to practice their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. For example, kindergarten materials include blending lines that allow students to decode one-syllable words that include the sounds introduced and prior sounds learned.
- Materials include a variety of resources for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. For example in the "Sound Sequence Day 1" lesson procedures, the "Phonological Awareness" section "incorporates oral syllable awareness through syllable blending, detecting, segmenting, addition, deletion, and substitution."
- 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 in Sequences 3 and 4's decodable readers, there are multisyllabic words in all the readers for students to apply their letter-sound correspondence knowledge in decodable connected text. Sequence 3 "Focus Skill Practice Sheets" includes the decoding practice of multisyllabic words in isolation in a majority of the lessons. These sheets include decoding practice of multisyllabic words in phrases and sentences consistently.

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 materials phonological awareness lessons are systematic and aligned to the TEKS. For example, Kindergarten materials in *Sound Sequence Day 1 Lesson Procedures* state, "The *Sound Sequence Day 1* lessons incorporate oral syllable awareness through syllable blending, detecting, segmenting, addition, deletion, and substitution." *Sound Sequence Day 2 Lesson Procedures* state, "The *Sound Sequence Day 2* lessons incorporate onset and rime blending, alliteration, and initial and final phoneme isolation." The material's phonological awareness lessons start with simple phonological awareness activities and gradually transition to more complex activities. For example, Kindergarten lessons begin with rhyme recognition and

production and continue with oral syllable awareness through syllable blending, detecting, segmenting, addition, deletion, and substitution. Materials continue with initial phoneme isolation, phoneme blending, phoneme segmenting, and initial phoneme deletion.

- According to the "TEKS Correlation" tab in the *Structured Literacy with E.A.S.E. Program Spreadsheet*, the sound sequence involves phonological awareness activities for blending, rhyming, segmenting, deleting, adding, substituting, onset & rhyme, 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*. And it says that evidence of the phonological awareness strand can be found in Days 1–3 in the *Sound Sequence* and in Sequence 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)

- The materials include explicit instruction for teaching phonological awareness skills. For example, Sequence 1 Day 2 lesson procedures' "Phonemic Awareness" section states: "The Day 2 lesson procedures incorporate the final phoneme isolation, phoneme blending, phoneme segmenting, and final phoneme deletion. Shorthand directions are used in the lessons. The following are full example scripts to use. Insert the information found in the shorthand directions into the script. (Student response in parenthesis)." Corrective Feedback occurs in the "Day 1 Lesson Procedures" section throughout the sequence of lessons. If the skill has been previously taught, teachers refer back to the previous lessons for initially teaching the skill. Lessons for introducing new skills embed feedback into the "Skill Introduction" section of the lesson guide, for example, in Sequence 2, Lesson 4, Day 1. The *Corrective Feedback* includes common misconceptions, such as confusing ch with sh, and the guidance gives ideas for supporting students.
- In the lesson plans for each day, there is a phonemic awareness and word chaining section. In each section, words are included, and explanatory feedback for students based on common errors and misconceptions is not included.
- Sequence 1 lesson procedures include a "Phonemic Awareness" section with sample scripts for initial phoneme isolation, phoneme blending, phoneme segmenting, and initial phoneme deletion, but no direct instruction is included for these skills. The lessons do not include examples of explanatory feedback for students based on common errors or misconceptions. Letter sound common errors are included, such as, Sequence 1 Lesson 8 for the /u/ sound states, "When reading, students may confuse the /u/ with /yu/ (decoding us as uSse). Have these students watch themselves in a mirror as they say 'us', elongating the first sound. Then ask students to repeat with use, elongating the first sound. Guide students to notice the difference between the sounds in their mouth placement."
- The materials do not provide recommended explanatory feedback for students based on common errors and misconceptions for phonological awareness instruction. There are teacher scripts provided for the lessons that are found in the lesson procures overview in the *Sound Sequence*. These are reused each lesson with the day's words placed in the script.
- The materials do not include recommended explanatory feedback for students based on common errors and misconceptions. However, they do include word lists and activity cards.

Teachers are not supported in providing explicit phonological awareness instruction and feedback through the program. However, the materials do include explicit instruction for teachers to use as they deliver instruction.

