

IMRA Review Cycle 2024 Report

Publisher Name	Program Name
ReadBright	ReadBright Phonics, Grade 1
Subject	Grade Level
English Phonics	1

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 259 / 313

IMRA Reviewers

Flags for Suitability Noncompliance

N/A

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

Flags for Suitability Compliance

N/A

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

Alleged Factual Errors

N/A

Public Feedback

Flags for Suitability Noncompliance

N/A

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

Alleged Factual Errors

N/A

Public Comments

N/A

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	35 / 53
2. Progress Monitoring	21 / 28
3. Support for All Learners	21 / 32
4. Phonics Rule Compliance	31 / 36
5. Foundational Skills	151 / 164

Strengths

- **2.2 Data analysis and Progress Monitoring:** Materials include guidance to interpret student performance and tools for students to interpret track their growth
- **3.2 Instructional Methods:** Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- **4.1 Explicit (Direct) and Systematic Phonics Instruction:** Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- **4.2 Daily Instructional Sequence and Routines:** Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate feedback, and diverse opportunities for collaborative and independent student practice.
- **4.3 Ongoing Practice Opportunities:** Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- **4.4 Assessment:** Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- **5.E.1 Sound-Spelling Patterns:** Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- **5.E.2 Regular and Irregular High-Frequency Words:** Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- **5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words:** Materials systematically introduce syllable types and division principles, with explicit instruction

- and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.
- 5.E.4 Morphological Awareness: Materials systematically introduce grade-level morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text.

Challenges

- 1.1 Course-Level Design: Materials do not include a scope and sequence aligned to TEKS or ELPS. The materials lack resources and guidance for administrators and instructional coaches.
- 1.2 Unit-Level Design: Materials lack comprehensive unit overview and do not include support for families in Spanish.
- 1.3 Lesson-Level Design: Materials do not include comprehensive, structured, detailed lesson plans.
- 2.1 Instructional Assessments: Materials do not include a variety of instructional assessments or questions at the lesson level. Assessments that are present are not aligned to the TEKS.
- 3.1 Differentiation and Scaffolds: Materials do not include scaffolded lessons for students who have not reached proficiency.
- 3.3 Support for Emergent Bilingual Students: Materials provide insufficient guidance on linguistic accommodations and do not adequately support emergent bilingual students or bilingual/ESL program implementation.
- 4.5 Progress Monitoring and Student Support: Materials offer limited data-management tools and provide minimal guidance on tracking individual and whole-class progress, progress monitoring frequency, or strategies to accelerate learning.
- 5.B.1 Oral Language Development: Materials lack explicit and systematic instruction guidance for developing oral language through modeling, coaching, and feedback.
- 5.C.2 Letter-Sound Correspondence: Materials do include guidance for the teacher to provide explicit instruction focused on connecting phones to letters within words with explainer feedback.
- 5.D.1 Phonological Awareness: Materials lack explanatory feedback for students based on common errors and misconceptions.
- 5.D.2 Phonemic Awareness: Materials do not include recommended explanatory feedback for students based on common errors and misconceptions.

Summary

ReadBright is a grade 1 and 2 phonics program. It provides a well-rounded approach to teaching literacy skills, encompassing phonemic awareness, phonics, fluency, vocabulary, and comprehension in each component. The program offers systematic lessons and activities with guided instruction and corrective

feedback. These lessons include varying tasks at different levels of complexity and differentiated activities for the students who have reached proficiency.

Campus and district instructional leaders should consider the following:

- The product and lesson plans include organized activities like a systematic phonics review, opportunities for independent reading, and embedded student discourse. However, the program lessons are not aligned to the TEKS and ELPS and lack academic vocabulary and linguistic accommodations. The skills are included within the materials; however, terms used to refer to skills in the materials differ from those used in the TEKS.
- The product lacks instructional guidance within the lesson components. Novice teachers may need support and guidance to effectively implement the materials and meet the needs of all learners.

Intentional Instructional Design

1.1	Course-Level Design	13/15
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.	1/2
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.	4/4

The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. The materials do not include a scope and sequence outlining the 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). Materials include an explanation for the rationale of unit order. Materials do not include an explanation for how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and 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 an *In-Depth Teacher's Program Guide* that details the schedule for teaching skills. The document states, "The schedule for teaching all of the skills included in the ReadBright program, from learning the alphabet through Book 3, is included in this handbook."
- The *In-Depth Teacher's Program Guide* includes a scope and sequence for the ABC Blending Book In Order and Out of Order. The materials include TEKS standards for each lesson within the Scope and Sequence document, for grades 1 and 2.
- The *In-Depth Teacher's Program Guide* includes a scope and sequence for the ABC Blending Book In Order and Out of Order. The materials include TEKS standards for each lesson within the Scope and Sequence document. No ELPS guidance is present.
- All lessons have objectives grounded in the concepts. On the scope and sequence, the title of the concept is listed.

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 *In-Depth Program Guide* includes a sample weekly overview for a Sample Four-Day Schedule and a Sample Five-Day Schedule that includes suggested times for each part of the lesson. Within this section, teachers access a Sample Weekly Five Day Schedule, allowing for a 190-day instructional calendar, and a Sample Weekly Four Day Schedule, allowing for a 152-day instructional calendar.
- The *In-Depth Program Guide* states, "A weekly overview is provided at the beginning of each unit." The materials include a daily lesson plan that offers options for adjusting the time spent on particular skills.
- The scope and sequence is broken down into units and the *In-Depth Program Guide* suggests teaching one unit a week. The Scope and Sequence section "Schedule and Pacing" provides guidance for various instructional settings and timeframes, and the program provides support from curriculum specialists to ensure instruction is covered within a given timeframe.

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

- Teachers have access to rationale behind the individual unit and lesson structure within the program, but no rationale behind how they connect. The *In-Depth Teacher's Program Guide* states, "The ABC Blending Workbook is designed for grade 1 students. Students will review or be introduced to the alphabet and then learn the basic concept of blending letters together to form words. They will also be taught a few pop words over the course of the book. Depending on whether students have learned the alphabet, two versions of the workbook are available."
- The *In-Depth Teacher's Program Guide* includes a section detailing the Five Pillars of Reading. The materials explain the findings of the 2000 National Reading Panel and how ReadBright Phonics addresses the five research-recommended areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Scope and Sequence reflects a teaching progression in a systematic order of the difficulty of phonemic awareness and phonics concepts. For example, simpler concepts such as short vowels are taught in Units 1-5, while more complex phonemes such as digraphs come later, in Units 8-11.
- The materials do not explain a rationale for how the five research recommended areas of reading are used to build the lessons or progression between units. Within the "Scope and Sequence section", the materials include "Schedule and Pacing". This provides guidance for various instructional settings and timeframes, and the program provides support from curriculum specialists to ensure instruction is covered within a given timeframe.

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

- The materials include *Teacher Handbooks* for each level 1-4 within the *Leveled Phonics Program*. The lesson instructions include guidance, protocols, and/or templates for unit and lesson internalization. For example, in "Unit 1 Lesson: Short A" includes eight lesson

components: pop word instruction, phonemic awareness, phonics instruction, workbook, encoding, reader, mystery word, and classroom centers. This routine is repeated for each lesson to help the teacher internalize the lesson process and instruction.

- The “Leveled Phonics Program” in the *In-Depth Teacher’s Program Guide* how teachers internalize each unit. The materials explain that there are three schedules for the leveled phonics program, one for each workbook, and that the unit number appears at the beginning of each section: “Each week, one phonics skill is taught, and a few pop words are introduced...the schedule lists the unit number, phonics skill, pop words, phonetic reader, song track number, and workbook page numbers for each week.”
- The *In-Depth Program Guide* provides recommendations for the use of all materials, including text, research-based instructional strategies, and scaffolds to support and enhance student learning. The Guide gives detailed instructions on how to implement each activity. It explains the process for teaching Pop Words, Phonemic Awareness Drills, Phonics Instruction, Encoding, Phonetic Reader Comprehension, and all other components of the program.

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

- The materials provide a “Scope and Sequence” that offers guidance to teachers, administrators and instructional coaches on the program pacing. It provides guidance on how the program is structured. “Levels 1, 2, and 3 are comprised of 38 units in total that cover the ReadBright skills in the first grade curriculum.” The section “First Grade” gives an overview of the program and the time it takes to complete the program. “The one week per unit guideline, with five days of instruction per unit allows for a very generous time allotment per skill to ensure maximum student mastery.”
- The document provides guidance on a four and five day week. It gives suggestions on what units can be combined if necessary. The “Scope and Sequence” guide reminds the teacher, administrator, or instructional coach that “ ReadBright curriculum specialists are available to help customize pacing at all grade levels to ensure all skills in the program are covered in a reasonable time frame.”
- The Level Two assessment guide provides the administrator and instructional coaches with guidance on how to score the assessments and guidance on instructional decisions making. The guide also provides the administrator and instructional coaches with an overview of the assessment component of the ReadBright program.

Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- Each unit in the *Teacher's Handbook* begins with a Teaching Tip that provides the academic vocabulary, such as "Short a Pop Word Instruction, Phonemic Awareness, Phonics Instruction, and Encoding," to effectively teach the skills in the unit. This is not a comprehensive unit overview but does provide some background knowledge to support the new skill or concept. For example, in *Handbook 1A* when introducing CVC (consonant-vowel-consonant) words, the "Kid in the Middle" concept is introduced. The Teaching Tip states, "Kid in the Middle refers to a CVC...word. The vowel has a short sound."
- In the *In-Depth Teacher's Program Guide*, teachers access explanations of routines that consistently appear throughout the program and in each unit. Within these routines, the materials provide background-content knowledge explanations that assist teachers with internalizing concepts. For example, in the Daily Schedule section, Orthographic Mapping Routine, the materials state, "Orthographic mapping is the natural process in which good readers automatically link the letters they see in a word to the sounds they represent and then link it to the meaning of the word."
- The materials utilize basic academic vocabulary such as CVC, consonant digraph, and vowels. It relies on visual representations to describe academic vocabulary. For example, while teaching how to code a CVC word, they use an upside-down hat instead of a breve.

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

- The materials do not include any supports for families in Spanish or English. But in the *In-Depth Teacher's Program Guide*, the suggested schedule includes homework that connects to the concepts and skills in the unit and supports student progress. There is no guidance

included for the parents—only instructions on how to complete the homework activity. The instructions are only available in English and do not include any information on how to support student progress.

- The *In-Depth Program Guide* includes a section titled "Homework Program." Part B Fluency Cards add tips for parents if their child encounters difficulty. For example, the material explains that if a student has difficulty reading the passage, the parent should have the student read it without timing the student. This is in English only and does not provide for Spanish-speaking parents.

Intentional Instructional Design

1.3	Lesson-Level Design	19/34
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.	15/30
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, materials, and instructional assessments required to meet the content standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the language standards of the course. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to deliver the lesson effectively. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment.)

Evidence includes, but is not limited to:

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

- The materials include *Teacher Handbooks* for each of levels 1-4 within the "Leveled Phonics Program" The lesson instructions include guidance for the lessons. For example, in "Handbook 1a Unit 1 Lesson: Short A" includes nine lesson components: pop word instruction, phonemic awareness, phonics instruction, workbook, encoding, reader, mystery word, classroom centers, and homework. This routine is repeated for each lesson to help the teacher internalize the lesson process and instruction.
- The language objectives are not listed, but students who complete the daily objectives from the lessons would be recognizing elements of the English sound system, as required by the ELPS. Parts of the lesson within units contain teacher questions and formative assessments. For example, in *Level 1b Teacher's Handbook*, Unit 8, teachers introduce the Phonetic Reader for ck & sh, Jack the Cat, asking questions that require text-based evidence such as, "Where is the cat trying to jump? (on top of the clock." Teachers formally assess student decoding and comprehension as students respond.

- The *Phonological Awareness Program* includes structured and detailed lesson plans that include daily objectives, questions, student tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. *The Phonological Awareness Program* "Lesson 2 Part B" does not include the comprehensive instructional assessments required to meet the content and language standards of the lesson. For example, during the lesson, the teacher models the first two examples while students watch, then works through the next question with the students, and finally instructs students to "Finish the rest of the worksheet by yourself."

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

- The *In-Depth Program Guide* provides the user with a sample weekly plan for four days or five days. Within the plan, it gives suggestions on how much time it takes to complete the activities. The "Daily Schedule" provides suggested times for each lesson component.
- In the *In-Depth Teacher's Program Guide*, the timing components and sequence of instruction are provided: high-frequency Pop Word Instruction - 20 minutes, Phonemic Awareness - 5 minutes, Phonics Instruction-20 minutes, Workbook Pages-15 minutes, Encoding-15 minutes, Phonetic Reader-15 minutes, Vocabulary-5 minutes, and Classroom Centers-15 minutes.

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

- The materials include a lesson overview outlining the skill and objective. The lesson overview outlines teacher and student actions, along with materials needed during the lesson to work through each lesson component.
- The materials include *Teacher Handbooks* for each of levels 1-4 within the "Leveled Phonics Program." In the handbook, there is a list of materials the teacher will need to deliver the lesson. For example, in "Handbook 1a Unit 1 Lesson: Short A" includes nine lesson components: pop word instruction, phonemic awareness, phonics instruction, workbook, encoding, reader, mystery word, classroom centers, and homework. Within each lesson section, it is notated with materials and/or images of the supplies needed, including images of workbook pages, songs, and sound cards.
- The *Teacher's Handbook* includes instructions for teachers that detail how to use the materials within the lesson. For example, in "Level 1c Teacher's Handbook, Blends, Unit 12," Classroom Centers lesson, students participate in The Die activity. As listed in the "Materials Needed" part of the lesson, teachers gather three dice for each set of partners from the letter dice provided by the program, a recording sheet, and sharpened pencils. Teachers choose specific dice with beginning blends so that students can practice this decoding skill during the activity.

