

IMRA Review Cycle 2024 Report

Publisher Name	Program Name
ReadBright	ReadBright Phonics, Grade 2
Subject	Grade Level
English Phonics	2

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 286 / 340

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	178 / 191

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 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. The program provides a well-rounded approach to teaching literacy skills, encompassing phonemic awareness, phonics, fluency, vocabulary, and comprehension in each component. The program offers comprehensive program guides that include

explicit teacher directions and modeling. The program also boasts varying options for formative and summative assessments to track student progress.

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 *In-Depth Teacher's Program Guide* includes a "Leveled Phonics Program" section that outlines 38 units of the program, with each unit covering knowledge and skills, taught for the week. The materials do not include TEKS Guide or ELPS guidance within the program.
- 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 the 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 first grade 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.

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. 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 “Scope and Sequence” document provides guidance to teachers, administrators and instructional coaches on the program pacing and implementation. It provides guidance on how the program is structured. The section “Second Grade” gives an overview of the program and the time it takes to complete the program. “Two weeks can be designated for each of the units in Level 4. This provides for 32 weeks of instruction.” It also gives guidance to use any remaining time to review skills that need more practice.
- 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 Four Assessment Guide” has information that will allow the administrator and instructional coaches to help with the implementation of the program. For example, the guide provides scoring criteria and fluency rates for the beginning, middle and the end of the school year.

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 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. This 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. 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 Teacher's Program Guide* has a section titled "Homework Program." Part B Fluency Cards has 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" [rpvodes 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.

- Materials include a lesson overview outlining the skill and objective. The lesson overview outlines teacher and student actions, as well as the resources 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 apply the components. Each unit includes homework pages for students to review and practice skills but does not include guidance on the effective use of lesson materials for extended practice. Each homework page has instructions on how to complete the page but does not include guidance for enrichment or extension.
- 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 are able to read it with ease."
- Materials include guidance on the effective use of lesson materials for weekly homework practice. The *In-Depth Program Guide* provides the teacher with a sample homework schedule. It provides guidance on 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.

- Materials include a variety of mid-unit and end-of-unit instructional assessments that vary in types of questions but not . *Level One Assessments* include a variety of instructional assessments. Assessments are included at the end of units 1, 7, 9 (mid unit), 11, 13 (mid unit), and 17. *Level Two Assessments* include a variety of instructional assessments. Assessments are included at the end of units 20 (mid unit), 26 (mid unit), and 29. *Level Three Assessments* include a variety of instructional assessments. Assessments are included at the end of units 31 (mid unit), 32, 35 (mid Unit), and 38.
- In the *Level One Assessment Guide*, teachers access an initial diagnostic "Assessment for ABC Name & Sound Mastery." Students view a page of alphabet letters in mixed (not alphabetical) order, as teachers record which letter names and sounds students know or do not know on an "Individual Record Sheet." Both capital and lowercase letter versions are given on both the Letter Names and Letter Sounds page. Teachers record class results manually on a "Class Record for ABC Name & Sound Mastery" recording sheet. The materials do not include a diagnostic assessment for pre-reading skills such as phonological and phonemic awareness, onset and rime, or rhyming, or for encoding.

- In the *Level One Assessment* teacher materials, teachers access an initial diagnostic "Assessment for ABC Name & Sound Mastery." Students view a page of alphabet letters in mixed (not alphabetical) order, as teachers record which letter names and sounds students know or do not know on an "Individual Record Sheet." Both capital and lowercase letter versions are given on both the Letter Names and Letter Sounds page. Teachers record class results manually on a "Class Record for ABC Name & Sound Mastery" recording sheet. The materials do not include a diagnostic assessment for pre-reading skills such as phonological and phonemic awareness, onset and rime, or rhyming, or for encoding.

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

- The *In-Depth Teacher Guide* gives teachers instructions on when to administer assessments and the materials the assessments come with. The guide states, "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, (4) A classroom grid to mark and track scores for the class."
- The first page of each unit assessment in the *Level One, Level Two, and Level Three Assessment Guides*, outlines instructions that inform the teacher when to administer the assessment (mid or end of unit), which skills are assessed, and provides instructions on how to administer the type of instructional assessment to students. The *Phonological Awareness Guide* states the intended purpose for oral practice lists, "These lists serve as tools for the teacher to conduct informal assessments throughout the program."
- Materials include definitions and intended purpose for the instructional assessment types. The Scope and Sequences for the *Leveled Phonics Program* only include when to give each assessment within the instruction of the program.

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

- 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.
- The first page of each assessment in the *Level One, Level Two, and Level Three Assessment Guides*, outlines instructions that inform the teacher when to administer the assessment (mid or end of unit), which skills are assessed, and provides instructions on how to administer the type of instructional 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, (4) A classroom grid to mark and track scores for the class."

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

- In *Level Two Assessments*, teachers access the unit-level summative "Assessment 10, Walking Talking Vowels End-of-Unit Assessment." Students decode words with vowel team syllable types in isolation and in context, as well as in real and nonsense words. However, no TEKS correlation to these activities is provided in the materials.
- 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 Teacher's Assessment Guide identifies the TEKS assessed in each unit.
- The *Phonological Awareness Teacher's Daily Lesson* guide is broken into units of study such as "Rhyming". The lessons that are contained in the units each have a stated objective. There is an assessment after each section and these assessments have a stated objective as well. Level 4 Scope and Sequence, clearly indicate how Phonics Skills and Pop Words in Units 1-15 align with the curriculum for the grade level or subject in a manner that is easily identifiable by the teachers.

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. 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.
- In the *Level One Assessment Guide*, the "Mid-Unit Assessment" for the digraph unit has a targeted skill of "Digraphs ck, sh, and th". The assessment has the student identify five vowel sounds, the three targeted digraphs, read five words with digraphs, five nonsense words, three special rule words, ten pop words, and read a passage of sixty-two words. The "End-of-Unit Assessment" target skill is all digraphs. The assessment has the student identify five vowel sounds, the 6 targeted digraphs, read ten words with digraphs, five nonsense words, five special rule words, twenty pop words, and read a passage of seventy-seven words.
- The *Levels One - Three Assessment Guides* include a variety of informal assessments that give teachers in-the-moment feedback on student learning to record on "Individual Record Sheets." The *Levels One - Three Assessments* 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 *Assessment Guide* in Levels 1-3 provides a section within the "Using the Assessment" that states, "Use the sheets titled "Individual Record Sheet" to follow along and record each student's responses and to indicate any missed or incorrect sounds or words. Use one sheet per student. Take care to record each student's exact error(s) in detail." It also states how to mark a correct and incorrect response. Instructional assessments and scoring information provide guidance for interpreting and responding to student performance but it is the same guidance for each assessment and skill. In the *Phonological Program Guide*: "Assessments," provide guidance for interpreting student performance, "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 Program Guide*: "Teacher Resources" section provides guidance for responding to student performance, "Assessments are provided to track the progress of students and to ensure that every student masters each skill. Tomorrow, who knows where I'll eat lunch. It's the future."
- Assessment information provides teacher guidance on how to respond to student performance, such as recommending more frequent progress monitoring to occur between the mid-unit and end-of-unit assessments for students who fall below-expected targets. In Level One Assessment, section "Assessment 11: Ruling R Mid-Unit Assessment," teachers refer to instructions on how to mark student errors, and the instructions 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 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')." Further information such as suggestions for differentiation, or a reference to intervention lessons is present in the materials. 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.