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)

- Materials include activities specifically designed to help students develop, practice, and reinforce their understanding of phonological awareness of skills. Every lesson, materials include a phonemic awareness section-- in Sequence 1, this section includes initial isolation, blending, segmenting, and initial deletion, reinforcement opportunities for current and cumulative practice; however, the section/portion of the lesson is the same every single day. There is no variety of resources or activities to allow for cumulative review of phonological awareness skills.
- The activities and resources do not provide a cumulative review for students to develop, practice, or reinforce phonological awareness skills connected to grade-level TEKS. For example, rhyming appears in lessons intended for the beginning of Kindergarten and does not appear in future lessons. Phonological awareness activities are completed orally with the teacher. Students use their arms to sky-write graphemes, but lessons do not include movements for phonological awareness activities. The materials include an activity specifically designed to help students develop their understanding of phonological awareness skills. For example, Kindergarten 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."
- Materials include activities specifically designed to help students develop, practice, and reinforce their understanding of phonological awareness of skills. Every lesson and materials include a phonemic awareness section-- in Sequence 1, it includes initial isolation, blending, segmenting, and initial deletion, reinforcement opportunities for current and cumulative practice; however, the section/portion of the lesson is the same every single day. There is no variety of resources or activities to support 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)

- The materials do not include a systematic sequence for introducing phonemic awareness activities. For example, the phonemic awareness activities do not show a progression of skills from less complex to most complex. The kindergarten lessons begin with oral syllable awareness before introducing a phoneme. There is no gradual transition. Lesson procedures state, "The *Sound Sequence* Day 1 lessons incorporate oral syllable awareness through syllable blending, detecting, segmenting, addition, deletion, and substitution."
- The materials do not include a systematic sequence for introducing phonemic awareness activities. For example, the materials teach blending spoken phonemes to form one-syllable words, before teaching segmenting spoken one-syllable words into individual phonemes. In *Sound Sequence* kindergarten lessons, the teacher teaches students to blend ed/i/ble to make the word edible, and in Sequence 1, students segment the word weld into individual phonemes: /w/ /e/ /l/ /d/. The materials include phonemic awareness activities that do not

align with the TEKS. For example, in kindergarten, lessons include manipulating phonemes in words in Sequence 1.

- The materials do not include a systematic sequence for introducing phonemic awareness activities. For example in the *Sound Sequence* Day 1 lesson procedures, the phonological awareness section states: "The *Sound Sequence* Day 1 lessons incorporate oral syllable awareness through syllable blending, detecting, segmenting, addition, deletion, and substitution. Rhyme recognition and rhyme production activities are used as skill warm-ups. Shorthand directions are used in the lessons." In the first lesson, Day 2 of the *Sound Sequence*, the phonological awareness activity includes practice with c /k/ phoneme in onset and rime, alliteration, initial isolation, and final isolation. In Sequence 1, Lesson 2 Day 3, the phonemic awareness activities include blending, segmenting, and substitution. These have progressed from identifying phonemes in onset and rhyme, alliteration, initial isolation, and final isolation activities in *Sound Sequence*.

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

- The materials do not include explicit instruction for teaching phonemic awareness. For example, feedback boxes are not included to support teachers' instruction on specific topics and the lessons do not include a *Gradual Release of Responsibility* when introducing new skills or strategies. Materials only include *Gradual Release of Responsibility* for sections of oral articulation, letter formation, skywriting, decoding, encoding, and high-frequency word instruction. For example, materials include sample words for direct instruction and state, "Phonetic symbols are not used to represent word parts in this activity; rather, common words are used from which teachers can extrapolate the sounds. 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."
- While the lessons provide explicit instruction, the program resources do not include explanatory feedback for common errors and misconceptions. Sequence 1 lesson components are outlined in the Sequence 1 Overview. Days 1, 2, and 3 show 1-minute *Phonemic Awareness* lessons. There is a scripted lesson for *Phonemic Awareness* in the Day 1 lesson procedures that 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 phoneme blending is as follows, "Listen to the sounds: /w/ /i/ /t/. Blend the sounds. What is the word? (wit)" There are not example scripts for feedback. In Sequence 1, Lesson 1, Day 1 the following is listed to be used with the above script, "/b/ /i/ /t/ (bit), /r/ /a/ /t/ (rat)." The lesson does not provide any feedback for common errors or misconceptions. These procedures are the same for day 1 in sequences 1 and 2, which encompasses grades K-2.