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

- The *In-Depth Program Guide* provides information about the homework component of the program. Under the title "Homework Program" information is given to describe the parts of the program and how to use the components. Each Unit includes Homework pages for students to review and practice skills. Each homework page has instructions detailing how to complete the page.
- The materials explain Take Home Readers as homework in the *In-Depth Teacher's Program Guide*. "The Take-Home Phonics Readers are black-and-white versions of the phonics readers that students have already read in class...(they) are assigned for homework on Thursdays, by which time students have already become familiar with the story and can read it with ease."
- Materials include guidance on effectively using lesson materials for weekly homework practice. The *In-Depth Program Guide* provides the teacher with a sample homework schedule. It guides how to instruct parents if the student struggles with fluency. The material tells the parents to read the cards to the student first to help the student become familiar with the card.

Progress Monitoring

2.1	Instructional Assessments	17/24
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.	8/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	4/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	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 but do not vary in types of questions. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity. |

Evidence includes, but is not limited to:

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

- The materials include 8–9 different sections that provide a variety of tasks for students. There are two assessments per unit (mid-unit and end of unit). There is a variety of assessments for the summative assessments. There is only one option for each component. For example, in the *Level 1 Assessment Guide*, the available assessments include:” Letter/Sound Fluency”, “Alternate Fonts”, “Find the Vowels and Vowel Sounds”, “New Skill in Real Words”, “New Skill in Nonsense Words”, “Special Rules”, “Pop Words”, and “Fluency in Paragraphs”.
- The leveled assessment materials contain summative mid-unit and end-of-unit assessments. The guide directs the teacher to use the assessment after completing specific units within the program. For example, Assessment 1 is administered after completion of Unit 1, and Assessment 2 is administered after Unit 7.
- The *Phonological Awareness* “Teacher’s Daily Lessons” address informal assessments throughout the program. The assessments are found at the end of each section to help the teacher monitor the student’s progress. These assessments help the teacher diagnose what goals were met through the section.

- The lesson and unit assessments contain varying tasks, but not varying question types. The question types are repeated throughout the different assessments. The same question types are used in the mid-unit assessments and the end-of-unit assessments. The materials do not include encoding tasks or multiple-choice questions.
- For example, in the Level Two Assessments teacher materials, "Assessment 7, the Magic e Mid-Unit Assessment" targets "Magic e with vowels a, i, and o," the vowel-consonant e syllable type. Students define the breve mark on a short vowel, and the macron mark on long vowels, read "Sticky Sounds" - digraph ng and n with k or g, apply vowel-consonant-e skills in real and nonsense words, read suffixes and inflectional endings in isolation, read high-frequency "Pop" words, and vowel-consonant e words in context within a fluency paragraph. Teachers manually record student responses on both Individual and class recording sheets.
- In the Level Two Assessments teacher materials, "Assessment 8, the Magic e End-of-Unit Assessment" targets "Magic e with all vowels," the vowel-consonant e-syllable type. Students define the breve mark on a short vowel, the macron mark on long vowels, read "Sticky Sounds," apply vowel-consonant-e skills in real and nonsense words with vowels a, e, i, o, and u, read suffixes and inflectional endings in isolation, read high-frequency "Pop" words, and vowel-consonant words. Teachers manually record student responses on both Individual and class recording sheets.

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

- Materials include definitions and intended purpose for the types of instructional assessments included. The Scope and Sequences for the *Leveled Phonics Program* only include when to give each assessment within the instruction of the program.
- Teacher guidance for mid-unit and end-of-unit assessments contains limited definitions and explanations of intended purpose information. For example, the *Level Three Assessments* teacher document begins with the "Assessment 11: Ruling R Mid-Unit Assessment" section. Teachers administer this assessment after the completion of Unit 31 for the targeted skill of r-controlled vowels ar and or. Teachers access the section "Using the Assessment," and record student responses on the Individual Record Sheet and learn that "detailing the student's errors will help you analyze the results properly in order to determine exactly where a student may need more guidance or instruction." Teachers mark errors in specific ways, such as making a slash through the word and writing the incorrect response above. This document further explains the definitions for types of miscues and the intended purpose for marking errors carefully - learning how to modify instruction to correct student errors.
- In the *Phonological Awareness Guide* the "Teacher's Daily Lessons" provides a "Teacher's Daily Lesson Book Overview". This section states, "These lists serve as tools for the teacher to use to conduct informal assessments throughout the program." The guide also gives direction on how to use the assessments and recording sheets. For example, under "Rhyming Assessment", the guide shows where to get the assessment, and how to administer the assessment. The guide states, "The assessment and recording sheets will help to precisely diagnose which goals students have reached and which they have not. This will serve as a

guide to the teacher to provide additional instruction for individual students where necessary." The materials provide a limited definition and intended purpose for assessments

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

- The first page of each assessment guide outlines instructions that inform the teacher when to administer the assessment (mid or end of unit), which skills will be assessed and provides instructions on how to administer the assessment to students. The *In-Depth Teacher Guide* states, "Assessments are provided to track the progress of students and to ensure that every student masters each skill. Mid-Unit Assessments: These are administered after a few skills have been covered. End-of-Unit Assessments: These are administered at the end of each unit. Each assessment includes (1) Instructions for the teacher, (2) A teacher's copy of the assessment for reference, (3) A student copy, and (4) A classroom grid to mark and track scores for the class."
- The materials provide mid-level unit checklist tools so that teachers ensure they have assessed all students, and that they have been assessed on consistent skills. In *Level Three Assessments*, teachers record student names and data on the Class Record Sheet for Ruling R Mid-Unit Assessment 11, using columns to record information including but not limited to student accuracy on the number of Short Vowel Sounds, Long Vowel Sounds, Ruling R Sounds, and Fluency. This student data record enables comparison with prior and future assessments.

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

- In the *Teacher's Assessment Guide*, the "Assessment," clearly indicates how the materials align with the curriculum for the subject in a manner that is easily identifiable by the teachers. The diagnostic assessments have no objectives stated. The assessment materials do not include any TEKS alignment or mention of the TEKS.
- The *Level Two Assessment Guide* provides information about each assessment. In the "Instruction" section of the "Magic e Mid-Unit Assessment", the targeted skill Magic e with vowels a, i, and o. It also states that the assessment should be administered after the completion of Unit 20. The *Phonological Awareness Teacher's Daily Lesson* guide is broken into units of study such as "Rhyming". Materials include definitions and intended purpose for the types of instructional assessments included. The Scope and Sequences for the *Leveled Phonics Program* only include when to give each assessment within the instruction of the program.
- In the *Phonological Awareness Guide* the "Teacher's Daily Lessons" provides a "Teacher's Daily Lesson Book Overview". This section states, "These lists serve as tools for the teacher to use to conduct informal assessments throughout the program." The guide also gives direction on how to use the assessments and recording sheets. For example, under "Rhyming Assessment", the guide shows where to get the assessment, and how to administer the

assessment. The guide states, " The assessment and recording sheets will help to precisely diagnose which goals students have reached and which they have not. This will serve as a guide to the teacher to provide additional instruction for individual students where necessary." The materials provide a limited definition and intended purpose for assessments.

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

- The materials include 3 different assessment PDFs, Level One, Level Two, and Level Three with a total of 14 Unit assessments. There are no standards or TEKS listed with the assessments; however, the assessments correlate with the objective being taught in the lessons. These assessments include a variety of complexity. For example, Assessment #1 is for short a, Assessment #7 is for Magic e (long vowels a, i, and o), and Assessment #14 is more sounds oo, ou, ow, oi, oy, ui, ue, ew, aw, au. The level of complexity builds with each assessment because of the objectives and skills being assessed.
- The assessment in the *Phonological Awareness Teacher's Daily Lesson Book* assesses the skill in multiple ways. On the beginning sounds assessment, the student is asked to simply identify the beginning sound of words. For example, the teacher will ask, "What's the beginning sound of a toy?" The student would answer, "/t/." In the second part of the assessment, the student is asked to identify a word with the same beginning sound as a target word. The teacher would ask, "Which other word begins with the same sound as big? Nice or best?" The student would answer, "Best."
- The *Level Assessment Guides* does not include a variety of informal assessments that give teachers in-the-moment feedback on student learning to record on "Individual Record Sheets." The guides offer mid-unit and end-of-unit assessments that are teacher-facilitated question items without varying levels of complexity. For example, in the *Level One Assessment*, "Unit 1" instructions page, each component of the test begins with, "Tell the student..." "Tomorrow, who knows where I'll eat lunch. It's the future." The "Progress Monitoring & Instructional Decision Making" materials include a variety of informal assessments that give teachers "instructional considerations and suggested next steps," on student learning.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	4/4
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.	1/1

The materials include instructional assessments and scoring information to provide guidance for interpreting and responding to student performance. Materials provide guidance for using included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

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

- The materials provide some basic scoring guidance for unit assessments. For example, in *Level One Assessments*, "Assessment 3: Digraphs Mid-Unit Assessment," section "Using the Assessment," teachers use sheets titled "Individual Record Sheet" to record the number of correct responses. On the sheet, the total number of possible correct answers is noted for parts of the assessment, such as decoding digraphs in the "New Skill in Real Words" section, or decoding "Pop Words" (high-frequency words). Teachers can record scores such as 3/5 or 6/10 correct.
- The *Level Three Assessments* provide for instruction on how to record and mark assessments. For example, assessment two "Kid in the Middle End-of-Unit Assessment" states, "If a student reads a sound or a word incorrectly, make a slash through the sound or word on the assessment page, and write the students' incorrect response directly on top of the slashed word." The guides state in the section titled "Using the Assessment", "You will be able to refer back to Individual Record Sheet that has been properly marked and see if the student is having difficulty with a new skill, an old skill, a special rule, a pop word, or if the student is simply having difficulty with common letter confusion."
- In the "Assessments" section of the *Phonological Program Guide* guides teachers on interpreting student performance. The guide states, "These lists serve as tools for the teacher to use to conduct informal assessments throughout the program. The Teacher can thereby check on students' progress and note who may be having difficulty with a skill." The guide provides guidance to teachers on how to address difficulties. The TEKS assessed are included on each Individual Student Record Sheet and Class Record Sheet. The scoring guidance is provided on the bottom of the Individual Record Sheets along with a benchmark score noted

for each section. The “Assessment Overview” includes a fluency chart with recommended student fluency goals for grade 1, 2, and 3 for Fall, Winter, and Spring.

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

- Within the "Using the Assessment" section for each assessment, it provides guidance for the teacher that details how to respond to the students' trends in performance. For example, on “Level One Assessment 1”, it states, "Detailing the student’s errors will help you analyze the results properly in order to determine exactly where a student may need more guidance or instruction. You will be able to refer back to the Individual Record Sheet that has been properly marked and see if the student is having difficulty with a new skill, an old skill, a special rule, a pop word, or if the student is simply having difficulty with common letter confusion (such as mistaking “b” for “d”).
- Teacher instructions for mid-unit and end-of-unit assessments inform teachers on how to give and score assessments. For example, in the *Level 1b Teacher's Handbook* “Digraphs Mid-Unit Assessment 3”, students decode words with digraphs in real and nonsense words such as lock, rush, shuff, or veck.
- The Level One, Two and Three Assessments Guides give detailed instructions on how to give the test, when to give the test and instructions on how to score the test. In the "Assessment" section of the *In-Depth Program Guide*, it states "each assessment includes: Instructions for the teacher, a teacher's copy of the assessment, a student copy of the assessment and a classroom grid to mark and track scores."
- "Progress Monitoring" and "Instructional Decision Making" sections provide suggestions and recommendations to be done after each assessment is scored. The materials provide the teacher guidance for each concept assessed along with instructional considerations and suggested next steps. This may include suggestions on how to group the students or to revisit a previously taught skill, routine, and/or strategy.

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

- Assessment Materials provide students with resources to help set goals and track their progress. In *Workbook Level 2*, students complete practice activities by decoding, marking words, and encoding target word parts. For example, the final few pages of the workbook have a page of high-frequency words printed twice, in different order on each page. The *Phonological Awareness Teacher's Daily Lesson Book* provides a two-page chart to track student progress on the assessments. The charts provide a place to record the student's scores in "Rhyming, Compound Words, Multisyllable Words, Beginning Sounds, End Sounds, and Phonemes."
- The *Level One Assessments Guide* provides the teacher with a class record sheet for each assessment. This chart allows the teacher to mark the score of each section of the assessment. It also has the teacher note if the section was fluent or not fluent.

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.	2/3
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)	1/2
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

The materials include teacher guidance for differentiated instruction and activities for students who have not yet reached proficiency on grade-level content and skills. The materials do not include teacher guidance for differentiated paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. The materials include pre-teaching or embedded supports for unfamiliar vocabulary. The materials do not include pre-teaching or embedded supports for unfamiliar references in the text. The materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

- The *Level 1A Teachers Handbook* has teacher guidance for some of the lessons that will help students who struggle. For example, in "Unit 3 Classroom activity #2 Make a Sentence," the section titled "Note To Teacher" states, "The teacher can give students a hint by telling them that a punctuation mark always goes at the end of a sentence."
- The *Workbook Level 1 "Smartboard_pdf"* includes specific recommendations for differentiated/small group reading to support students who have not yet mastered grade-level content and skills. "Note to Teachers: And For Struggling Readers," page states, "This program is designed for use in both general and special education classes. Here are some ideas to modify and supplement the program for struggling readers:..."
- In the *Phonological Awareness Program Guide*, "Red Unit: Section 8, Phonemes, Lesson 8, Part B Student Application and Practice," the teacher is directed to, "Assign students to groups of three, putting students sitting next to each other in the same group." There is no detailed guidance on how the teacher selects groups of three, nor how the grouping specifically supports students with different learning needs.
- The *In-Depth Program Teacher's Guide* provides no teacher guidance for scaffolded lessons for students who have not yet mastered grade-level content and skills. The materials do

provide some alternate versions of a specific activity or technique but do not designate what group of students or when each should be used. For example, the "Orthographic Mapping" activity has version one and version two. Each version contains some different student and teacher actions.