- Level One, Two, and Three Assessments include pedagogical recommendations for using tasks already in the program to address student performance on assessments. All students take the same assessment, and no additional assessment options (such as a Form A or B) are provided for students who need accommodations such as EB students, students with dyslexia, or students who need enrichment.
- 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. The guides give information on how to respond to the scores. 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.”
- Each unit in the *Level 1-3 Assessment Guides* includes an "Individual Record Sheet" for the teacher to follow along and record each student's responses and to indicate any missed or incorrect sounds or words." Teacher response to that data trends is unclear. Each unit in the *Level 1-3 Assessment Guides* includes a Class Record Sheet for teacher reference. "Once the students' Individual Record Sheets have been completed, carefully copy all scores onto the sheet titled "Class Record Sheet." It is unclear if the Individual Record Sheet is accessible to students to track their own progress and growth. Tomorrow, who knows where I'll eat lunch. It's the future.

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

- 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.
- The assessment materials provide students with resources to help set goals and track their own progress. In *Workbook Level 2*, students complete practice activities by decoding, marking words, and encoding target word parts. The “Student Self Assessment” includes a chart for students to track progress and to set goals. This can be done on any of the assessment components as well as on a fluency chart.
- 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 *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 1 and version 2. Each version contains some different student and teacher actions.
- 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.
- *Workbook Level 1* provides the teacher with specific guidance on helping the students who have not yet reached proficiency on grade-level content and skills. In the section "...And For Struggling Readers" the teacher will find guidance to help students who are struggling. For example, one suggestion states, "Slow the teaching pace for pop words by reducing the

quantity taught in a given week. However, keep the phonetic skills and sounds moving. Flip back in the book to introduce and review pop words while staying cognizant of students' ability and progress."

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

- The *In-Depth Teacher's Program Guide* includes a section on "There are five words introduced per week. Four of the words introduced are words that can be sounded out and should be taught once per day. Some of these words have multiple meanings. These words have a card provided for each definition of the word. Students should be taught the concept that some words have more than one definition." The materials include the "Mystery words" but there is no guidance, support, or recommendation to pre-teach or front load these words to provide differentiation or scaffolding for students to help them understand the figurative language or idioms...
- In the *Phonological Awareness Teacher's Daily Lessons Book* the "Blue Unit Overview" includes the definition of Rime and Rhyme. This support can be used to support the students as they learn academic vocabulary. The support also helps the teacher that is not familiar with phonic-specific concepts.
- In the *Teacher's Handbook*, "Level 3B: More Sounds," includes a "Teaching Tip." This "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-aloud during shared reading, but it does not demonstrate how to figure out rhyme and analyze figurative language.

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

- Teachers have access to instructions for lessons in the program, however they do not provide differentiated activities. For example, in *Level 2a Teacher's Handbook*, "Unit 18: Magic e, Lesson 4: Workbook Riddles," students practice substituting vowel-consonant-e syllable type words into cloze sentences such as "We must ___ the dough inside the oven so that it will turn into bread. No sidebar or additional teacher instructions are provided to challenge students who may have already mastered the material, such as having them create new cloze sentences for the words in the lesson, or generating new two-syllable VCe words.
- Throughout the materials, the routines are designed for whole group and to target all students. There is mention of learning centers but the activities are the same for every student. In the *Teacher's Toolkit* "Phonological Awareness Teacher's Daily Lesson Overview" includes a section called "Flexibility." In this section, it states, "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." It also states any lesson that is skipped by most of the class can be used to select students who need additional practice with a skill.

- The *Phonological Awareness Program Guide* includes teacher guidance on, "Manipulatives and Activities," to enrich instruction for students who have demonstrated proficiency in grade-level skills. For example, the MultiSyllabic Overview includes, "Duck Puppet, Magnetic Blocks, and Elkonin Boxes and Counters," which provide additional resources that students can use to further their learning of multisyllabic words.

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 *Teacher Handbooks* for levels 1-4 provide lesson objectives, teacher scripts, notes to teacher, material list, examples, and instruction for each part of the lesson. For example, in the "Level 1a Lesson 2: Phonemic Awareness" lesson, it guides the teacher and provides script and examples, "Teacher says: I am going to ask you to say a word and then say it again, but don't say the beginning sound. Ex: Say "sat." → sat. Now say "sat" but don't say /s/. /at/." This helps guide the teacher during the lesson activity. teacher in modeling, explaining, and communicating the concept(s) to be learned directly and explicitly.
-
- The *In-Depth Program Guide* provides the teacher with guidance on modeling. For example, in the section titled "Reading Like a Frog," it explains to the teacher what they need to do as they are walking through the lesson. In the section "Model Tapping with Sound Cards," the program guide explains the importance of modeling the skills. The *In-Depth Program Guide* provides the teacher with guidance on how to teach all of the components of this program. For example, the guide gives instructions on the "Orthographic Mapping Routine Version 1 and Version 2." This guides the teacher on how to teach the routines that will be used throughout the program.
- The Phonological Awareness Program: "Lesson 3 Part A, Objective," guides the teacher with instructions to support the teacher in modeling the concepts directly and explicitly. For example, "Lesson 3 Rhyming Part A" objective states, "The teacher will model on the board with picture cards."

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

- The *In-Depth Teacher's Guide*: "Component 6 Phonetic Reader: Comprehension Instruction," does provide recommendations for effective lesson delivery using a variety of instructional approaches and tasks that allow active participation each day. For example, "Day 1 Whisper Read and Echo Read, Day 2 Whisper Read and Choral Read Day 3 Partner Read Day 4 Independent Read."
- The *Teacher Handbooks* for levels 1-4 provide lesson objectives, teacher scripts, notes to teacher, material lists, examples, and instruction for each part of the whole group lesson. For example, "Level 3a Lesson 8: Ruling R lesson," guides the teacher and provides instructions for the "Race Car Game" as well as an example that states, "A card has the word "farm" on it. Under the word, the instruction says: "Go ahead 2 spaces." The student reads the word and the instruction and then moves two spaces ahead on the board. PART 2: Students work independently to fill in the blank in each sentence on the "Sentence Sheet." Students choose an "ar" word from the word box on the "Sentence Sheet" to fill in the blank. This helps guide the teacher during the lesson activity. teacher in modeling, explaining, and communicating the concept(s) to be learned directly and explicitly.
- The *In-Depth Teacher's Program Guide* outlines instructional routines in clear, labeled steps for teachers to follow. For example, when teaching the reading routine "Workbook Riddles," teachers follow the provided steps to choose a student captain for each row and then read each riddle out loud. Students look for the word that fits in the cloze sentence as captains monitor to be sure students are following directions and on task. If needed, teachers can specify the row where students will find the correct word to reduce the number of choices.

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.

- 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," provides clear headings and labels to support the teacher in student activities and offers a variety of different practices.
- 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.

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.