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 provide specific and precise terms, phrasing, and statements that teachers can use during core instruction for connecting phonemic awareness skills to the alphabetic principle. For example, the lesson for short ‘a’ words includes a script that states, "We use knowledge of letter sounds and concepts of print to read. You see me read words to you all the time. When I am reading a word, I am looking at all the letter sounds and blend them together until I hear the word. To read a word, I know I must start with the first letter. Place your finger under the ‘m’ in *mat*. I know this is the first letter because there is no letter to the left of it. I know that I should read from the left to the right until I get to the end of the word. I know I am at the end of the word when there is a space to the right of the letter." The materials integrate kinesthetic scaffold resources for connecting phonemic awareness with the alphabetic principle. For example, Sequence 1 Lesson 7 instructs students on oral articulation of the short ‘a’ sound and has students identify the placement of the short ‘a’ sound in words by tapping and coloring one of three circles.
- The materials include explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. For example, *Sound Sequence* kindergarten lessons include a guided practice where students "say each sound, tap its corresponding circle to show sound placement in the word." Then, students "look at the written word and circle the letter that represents the sound" in Day 1 *Focus Skill Practice*.
- Materials provide explicit guidance. For example, in word mapping procedures, materials sequentially do the following: echo-it, tap-it, push-it, write-it, and read-it. Word mapping materials include explicit guidance and practice connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic encoding and decoding. Sequence 1 Day 2 lesson procedures include a skill review focused on encoding phonemes. This activity reviews previously taught phonemes. The directions state: "To review, say a phoneme aloud and ask students to write the letter(s) that represent it on a whiteboard or lined paper. Each phoneme being reviewed is listed in the lesson plan, along with the grapheme(s) that represents it (shown in parenthesis). With each review, mix up the order of the phonemes. This activity includes explicit guidance to support students in the transition from oral language activities to basic encoding.

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, kindergarten materials include a *Skill Review* of previously taught phonemes and *Focus Skill Practice Sheets*, in which students use circles to identify where the target phoneme is in words. Materials also include directions for students to use discs to tap out phonemes in words and isolate the target sound during *Differentiated Skill Reviews* in lessons.

- 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.

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 include detailed guidance integrating the teacher's actions to use during phonics instruction. These routines are consistent for each grade level and are aligned with the ELAR TEKS. For example, phonics lessons begin with teacher information for the focus and continue with a skill review and instruction for high frequency words. Then, instruction for the focus skill is followed by oral articulation and multisensory exercises. Finally, the lesson ends with word mapping, decoding and encoding. Oral articulation, multisensory exercises, and decoding are taught with gradual release of responsibility on Day 1 of the lessons. The materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction. For example, kindergarten *Sound Sequence* Lesson 18 states, “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.”
- *Structured Literacy with E.A.S.E.* program materials include a systematic sequence for introducing grade-level sound-spelling patterns that correlate with the TEKS. These patterns move from simple to more complex throughout the program. The program states,

"Phonological awareness is a crucial component of reading instruction. Research has shown that the foundation for reading is rooted in the systematic, explicit instruction of phonemic awareness and phonics instruction (Lyon, 2004). Certain cognitive processes are essential for all children to develop as readers. The phonological awareness activities in this program focus on the research-based, foundational abilities necessary for students to build their phonological awareness skills so that they master sound recognition and manipulation."

- 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 VC, CVC, and CCVC patterns, introducing them in a systematic, increasingly difficult way. For example, students learn CVC words before learning CCVC or CVCC words.

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

- The materials include detailed guidance integrating the teacher's actions for teachers to use during phonics instruction. These routines are consistent for each grade level and are aligned with the ELAR TEKS. For example, phonics lessons begin with teacher information for the focus and continue with a skill review and instruction for high frequency words. Then, instruction for the focus skill is followed by oral articulation and multisensory exercises. Finally, the lesson ends with word mapping, decoding and encoding. Oral articulation, multisensory exercises, and decoding are taught with gradual release of responsibility on Day 1 of the lessons.
- The 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 2 Lesson 2 Day 2 introduces the skill by stating, "You have already learned that a consonant digraph is two consonants that together make a single sound....There are always rule breakers but these rules work for most words." The *Program Spreadsheet* includes a TEKS correlation tab with TEKS listed for skills and lesson components for each grade level.
- 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 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, kindergarten materials teach the CVC syllable type and continue with lessons practicing and reinforcing CVC words before students perform a CVC syllable sort.