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

- The materials provide a routine for pre-teaching vocabulary that students encounter in Phonetic Readers. In the *In-Depth Teacher's Program Guide*, teachers access the section "7. Vocabulary Instruction: Mystery Words." Teachers use the "Mystery Words Detective" character to remind students to use clues and a dictionary to determine new word meanings. Teachers use provided "Vocabulary Cards" to introduce new words before reading. The cards differentiate between different types of new words and the resources use visual cues to remind students. "Mystery Words" that are new have a solid stripe at the top and all cards provide the word, picture, definition, and an example sentence. "Multiple Meaning Mystery Words" have a two-color striped pattern at the top to show that words can have different definitions. "Marvelous Mystery Words" cannot be sounded out and have a colorful stripe. Teachers introduce five words per week.
- In the *Teacher's Handbook* "Level 3B More Sounds," the "Teaching Tip" frontloads "More Sounds," before reading with an explicit approach to drill sounds with students. The Phonological Awareness Program "Blue Unit Overview" lesson plans include teacher think-alouds during shared reading, but it does not demonstrate how to figure out rhyme, analyze figurative language, or idioms.
- The "Table of Contents" of *Workbook Level 1*, provides embedded support for the teacher and students. The sidebar that is on the first page of the "Table of Contents" explains the symbols used in the program. For example, it explains that "A letter between two slashes indicates that the sound of the letter is to be articulated not the name of the letter."

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

- The materials include instructions for lessons that do not provide differentiated enrichment activities. For example, in *Level 1B Teacher's Handbook*, "Unit 8: ck & sh, Lesson 2: Digraphs, Drill 4," teachers instruct students to "say a word and then say it again, switching the middle sound for another sound." During this drill, students practice substituting all short vowels in both CVC words and words with digraphs. No sidebar or additional teacher instructions provide challenging activities for students who may have mastered the skill.
- The materials do include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. In the *Teacher's Toolkit Phonological Awareness* "Teacher's Daily Lesson Overview" includes a section called "Flexibility." In this section materials state, "If a teacher feels that most students have mastered a particular goal before every lesson provided for that goal has

been covered, they can seamlessly proceed to the oral practice lesson for that goal and move on to lessons that address the next goal."

- The materials in this program do not provide differentiated enrichment activities for students who do not struggle. The units all have centers, but the instructions and the activities for the centers are the same for all students. For example, *Level 2b Teacher Handbook Unit 25* classroom center "Write the Pop Word in Clay" gives one set of directions for all students. The *Leveled Teacher Handbooks* provide the teacher with questions that teachers should ask after reading the phonetic reader. No teacher guidance suggests that you use the higher-level questions with the students who have shown proficiency.

Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	6/6
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	4/4
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	3/3

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

Evidence includes, but is not limited to:

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

- The materials include "Teacher Handbooks" for each level 1-4 within the *Leveled Phonics Program* that include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned directly and explicitly. For example, in the Unit 1 Lesson: "short a includes eight lesson components: pop word instruction, phonemic awareness, phonics instruction, workbook, encoding, reader, mystery word, and classroom centers. This routine is repeated for each lesson to help support the teacher and students during the lesson process and instruction."
- The *In-Depth Teacher's Program Guide* outlines instructional routines in clear, labeled steps for teachers to follow. For example, when teaching high-frequency "Pop Words," teachers follow the outlined steps to display the word card, say the word and an example sentence, pointing to each letter while swiping from left to right, and then have students repeat the procedure. Following this, teachers use the "Multisensory Air Write" routine to have students write the word using their whole arm (and large muscle groups) to better internalize the word. Students "Air Write" the words again as they sing the "Pop Word Song" of the week.
- The *Phonological Awareness Program*: "Lesson 3 Part A, Objective," prompts the teacher with instructions to support the teacher in explaining and modeling the concepts directly and explicitly. For example, "The teacher will continue to introduce students to rhyming by demonstrating words that rhyme."

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

- The materials include "Teacher Handbooks" for each level 1-4 within the *Leveled Phonics Program* which provides guidance and recommendations for effective lesson delivery. The materials include a variety of instructional approaches within each lesson: pop word instruction, phonemic awareness, phonics instruction, workbook, encoding, reader, mystery word, and classroom centers. This routine is repeated for each lesson to help the teacher internalize the lesson process and instruction.
- Teachers use various engagement strategies to gain student attention at different points throughout the lessons. For example, in *Level 3b Teacher's Handbook*, "Unit 33, Lesson 6: More Sounds," teachers activate prior knowledge about the upcoming Phonetic Reader "The Last Day of School" by asking questions to assist students in making text-to-self connections such as, "Do you remember the first day of school this year? How do you think you will feel on the last day?" Before reading, teachers draw a Venn diagram on the board to compare and contrast the first and last days of school as students participate in the discussion.
- The *In-Depth Program Guide* provides the teacher with guidance on teaching effective lessons. For example, in section B "Pop Word Multisensory Outline," the guide shows three different routines to use. The three routines are "Air Write," "Pop Word Song" and "Trace." The "Trace" routine has different variations of tracing the words. The guide suggests tracing on the flashcards, desk, and or whiteboard. The "Pop Word Song" routine has two tracks to help the teacher. The first track has the words plugged in and the second track requires the words to be plugged into the music. There is teacher guidance included in the "Note To Teacher" section of unit one, the teacher is given guidance to split the class in half if it is taking too long.

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 material provides instruction for whole group lessons and opportunities for independent and collaborative work during classroom centers. The lessons do include workbook pages and learning stations that could be used in other groupings.
- Students practice concepts they have learned in a variety of collaborative formats throughout the program, often in whole group. For example, in *Level 1c Teacher's Handbook*, "Unit 12: Blends students practice identifying blends in Classroom Activity #1: Lift the Sound." Students write one blend per card on five index cards (fl, br, sp, st, cr.) Teachers say a word containing one of the blends and students lift their index card to respond with the matching blend. The follow-up activity, "Look Alikes," also provides practice correctly decoding blends, and is also a whole-group practice activity. No partner practice, small group, or independent practice happens within this particular lesson.
- The classroom centers in each unit are designed for the teachers to use in small groups. In *Level 2B Teacher Handbook*, the classroom center "Rainbow Sticks" is designed for a small group of students. There is guidance for the teacher in setting up this center for the groups.

Another center in the same handbook, "Airplane Takeoff Game" is designed for a pair of students. This does not tell how to group the students, it just suggests how to use the center.

- In each section overview of the *Phonological Awareness Program Guide: "Teacher's Daily Lessons,"* the teacher is provided with guided instructions to teach the routines necessary to achieve effective implementation of different types of practice and design a learning environment that helps students focus on the content to be learned. Each "Section Overview" in the *Phonological Awareness Program Guide: "Teacher's Daily Lessons,"* does provide clear headings and labels to support the teacher in student activities, but does not support with differentiating between the different types of practice (guided, independent, partner, small group) used in the lesson structure.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	3/11
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.	3/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

The materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the 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 increasing comprehension and building background knowledge. Materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary or making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

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

- The materials 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.
- While some of the activities and routines in the program do cover required ELPS standards and use strategies such as multisensory teaching that would benefit EB students, the narratives in the materials contain no specifically worded references to supports for students who are learning English. The *In-Depth Teacher Program Guide* explains program routines, procedures, and recommended instructional strategies for all parts of the materials; however, no specific reference to the ELPS occurs in this document. In addition, no supports at various levels of English proficiency are present, such as how to vary activities for students at beginning,

intermediate, advanced, or advanced high ELPS proficiencies as opposed to how students who are native speakers would complete tasks.

- The materials are designed for a monolingual audience. As stated in the *In-Depth Teacher's Program Guide*, "This program focuses on teaching students the letters of the alphabet, setting the foundation for reading, but does not include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS.)]" The materials that could include lessons for EBs are not scaffolded and do not include differentiated versions of the main lesson.

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

- The program is not designed for bilingual programs and does not contain implementation guidance for teachers of bilingual programs. While some of the activities and routines in the program do cover required ELPS standards and use strategies such as multisensory teaching that would benefit EB students, the narratives in the materials contain no specifically worded references to support students who are learning English.
- The *In-Depth Program Guide* has guidance to support teachers as they implement the components of the *ReadBright Phonics Program*. The guide does not mention using this in an ESL or Bilingual program. The in-depth program guide gives guidance on who will benefit from the program. In the section, "ReadBright Leveled Phonics Program," it states, "This program is geared for beginning readers..." This does not address the ESL of bilingual programs.
- The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. There are no references to any state-approved bilingual/ESL programs or support for these students in the materials.

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 include any cross-linguistic connections or other supports for emergent bilingual students at varying levels. All supports for comprehension target all students and there is no additional support or guidance to support the emergent bilingual students.
- The units within the level handbooks have vocabulary lessons that help the teacher support bilingual students develop academic vocabulary. The cards that are in the unit have a picture to aid understanding of the word, the definition of the word, and a sentence that shows the word in context. All of these components help a teacher meet the needs of an emergent bilingual student. Each unit also has a phonetic reader that introduces vocabulary. For example, in the teacher guidance for the book *A Goat on a Boat, Level 2B Handbook* gives questions to help the student use picture clues to understand the vocabulary word anxious. The teacher then asks the student what anxious means. These activities are all oral and do not provide activities for written discourse.

- While some of the activities and routines in the program do cover required ELPS standards and use strategies such as visuals that would benefit EB students, the narratives in the materials contain no specifically worded references to support students who are learning English. The *In-Depth Teacher Program Guide* explains program routines, procedures, and recommended instructional strategies for all parts of the materials; however, no specific reference to the ELPS occurs in this document. In addition, no support such as recommendations on how teachers can build on students' native languages or lists of cognates are present.
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If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

- The materials are not designed for dual language immersion programs and do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The material includes systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. The program includes "Phonological Awareness" lessons, the *ABC Blending Workbook*, and the *Leveled Phonics Program*. The program consists of lessons and activities arranged in a systematic and scaffolded hierarchy. The *Scope and Sequence*: "Leveled Phonics Program: Level 1" follows a systematic progression from simple to complex concepts in units 1-17. These components work together to form systematic and sequenced instruction of phonics and foundational skills. The *In-Depth Program Overview* provides information on when and how to use each part of the materials.
- The *In-Depth Program Overview* details when and how to use each part of the materials. It states that there is a *Leveled Phonics Program*, that includes levels 1-3, but also an *ABC Blending Workbook*. The *ABC Blending Workbook* can be used both in and out of order depending on the mastery level of the students. The *Leveled Phonics Program* is systematic and sequenced phonics instruction. For example, *Level 1* begins with short a and then moves to the other short vowels with consonant-vowel-consonant (CVC) words. *Level 2* moves into long vowels with the Magic E CVCe rules. *Level 3* includes "Speedy Spotter" words with different vowel combinations such as ee, ea and then moves to "Ruling R," "More Sounds," and "Sticky Sounds." They start off relatively simple and gradually become more complex as teachers and students move through the Leveled Phonics Program.
- As stated in the *Second Grade Transition Booklet*, grade one is "Level 1 and Level 2" of the program. The scope and sequence for "Level One and Level Two" are found in the *In-Depth*

Program Guide. "Level 1 Scope and Sequence" shows that the short vowels are taught in units 1-5. Next, the program reviews the short vowels and then teaches "Special Rules," such as "Two Sounds of s, Suffix s, f,l,s,z Rule." Units 8-11 teach the different digraphs, such as ck, sh, th, ch, and wh. Units 12 and 13 begin teaching beginning and ending blends. The rest of the units in Level 1 are additional "Special Rules." Level 2 starts with units 18-21 Magic e- Long A, I, O, U, E. Units 22-23 teach more special rules, and Unit 24 introduces "Sticky Sounds." The program progresses to teaching vowel pairs and final y. The program starts out with the short vowel sounds and then progresses to the long vowel sounds. This progression allows the students to build foundational skills.

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

- The *In-Depth Program Teacher's Guide* outlines how the materials contain many "resources for the reading program, including dictation lists, phonemic awareness drills, comprehension questions, classroom activities, classroom centers, assessments, and additional teaching resources." These resources outline daily and weekly routines for explicit and intentional daily opportunities for phonics and foundational skills. Lesson resources include opportunities to practice in whole groups, independent practice, as well as partner practice in some classroom centers. Teacher guidance is included to help teachers facilitate all lesson resources and materials in the *Lesson Handbooks* and *Program Guide*.
- Daily phonics instruction follows an intentional, consistent sequence. In *Levels 1-3 Teacher's Handbooks*, teachers follow a routine for each unit, teaching high-frequency "Pop Words," then reviewing or teaching "Phonemic Awareness" concepts, and then providing phonics instruction. Students practice these concepts further as they work in "Student Workbooks," encode words, and read in "Phonetic Readers" for the unit. "Classroom Center" activities reinforce the unit concept, and students complete homework on similar phonics skills.
- The materials detail how teachers can model the exact actions they want students to take for critical phonics skills such as blending. For new phonics skills, such as the introduction of digraphs in *Level 1b Teacher's Handbook*, "Unit 8, Lesson 2," teachers begin with foundational skills practice including digraphs, modeling for students by saying, "Put the sounds together to make a word. Say /d/ /i/ /sh/." Students continue blending with words such as luck and wish. Teachers introduce visuals in the follow-up phonics instruction in "Lesson 3," first showing picture cards for digraphs ck and sh, then modeling blending graphemes and their corresponding sounds for exemplar words such as sick and fish. Teachers "Read Like a Frog" by placing letter cards on the board, pointing to the vowel and saying its sound, then using their fingers to "hop" or tap on each card from left to right, while sounding out the word, then swiping left to right to read the whole word again. Students then follow the same steps in the same order to read the new word and syllable type.

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

- Throughout the materials, students have numerous opportunities to practice skills both in isolation and in decodable texts. Each unit includes pop word lists, dictation lists, decodable

words to read and write as well as words in phrases, sentences, pyramid passages, and decodable texts. The decodable texts only include skills previously taught along with the new skill for that unit. This pattern is repeated throughout all 3 levels of the phonics program. In the *Level 1a Teacher's Handbook* "Unit 4: More Sounds Phonics short u" includes the pop words: to, do, and his as well as pop word pages with sentences "I do not hop on a cot." "Phonics workbook" pages with words like mood, too, and root are included for this unit along with phrases and sentences like "The cup is" and "The cup is on the pup." Unit 4 also includes Up! Up! Up! phonics reader for students to provide additional practice in context.