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 *Assessment Guide* in Levels 1-3 provides a section within the "Using the Assessment" that states, "Use the sheets titled "Individual Record Sheet" to follow along and record each student's responses and to indicate any missed or incorrect sounds or words. Use one sheet per student. Take care to record each student's exact error(s) in detail." It also states how to mark a correct and incorrect response. Instructional assessments and scoring information provide guidance for interpreting and responding to student performance but it is the same guidance for each assessment and skill. In the *Phonological Program Guide*: "Assessments," provide guidance for interpreting student performance, "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 Program Guide*: "Teacher Resources" section provides guidance for responding to student performance, "Assessments are provided to track the progress of students and to ensure that every student masters each skill. Tomorrow, who knows where I'll eat lunch. It's the future."
- Assessment information provides teacher guidance on how to respond to student performance, such as recommending more frequent progress monitoring to occur between the mid-unit and end-of-unit assessments for students who fall below-expected targets. In Level One Assessment, section "Assessment 11: Ruling R Mid-Unit Assessment," teachers refer to instructions on how to mark student errors, and the instructions 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 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')." Further information such as suggestions for differentiation, or a reference to intervention lessons is present in the materials. 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 include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- The *Level 1A Teachers Handbook* is broken down into units of study. Each unit is covered in a week's time according to the program guide. Each unit has eight components. These components are "Pop Word Instruction," "Phonemic Awareness," "Phonics Instruction," "Workbook pages," "Encoding," "Phonetic Reader," "Mystery Words," and "Classroom Centers." Each unit also has optional homework. The *In-Depth Program Guide* provides a "Sample Weekly Four or Five Day Schedule." This schedule guides the teacher in all activities that are used throughout the week. For example, for the area of phonics instruction, the Sample Weekly Five-Day Schedule shows that on day one the students complete "Cumulative Sounds Drill, Song and Sound Card Tap." For day two, complete all activities from day one and add "Phonics Classroom Activity #1." Day three is a review of day one and add "Phonics Classroom Activity #2." Day four is a repeat of day one, and day five is just the cumulative drill and the song. The "Sample Weekly Schedule" gives suggested times for each of the activities.
- One of the components of the program is encoding. This activity is taught and practiced daily. On day one and day 4, the teacher uses the "Making & Breaking Words" activity. The instructions for this activity are found in the *In-Depth Program Guide* section B "Making and Breaking Words." On days two, three, and five, the class completes a dictation activity. The "Dictation list" can be found in the *Level Teachers Handbooks*. For example, in the *Level 1A Teacher Handbook*, "Unit One: Encoding" provides three lists of words to use for the activity.
- The *Teacher's Handbooks: Level 3a-Level 3b*, include daily opportunities to explicitly teach and provide practice in phonics in grade 2. In the "Lesson Overview" of the *Teacher's Handbooks: Level 3a*, there is a "Phonics Instruction," component that provides for teacher-led instruction each day. For example, in "Ruling R Classroom Activity #1: The Ruling R King," the teacher says "ban" and the "Speller" taps the students wearing the letters "b," "a," and "n." The students who have been tapped come up and arrange themselves in the correct order to spell "ban." The class says: /a/; /b/ /a/ /n/; ban. Then the "Ruling R" comes up to change the word to "barn." The class says: /ar/; barn." The *In-Depth Teacher's Program Guide* provides specific guidance on how much time to spend on each lesson component with daily practice of phonics. For example, the "Sample Weekly 5-day Schedule," begins with a sequenced list of the lesson components and the recommended length of time to teach for each component, e.g., "Pop Word Instruction (20 minutes), Phonemic Awareness (5 minutes), and Phonics Instruction (20 minutes.)"

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

- The first unit of *Workbook Level 2* covers the skill "Magic e words with a." The practice pages for the students provide two pages of just reading and coding words that cover the skill. It has the student also practice matching a picture to a word. The workbook also has the student read and code both "long a" and "short a" words in isolation.
- The program provides the students with decodable readers where they can practice reading in context. Each reader allows the student to practice reading the target skill. For example, Unit 25 teaches the sounds of ee, ea, and ey. The decodable text is "The Kind Queen." A few of the words from this book are queen, sweet, speaks, meat, beans, beets, and cream.
- The *Student Workbooks* include phrases and sentences used to practice reading and writing high-frequency words and words that follow taught sound-spelling patterns. For example, "Each page in the *Student Workbook: Level 1 and 2*, is marked with an icon in the corner: Read, Write, Activity. These pages provide students with the opportunity to apply rules they have learned in a productive way or Review."
- *Level 1-4 Phonetic Readers* include decodable texts used to practice taught phonics skills in context. For example, the *Level 1 Phonetic Readers: "Kid in the Middle, Set 1A Book 1: On the Mat,"* includes stories with specific text lines that make direct connections with "short a" phonics skill.

Materials include opportunities for cumulative review of previously taught skills.

- Through the program, the student has opportunities to review previously taught materials. This is in multiple components. They can review materials taught in an earlier unit during classroom activities. For example, in *Level 3A Teacher Handbook "Unit Thirty"* taught the target skill of /ar/. Unit Thirty-one teaches the target skill /or/. In the "Classroom Activity #2 Do the Motion" in unit thirty-one, the students are to listen to a word and distinguish if the word has an /ar/ or /or/ sound. The list of words to use in the activity has both words with /ar/ and /or/.
- In *Workbook Level 2* the material provides the student with a review of materials. "Kid in the Middle" is taught in *Workbook Level 1*. After the student learns Magic e the students are provided the opportunity to practice both skills. For example, each unit in the *Workbook Level 2* has sheets that mix the skills up. The student is asked to code the words and then read the word. One column has Kid in the Middle words and one has Magic e words. Another page has the words mixed and asks the student to code and read the words. These activities provide the students with opportunities for cumulative review of the skills in the program.
- The *Student Workbooks* provide opportunities to review previously taught skills by connecting previously taught phonics skills to new ones. For example, *Workbook Level 1: "Kid in the Middle"* (CVC words), begins with "short a" vowel words, then "short i" vowel words, then there is a review of both "short a" and "short i" vowel sound words. *The Level 1-4 Student Workbooks* offer various opportunities to review previously taught skills, through traditional workbooks. *Workbook Level 2*, states, "Review: After each new skill is introduced, the reading and activity

pages include previously learned phonics rules and popwords to provide cumulative practice."

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.

- The "Sample Weekly Five-Day Schedule" gives guidance on the activities to use in each section of the daily lesson. You can find this schedule in the *In-Depth Program Guide*. The guide also has instructions that the teacher uses to teach the different activities. For example, the daily schedule has the students working on four activities in the phonics instruction part of the lesson. The activities are "Cumulative Sounds Drill -Sound Cards, Picture hint - show marking, Song, and Sound cards/tap." The *In-Depth Program Guide* explains the different activities and shows the teacher modeling the activities when appropriate. For example, the "Orthographic Mapping Routine Version 1" shows the teacher how to teach the skills directly and explicitly and how to model the routine.
- The first unit in *Level 1A Teacher's Handbook* teaches CVC words. It refers to a CVC word as "Kid in the Middle" to teach this skill the teacher tells a story. The handbook gives the directions to students: "Three kids enjoy walking alongside each other, The shortest kid always walks in the middle. Since he is so young, he does not even know how to say his own name, which is a,e, i,o, or u... etc." It also tells the teacher to draw stick figures to demonstrate the story. There is modeling of the story, but the material does not show modeling of the phonics skill being applied directly or being modeled.
- In the teacher handbooks, the daily phonics lessons include explicit teacher modeling before students practice the phonics skill on their own. For example, in *Teacher's Handbook Level 1A: "Kid in the Middle,"* the teacher models, "Phonics Skill B: Short a," with "Classroom Activity #1: Art Time," and "Classroom Activity #2: Make a Sentence," before asking students to complete Phonics Skill B: Short workbook pages.
- In the teacher handbooks, the daily phonics lessons include specific and precise terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills. For example, in "Teacher's Handbook Level 1A: Kid in the Middle," the teacher

models, "Phonics Skill B: Short a," during the "Daily Lesson," with a "Picture Hint, a Song, and Sound Cards."