- Materials provide a variety of activities to develop, practice, and reinforce sound-spelling patterns in each sequence of the program through one day lessons called *Syllable Sorts*. The first of these lessons appears in Sequence 1 Lesson 13 Day 1 and works with CVC and VC syllable types. Throughout the lesson students develop, practice, and reinforce the sound-spelling patterns through: word mapping, syllable sort skill practice page, and a syllable hunt. The lesson also provides high-frequency word review. Resources throughout the sequences for developing, practicing, and reinforcing sound-spelling patterns are either included or shown to be needed for the lessons. Included in the lessons are the following reproducibles: word mapping, word chaining, and the word collection book. Letter tiles and chips are also used in lessons to practice and reinforce sound-spelling patterns. Resources such as posters for the lesson are included with each lesson. Resources used for all or most lessons are included at the end of each sequence.
- The materials include activities and resources to help students review and practice sound-spelling patterns skills through cumulative review. For example, *Sound Sequence* kindergarten lessons provide activities for “Letter Formation”, “Focus Skill Practice”, and “Multisensory Exercises”. Lessons also include a “Differentiated Skill Review” where students are to isolate the focus sound by using discs to tap out the phonemes if they are needing additional support on Day 2. The same section also provides guidance for students needing a challenge. *Sound Sequence* kindergarten lessons provide resources such as printable books and a “Learning at Home” sheet for each lesson where students are able to 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 CVC syllable type and the end of sequence one has a syllable sort for CVC pattern.

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. Kindergarten Lesson 14 in Sequence 1 includes words for mapping, such as cap, can, cub, and cup. Word Chaining words include kid, lid, rid, and rad. 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 include dictation within the encoding component of the lesson plan that supports the skill in isolation.

Sequence 1 Lesson 12 Day 1 includes dictation for ‘w’, ‘x’, ‘y’, and ‘z’ through word and sentence dictation.

- The materials provide a variety of activities and resources to decode and encode words in isolation. For example, *Sound Sequence* kindergarten materials include “Focus Skill Practice”, “Concepts of Print”, “High-Frequency Words”, and printable books. The materials provide a variety of activities and resources to decode and encode words in isolation. Sequence 1, kindergarten materials, include activities and resources such as “Word Mapping”, “Focus Skill Practice”, dictation for words and sentences, “Word Chaining”, 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, Sequence 2 Lesson 1's 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 feature brief lessons focused on targeted words, limiting the introduction of regular and irregular words in each lesson or week. Grade K materials guide teachers to introduce one high-frequency word every two days. The Sound Sequence Lesson Procedures recommend using multisensory exercises like skywriting and arm spelling for new words, promoting gradual release of responsibility. For instance, Sound Sequence Lessons 20 and 21 introduce the high-frequency words "to," "do," and "of." Words are organized in smaller batches that follow common phonetic patterns, allowing for direct and explicit instruction. For example, Lesson 17 for short "u" includes the words "up" and "us."
- The materials systematically organize regular and irregular high-frequency words for introduction. The Sound Sequence for grade K focuses on thirteen high-frequency words in Lessons 1-13, while Lessons 14-26 map these words and introduce additional high-frequency words sharing common graphemes or phonemes. The pacing guide allocates four and a half weeks to explore six sets of high-frequency words in Sequence 1, encouraging preparation before Lesson 1. Additionally, irregular words with later-introduced phonemes or graphemes are highlighted in green, while consistently irregular words are marked in red.

- The materials provide a systematic sequence for introducing and practicing regular and irregular high-frequency words during direct instruction, aligned with the spelling patterns being taught. Sound Sequence for grade K focuses on thirteen high-frequency words in Lessons 1-13, including "the," "of," "and," "a," "to," "in," "is," and "you." Lessons 14-26 map these words and introduce others sharing common graphemes or phonemes, utilizing the routine "Read, Spell, Write, Extend." 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, and extend their learning by connecting it to similar words and creating sentences.
- The materials systematically introduce regular and irregular high-frequency words. The Structured Literacy with E.A.S.E. Program highlights that the thirteen most critical high-frequency words are introduced alongside others sharing common traits. For example, Lesson 1 introduces the high-frequency word "the," followed by Lesson 2, which reviews "the" and introduces "of" three days later. Sequence 1 includes daily practice of high-frequency words, with 2-4 new words introduced every three days, of which a maximum of three can be irregular. Students practice these words in isolation and in decodable books. For instance, in Lesson 4, Day 1, students review twenty previously learned high-frequency words and are introduced to new words using the Read, Spell, Write, Extend method, including the irregular words "are" and "only."