- After new phonics concepts have been introduced, students practice them in isolation in "Student Workbooks" in various activities. Following procedures outlined in the *In-Depth Teacher's Program Guide*, teachers ask students to use the "Read Like a Frog/Turtle/Rabbit" blending procedures from earlier lessons to practice reading words with the target sounds. In the *Level 1 Student Workbook*, students practice the newly learned VCe syllable type with the long i sound by reading word lists including words such as ripe or bike.
- The materials allow students to practice phonics concepts in context in each unit of the program as they read the Phonetic Readers. In *Level 1c Phonetic Readers*, "Book 5, Sledding with Dad," students practice the target phonics skill of recognizing words using suffix -ing. Teachers review a list of words at the beginning of the reader with the target suffix, such as sledding, fixing, helping, and dusting. Students read about a boy who has several chores to do before he can go sledding in text such as, "I am helping her with the dusting first. Then I will help her with the mopping." Students read each Phonetic Reader multiple times, gaining the benefit of repeated reading practice in context.

Materials include opportunities for cumulative review of previously taught skills.

- The materials provide many opportunities for cumulative review of previously taught skills. For example, the "Unit 5 Kid in the Middle Short i Lesson" includes a cumulative review within the encoding lessons part B of the "Making and Breaking Words Activity." Here the previously taught skills are listed, and the teacher and student letter tiles are needed along with the list of words for the teacher to model and students to build. These activities provide students additional opportunities for cumulative review of previously taught skills.
- Student Workbook reading practice pages contain words with previously learned concepts. In the *Level 1 Student Workbook*, students practice the newly learned long i VCe syllable type by reading word lists including words such as kite and wife, but several words containing phonemes learned in previous units are included, such as initial consonant blends sw in swipe or str in strike, allowing for cumulative review of phonemes studied earlier.
- Phonetic Readers throughout the program materials are decodable and intentionally contain words with previously learned phonemes and syllable types. In *Level 1c Phonetic Readers*, "Book 5, Sledding with Dad," students practice the target phonics skill of recognizing words using suffix -ing such as sledding, fixing, helping, and dusting. As students read text such as, "I am helping her with the dusting first. Then I will help her with the mopping," they also practice high-frequency words (the, will), r-controlled syllables and blends (her, first), and digraphs (with, then.) Students read each "Phonetic Reader" multiple times, gaining the benefit of repeated reading practice in context.

Phonics Rule Compliance

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

The materials include daily lessons that include explicit (direct) instruction with teacher modeling. Materials include daily lessons and opportunities for explicit (direct) guided instruction and immediate and corrective feedback. Materials include daily lessons and 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 "Unit 2 Lesson 3 Kid in the Middle Short i," the lesson instructions state, "Kid in Middle refers to the CVC (consonant-vowel-consonant) word. The vowel has a short sound." The teacher is given guidance on how to explain this to the students using the short story about the kid in the middle. This provides direct and explicit instruction for the teacher and students. The "Unit 2 Lesson 3 Classroom Activity #2: Act It Out" provides direct and explicit instruction with teacher modeling. The lesson instructions include an example for the teacher, "When the class is doing SECTION D the teacher can pretend to be hitting a ball with a bat. The students will then raise two fingers to indicate that the teacher is acting out the word number two in that section."
- Teachers use the "Sample Weekly Five-Day Schedule" provided in the *In-Depth Teacher's Program Guide* to plan daily instruction in phonics for 20 minutes. Daily phonics lessons each include a modeling component. For example, on Mondays, teachers introduce the new phonics concept using a picture hint and mnemonic song to help students remember the new letter and sound linkage.
- In addition, teachers model blending using letter cards with the "Read Like a Frog" strategy to tap ("hop") on each letter, say the vowel sound, and then tap on each letter as they blend the sounds. Students repeat the modeled steps. Teachers continue on Tuesday with modeling "Read Like a Turtle," where students repeat the procedure, but skip tapping each letter to just blend the word slowly. On Wednesday, teachers move on to the strategy "Read Like a Rabbit," having students follow the same steps but blending more quickly. On Thursday, teachers tell students to, "Fly through the words on the page, like a bird. Read the words quickly without tapping or sounding them out." By Friday, teachers model the picture hint and show how to mark the phonics concept.

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

- The *In-Depth Program Teacher's Guide* outlines how the materials contain "many resources for the reading program, including dictation lists, phonemic awareness drills, comprehension questions, classroom activities, classroom centers, assessments, and additional teaching resources." Each of these lesson resources and activities includes opportunities for direct and explicit guided instruction and immediate and corrective feedback.
- Teachers guide instruction and provide immediate and corrective feedback during the "Making and Breaking Words" routine. In the *In-Depth Teacher's Program Guide*, teachers follow the steps to guide student encoding. After modeling how to spell a word using the new phonics concept, students use letter tiles to form dictated words together as a class. As students make and break words on their desks, the teacher, or another student, guides the spelling activity on the board using large letter cards to reveal the correct spelling on the board. Lists are provided of words that students make and then break, or encode and then manipulate to make new words.
- Teachers guide instruction and provide immediate and corrective feedback during the Phonetic Reader routine. In the *In-Depth Teacher's Program Guide*, teachers follow the steps during each unit as students read new decodable readers. On day 1, students first read the new book to themselves, then teachers reread as students point to each word, giving them immediate and corrective feedback on their independent decoding. On day 2, students again read independently, then choral read as a group, again providing opportunities for guided instruction and feedback.

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

- Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice. The materials provide students with collaborative practice when using the Classroom Centers portion of instruction. In *Level 1c Teacher's Handbook*, "Unit 1, Lesson 8, short a," students work with a partner on the "Build A Tower" activity. Partners take turns "reading a Sentence Card from their own pile and following the clues on the Sentence card to create a tower."
- Students collaboratively practice with phonics skills they have learned during the Classroom Centers portion of instruction. In *Level 1c Teacher's Handbook*, "Unit 13, Lesson 8, Blends," students play a sequencing game. Partners read the Phonetic Reader, "Nick and Rick Help," and then cut out cards containing sentences from the book. Students mix their cards and turn over one card at a time. The student whose event happened first in the story keeps both cards until one partner wins. After the game, students arrange the sentences in correct order on a large piece of colored paper. Students may refer to their readers for help.
- Students practice phonics skills independently using the Student Workbooks. For "Unit 13, Lesson 4: Blends," students use the Blends reading page to mark the blends, say the sounds in the blend, and then read the word for words such as bland, stomp, and print. Students continue practicing in the connected text on the following "Pyramid Reading" page, reading

words with blends in words and phrases that add on until they become a sentence such as,
"The stick will help the plant stand and not twist."

Phonics Rule Compliance

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

The materials include intentional cumulative review and practice activities throughout the curriculum. Materials include practice opportunities that include only phonics skills that have been explicitly taught. Materials include decodable texts that incorporate the cumulative practice of taught phonics skills. Materials include lessons that 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 provide many opportunities for cumulative review of previously taught skills. For example, the "Unit 5: Kid in the Middle Short i Lesson" includes a cumulative review within the "Encoding Lessons Part B" of the "Making and Breaking Words" activity. The previously taught skills are listed along with the teacher and student letters tiles needed. It also includes a list of words for the teacher to model and students to build. These activities provide students additional opportunities for cumulative review of previously taught skills.
- In the *In-Depth Teacher's Program Guide*, teachers follow a Daily Schedule throughout the curriculum that contains dedicated review components so that students practice previously learned and current skills. For the suggested "Sample Weekly Five-Day Schedule," teachers introduce and/or review high-frequency Pop Words daily, teach varying Phonemic Awareness drill routines on Monday through Thursday, and introduce and/or review phonics daily. In addition, students practice decoding and encoding daily in the "Workbook Pages" lesson component, read "Phonetic Readers" Tuesday through Friday, introduce and review Vocabulary daily, practice collaboratively in Classroom Centers daily, and complete "Homework" Tuesday through Friday. Teachers have the flexibility to adjust the amount of practice, but the materials state, "As long as each part of the lesson is done daily, weekly goals can be met."
- Routines throughout the program, such as "Phonemic Awareness Drills," continue throughout the materials. Students briefly reinforce their auditory-only phonics skills for five minutes, four days a week. Teachers follow the outline in the *In-Depth Teacher's Program Guide* as well as the *Teacher Handbooks* to have students recognize phonemes in spoken words without

looking at the text: "Focusing on phonemic awareness will prevent reading difficulties and help develop reading and spelling skills."

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

- The materials provide practice opportunities that include only phonics skills that have been explicitly taught during each lesson. Many of the pages contain sections marked review and many of the student workbook pages are labeled for "review." The daily lessons and activities include only skills and information that have been previously taught. For example, the *Level 1a Handbook* includes an explicit "short i" lesson that is followed by practice decoding "short i" words on pages 42-53 that show up in the decodable text "The Pit."
- Students practice only the current targeted phonics skills and skills that have been previously learned during lesson activities. For example, in *Level 1b Teacher's Handbook*, "Unit 8: ck & sh, Lesson 5," students encode words containing the digraph ck only (i.e., duck, pick) on the first two days of instruction, reflecting that digraph sh has not yet been introduced. On the third day, students encode words including digraph sh, such as shed and wish. On the fourth day, students encode a list of words that includes words with ck and sh, as well as review previously learned consonant-vowel-consonant (CVC) words such as sip and sop. No list contains words for more complex skills that appear in subsequent units (such as VCCV words.)
- Classroom center activities only focus on target skills that have been previously explicitly taught for the week. For example, in *Level 1b Teacher's Handbook*, "Unit 8: ck & sh, Lesson 8," students practice decoding words containing the target skill digraphs ck and sh to advance in the "Ship to Dock Game." No part of the game contains words for more complex skills that appear in subsequent units (such as VCCV words.)

Decodable texts incorporate cumulative practice of taught phonics skills.

- The materials include decodable text that incorporates the cumulative practice of taught phonics skills. The decodable text only includes words from the phonics skills and pop words previously taught or from the current lesson materials. For example, in *Level 1a Handbook* "Phonetic Reader: The Pit" incorporates the decodable words from the previous lessons to teach the "short i" phonics skills. This provides students with many opportunities for mastery of these words and skills.
- Phonetic readers throughout the materials focus on a target skill and also include previously learned concepts. For example, in "Level 1, Set 1A, Book 7:A Doll for Jill," the target skill is double consonants that make a single sound in words such as tell and ill. Students also read text with previously taught CVC words. Teachers access a list of previously taught "Pop Words" provided at the beginning of the book. Students read decodable text such as, "Jill is ill. She is not well. She is sad."
- "Phonetic Readers" throughout the materials focus on a target skill and also include previously learned concepts. For example, in "Level 2, Set 2A, Book 6: The Best Page of All" the target skill is VCe words with a soft g sound such as stage and age. Students also read text with

previously taught syllable and phoneme types such as digraphs and blends. Teachers access a list of previously taught "Pop Words" provided at the beginning of the book. Students read decodable text such as, "Who are the people on this page? That is Gramps and Dad, when Dad was little!"

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

- Throughout the materials, the lessons include an instructional focus with opportunities for practice in isolation and connected text. Each unit includes pop word lists, dictation lists, decodable words to read and write, as well as words in phrases, sentences, pyramid passages, and decodable texts aligned with the scope and sequence. The decodable texts only include skills previously taught along with the new skill for that unit. For example, in *Level 1a Handbook "Phonetic Reader: On the Mat"* incorporates the decodable words from the previous lessons to teach the "short a" phonics skill. This pattern is repeated throughout all 3 levels of the phonics program.
- In the *Teacher's Handbook Level 1a "More Sounds Phonics Unit 4 short u"* includes the pop words: to, do, and his as well as a pop word page with sentences "I do not hop on a cot." *Phonics workbook* pages with words like mood, too, root are included for this unit along with phrases and sentences like "The cup is" and "The cup is on the pup." "Unit 4" also includes "Up! Up! Up!" phonics reader for students to provide additional practice in context. The dictation list and activities provide students an opportunity to encode in isolation while filling in worksheets provides practice in context.
- Students practice daily to weekly with targeted phonics skills in both isolation and connected text. Students decode words in isolation on the *Student Workbook* reading pages, and in connected text on the "Pyramid Reading" and "Activity" pages. For example, in *Student Workbook Level 1*, students read CVC short o words such as jot, Mom, and nod on the "Mark the Word" reading page. On the following page, students read words and phrases that gradually add one more word per line, starting with the, the hot, the hot pot, building up to a complete sentence of connected text, "The hot pot is not big," by the end of the page. These pages provide cumulative practice with high-frequency words as well.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The first assessment for "Unit 1" in the *Level 1 Assessment Guide* has a variety of skills it assesses. It starts with letter name fluency and builds to letter sound fluency before it assesses word fluency. The assessment is developmentally appropriate. The skills build on each other and they get progressively harder. The skills in the assessments in "Level 1 Assessment" vary in the skills assessed.
- The *Level 2 Assessment Guide* has assessments 7-10. These assessments are almost identical to the assessments in the *Level 1 Assessment Guide*. The only difference is the length of the fluency passages and the skills being assessed. For example, the areas being assessed in level one are vowel sounds, digraph sounds, sticky sounds, new words in real words, new words in nonsense words, special rules, pop words, and fluency in paragraphs. In the *Level 2 Assessment Guide* the areas being assessed are short vowel sounds, long vowel sounds, sticky sounds, new words in real words, new words in nonsense words, special rules, pop words, and fluency in paragraphs. The format is the same on all assessments.
- The materials include assessments that consist of a variety of assessment types. For example, students are assessed through "Classroom Centers Activities," "Dictation," "Mid and end-of-unit assessments," and can also be utilized as diagnostic, summative, or formative assessments.