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

- In the *Teacher Handbooks*, the daily phonics lessons include specific terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills. For example, in *Teacher's Handbook Level 1A: "Kid in the Middle,"* the teacher models, "Phonics Skill B: Short a," during the "Daily Lesson," with a picture hint, a song, and sound cards.
- In the *Teacher Handbooks*, the daily phonics lessons move from modeling to independent practice without opportunities for students to practice skills and concepts with the teacher. For example, in *Teacher's Handbook Level 1A: "Kid in the Middle,"* the teacher models a "Phonics Skill B: Short a," daily lesson with the class, and includes opportunities for corrective feedback. Note to Teachers, "The teacher can give students a hint by telling them that a punctuation mark always goes at the end of a sentence and a sentence always begins with an uppercase letter."

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

- On occasion, students are provided an opportunity to practice skills in a small group setting. These opportunities happen in the classroom centers. For example, in the center "Write the Pop Word in Clay" students work together to complete the activity. One student picks a word and reads the word while another student writes the word in clay with a toothpick. These centers are not daily activities. The students have opportunities to practice the targeted skills in multiple ways. One example of independent practice is in classroom centers. For example, "Unit 25 of Level 2B" *Teacher Handbook* has "Riddle Dee Dee Booklet" as a center. This is an independent activity for students to practice. The program also has the students practicing skills in *Workbook Level 2*. In the workbook, students have the opportunity to practice the skills learned as they work independently through the pages.
- In the *Teacher's Handbook: "Level 1A: Kid in the Middle,"* the lesson plans include specific guidance daily for independently identifying words that contain the newly taught phonics pattern. For example, during the "Classroom Centers: Instructions" section of the lesson plans, students are provided with a variety of opportunities for students to practice independently, "Students read each sentence and find the correct pictures from the last page. Students cut out the pictures and paste each one on the correct page to illustrate the sentence."
- In the *Teacher's Handbook: "Level 1A: Kid in the Middle,"* the lesson plans include specific guidance daily for collaboratively identifying words that contain the newly taught phonics pattern. For example, during the "Classroom Centers: Instructions" section of the lesson plans, students work with a partner to read together, cut out Sentence and Picture Cards, take turns reading the Sentence Cards, and gluing pictures on the Mat Sheet.

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 *In-Depth Program Guide* has directions for the teachers to use as they begin the program. This guide gives information about the "Phonics Word Dictation." In this section of the unit plans the teacher is given three different lists to use for the week. The program guide states, "The last list is usually a cumulative review." *Level 1A Teacher Handbook* "Unit 1" teaches the short a sound. The dictation list covers "short a" words. "Unit 2" teaches the "short i" sound. The dictation list for Unit 2 has both "short a" and "i sound" words. This pattern continues for the first seven units and then the review of short sounds is over for dictation.
- The *Level 2A Teacher Handbook* provides a cumulative review opportunity in the "Making and Breaking Words" section. "Unit 18" has five letters, m, a, d, e, and n to use in making words. The practice words are "made, mad, man, mane." This activity is practicing the target skill of CVC words and reviewing "short a" words. This cumulative review does not happen in all units.
- Review practice pages are mixed throughout the *Level Workbooks*. For example, in *the Level 2 Workbook*, one of the worksheets reviews "Kid in the Middle" words and "Magic E" words. In the introduction of *Workbook Level 2* "Activity Pages" mentions, "After each new skill is introduced, the reading and activity pages include previously learned phonics rules and pop words to provide cumulative practice." In the *Workbook Level 2*, "Speedy Spotter Sounds" provides an example of a review of all sounds taught in the program.
- The *Assessments: Levels 1, 2, and 3*, include intentional practice and review of decoding and encoding using previously learned and newly learned phonics skills throughout the curriculum. For example, *Level One Assessments* include cumulative reviews at the end of units 1, 7, 9 (mid unit), 11, 13 (mid unit), and Unit 17.

- The *Student Workbooks Books 1-3*, include cumulative review practice activities throughout the curriculum. For example, the "Note to Teachers" page states that, "Each page in the program is marked with an icon in the corner: Read, Write, Activity, or Review." The "Read: Reading Words" page consists of practice words with the new skill. The "Write: Mark the Word" activity encourages students to notice applied phonics rules within words. The "Read: Pyramid Reading" exercises are sequential, phonics-based, and strategically facilitate both reading fluency and accuracy. The "Activity Pages" provide students with the opportunity to apply rules they have learned.

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

- *Workbook Level 1* shows examples of practice opportunities. The student is given opportunities to practice skills that have been taught in a variety of ways. One of the skills that the program teaches the students is to mark the vowel sound. The students have an opportunity to practice this skill in the "Mark the Word" activity in *Workbook Level 1*. The page has four lists of four words. Each word has a "Kid in the Middle" word for the students to practice the skill. The student also has the opportunity to read word lists that contain words with the targeted phonics skill.
- The program provides the students with opportunities to read words that fit the phonic skill taught, but it also provides practice with encoding the skills taught. For example, in "Unit 18" of *Level 2A Teacher Handbook* "Magic E" the "Encoding Activity" provides two lists of words that the students spell. All of the words on the list will match the phonics skill taught in the lesson.
- For example, in *Student Workbooks*, the "Note to Teachers" page outlines the "A) Phonics Rules" in each workbook and states that the following four worksheets are presented each time a new phonics rule is introduced: "1. Read: Reading Word." This page consists of practice words with the new skill. "2. Write: Mark the Word." This activity encourages students to notice applied phonics rules within words. "3. Read: Pyramid Reading." These exercises are sequential, phonics-based, and strategically facilitate both reading fluency and accuracy. "4. Activity Pages: These pages provide students with the opportunity to apply rules they have learned in a productive way."
- Students' opportunities to practice explicitly taught phonics skills are during the *Homework Program*. For example, the *Homework Program* includes, "two reading pages for homework each week. The reading pages are divided into two sections. The top of the page has phonetic words...The first page provides practice with the new targeted phonics skill of the week."

Decodable texts incorporate cumulative practice of taught phonics skills.

- In *Workbook Level 2*, students have opportunities to read decodable text in isolation and in context. Most pages in the workbook focus on a single skill, with a few pages in each unit that provide cumulative practice. For example, Unit 19, provides three pages of practice with reading and marking "Kid in the Middle" and "Magic e" words.

- In the phonic reader "A Bird in the Dirt" the students have the opportunity to read a decodable book. The book has a phonics skill to practice. The book has other phonics skills mixed into the story. The pop words for the unit are in the story also. The story has a review of many previously taught pop words. The book A Bird in the Dirt is focused on the phonics skill or "ir and er."
- The *Teacher's Handbook: Level 1A* gives specific guidance on which decodable texts should be used for cumulative practice after lessons. For example, the phonetic reader story, "A Doll for Jill," incorporates practice of the taught phonics skills, "ff, ll, ss, zz, all."