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. Sound Sequence Lesson Procedures for High Frequency Words states, "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.
- Teacher guidance is included for direct and explicit instruction of high-frequency words in the lesson procedures of each sequence. Sequence 1, Lesson 5, Day 1 provides the teacher with guidance on decoding the irregular high-frequency words and states for the word other, "o usually represents the /o/ sound in CV syllables, but in this word, it represents the schwa sound; "th" is a digraph that can represent the /th/sound; "er" can represent the /er/ sound in VR syllables." 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, Sound Sequence Lesson 24 provides the teacher with the following script, “You have already learned the word that. This word begins with the letters “th,” which can represent two sounds, /th/ as in that and /th/ as in with. Today, you will learn other words like this: then, this, them, than, with, both.” Sound Sequence grade K lessons 14-26 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 students add these words to the growing high-frequency word deck for ongoing practice.

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

- The Structured Literacy with EASE materials provide various resources for students to develop, practice, and reinforce skills in decoding and encoding regular high-frequency words, referred to as “temporarily irregular high-frequency words.” Students use high-frequency word cards to create a deck for practicing automaticity and participate in an open word sort on Day 1 of the lessons. They also practice building high-frequency words using a High Frequency Word Mat, where they can use tactile objects (like clay or glue) to form words, trace them with crayons or markers, or use dry erase markers on laminated sheets. For example, grade K, Lesson 18, Sequence 1 focuses on regular high-frequency words such as “no,” “so,” “go,” “be,” and “he.”
- The materials offer various activities to develop decoding and encoding of high-frequency words, including the “Read, Spell, Write, Extend” activity on Day 1 of lessons throughout Sequence 3. Students receive guidance on distinguishing heart words from wise words, and Sequence 4 reviews all previously learned high-frequency words. Sequences 1 and 2 feature “Exploring High-Frequency Words” to prepare students for reading words they will encounter in books. Day 2 activities for high-frequency word lessons include “skywriting, arm spelling, word forming, and Find and Cover” (from the small-group resources). 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 skills for

encoding and decoding high-frequency words. 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, which is noted in teacher guidance 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). Sound Sequence activities include the “Read, Spell, Write, Extend” activity, and decoding high-frequency words within sentences and printable 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 including 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.

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 1, Lesson 10 has students practice building the word each 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 1 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. For example, in Sequence 2, Lesson 8, the high-frequency words ("group" and "draw") are present in the

isolation practice and then "draw" is absent from phrase and sentence practice. As stated in the sound sequence Day 1 lesson procedures, Lessons 14-26 will include a Read, Spell, Write, Extend activity for learning new high-frequency words. Materials 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	12/12
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)	N/A
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1)(T)	N/A
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	12/12
5.E.3d	Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3)(S)	N/A

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

Evidence includes, but is not limited to:

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

- The guidance is not applicable to the grade level.

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

- The guidance is not applicable to the grade level.

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

- The materials include a variety of activities to develop, practice, and reinforce skills to decode one-syllable words. For example, kindergarten lessons include a Day 1 *Focus Practice Skill Sheet* for students to decode one-syllable words, "such as", "an", "can", "had", "cap" and "bag" in Sequence 1 Lesson 2. This lesson also includes a decodable reader named "Sam the

Cat" 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, kindergarten materials introduce the CVC syllable type in Lesson 1 Sequence 1 and have students perform a syllable sort of CVC words in Lesson 13 after practicing and reinforcing knowledge of previously learned consonants and vowels.

- The materials provide guidance for students to develop, practice, and reinforce decoding one-syllable or multisyllabic words through activities and resources. Sequence 1 Lesson 11 Day 1 introduces the short vowel 'e' in CVC words with explicit teaching instruction, then follows up with word mapping and a Day 1 *Focus Skills Practice Sheet*. On Day 2 of the lesson, students practice and reinforce skills using a decodable reader. The skills reviewed in this lesson are CVC words with short 'i', 'o', and 'u' (fox, bug, did, hats).
- 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 1 student 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 sorting, 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)

- The guidance is not applicable to the grade level.