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

- The *Assessment Guides One, Two, and Three* include a page on "Using the Assessment" as well as an "Instruction Page." These both provide the teacher with clear, consistent directions for accurate administration of each assessment. The "Instruction Page" also includes scripted instructions for the teacher to tell the student when giving that section of the assessment to each student. For example, on "Assessment #3 Digraphs mid-unit assessment" for section 2 "Digraph Sounds," it prompts the teacher to "Tell the student to say the sound of each digraph."
- Teachers access general guidance on consistently administering formative assessments in the *In-Depth Teacher's Program Guide*. For example, the guide suggests teachers administer the "Dictation Assessment" during the lessons as follows: "Dictation is done on the three days that students are not making and breaking words, another activity that also teaches encoding. There are lists provided for you to dictate. As you dictate the lists, students record their answers in their Dictation Workbook." Further information guides teachers at various levels of the program: "When dictating the /k/ sound, tell students to write all the letters or letter combinations that can make the /k/sound... Have students list possibilities in this order (c, k, ck) because the /k/ sound is usually spelled with a 'c' at the beginning of a word and less frequently spelled with a 'k' at the beginning of a word. The 'ck' digraph always appears at the end of a word." This information ensures that teachers are consistently reinforcing concepts during formative assessments.
- Teachers access general guidance on consistently administering formative assessments in the *In-Depth Teacher's Program Guide*. For example, teachers assess student comprehension of "Phonics Readers" via retelling. Teacher guidance helps ensure consistent checks for understanding: "During or after reading the text, students can summarize parts of the text or the whole text by explaining the main points in their own words. Model how to retell a story by stressing the story arc sequence: beginning, middle, and end." Teachers ensure accurate assessment by following the guidance with fidelity.

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

- The materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. The *Level Assessment Guides One-Three* include a variety of skills to assess for each unit. The skills build on each other and they get progressively harder. This provides a systematic framework for the assessments that support and mirror the skills within each unit. The *Level One Assessments* include short vowel sounds, digraph sounds, sticky sounds, new words in real words, new words in nonsense words, special rules, pop words, and fluency in paragraphs. The skills in each of the subtests are built systematically and are explicitly taught before students are assessed.
- The materials provide mid-level unit checklist tools that assist with progress monitoring so that teachers ensure they have assessed all students, and that they have been assessed on consistent skills. In *Level Three Assessments*, teachers record student names and data on the "Class Record Sheet" for "Ruling R Mid-Unit Assessment 11," using columns to record information including but not limited to student accuracy on the number of short vowel

sounds, long vowel sounds, ruling R sounds, and fluency. This student data record enables comparison with prior and future assessments.

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

- The materials include assessment opportunities across the span of the school year aligned to progress monitoring tools. The *Level 1 Assessment Guide* has a variety of skills it assesses for each unit. The skills build on each other and they get progressively harder. For example, it begins with letter name fluency and moves to letter sound fluency before assessing word fluency. The assessment skills in *Level 1 Assessment* vary slightly within each unit, but the way the skills are assessed is the same. The *Level One Assessments* include short vowel sounds, digraph sounds, sticky sounds, new words in real words, new words in nonsense words, special rules, pop words, and fluency in paragraphs.
- The *Assessments in Level One-Three* can be used for progress monitoring since the teacher is instructed to assess at particular times within each unit including mid-unit assessments and end-of-unit assessments. For example, "Units #1-7" cover short vowel consonant-vowel-consonant (CVC) instruction, and "Assessment #1" for short a is given at the end of "Unit 1" which is considered a mid-unit assessment, but "Assessment #2" is given after "Unit #7" over all the short vowel cvc skills. This allows the teacher to check for understanding and to use the data to direct small group instruction or to provide more support for some students not yet meeting mastery on the skills from those units.
- Each level of the program provides both "Individual and Class Record Sheets" where teachers record the results of "Mid-Unit and End-of-Unit Assessments." Assessments in the materials are aligned to progress monitoring tools and these span the entire school year. Both the assessments and the tools duplicate previously taught skills, enabling teachers to compare student success on grade-level standards over time. For example, on *Assessment 1: "Kid in the Middle (CVC words) Mid-Unit Assessment,"* students state letter names and sounds, as well as read CVC words in isolation and in context. On *Assessment 2: "Kid in the Middle (CVC words) End-of-Unit Assessment,"* students are assessed again on similar skills so that teachers can compare performance over time.

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.	1/2
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.	0/1

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

Evidence includes, but is not limited to:

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

- The materials do not include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials only provide data-management tools for tracking whole-class student progress to analyze patterns and needs of students.
- While the program does provide "Individual Record Sheets" for "Mid-Unit and End-of-Unit Assessments" throughout the materials, teachers record data only as a number correct out of a total number of tested items for each skill. To group students for acceleration or support, teachers would have to input data into another source or create new documents by hand to create line graphs of performance over time, for example, or to group students with similar scores.
- While the program does provide fluency measures for "Mid-Unit and End-of-Unit Assessments" throughout the materials, teachers record student miscues information only by hand on the printed paragraph sheet. To plan acceleration or support for individual students, teachers would have to input data into another source or create new documents by hand to create line graphs of performance over time, for example.

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

- Each assessment includes an "Individual Student Record Sheet" as well as a "Class Record Sheet." These are available for all the assessments included in the *Level One-Three Assessment Guides*. These materials provide data-management tools for tracking whole-class student progress to analyze the patterns and needs of students. The data tracker doesn't explicitly tell the teachers how to use it to analyze data. It just tells them how to record the information. These tools are solely for the teacher's use. The *Assessment Guide* states, "Once the students' Individual Record Sheets have been completed, carefully copy all scores onto the sheet titled 'Class Record Sheet.' This will provide you with overall scores for the whole class on one paper." This is the only guidance provided for the teacher about using this data tracker.
- While the program does provide "Class Record Sheets" for "Mid-Unit and End-of-Unit Assessments" throughout the materials, teachers record data only as a number correct out of a total number of tested items for each skill. There are no explicit directions to instruct the teachers on how to analyze the patterns and determine the needs of students.

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

- There is little guidance to help teachers determine the frequency of progress monitoring. In each assessment guide the "Using The Assessment" sections include a specific time in the unit to administer each of the mid-unit assessments and end-of-unit assessments. It only states when to give each of those assessments to the whole class but does not address additional progress monitoring or next steps based on individual or class strengths and needs.
- Teacher instructions for assessments do not guide students who may need more frequent progress monitoring. Although teacher instructions for mid-unit assessments state, "Detailing the student's errors will help you analyze the results properly to determine exactly where a student may need more guidance or instruction...", no further recommendations exist in case teachers need an interim measure before the next unit assessment.

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

- Some of the lessons within the phonics units include a section called "Up the Challenge" which offers the teacher a quick tip on how to accelerate learning based on in-the-moment assessment of students during that activity. For example, in the *Level 3b Teacher's Handbook* for "Unit 38: More Sounds au, aw" the "Pop Word Classroom Activity #2: Guessing the Missing Word" includes the suggestion "The teacher can mix up the order of the words after a few rounds to make it more challenging." Materials do not include guidance on how to accelerate learning based on progress monitoring data to reach mastery of specific concepts.

- Teacher instructions for assessments do not provide guidance on enrichment activities for students who have already mastered the tested skills. Although teacher instructions for mid-unit assessments state, "You will be able to refer back to the Individual Record Sheet that has been properly marked and see if the student is having difficulty..." with varying skill types, no further recommendations exist in case teachers need to provide alternate activities to challenge students.
- Teacher instructions for assessments do not provide guidance on enrichment activities for students who have already mastered the tested skills. Although teacher instructions for unit assessments state, "You will be able to refer back to the 'Individual Record Sheet' that has been properly marked and see if the student is having difficulty..." with varying skill types, no further recommendations exist in case teachers need to provide alternate activities to challenge students.

Foundational Skills

5.B.1	Oral Language Development	14/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	4/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	6/9

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

Evidence includes, but is not limited to:

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

- The materials include systematic oral language and oracy practice through a variety of methods (e.g., modeling, guided practice, and independent practice.) The materials do not include explicit instructional guidance on developing oral language through student coaching or explicit student feedback. For example, during "Classroom Centers," it states "Each center group should be comprised of 4-8 students. It is beneficial for students to work at small tables during centers so they can work together as a group." It further explains that if a student is struggling the teacher should "pair the child with another student to ensure that the student always reads together with a partner." This type of learning environment in small groups and with a partner provides oral language and oracy practice.
- Explicit instructional guidance for teachers is provided in the *In-Depth Teacher's Program Guide* section on "Classroom Centers," behavior rules for centers: "Encourage students to ask a friend for help before asking for help from the teacher. Students can only communicate with other students at their center table. Explain to the students that they should use 'indoor voices' when communicating."
- Other opportunities for oral language and oracy are included during phonological practice as well as through songs and rhyming activities within the units. Students are asked to repeat rhymes and engage in singing songs. The materials do not include explicit instructional

guidance on developing oral language through student coaching or explicit student feedback. There is no evidence of guidance for the teacher to offer modeling, coaching, or explicit feedback to students. There are "Teaching Tips" present from time to time throughout the unit lesson instructions but they do not include any tips for oral language development or oracy.

- The materials include systematic oral language and oracy practice through a variety of methods. For example, in the *In-Depth Teacher's Program Guide*, section "4. Workbook," teachers provide guided practice in listening and following oral directions in the "Riddles" activity. Teachers read riddles aloud as students fill in a blank with target words that make sense in context. The materials give teachers the option to use the activity as guided practice in following oral directions, as students draw a specific shape around the target word or underline it in a specific color. Feedback is provided as row captain students check to make sure all students are following directions.

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

- Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. For example, opportunities are presented to the student during "Classroom Centers," "Phonological Awareness," and reading activities, as well as through songs and rhyming activities. Materials include activities that are beneficial for students by working together as a group as well as in partner activities. These types of small group and partner opportunities allow students to participate in social and academic communication with peers and their teachers.
- The materials provide opportunities for students to communicate for various academic purposes and audiences. In the *In-Depth Teacher's Program Guide*, in the section "Guided Reading Instruction" in the "Teacher's Handbook," teachers discuss "facts and information that students already know that are related to the text...There are discussion questions provided," giving students a chance to build prior knowledge before reading as they share with their audience of classmates.

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

- The materials include authentic opportunities for students to listen actively, engage in discussion to understand information and share information and ideas. The materials do not include authentic or specific opportunities for students to ask questions. For example, in "Level 1a Unit 7 lesson 6" phonetic reader "A Doll for Jill," the teacher asks the student questions before reading to activate prior knowledge, such as "How do you check if someone has a fever? Have you visited the doctor recently?"
- When the students and the teacher are reading the decodable connected text, the materials include comprehension questions for students to ask students when reading. For example, in the story "A Doll for Jill" the teacher asks, "Why is Jill sad?" These are opportunities for students to stop, answer, and reflect on the question prompts provided by the teacher. There

are no additional instructions that encourage students to ask their own questions or information about whether they are discussing these ideas with the whole group, reflecting independently, or discussing with a partner.

- The materials provide authentic opportunities for students to listen actively to understand, and to share information and ideas. In *Level 1b Teacher's Handbook*, "Unit 8, Lesson 6, Digraphs," teachers follow a consistent routine to activate prior knowledge by asking students to imagine that they are mice and to imagine and share how they would feel and what they would do if they bumped into a big orange cat before reading a book about a cat. Before the first reading, students predict what the story, *Jack the Cat*, will be about and explain their clues. Throughout the first and second readings of the story, students respond to information, ideas, and questions such as, "How did the flour get all over the cat and mouse?" and "Why do you think the boy doesn't want Jack to run around?"
- The materials provide limited authentic opportunities for students to ask questions to understand, and to share information and ideas. While teachers are provided many questions to ask students, lessons do not include opportunities for students to practice questioning skills, such as using question words to form questions to ask a partner or the teacher.
- The materials provide authentic opportunities for students to engage in discussion, to understand, and to share information and ideas. For example, in *Level 1b Teacher's Handbook*, "Unit 8, Lesson 6," students reflect on their second reading of the text *Jack the Cat* and practice problem-solving. Teachers ask discussion questions and allow students time to respond, such as, "In the end, the boy solved the problem and took the cat away from the mouse. Did you ever have a problem that made you scared? What did you do to fix the problem?"

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials directly and explicitly introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. In the *In-Depth Teacher's Program Guide* it explains, "ReadBright incorporates strategies to build strong phonemic awareness and phonics skills, thereby helping children become accurate readers. Accurate readers build fluency by practicing their reading. Vocabulary increases as children discover more words. Fluent readers enjoy increased comprehension of what they read and can delight in the experience of reading. The result is children who become lifelong readers." In addition, the materials also explain how "ReadBright's Phonological Awareness Kit is a program designed to teach kindergarten children the phonological awareness skills needed to master the building blocks of fluent reading. The program consists of lessons and activities arranged in a systematic and scaffolded hierarchy. The program makes phonological learning fun and engaging by using child-friendly classroom activities, visuals, and manipulatives."
- The materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. The "Level Phonics" program is implemented after students have mastered the "ABC" program (in-order or out-of-order) beginning with CVC (Kid in the Middle), then moving to CVCe ("Magic e"), vowel combinations ("walking talking,"

"Ruling-r," "More sounds," and "Sticky Sounds") and allows students to master the foundational phonics skills before moving onto more complex phonics skills.

- Throughout the program, teachers systematically introduce letter-sound relationships in an order that allows students to apply skills to decoding and encoding. In the *In-Depth Teacher's Program Guide*, teachers follow the "Scope and Sequence: Leveled Phonics Program" document for Levels 1-2. Teachers begin with pre-reading skills, then move on to closed syllables and short vowels, introducing less-easily confused "a" and "i" before short "e," for example. Teachers continue introducing syllable types in order of difficulty - blends before digraphs, before VCe syllables, aligning with *National Reading Panel* research and with the Texas Essential Knowledge and Skills (TEKS.)
- Teachers explicitly introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. For example, in the *Level 2a Teacher's Handbook*, "Unit 18," teachers begin introducing a new syllable type for first grade, VCe syllables. Teachers explain the concept of "Magic e" directly: "Magic e refers to a word containing a vowel followed by one consonant and then followed by an e... The Magic e is making the first vowel 'say its name' (the long vowel sound.) The Magic e itself is silent." In "Lesson 3" of the unit, teachers model encoding example words such as name, including those building on skills already learned, such as digraphs, with the word shame. Students spell and read more examples of "Magic e" words in the "Human Spelling" activity by physically holding letter cards and getting in front of the class to spell and read words such as cane.