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

- In the *Level 1 Workbook*, students are allowed to practice skills that are specific to the unit's focus skills. For example, "Unit 8" is teaching the sounds for ck and sh. The workbook pages provide the students with isolated practice as the student reads words like back, kick, neck or shed, ship, and shop. It also gives them practice in reading in connected text with the "Pyramid Read." The students read a group of sentences that get longer as they read.
- Another opportunity for the students to practice the phonics skills taught is in the "Encoding" lessons. For example, "Unit 8" of the *Level 1B Teacher Handbook*, has three lists for the student to spell during the activities of the unit. These lists have words spelled in isolation, but they also provide the students with opportunities to write sentences with the target skill.
- The *Student Workbooks* include decodable word lists and texts that align with the instructional focus of the daily lesson. For example, "Level 1: Kid in the Middle" workbook pages provide opportunities for practice with the short "a" vowel sound, which reinforces the instructional focus from "Unit 1" of the *Teacher's Handbook*.
- After explicit instruction on a sound-spelling pattern in the *Teacher's Handbook*, students practice decoding words that include that sound-spelling pattern in the *Student Reader*. For example, the "short u" sound-spelling pattern is taught in the *Teacher's Handbook: Unit 4*, and then students practice the skill in the *Level 1A Student Reader: "Up!, Up!, Up! Set 1A Book 4."*

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 materials include a variety of assessment tools that are developmentally appropriate for students. The *Level One Assessment Guide* has a variety of skills it assesses for each unit but also has a variety of ways to assess the phonics skills. *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 build on each other and they get progressively harder as the students are introduced to more complex phonics skills.
- The materials also include assessments for letters and sounds, phonological awareness as well as encoding assessments using dictation lists. These are all developmentally appropriate since they are only assessed after the material has been explicitly taught and practiced.
- Teachers access a variety of assessment tools that are developmentally appropriate throughout the materials. In *Teacher's Toolkit: Phonological Awareness*, students who have learned earlier phonological awareness skills such as rhyming and word awareness, take a "Beginning Sounds Assessment." Teachers say a given word and students respond with the beginning sound. Students then choose a sound with the same beginning sound from given choices. Because phonemic awareness is a predictor of phonics success, this is a developmentally appropriate assessment.

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

- Directions are given before each assessment to help with the administration of the assessment in the *Level 1 and 2 Assessment Guides*. The directions give the teacher clear

instructions on how to mark the individual record sheet if the student makes an error. For example, "If a student cannot read a sound or word at all, mark an "x" over the word to indicate that the student missed the word completely." This type of direction is given on all assessments.

- In the *Level 1, 2, and 3 Assessment Guides*, the program has given teachers a script to say as they give the assessment. For example, when giving any of the assessments when the teacher gets to the "New Skill in Nonsense Words," it says for the teacher to, "Tell the student to read the nonsense words listed with the new skill. Remind the student that the words in this section aren't 'real.'" Directions will help the teacher to give the assessment consistently over the whole group and the students will understand the routine of the assessment.
- The materials include guidance to help the teacher efficiently administer the assessment. For example, in the "Level 1 Assessment 1: Kid in the Middle Mid-Unit Assessment," instructions include scripts to ensure consistent and standardized administration across examiners. During "Letter Name Fluency," the teacher is instructed to say, "Tell the student to say the name of each letter."
- Materials include consistent directions for the accurate administration of assessments. For example, in the *Level 1, 2, and 3 Assessment Guides*, each assessment begins with a, "Using the Assessment" page which provides consistent directions for accurate administration of assessments: "Use the sheets titled 'Assessment' to administer the assessment. Use the sheets titled 'Individual Record Sheet' to follow along and record each student's responses and to indicate any missed or incorrect sounds or words. Use one sheet per student. Take care to record each student's exact error(s) in detail."

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

- Materials include progress monitoring tools that support tracking student progress across several units of study and comparing data from one assessment to data from other assessments. For example, the *Level 1 Assessment Guide* assesses vowel sounds on the first assessment and the subsequent six, allowing teachers to accurately measure acquisition of the grade-level skill.
- The materials provide the teachers with an opportunity to measure fluency. The assessments in *Level 1-3 Assessment Guides* have paragraph fluency assessments. This is a tool that a teacher can use to monitor the progress of the students as they grow stronger in their phonic skills. Passages change over time, based on skills being taught. Passages for measuring the rate of reading get longer and harder, with the rate of reading being measured.
- The *Leveled Assessment Guides* include mid and end-of-unit progress monitoring tools that routinely assess students' acquisition of grade-level skills such as letter name fluency, letter sound fluency, long and short vowel sounds, and pop words. *The Teacher's Handbook: Phonics Instruction* lessons include embedded systematic observations of students' everyday activities and interactions through "Sound Cards and Classroom Activities," which can be used to track progress and assess skills in authentic situations.

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

- This program has multiple assessments that can be used to monitor progress. A series of assessments cover the span of the school year. For example, in the *Level 1 Assessment Guide*, the first assessment begins with just one phonics skill. The assessments build on the skills covered during the unit with a review of previously covered skills. There are assessments for each unit in the program.
- The assessments all have a similar structure and can be used to monitor the progress of every student. By using the data charts that are provided in the *Assessment Guides*, a teacher can see how the students progress through the year by comparing their performances on each skill.
- The *Leveled Assessment Guides* include mid and end-of-unit assessments that span across the school year and are aligned to the progress monitoring tools. For example, the teacher can utilize the "Individual and Class Record Sheets" to inform instruction and further assessment based on the student's performance.
- The *Leveled Assessment Guides* explain how data from the formal assessments can be used to determine which students should be progress monitored. For example, the *Level Assessment Guide: "Instructions"* page instructs the teacher to, "Detail the student's errors to help the teacher analyze the results properly in order to determine exactly where a student may need more guidance or instruction."

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 three *Assessment Guides* provide the teacher with charts to record the results of the included assessments. For example, in *the Level 1 Assessment Guide*, you will find "Class Record for ABC Name and Sound Mastery," "Class Record Sheet" for all the mid-unit assessments, and all of the end-of-unit assessments. These record sheets show how the students did on the individual assessment. The material does not have a tool to track individual student progress.
- The three *Assessment Guides* provide the teacher with an individual record sheet for each of the assessments in the guide. These record sheets help the teacher record the student's answers to the tasks being assessed. This is simply recording what the student responded to correctly and what errors the student made while taking the assessment. The material does not have a tool to track individual student progress, and the material does not provide guidance for the teacher on how to make decisions based on the results.
- The *Leveled Assessment Guides* include data management tools for tracking individual student progress, "Individual Student Recording Sheets," but do not enable teachers to make appropriate instructional decisions to accelerate instruction. The "Using the Assessment" page 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."

- The "Students' Individual Record Sheets" provide a place for teachers to organize their individual student data, but the tools do not support teachers with analyzing or interpreting the data so that the teacher can make instructional decisions.

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

- The *In-Depth Program Guide* discusses assessments as it describes the program. Under "Assessments," the guides tell the teacher that each assessment includes "1. Instructions for the teacher, 2. A teacher's copy of the assessment for you to refer to and mark during the assessment. 3. A student copy to be placed in front of the student during the assessment. and 4. A classroom grid to mark and track scores for the class." This does not include any way to analyze patterns and the needs of the students.
- The *Level 1 Assessment Guide* provides the teacher with everything needed to administer an assessment. Charts are included to track the responses to the assessment. The guide does not help the teacher to analyze the results of the individual student or the class as a whole.
- The *Leveled Assessment Guides* include data management tools for tracking whole-class student progress, "Class Record Sheet," and enable teachers to analyze patterns of students. For example, the "Using the Assessment," page 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."
- The "Class Record Sheet" provides a place for teachers to organize their student data, but the tools do not support teachers with analyzing or interpreting the data so that the teacher can make instructional decisions.