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)

- Guidance for phonics rules is explained in the teacher's instructions and teachers are provided with brief explanations to provide to their students in regard to each new rule or skill. Materials do not include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The materials do include teacher guidance for specific phonics rules. It is missing any explanation on how students would handle possible misconceptions that students have as they apply the phonics rules.
- Teachers address possible common misconceptions throughout the program within "Special Rule" lessons. In *Level 2a Teacher's Handbook*, "Unit 22, Lesson 3," teachers explicitly connect a new phoneme to a previously taught grapheme as they teach "soft c" and "soft g." Teachers explain: "The letter c is called a soft c when followed by an e, i, or y. The soft c makes the /s/ sound. The letter g is called a soft g when followed by an e, i, or y. The soft g makes the /j/ sound." Teachers model sample words such as race and gem. In the "Lift the Card" student activity, teachers flash words containing both soft c and hard c example words. Students determine whether the teacher's word is a "soft c" (like the word circle) or "hard c" (like the word cup.) However, no teacher guidance is provided in case of errors or misconceptions. Though both sounds, /oo/ as in book and /oo/ as in moon are taught in *Level 3b Teacher's*

Handbook, "Unit 36," no teacher guidance is present to correct student mispronunciations, such as teaching students to try both sounds and see which makes a recognizable word, or to use context if possible to decode correctly.

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 provide teachers with a variety of activities and resources through which to develop, practice, and reinforce decoding one-syllable words in isolation. The "Scope and Sequence" systematically order phonics concepts from easier to more difficult. Teachers follow a similar structure for each unit, developing new ideas through direct instruction and activities in "Lesson 3" of each Unit. The practice of new concepts occurs in "Lesson 4" of each unit. Learned concepts continue to be reinforced in subsequent unit activities and resources, such as "Classroom Centers" and "Homework Pages." For example, teachers introduce the "short e" sound in CVC words in the *Level 1a Teacher's Handbook*, "Unit 5."
- Teachers develop the letter-sound correspondence with direct instruction in "Lesson 3" by reminding students of the CVC syllable type, modeling encoding words such as hem, and asking students to identify and pronounce "short e" words in "Classroom Activity #1: Look-Alikes." Students practice reading one-syllable CVC short e-words such as fed and jet in the Student Workbook pages for this unit. Students reinforce their learning as they work in groups and independently to read and write short e-CVC words in the "Classroom Centers" "Clown Neck Project." Additional reinforcement occurs as students decode homework pages including short e-words such as get, beg, and let. Reinforcement continues as CVC "short e" words continue to appear in the materials once they are learned.
- The *ReadBright Phonics Program* provides multiple opportunities for the students to develop, practice, reinforce their understanding, and decode one-syllable words in both isolation and decodable connected text. "Unit 1" of the *Level 1 Workbook* provides the students with three pages of practice reading one-syllable words in isolation. It provides two pages of "Pyramid Read" where the students read words in a pattern that grows by each line. The workbook provides several review pages. For example, the students learned about rhyming words in the *Phonemic Awareness Program*. The *Level 1 Workbook* has two activities to review and reinforce this skill. In "Unit 2" the type of practice changes from just a list of words to read to reading two words and deciding which word matches the picture provided. As the student learns more sounds and words the activities in the workbook change.
- The Program also has activities to practice the skills in the teacher handbooks. For example, the *Level 1A Teacher Handbook* has multiple activities to practice the skills taught in the lesson. For example, "Unit 1 Short A" provides two "Classroom Activities" for the teacher to help students practice and reinforce the skills of the unit. "Classroom Activity 1: Art Time" has students reading a word and then drawing a picture. The other students in the class will guess what word the picture represents. "Classroom Activity 2: Make a Sentence" has the students

work together with the other students to read their words and then form a sentence using all the words in the group.

- In the phonetic reader "A Day in Candyland," students are given the opportunity to read multisyllabic words in connected text. The story has multisyllabic words. For example, the story has the student decoding words like yummy, Candyland, sunny, away, every, and because. "Unit 29" of *Level 2B Teacher Handbook* shows to be teaching the final y sound. The final "y" sound changes words from one syllable to two syllables. The *Level 2 Workbook* provides the students practice reading single and multisyllabic words in isolation and in decodable text.

Foundational Skills

5.D.1	Phonological Awareness (K–2)	10/12
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)	0/2
5.D.1C	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

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

Evidence includes, but is not limited to:

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

- The "Phonological Awareness Teacher's Daily Lesson" in the *Teacher's Toolkit* provides a "Phonological Overview" that organizes the skills by colored units. These units 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 and gradually transitions to more complex skills and smaller units of sound. The unit order is "Blue Unit: Rhyming," "Red Unit" includes word awareness, syllable awareness, and phoneme awareness and the "Orange Unit" on sounds. There is a note on the skill outline that the "Phoneme Awareness" section in the "Red Unit" should be taught after the "Orange Unit" that states, "in

order to avoid the potential confusion students could have with syllables (parts of a word) and phonemes (the very smallest parts of a word.)"

- In the teacher's edition volume *Teacher's Tool Kit Phonological Awareness* "Section 1: Rhyming," teachers access the "Phonological Awareness Program Overview" that outlines a systematic sequence for introducing phonological awareness activities that begins with simple skills and gradually transitions to more complex skills. In "Section 1," teachers address "Rhyming" first, then "Word Awareness" in "Section 2," and "Syllable Awareness" for "Compound Words" in "Section 3," and finally "Syllable Awareness" for "Multisyllabic Words" in "Section 4." This sequence aligns with the order of skills in the TEKS.

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)

- Lessons in the *Phonological Awareness Teacher's Daily Lesson* component include direct and explicit teacher instruction but lack recommended explanatory feedback based on errors and misconceptions. Materials provide both teacher and student script based on expected (correct) responses, with the explicit instruction in red and student responses are in gray. Materials do not provide feedback to support teachers in responding to incorrect student responses.
- For example, in the "Rhyming Lessons 1," the teacher tells what a rhyming is by introducing a rhyming song and having students fill in the rhyming word. There is no feedback noted about what to do if students provide an incorrect response. In "Lesson 2," it says "the teacher will continue to introduce students to rhyming, through direct instruction" by demonstrating which words do and do not rhyme modeling with picture cards. The teacher says "We will learn about rhyming. Look and listen as I show you which cards rhyme." The teacher shows cards and says "bee/tree/three/key, these words rhyme." Then the teacher shows van/nose and asks, "Do these words rhyme?" says "No, these words do not rhyme." The teacher provides a yes it does or not it does not response with no explanation as to why or why not.
- The *Teacher's Tool Kit: Phonological Awareness Teacher's Edition* provides scripted lessons with "Teacher Modeling" for each phonological awareness skill. Again, teacher scripting appears in red, and correct student responses appear in gray.

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

- The materials in the *ReadBright Phonics Program* provide the student with a variety of activities and resources to help students develop, practice, and reinforce phonological awareness skills. The *Teacher's Tool Kit Phonological Awareness Teacher's Daily Lessons* is divided into units of study. Each unit of study is divided into lessons and the lessons are divided into two parts. "Part A" of a lesson directs the teacher to model the skill for the student as they develop the skill for the lesson. This is where the student starts to develop the skill and to understand the concept. In "Part B" the students begin to apply the skill through different

activities. The skills are developed, practiced, and reinforced through songs, class activities, two types of worksheets, and oral practice. For example, in "Red Unit Lesson 4 Counting Words in Sentences" the lesson starts with teacher modeling by the teacher modeling the skill of counting words in a sentence. Then the teacher is to have the students follow the routine and practice several sentences. Next, the materials provide the class with an activity using a chart to mark the number of sentences with two, three, four, or five words. The materials also have worksheets that are provided on the USB for this unit.

- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonological awareness skills. For example, the *Phonological Awareness Teacher's Tool Kit* includes activities such as songs, classroom centers, interactive worksheets, and oral practice with the use of manipulatives and visual cards. The materials provide resources, including games, rhymes, stories, manipulatives, and online interactive activities to practice and reinforce students' phonological awareness skills. For example, the *Phonological Awareness Teacher's Tool Kit* contains the "Teacher's Daily Lesson Book," "Phonological Awareness USB," "Teacher Display Cards," manipulatives, supplies, games, and round black magnets.
- Students use a variety of resources to practice phonological awareness tasks, as listed in the *Teacher's Tool Kit Phonological Awareness Teacher's edition*. Teachers access a "Daily Lesson Book" and "Phonological Awareness USB" to print worksheets and assessments for student use. Teachers use display cards and included magnets for modeling during lessons, and students use manipulatives, supplies, and games such as counters, interlocking cubes, puppets, and game boards. Teachers use a variety of activities to develop phonological awareness skills throughout the program. In the "Teacher's Tool Kit Phonological Awareness teacher's edition, Section 1: Rhyming, Lesson 1," teachers sing a familiar Raffi/The Wiggles tune, *Willaby Wallaby*, with rhyming lyrics to engage students in learning and encourage development and practice of the rhyming concept: "Bimblebee bumblebee one, First grade is so much fun! Bimblebee bumblebee bappy, We are all so happy!"

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	11/13
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)	0/2
5.D.2C	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1)(T)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

The materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review.)

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. The *Phonological Awareness Teacher's Daily Lesson* in the *Teacher's Toolkit* provides a "Phonological Overview" and organizes the skills by colored units. These units 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 and gradually transitions to more complex skills and smaller units of sound. The unit order is "Blue Unit: Rhyming, Red Unit includes word awareness, syllable awareness, and phoneme awareness, and the Orange Unit on Sounds."

- A note in the skill outline advises that the "Phoneme Awareness" section within the "Red Unit" should be taught subsequent to the "Orange Unit." This recommendation aims to prevent potential confusion among students regarding syllables (parts of a word) and phonemes (the smallest units of sound in a word.) By following this guidance, educators can ensure a clear and effective progression in teaching phonological awareness, enhancing students' understanding of basic to more complex linguistic concepts.
- In the teacher's edition volume *Teacher's Tool Kit Phonological Awareness*, teachers access the "Phonological Awareness Program Overview" which outlines a systematic sequence for introducing phonemic awareness activities that begin with simple skills and gradually transition to more complex skills. Phonemic awareness lessons begin in the "Orange Unit." In "Section 5," teachers address Beginning Sounds first, then End Sounds in "Section 6," moving on to Beginning, Middle, and End Sounds in "Section 7." This sequence aligns with the TEKS.
- In the teacher's edition *Teacher's Tool Kit Phonological Awareness*, teachers access the "Orange Unit Overview" for guidance on how phonemic awareness lessons are sequenced. Within the "Beginning Sounds" section, students begin with learning about the concept of sounds and that sounds to form words, moving on to identifying the beginning sound, determining whether two words share the same beginning sound, choosing words with a specific beginning sound or a different beginning sound, then generate words with a given beginning sound. This sequence aligns with the TEKS and follows a systematic progression as teachers introduce easier skills before more difficult ones.

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)

- In the *Level 1a Teacher Handbook* "Unit 2 short i" for the Kid in the Middle (CVC) skill, the teacher's instructions say, "Put the sounds together to make a word." The objective for this lesson is to blend onset and rime as well as blend and segment phonemes. In "Drill 1," the example listed is: say /r/ /i/ /p/. ->rip. In "Drill 2," the example listed is: "What are the sounds in big? ->/b/ /i/ /g/." This provides direct and explicit instruction for teaching phonemic awareness but lacks the recommended explanatory feedback for students based on common errors and misconceptions. There is no other guidance provided for the teacher to support student errors.
- Lessons in the program include scripted teacher instruction to prevent common errors. In *Teacher's Tool Kit Phonological Awareness*, "Orange Unit, Section 5, Lesson 4," teachers display picture cards and models separating a word into individual phonemes. Teachers provide guidance so that students are not practicing incorrectly: "What's the beginning sound of sss...sink? (Stretch out the beginning sound of the word... Remember, we say /sss.../ the 'teeny weeny' sound. We don't say su or so." Teachers address common errors, but the materials do not offer explanatory feedback for errors or 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. (PR 2.A.1) (T)

- The "Phonics lesson" materials include direct and explicit 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. For example, in "Unit 2 Short i" from the *Level 1a Teacher's Handbook* lesson, the students use letter tiles to build words and switch one sound to make a new word. For example, in the "Kid in the Middle Encoding" portion of "Unit 2" the students build and read the words: hid, lid, kid, kit, big, fig, and fix. This combines the student's phonemic awareness knowledge with the alphabetic principle, supporting both decoding and encoding.
- The word-building activity "Make it and Break it" along with additional orthographic mapping activities in "Unit 4" allow the student to use orthographic mapping with the pop words: to, do, his. During instruction, the teacher and students use this activity to look at the letters and discuss how the letter is not making its regular sound. This allows students to connect what they have already learned about letter sounds to the alphabetic principle.
- Teachers access bridging materials to assist students in making the transition from phonological and phonemic awareness activities. The *ABC Program Guide* is a full-color spiral-bound book with step-by-step lesson plans for each letter of the alphabet. The lesson plan includes a Letter Review, Phonemic Awareness, Letter Introduction, Kinesthetic Practice of Formation, and a list of corresponding workbook pages from the *ABC Multisensory Book*. The guide also includes instructions for how to use the *ABC Multisensory Activity Book* together with the *ABC Blending Book*. This includes a list of which pages of the *Blending Book* should be used together with the *Multisensory Book*, as well as "Pop Word" and "Phonics Instruction."

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)

- Four different phonemic awareness drills are provided in each unit every day of instruction. These drills each have a different objective, some of the students have practiced before while gradually adding in more complex skills to further their phonemic awareness abilities. These drills allow for students to develop, practice, and reinforce phonemic awareness skills through a variety of activities and resources while including daily review of skills as well.
- Students have a variety of opportunities to develop, practice, and reinforce phonemic awareness skills while working with their phonetic readers, classroom centers, working on workbook pages, as well as games and songs. In the *Level 1a Teacher's Handbook*, "Unit 4" includes dictation activities, word building with letter tiles, a phonetically decodable reader titled, "Up! Up! Up!," songs, and centers like "Pop Word Bingo." These opportunities allow for repeated practice which allows students to master these skills.
- Students use a variety of resources to practice phonological awareness tasks, as listed in the *Teacher's Tool Kit Phonological Awareness Teacher's edition*. Teachers access a "Daily Lesson Book" and "Phonological Awareness" USB to print worksheets and assessments for student

use. Teachers use display cards and included magnets for modeling during lessons, and students use manipulatives, supplies, and games such as a color-coded train diagram to help students understand the placement of phonemes in a word (a green car for the beginning sound, a yellow car for medial sounds, and a red car for final sounds.)

- Teachers review phonemic awareness during the daily phonics lesson cycle as they complete phonemic awareness drills. For example, in *Level 1a Teacher's Handbook*, "Unit 5, Lesson 2, Drill 1," teachers provide cumulative review by asking, "What is the first sound in bed? What is the last sound in bed? What is the middle sound in bed?" for several example words such as yes, pet, and mill. These are words that were covered during previous lessons.

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 Texas Essential Knowledge and Skills (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 offer a systematically sequenced program to introduce grade-level sound-spelling patterns as outlined in the TEKS. For instance, the *Level 1A and B Teacher Handbooks* feature seventeen units of instruction. Each unit provides daily lists to practice sound-spelling patterns that align with the phonics skill taught in the lesson. The program begins with short vowel sound words and progresses to more complex words, covering the TEKS. Spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables are included in the dictation lists. The materials feature lessons and activities that systematically teach phonics skills and concepts, progressing from simple to complex throughout the year. For example, in the *In-Depth Teacher's Program Guide: Scope and Sequence: Leveled Phonics Program, Level 1*, students start by learning CVC words in "Units 1–5," then advance to compound words and special rules in "Units 15–17."
- In the *In-Depth Teacher's Program Guide*, teachers access the "Scope and Sequence: Leveled Phonics Program" section that includes a systematic sequence for introducing first-grade sound-spelling patterns. This sequence aligns with the TEKS. Teachers begin the program by

introducing short-vowel CVC words in "Units 1–5." Teachers cover initial and final consonant digraphs in "Units 8–11" and blends in "Units 12–13." Teachers introduce trigraphs, including but not limited to igh in "Unit 28" and tch in "Unit 35."

- Units within each section of the program provide a systematic sequence for introducing simpler first-grade sound-spelling patterns before more complex ones, as outlined in the TEKS. Within units, teachers review phonemic awareness, then introduce new sound-spelling patterns using a gradual release model, having students decode before encoding. For example, in *Level 1a Teacher's Handbook*, "Unit 1," teachers introduce closed syllable types (CVC words.) Teachers cover open syllable types in "Unit 6."

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

- Teachers systematically introduce first-grade sound-spelling patterns through direct and explicit lessons, which are consistently included in each unit of the program's "Lesson 3." For instance, in *Level 1a Teacher's Handbook*, "Unit 1, Lesson 3," under the "Phonics Instruction Daily Lesson section Phonics Skill B: short a," educators introduce closed syllables using a visual aid called "Kid in the Middle." They explain that these words feature short vowels positioned between two consonant sounds. Teachers demonstrate this concept by modeling several example words using "Sound Cards," which include pink-shaded vowel cards, to help students spell out and read CVC words.
- Teachers introduce sound-spelling patterns via direct and explicit lessons. These lessons consistently happen in each unit of the program in "Lesson 3." For example, teachers introduce VCe syllables in *Level 2a Teacher's Handbook*, "Unit 18, Lesson 3," in the "Phonics Instruction Daily Lesson section Phonics Skill: long a" by using a visualization picture clue, "Magic e." Teachers explain that in these kinds of words, a vowel is followed by one consonant and then e, and that the "Magic e" is making the first vowel say its name (the long vowel sound.) Teachers connect the VCe syllable type by demonstrating a CVC word (cap) without, and then with, the final e, changing the short a sound to a long sound in cape. Teachers continue to model several example words using "Sound Cards" with printed letters, including pink-shaded vowel cards, to spell out and read VCe words such as name and wave.

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 provide students with opportunities to review, practice, and strengthen their understanding of grade-level sound-spelling patterns. For instance, in the *Phonological Awareness Teacher's Toolkit*, "Section 8: Phonemes Overview, lessons 1-2" introduce blending onset and rime to create words. The materials incorporate various activities and resources to assist students in reviewing and practicing sound-spelling pattern skills through cumulative exercises. For example, the lessons feature the use of Elkonin boxes, picture cards, and magnetic letters to enhance student comprehension.

- Teachers use a variety of resources to develop, practice, and reinforce phonics patterns in daily instruction. They employ "Picture Hint" cards to engage students and help them remember syllable types like CVC and VCe. Sound Cards and letter cards aid in encoding words during direct instruction, supported by printables from provided USBs. Students utilize resources such as *ABC Blending Books*, *Student Workbooks*, and *Phonics Readers* to consistently practice first-grade phonics patterns. After introducing new concepts, teachers guide independent practice with Student Workbooks and reinforce learning through Classroom center activities. For example, in *Level 1b Teacher's Handbook*, "Unit 11," students play a "Wh Question Game" to practice digraphs "wh" and "qu" by reading sentences like "Which kid will kick the ball?"
- Teachers use a variety of resources to develop, practice, and reinforce phonics patterns. During daily "Phonics Instruction," teachers use "Picture Hint" cards to engage students and help them remember various syllable types (such as "Kid in the Middle" for CVC and "Magic e" for VCe.) Teachers use "Sound Cards" letter cards to encode words for reading as they model during direct instruction, as well as printables from provided USBs.

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 *In-Depth Program Guide* provides teachers with guidance for delivering direct and explicit instruction on grade-one sound-spelling patterns. In "Section B: Making and Breaking Words," teachers are guided through a routine that facilitates consistent teaching of these patterns throughout the program. This section offers step-by-step directions on effectively using the materials with students. "Level 1, Set 1A, Book 1: On the Mat" includes decodable texts that provide traditional activities for students to decode and encode words in context. These stories feature intentional vocabulary designed to support instruction and practice of specific phonics skills and concepts, such as "Short a (cap.)"
- The materials include various activities to help students decode and encode words with taught sound-spelling patterns, both in isolated exercises and connected text throughout weekly lessons, classroom activities, and workbooks. For instance, in "Unit 4 Short u," students use the "Making and Breaking Words" routine to practice encoding words within sentences. The *Level 1 Workbook* offers opportunities to apply these skills in different contexts. *ReadBright* program resources support decoding and encoding skills with structured routines like "Making and Breaking Words" and dedicated workbooks aligned with each level handbook. Phonetic readers reinforce these skills, while picture hint cards in "Unit 7 Short u" of the *Level 1A Teacher Handbook* introduce "Mystery Words" through picture cards with definitions and example sentences to enhance understanding and practice of the short u sound-spelling pattern.
- Students practice decoding and encoding learned sound-spelling patterns in weekly "Student Workbook" activities throughout the program materials. For example, in "Student Workbook Level 1, Unit 13," activity Beginning and End Blends, students decode words with blends such as flag, nest, and truck, then encode them in boxes to the right of the page. Students practice

decoding and encoding learned sound-spelling patterns in decodable connected text throughout the program materials. For example, in "Unit 13 Phonetic Reader: Nick and Rick Help," students decode words with blends within the text such as, "Nick and Rick help a lot. They help milk Bell."

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing regular and irregular high-frequency words. The *In-Depth Teacher's Program Overview* explains that "In the ReadBright program, pop words of the week are mostly irregular high-frequency words. Regular high-frequency words are covered along with the phonics skill that corresponds to the sounds in the word. It is important to note that sometimes pop words of the week will include words that can be sounded out, but the rule for that sound will not have been taught yet." This allows for systematically introducing regular and irregular words throughout the materials.
- The "Scope in Sequences" for the *ABC Blending Book* (in order and out-of-order), as well as the "Scope and Sequence" for each level of the "Phonics Program," outlines in the *In-Depth Program Teacher's Overview* the irregular high-frequency words, called "Pop Words." These scope and sequences outline the introduction of irregular words in a systematic sequence. In addition, each unit includes several regular "Pop Words" that align with the phonics skills previously taught. For example, irregular pop words introduced in "Unit 4" are to, do, his, down.

- High-frequency words with the program are grouped with other similar words so that students can easily apply what they have learned. For example, in *Level 1a Teacher's Handbook*, "Unit 7," the Pop Words all and off are taught in the same unit as the "Special Rule" for final ff, ss, ll, and zz (these consonants are often doubled at the end of CVC words.)

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)

- Materials include guidance for the teacher to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words. Each week, one phonics skill and a few "Pop Words" are introduced simultaneously at the beginning of the week. When there is a corresponding phonics song, its track number is included in the teaching schedule. The schedule clearly lists the unit number, phonics skill, "Pop Words," phonetic reader, song track number, and workbook page numbers for each week. By aligning regular "Pop Words" with phonics skills being taught, students reinforce their understanding of phonetic rules through practical application. Repeated exposure to "Pop Words" in different contexts aids in memory retention, helping students internalize these essential words for long-term use. The "Pop Word" section of each Unit includes teacher guidance in the "Pop word activities," such as in "Unit 7" the "Classroom Activity 1 & 2 StoryTime" and "Head, Shoulders, Knees, and Toes." Guidance is included along with each "Pop Word Activity" through the "Materials needed," "How to Play," "Examples," "Note to Teacher," and "Up the Challenge" sections of each activity. Guidance is included along with each "Pop Word Activity" through the "Materials needed," "How to Play," "Examples," "Note to Teacher," and "Up the Challenge" sections of each activity.
- In the *In-Depth Teacher's Program Guide*, section 1, "Pop Word Instruction," part C, "Orthographic Mapping Routine," teachers provide direct and explicit instruction for decoding regular and irregular high-frequency words. In "Orthographic Mapping Routine 1," teachers model a decoding procedure by saying a new "Pop Word" as students lift one finger for each sound in the word. Teachers draw one line on the board for each sound in the word, then write the letter or letters representing each sound on the lines. Students listen to each sound and its matching letter/s and decide which sounds "make sense," or match the letters exactly, or not. Teachers rewrite the sounds that have unexpected letters in red and tell students that those parts of the word must be memorized by heart.
- In the *In-Depth Teacher's Program Guide*, section 1, "Pop Word Instruction," part C, "Orthographic Mapping Routine," teachers provide direct and explicit instruction for encoding regular and irregular high-frequency words. In "Orthographic Mapping Routine 2," teachers provide an "Elkonin box-type Practice Mapping Sheet" and counters. Teachers model an encoding procedure by saying a new "Pop Word" as students repeat the word slowly, then move one counter per sound heard into the row of boxes marked with an ear. Students then write the letter representing each sound into the boxes in the row below, marked with a pencil. Students then analyze and shade the letters that do not "make sense," or match the letters exactly. Teachers tell students that those parts of the word must be memorized by heart.

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

- The materials clarify that "Pop Words" are words students learn to read automatically and include high-frequency words—those that frequently appear in texts. These high-frequency words are divided into two categories. Regular high-frequency words follow phonetic rules, with letters that match their sounds (e.g., "had," "did," "like," "look.") Irregular high-frequency words, on the other hand, do not adhere to standard phonetic rules and are categorized into completely irregular words, where none of the letters correspond to their usual sounds (e.g., "of"), and partially irregular words, where some letters deviate from their usual sounds (e.g., "said.") Each week, special phonics rules are introduced and taught alongside a set of Pop Words, which should be covered as regular phonics skills for the entire week, as outlined in the schedule.
- The activities included in each unit throughout the phonics materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review.) For example, materials such as phonics instruction, orthographic mapping, sound cards, poems, songs, passages, and connected decodable text include pop words. The last week of each unit includes a cumulative review of the previously introduced regular and irregular pop words.
- The program materials include a variety of resources for students to develop, practice, and review both regular and irregular high-frequency words. Teachers develop students' understanding through a consistent lesson structure for introducing high-frequency "Pop Words," using the "Pop Word Easel classroom poster" and "Pop Word teacher cards," pre-recorded audio of "Pop Word songs" that include all new pop words for the week, and "Pop Word Flashcards," as well as printable student worksheets with all new "Pop Words" for the week. Students practice and review as they review "Pop Words" in various student workbook activities including the target words for the week, as well as words learned in earlier units. "Pop Words" also appear in "Phonetic Readers," both new words and those previously learned. Students also decode and encode "Pop Words" as they complete homework assignment sheets.
- The program materials include a variety of activities for students to develop, practice, and review both regular and irregular high-frequency words. Teachers develop students' understanding through a consistent lesson structure for introducing high-frequency "Pop Words." For each new unit, teachers model decoding and encoding of new words via "Orthographic Mapping Routines 1 and 2" from the *In-Depth Teacher's Program Guide*. Students practice new words during two "Classroom Activities" games such as the "Number Game" in "Unit 2, Lesson 1:" Students have numbered "Pop Word" cards on their desks, teachers roll a die to choose the word with that number, students lift the card with the corresponding number of letters, spell the word on the card and read it. Students reinforce "Pop Words" during "Classroom Centers Pop Word Center" activities such as in "Unit 2, Lesson 8," the "Pop Words with Clay Activity," in which students use clay to spell target words and use them in sentences.