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

- The *In-Depth Program Guide* discusses assessments as it describes the program. Under "Assessments," let the teacher know what assessments are available and what each assessment includes. The guide gives a little guidance on giving the assessments. The guide states, "If you do not have sufficient time, you can skip parts of the assessments. You can skip the mid-unit assessments and just administer the end-of-unit assessments. Or you can use the mid-unit assessments only for students who need extra help." It does not tell how often to assess the students.
- The *In-Depth Program Guide* has a "Scope and Sequence" for each level of the program. This has some guidance on when to give assessments to the students. For example, the "Scope and Sequence for Level 1" shows the teacher to assess "Unit 1, Unit 7, Unit 9, Unit 11, Unit 13, and Unit 17." The guide does not give any guidance on assessing the students at other times to address strengths or needs.
- The *Leveled Assessment Guides* provide "progress monitoring" assessments at the mid-unit and end of units. These assessments provide progress monitoring frequency guidance, but no guidance based on students' strengths. The *Leveled Assessment Guides* do not include specific suggestions for how often to progress monitor different groups of students or

individuals, depending on the results of their unit assessments. For example, the *Level 3 Assessment Guide*: "Using the Assessment" page states, "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.')" "

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

- The *Phonological Awareness Teacher's Daily Lesson Book* gives limited guidance on when to skip parts of a lesson. It says that "...if the teacher feels that most students have mastered the goals before the end of the lesson..." This guidance does not rely on data to make decisions.
- The material shows a progression of the units and the progression of the lessons, but it does not mention using the assessments to accelerate the students. The *Level 1 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." There is no mention of what to do with the data that has been collected on the assessments.
- Assessments are included, but they do not include connections to lessons, materials, or activities that can be used with students based on their determined needs. The teacher guidance documents in the materials do not explain how the data from a progress monitoring assessment can be used to plan small-group instruction to address gaps in learning or provide enrichment.

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 *Level 2B Teacher Handbook* provides an opportunity for the teacher to lead a discussion with the students to help them develop oral language. The program provides the students with phonetic readers they can read aloud. For example, "Unit 25" in the *Level 2B Teacher Handbook* has the story "The Kind Queen." The *Level 2B Teacher Handbook* provides several ways to encourage the students to work on developing their oral language. For example, "Activating Prior Knowledge," "Cover Analysis," "First Reading Reflection" and "Second Reading Reflection." These provide opportunities for oral language development in a guided practice activity where the students are expected to discuss the phonetic readers. They do not provide modeling or coaching feedback. It also does not provide independent practice of the skills in oral language.
- The *In-Depth Program Guide* gives a limited amount of guidance on developing oral language. For example, in section 6, "Phonetic Reader: Comprehension Instruction," gives the teacher information on the different activities to do with the readers. In "Activation Prior Knowledge" the teacher is guided to "... discussing facts and information that students already know that are related to the text." This material does not provide guidance on modeling, guided practice, coaching feedback, or independent practice. It is implied that the discussion will help to develop oral language and the teacher will be guiding the discussion.

- The *Phonological Awareness Guide* includes step-by-step lesson plans that guide teachers through oral language activities. For example, "Teacher's Daily Lessons, Part B Student Application & Practice Objective" states, "Students will become familiar with rhyme by singing a rhyming song using the names of students in the class." This gives the opportunity for the students to practice oral language, however, there is no guidance for the teacher on explicit instruction for coaching, feedback, or independent practice.

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

- Throughout the ReadBright Program, the students have opportunities to have social communication through the "Classroom Centers." For example, "Unit 8" in *Level 1B Teacher Handbook* "Classroom Centers" has the students playing the game "Ship to Dock." In this game, the students work with a partner to read words. The students take turns and read word cards to each other. Teacher guidance implies that the students work together to determine if the word was read correctly, giving students opportunities to engage in social and academic communication. Students engage in social communication by discussing who will go first and whose turn it is to read, and they engage in academic communication by discussing whether the word is read correctly or incorrectly.
- The materials provide the students with opportunities to communicate academically and socially with the class through the phonetic readers. In each *Teacher Handbook*, the materials provide questions to help develop communication skills. For example, in *the Level 1B Teacher Handbook*, the teacher is guided in the "Activation Prior Knowledge" section to ask the students, "What are some animals that people have as pets?" This question will help students communicate socially. Through the same story, the handbook provides further questions to help students communicate academically. For example, after reading the second page the students are asked to answer a question "Citing proof from the text."
- The materials include opportunities for students to engage in social communication. For example, In the *Level 1A Teacher's Handbook*: "Kid in the Middle, Phonics Instruction, Phonics Skill: Short i; Classroom Activity #1: Human Spelling Game, (continued)," The teacher calls out the word "sit" and the three students who are chosen, come up to spell out the word. The class says: "/i/; sit." The teacher then says that the word is now changing to "sat." The student chosen because they have an "a" letter card comes up and switches places with the student wearing the "i" letter card, thereby making the new word, "sat." The class now says: "/a/; sat."

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

- The materials provide the students with the authentic opportunity to listen actively, to engage in discussions, and to share information and ideas. For example, in "Unit 12" of the *Level 1C Teacher Handbook*, the students read the phonetic reader for the unit. After reading "Snap! Flash! Clap!," students are asked to reflect on the reading. In the section, "Second Reading Reflection," students are asked multiple questions that lead the students to share information and to actively listen to others. The questions lead to a classroom discussion about a circus.

- The materials include authentic opportunities for students to share information and ideas with their peers. For example, *Level 1A Teacher's Handbook* "Kid in the Middle, Phonics Instruction: Phonics Skill: Short o Classroom Activity #1: Unscramble," "A student gets a card with the letters 't,' 'o,' 'c' written on it. The student writes the word 'cot' on a blank index card and holds it up for the teacher to see. Then the student passes the card with the letters 't,' 'o,' 'c' to the next student."
- The *Teacher's Handbooks* include scaffolds such as sentence stems, guiding questions, or conversation starters to facilitate students' discussions. The *Level 1A Teacher's Handbook* "Kid in the Middle; Phonetic Reader Story: Pop! Pop! Pop!; Phonics Skill: Short o/Pop Words: has, you," include scaffolds such as sentence stems, guiding questions, or conversation starters to facilitate students' discussions. For example, during the "First Reading Reflection," students are making a, "Text to self-connection: The popcorn in this story made a big mess all over the floor. What do you do in your house when there is a big mess? How do you clean up big messes?"

Foundational Skills

5.C.2	Letter-Sound Correspondence	28/30
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	0/2
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3)(S)	24/24

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

Evidence includes, but is not limited to:

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

- The "Scope and Sequence" for the *ReadBright Phonics Program* shows the progression of skills taught to the students. As seen in the *In-Depth Program Guide*, the first skills taught are the names and sounds of the individual letters. It then progresses to short "a," "i," "o," "u," and "e" sounds. Once the student has been taught the short vowel sounds the program introduces other special rules to help the students read more challenging words than just cvc words. For example, after all the short vowel words are introduced the program teaches the suffix -s. This allows students to read words like cats, dogs, etc.
- The *Level 1A Teacher Handbook* "Encoding Unit 1" shows a progression of skills from spelling letter sounds to sentences. The "Encoding list begins with the student spelling just the letter for the sound dictated. The activity then moves to spelling three-letter cvc words. By the end of the activity, the student is writing simple sentences.
- The *Level 1A Teacher's Handbook* "Kid in the Middle, Phonics Instruction," includes a scope and sequence that shows a progression that starts with letters most useful in decoding. For example, *Level 1A Teacher's Handbook* "Kid in the Middle, Phonics Instruction," teaches "CVC" short vowels before "Magic E," long vowels. The material provides specific language the teacher can use in each lesson to teach letter names and sounds explicitly. For example, the

Level 1a Teacher Handbook uses "Kid in the Middle," to teach short vowel sounds or CVC words.

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

- The *ReadBright Phonics Program* provides guidance on how to teach the phonics skill of the week. The *In-Depth Program Guide*, section 3 "Phonics Instruction" guides the teacher to the routine of the program. The program has four activities to teach the skills. Introduce each phonics skill of the week by using a picture hint and story, while teaching the marking of the word, singing the *ReadBright* phonics song of the week, and modeling by tapping out the word with sound cards. Then the program moves on to a "Phonics Classroom Activity." The *In-Depth Program Guide* then provides limited guidance on each activity's routines. The guide does not give the teacher guidance on giving the student feedback based on common errors or misconceptions.
- *Level 1A Teacher Handbook* provides the teacher with the story that is used to teach the first "Kid in the Middle" sound. The handbook gives the teacher the words to the song used to teach the skill. "Unit 1 Lesson" has a bulleted list of facts the teacher is to use to help the student understand the basics of reading. For example, "There are five vowels: a, e, i, o, u. All the other letters are consonants. Consonants and vowels make up words." The lesson section does not give recommended feedback for students based on common errors or misconceptions.
- The *Teacher's Handbooks* do not provide teachers with explicit teaching instructions on how to address common decoding mistakes with recommended explanatory feedback for students. For example, in the *Level 1a Teacher Handbook*: "Phonics Instruction 8; Phonics Skill: Short a;" Phonics "Classroom Centers, Word Family Trees Booklet," there is a "NOTE TO TEACHERS" section where it is suggested that, "There are lines at the bottom of some letters to avoid mistakenly using those letters upside down." This is not an explicit teaching instruction to support student learning beyond this activity.
- The *Teacher's Handbooks* do not provide teachers with explicit teaching instructions on how to address common misconceptions with recommended explanatory feedback for students. For example, in *Level 2a Teacher's Handbook*, "Pop Word Instruction: Pop Words: could, should, would Classroom Activity #1: Throw the Ball," it states "The teacher calls a student's name and throws them the ball. That student is 'It.' The class spells and says the pop word on that student's flashcard, for example, 'w-o-u-l-d; would.'" Then the student who is 'It' throws the ball to the next student, who becomes 'It' for the next round. The class then reads the pop word on that student's flashcard." The "NOTE TO TEACHERS" states, "For additional practice, students can trace the pop word in the air while spelling it."

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

- The materials include a variety of activities such as Elkonin boxes, rhyming activities, and sorting activities for the application of letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. For example, after learning all short vowel sounds, consonants, and l-blends, students read a decodable reader "Set 1c: Book 1: Snap! Flash! Clap!" that includes a "Target Phonics Skill: Beginning Blends" with the "Words using Target Phonics Skill: snap, press, clock, grin, stuck."
- The materials include a variety of resources for the application of letter-sound correspondence to decode one-syllable and multisyllabic words in decodable-connected text. For example, the *Teacher Handbooks*, *Student Workbooks*, and "Phonetic Readers" provide opportunities for students to apply and practice skills they have learned. The *In-Depth Teacher's Program Guide* states that once teachers "have modeled how to tap and sound out the phonics skill during phonics instruction, and once the pop words have been taught using the recommended methods during pop word instruction, students will be ready to practice the newly taught skills in the workbook."
- Materials include a variety of resources for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode multisyllabic words in isolation. For example, in the *In-Depth Teacher's Program Guide: Phonics Pages* it states that, "On these pages, the phonics rules are presented individually, in a clear and meaningful way. All skills are cumulatively reviewed as new skills are introduced." It also states, "Assessments (mid-unit and end-of-unit) are provided to track the progress of students and to ensure every student masters each skill."
- In the "Mid and End of Unit Assessments," the students are given the opportunity to review previously learned materials and to decode one-syllable and multisyllabic words. For example, in "Assessment 10" of *Level Two Assessments*, students are asked to review the "Special Rules." They read words in isolation like leave, fly, boxes, candy, and peaches. These words were taught earlier in the program. The students are also asked to read a fluency passage, which includes words like night, plane, seatbelt, tray, and waist.

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.
- 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.

- The *Teacher's Tool Kit: Phonological Awareness Teacher's Edition* provides scripted lessons with "Teacher Modeling" for each phonological awareness skill.

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)

- *Teacher's Tool Kit: Phonological Awareness Teacher's Daily Lessons* provide materials that provide direct and explicit instruction for teaching phonological awareness skills. For example, "Lesson 4 Blending Two Phonemes for Form a Two-Phoneme Word" provides the teacher with a stated objective for the lesson. It begins with teacher modeling. In the teacher modeling section, the materials have a scripted lesson for the teacher to follow. The lesson provides examples for the teacher to use to teach and to practice the skills. The lesson does not provide explanatory feedback for students based on common errors or misconceptions.
- *Teacher's Tool Kit: Phonological Awareness Teacher's Daily Lessons* provide scripted lessons for the teacher to teach skills. The scripted lesson provides the teacher part in red and a possible answer in gray. The scripted lesson provides examples to use with the students. For example, in the "Blue Unit" lesson 20 has the students generating rhyming words. The teacher models the lesson in "Part A" and then in "Part B the students apply the skill. The lesson does not provide any explanation of common errors or misconceptions. The material does not address what the teacher should do if a student makes an error or does not understand.
- The lessons include specific terms, phrasing, and statements for teachers to use during instruction. For example, in the *Phonological Awareness Teacher's Tool Kit: "The Red Unit: Lesson 1: Blending an Onset and Rime,"* the script reads, "Model an example with your class. Watch as I show you and then you'll try...What word do we get if we put together... Let the class answer. Repeat their answer. (Sweep a finger across the box and the line.) Everyone color the boat on your worksheet. Let's continue to do the worksheet together." The lessons do not include examples of explanatory feedback for students based on common errors or misconceptions. For example, in the *Phonological Awareness Program Guide: "The Blue Unit: Rhyming: Lesson 7: Part B,"* the lesson script directs the teacher to say, "We will continue to practice deciding whether two words rhyme. Instead of the whole class answering together, only the group of students that I point to should answer." The materials do not provide any explanations for common misconceptions or errors or include feedback if the students get the answer incorrect.

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 include a variety of activities and resources for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS. The *Phonological Awareness Teacher's Daily Lessons* each includes 2 parts. "Part A" is the Teacher Modeling,

where "the teacher presents a goal to the class with direct instruction and modeling." "Part B" is the student application portion of the lesson, where "students practice the goal they were taught with different kinds of targeted activities." These student activities include strategies for memory building. There are four types of student activities included during the application: songs, interactive and traditional worksheets, and oral practice.