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

- The materials include a variety of activities for students to recognize, read, and write high-frequency words in isolation and connected text. For each new unit "Sound Dictation, Pop Word Dictation, and Sentence Dictation" are included and allow students repeated opportunities to hear and write regular and irregular pop words. In addition, students practice and apply both target words and previously learned words in "Phonetic Readers" throughout the program, which include words in context as well as in lists within the books. Other pop word activities included are "Air writing, Pop word songs, finder tracing, flashcards, orthographic mapping" with letters and with counters, pop word wall, and pop word lists.
- The materials include a variety of resources for students to recognize, read, and write high-frequency words in isolation and in connected text. For each new unit, resources include the teacher's many resources that allow students repeated opportunities with regular and irregular pop words. For example, the workbooks, phonetic readers, song tracks, and leveled teacher phonics guides, In addition, students practice and apply both target words and previously learned words in Phonetic Readers throughout the program, which include words in context as well as in lists within the books. The materials also include a USB flash drive where teachers can assess other activities to support the skills and lessons in the *Leveled Phonics Program*.
- The program materials include a variety of resources for students to develop, practice, and review both regular and irregular high-frequency words. Students practice and apply both target words and previously learned words in "Phonetic Readers" throughout the program, which includes words in context as well as in lists within the books. For example, in "Unit 18: Phonetic Reader Jake's Cakes," students decode during the "Pop Word drill" by reading a list of the target words could, should, and would, as well as reading sentences in the text such as, "I should not bake when I skate. I should not bake on a gate."
- The program materials include a variety of activities for students to develop, practice, and review both regular and irregular high-frequency words. For each new unit, students practice decoding and encoding of new words via several dictation activities: "Sound Dictation, Pop Word Dictation, and Sentence Dictation." Repeating learned letter-sound correspondences assists students in recalling learned word patterns. For example, in "Unit 18, Lesson 5, Encoding," teachers dictate and students write previously learned sounds such as th, ch, and ing, "Pop Words" such as should and could, and sentences including new and previously taught words, such as, "You should bake a cake." Multiple lists are provided with words and sounds in a different order.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing grade-level syllable types starting with CVC words. In the *Leveled Phonics Program* syllables are introduced in "Level 1: Unit 4" one-syllable words (cvc) using the "Kid in the Middle" strategy. Then in "Unit 15 Compound Words" are introduced followed by suffixes -ing and -ed in "Units 16 and 17." Students have repeated practice with one-syllable words when working with the "Kid in the Middle," "Magic E," "Walking Talking" (vowel teams), "Ruling R" (r-controlled words), and "Sticky Sounds" (words with other vowel teams.) In *Level 2 of the Phonics program* syllable rules and division are introduced with compound words and open syllables in "Unit 23." In "Units 36 & 37" additional practice with compound words as well as suffixes -ing and -ed.

These units provide students with opportunities for grade-level syllable types and syllable division principles, as outlined in the TEKS.

- The "Scope and Sequence: Leveled Phonics Program" section of the *In-Depth Teacher's Program Guide* outlines a sequence of instruction that mostly aligns to the TEKS for grade 1, except the introduction of open syllables. Syllable types appear in a mostly systematic order. Teachers introduce closed syllables first in "Units 1–7," digraphs in "Units 8–11," VCe in "Units 18–21," vowel teams in "Units 25–29," and r-controlled syllables in "Units 30–32." Open syllables do not appear until "Unit 23," and again in "Level 4, Unit 8."

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

- The materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. For example, the *Level 2a Phonics Program Teacher's Handbook* guides the teacher to help students work with different types of 1-syllable words such as cvc, and cvce. For example, in "Unit 19" the teacher guides the students to code the cvc and cvce words when decoding using the "Kid in the Middle" and "Magic E" strategies.
- The materials in the program include guidance for the teacher to provide direct instruction in decoding and encoding one-syllable words using grade-level syllable types. For example, in *Level 1b Teacher's Handbook*, "Unit 8," teachers access the *Phonics Instruction Daily Lesson 3*, covering digraphs ck and sh. Teachers model decoding and encoding words such as sick, luck, fish, and shell using "Sound Cards" with letters printed on them.
- The materials in the program include guidance for the teacher to provide direct instruction in decoding and encoding multisyllabic words using grade-level syllable types. For example, in *Level 2a Teacher's Handbook*, "Unit 23, Lesson 3," teachers remind students to "look for the two smaller words in a compound word," using their knowledge of closed and VCe syllables to read the word cupcake. Students again use their knowledge of previously learned syllable types to spell words such as bathrobe or inside in "Lesson 5 Dictation, List 4."

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

- The materials include a variety of activities for students to develop, practice, and reinforce skills to decode and encode one syllable through cumulative review. The materials provide students with a lot of different ways to practice reading and writing 1-syllable words in *Level 1 and Level 2* of the *Leveled Phonics Program*. Each unit includes songs, games, classroom centers, workbook pages, as well as connected decodable texts. In both *Levels 1 & 2* within all of these activities students are asked to work with 1-syllable word types cvc, cvce, as well as vowel teams and r-controlled.
- The materials include a variety of resources for students to develop, practice, and reinforce skills to decode and encode one-syllable through cumulative review. The materials include

many resources for the teacher to use to help students work with 1-syllable words in *Level 1 and Level 2* of the *Leveled Phonics Program*. The teacher can use the student workbook pages, classroom activities, classroom centers, as well as phonics lessons. Other resources are also available on a USB drive. Resources in both *Levels 1 & 2* guide the teacher to help the students work with 1-syllable word types cvc, cvce, as well as vowel teams and r-controlled.

- The program materials include a variety of resources for students to develop, practice, and review various syllable types. Teachers develop students' understanding through a consistent lesson structure for introducing each syllable type, using the "Picture Hint Letter cards," pre-recorded audio of songs that address the target skill, as well as printable student worksheets from the provided USB. Students practice and review as they review each syllable type in various *Student Workbook* activities including the target words for the week, as well as words learned in earlier units. Each of the syllable types appears in *Phonetic Readers*, both new words and those previously learned. Students also decode and encode various syllable-type words as they complete homework assignment sheets.
- The program materials include a variety of activities for students to develop, practice, and review various syllable types. Teachers develop students' understanding through a consistent lesson structure for introducing syllable types. For each new unit, teachers model decoding and encoding of new words via the skill lessons, "Picture Hint and Sound Cards" from the *Teacher Handbooks*. Students practice new words during two "Classroom Activities" such as the "Look-Alikes" game in "Unit 8, Lesson 3:" Students distinguish between similar words with digraph ck. Students reinforce digraph ck words during the Classroom Centers Ship to Dock game, in which students move game pieces on a board according to digraphs on game cards.

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

- The materials offer a variety of activities for students to practice decoding and encoding one-syllable and multisyllabic words, using their knowledge of syllable types and syllable division principles. These activities are provided both in isolation and within decodable connected texts that build on previous instruction. In *Levels 1 and 2 of the Leveled Phonics Program*, students have numerous opportunities to practice reading and writing one-syllable words. Each unit includes songs, games, classroom centers, workbook pages, and connected decodable texts. In these activities, students work with one-syllable word types such as CVC, CVCe, vowel teams, and r-controlled syllables in both isolation and in connected text.
- 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 and in decodable connected text that builds on previous instruction. The materials include many resources to help students work with 1-syllable words in *Level 1 and Level 2 of the Leveled Phonics Program*. Students have opportunities within student workbook pages, classroom activities, classroom centers, phonics lessons, and phonic readers such as comics. Resources in both *Levels 1 and 2* guide the teacher to help the

students work with 1-syllable word types cvc, cvce, as well as vowel teams and r-controlled in both isolation and in connected text.

- Teachers follow consistent unit plans throughout the materials that provide opportunities for students to develop their decoding and encoding skills with various syllable types. In each unit, "Phonics Instruction Lesson 3" introduces grade-level relevant syllable types. For example, in *Level 2a Teacher's Handbook*, "Unit 18, Lesson 3," teachers introduce the first VCe syllable type with "long a." Teachers explain how VCe syllables make the vowel sound and model decoding and encoding with Sound (letter) Cards in isolation. Students continue to develop their understanding of VCe syllables in the subsequent units that introduce "i," "o," "u" and "e" VCe syllables.
- Teachers follow consistent unit plans throughout the materials that provide opportunities for students to practice and reinforce their decoding and encoding skills with various syllable types. In the "Phonetic Readers" for each unit, students continue to practice previously learned syllable type words as well as the targeted skills for the current unit in connected text. For example, in "Luke's Flute," students decode not only the target VCe words using long u from "Unit 21" but also practice other VCe and CVC syllables as they read sentences like, "I have a flute. I use my flute to make a tune!"

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS such as bases, roots, compound words, contractions, and affixes. Morphemes are introduced beginning with the most basic and commonly used such as base words with word endings -ing, -ed, and -s, followed by more advanced and complex ones such as compound words, prefixes, and suffixes. Most of the words students are introduced to in "Levels 1 and 2" are the more basic morphemes. The lessons in "Levels 1 and 2" include the "Kid in the Middle" as well as "Magic e words." Additional morphemes like -s are added for example in "Unit 6" the decodable reader includes words with suffix -s like pens, pads, and gets.
- The *Scope and Sequences* for each of the *Leveled Phonics Programs* list the grade-level morpheme-like suffixes in sequential order. It outlines which units include which suffix to introduce. These are introduced in from a simpler to a more complex order that builds as

students are introduced to different phonics and syllable skills. For example, in "Level 1 Unit 6" the suffix -s is introduced while in "Unit 16" the suffix -ing is introduced.

- Teachers introduce grade-level morphemes within a systematic sequence, the "Scope and Sequence: Leveled Phonics Program" section of the *In-Depth Teacher's Program Guide*: suffix -s in "Unit 6," suffix -ing in "Unit 16," suffix -ed in "Unit 17" and Suffix -es in "Unit 27." Teachers instruct students in how affixes affect the meaning of the base word in these "Special Rule lessons," such as in "Unit 6, Lesson 3:" "A suffix s can indicate a plural (more than one.) A suffix s can indicate that a verb is in the present tense."
- Teachers introduce grade-level morphemes such as prefixes within a systematic sequence, in the *Level 4 Teacher's Handbook*. Suffixes -ing, -er, -ed, -es, and -est are introduced in "Unit 1," prior to prefixes such as un-, re-, and dis- being introduced in "Unit 7."

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

- The materials offer guidance for teachers to deliver direct and explicit instruction on recognizing common morphemes and understanding their meanings to enhance decoding, encoding, and reading comprehension. They provide a systematic sequence for introducing grade-level morphemes as outlined in the TEKS, including bases, roots, compound words, contractions, and affixes. Instruction begins with basic and frequently used morphemes, such as base words with endings like -ing, -ed, and -s, and progresses to more complex morphemes like compound words, prefixes, and suffixes. In "Levels 1 and 2," students primarily work with these basic morphemes and concepts such as "Kid in the Middle" and "Magic e" words. Additional morphemes, such as the suffix -s, are introduced in subsequent units, with resources like decodable readers incorporating these morphemes to support skill development.
- The materials contain teacher guidance for direct instruction of common morphemes such as suffixes. For example, in the *Level 1a Teacher's Handbook*, "Unit 6, Lesson 3," teachers explain ways that suffix -s changes the meaning of a base word, then model decoding and encoding suffix -s words such as wins or pens with the sound (letter) cards. Students recognize and analyze the way that common morphemes such as suffix -s affect reading comprehension as they practice in the materials. In the *Student Workbook* for "Unit 6, Lesson 4," students look at a given picture and choose whether the correct label for the picture is a base word only or a base word and suffix -s based on how many items are shown (bat/bats, bed/beds.) Teacher directions state: "Look at the picture. Circle the word that matches the picture."

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

- Materials include a variety of activities for students to develop, practice, and reinforce grade-level morphological skills through cumulative review. The materials provide students with a lot

of different ways to practice reading and writing words with simple morphemes in *Level 1 and Level 2 of the Leveled Phonics Program*. Each unit includes songs, games, classroom centers, workbook pages, as well as connected decodable texts. In both *Levels 1 & 2* within all of these activities, students are asked to work with morphemes, such as base words with endings like -ing, -ed, and -s. In *Levels 1 and 2*, students primarily work with these basic morphemes and concepts such as "Kid in the Middle" and "Magic e" words. Additional morphemes, such as the suffix -s, are introduced in subsequent units, with additional activities supported by decodable readers incorporating these morphemes to support skill development.

- The materials provide a range of resources for students to develop, practice, and reinforce skills in common morphemes, such as suffixes, and understanding their meanings (e.g., affixes and base words.) For *Levels 1 and 2 of the Leveled Phonics Program*, the materials offer various resources for teachers, including student workbook pages, classroom activities, classroom centers, and phonics lessons. Additional resources are available on a USB drive. These materials guide teachers in helping students work with various grade-level morpheme word types such as simple word endings like -s, -ed, and -ing.
- Teachers access a variety of resources as they instruct students in morphological skills. Students develop an understanding of morphemes in lessons from the *Teacher Handbooks*, along with "Picture Hint and Sound (letter) Cards." Teachers play related songs and print worksheets from the provided USB. Students practice and reinforce their skills as they work through *Student Workbook* pages, read "Phonetic Readers," and complete "Homework Pages." After being introduced to grade-level morphological concepts, students develop, practice, and reinforce skills such as common suffixes in a variety of activities. For example, as students learn about suffix -ing in *Level 1c Teacher's Handbook*, "Unit 16, Lesson 3," students combine base word and suffix puzzle pieces to create new words in the "Puzzle Piece Words" activity. Students later act out suffix -ing words in "Charades." Later, in "Lesson 8," students create an "I Can" booklet by completing sentences with suffix -ing action words they can do.

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

- The materials provide a variety of activities for students to practice decoding and encoding words with morphemes. These activities are offered both in isolation and within decodable connected texts that build on previous lessons. In *Levels 1 and 2 of the Leveled Phonics Program*, students have ample opportunities to practice reading and writing words with morphemes to work with morphemes, such as base words with endings like -ing, -ed, and -s. Each unit features songs, games, classroom centers, workbook pages, and connected decodable texts. Through these activities, students work with words with simple morphemes both in isolation and within connected text.
- The materials provide a variety of resources for students to practice decoding and encoding words with morphemes. These activities are offered both in isolation and within decodable connected texts that build on previous lessons in common morphemes, such as suffixes, and

understanding their meanings (e.g., affixes and base words.) For *Levels 1 and 2 of the Leveled Phonics Program*, the materials offer various resources for teachers, including student workbook pages, classroom activities, classroom centers, and phonics lessons. Additional resources are available on a USB drive. These materials guide teachers in helping students work with various grade-level morpheme word types such as simple word endings like -s, -ed, and -ing in isolation as well as connected decodable texts.

- The materials provide a variety of opportunities for students to decode and encode morphemes in isolation and connected text. For example, in *Level 1c Teacher's Handbook*, "Unit 16, Lesson 5, Encoding Dictation," students encode words with suffix -ing in both isolation in "List 4" words such as hugging or napping and in context in sentences such as, "Can you come swimming with me?" The materials provide a variety of opportunities for students to decode and encode morphemes in isolation and connected text. In "Unit 16 Phonetic Reader: Sledding with Dad," students read a list of snow-related suffix -ing words in isolation within a graphic organizer, such as sledding, and in sentences within the text such as, "I am helping her with the dusting first. Then I will help her with the mopping."