- During the colored "Phonological Awareness" units, the lesson structure of each "Phonological Awareness lesson" ensures ample repetitive practice to facilitate comprehensive skill review. The diverse lesson components incorporate strategies to enhance memory retention and skill mastery. By combining teacher modeling and a variety of student application sections, the materials ensure sufficient repetitive practice to support cumulative skill review across all colored phonological units. The diverse lesson components also incorporate strategies for enhancing memory and skill mastery. This structured approach is consistently applied throughout the "Phonological Awareness" lessons, providing explicit and systematic instruction to support repeated practice and review.
- For example, in "Lesson 12" of the "Red Word: Compound Words" activities include using interactive magnetic blocks and interlocking cubes that provide a visual to support memory building, as well as repeated practice and review to support students as they work to delete the first or the second syllable of two-syllable words. This engages students in ongoing practice, review, and memory enhancement of rhyming words.

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)

- The "Orange Unit" and "Red Unit" of *Teacher's Tool Kit Phonological Awareness Teacher's Daily Lessons* provide lessons that are systematic and sequenced. The program is divided into three units of skills. The "Red Unit" covers "Onset and Rime, Introduction to Phonemes, Blending Phonemes, Segmenting Words into Phonemes, Counting Phonemes, and Manipulating Phonemes" and the "Orange Unit" covers "Beginning, Ending Sounds and Beginning, Middle and Ending Sounds." The lessons progress from the simple to the more complex. For example, "Red Unit Section 8 Phonemes" starts off with blending an onset and rime. It progresses to blending two or more phonemes to form words.
- The materials teach blending and segmenting phonemes before moving on to manipulating phonemes. Phonemic awareness lessons focus on initial and final sounds before medial sounds. For example, in the *Phonological Awareness Teacher's Tool Kit: Teacher's Daily*

Lessons: "The Red Unit: Section 8: Phonemes," students will combine an onset and a rime to form a word in lessons 1–2, then they divide a two and three phoneme word into phonemes in lessons 11–20. In lessons 21–31, students remove the first phoneme of a three-phoneme word and identify the remaining phonemes.

- The materials teach blending spoken phonemes to form one-syllable words, before teaching segmenting spoken one-syllable words into individual phonemes. For example, in the *Phonological Awareness Teacher's Tool Kit: Red Unit: "Phonemes: Lessons 4-10,"* the teacher models blending phonemes, and then models how to segment words into phonemes, including how to count phonemes in "Lessons 11-20."

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

(T)

- The "Red Unit" in the *Teacher's Tool Kit Phonological Awareness Teacher's Daily Lessons* provides materials for direct and explicit instruction for teaching phonemic awareness. For example, "Lesson 1 Blending Onset and Rime" starts with teacher modeling. The material gives a scripted lesson with the teacher's part in red and the actions in black. It tells the teacher what to say and what to do to teach the skill. The material provides pictures to help with the lesson. The material provides "Student Application and Practice" in part two of the lesson. In this part of the lesson, the teacher has a script they can follow. There is no guidance or recommended explanatory feedback for students based on common errors and misconceptions.
- "Red Unit" in the *Teacher's Tool Kit Phonological Awareness Teacher's Daily Lessons* provides materials for direct and explicit instruction for teaching phonemic awareness. For example, at the beginning of the section, the material provides the teacher with an overview of the concepts taught in the section. The material gives the teacher guidance in vocabulary used in the section, examples of words that have the same number of written letters and phonemes, and words that have a different number of letters and phonemes.
- The lessons include examples of direct instruction. For example, in the *Phonological Awareness Teacher's Tool Kit: "The Red Unit: Phonemes: Lesson 7, Part B, Oral Practice,"* tells the teacher to explain, "We will continue to practice putting together three sounds to make a word, without using pictures. Three students at a time will stand in front of the classroom. I will tell each student one sound of a word. Then the three students will hold hands to show that they are putting the sounds together. They will call out the word that the sounds make."

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

- The materials provided in the *Teacher's Tool Kit Phonological Awareness Teacher's Daily Lessons* build the student's oral phonemic awareness skills through the lessons. In some of the lessons, the students are introduced to "Elkonin Boxes." They use these boxes to map out the number of phonemes in a word. For example, in "Lesson 16 Segmenting a Three-Phoneme

Word into Three Phonemes and Counting the Phonemes in That Word" the teacher displays three boxes and three counters. The teacher says the word and then the sounds of the word. They use the counters to show the three phonemes in the word. When the students begin to decode words they use the same boxes to place the letter that matches the phonemes of the word. For example, in the *Level 1 Workbook*, the student will see similar boxes on a review sheet for "Unit 1 Activity." The student will be familiar with the concept of one phoneme for each box and will be able to connect the principals in the oral activities to the print activity.

- *Level 1A Teacher Handbook* "Lesson 1" provides a transition from the oral lessons to the phonemic lessons in the *Teacher's Tool Kit Phonological Awareness Teacher's Daily Lessons*. *Lesson 1 in the Level 1A Teachers Handbook* starts out with a review of the letters. The *Level 1 Workbook* provides the students with multiple practice opportunities to review the number of phonemes in a word in the "Intro to Reading" workbook pages.
- The materials include explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. For example, in the *Level 1a Teacher's Handbook: "Kid in the Middle: Unit 1, Phonics Skill B: Short a,"* students orally segment and blend CVC words with *ă/ /t/* (e.g., cat, hat, bat, and sat) and then learn how to decode and encode CVC words with -at during the "Encoding" portion of the lesson.
- The materials provide specific terms, phrasing, and statements that teachers can use during core instruction to connect phonemic awareness skills to the alphabetic principle. For example, in *Level 1a Teacher's Handbook: "Kid in the Middle: Unit 1, Phonics Skill B: Short a,"* the teacher script reads, "Watch as I show you, and then you'll try. H-o-p. (Pause between each phoneme.) What word do we get if we put together: h-o-p? (Pause between each phoneme.) Hop.

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

- The *Teacher's Tool Kit Phonological Awareness Teacher's Daily Lessons* provide the teacher with a variety of activities that they will need to help the student to develop, practice, and reinforce the phonemic awareness skills. For example, the program provides scripted lessons for the teacher to teach the new skill. The program used the gradual release method to develop and practice the skill. The teacher has ample practice material to practice the skills with the students. Most lessons provide two different activities to help develop, practice, and reinforce the skills needed. In the *Leveled Teacher Handbooks*, the teacher has a daily activity to reinforce the skills learned earlier in the *Teacher's Tool Kit Phonological Awareness Teacher's Daily Lessons*. For example, *Level 1A Teacher's Handbook "Phonemic Awareness Drills"* has the students identifying initial, final, and middle sounds. They were introduced to this skill in "Unit Orange" of the *Teacher's Tool Kit Phonological Awareness Teacher's Daily Lessons*.
- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills. For example, The *Phonological Awareness Teacher's Tool Kit: Teacher's Daily Lessons* include manipulatives and activities such as, "Teacher Display Cards, Duck Puppet, Hand and Chin, Magnetic Blocks, Cut-Up Picture Cards, and Interlocking Cubes." The lessons also incorporate

gestures/body movements and other kinesthetic activities to help students visualize blending, segmenting, and manipulating phonemes presented orally.

- The materials provide resources including manipulatives and online interactive activities to practice and reinforce students' phonemic awareness skills. For example, *The Phonological Awareness Teacher's Tool Kit: Teacher's Daily Lessons* includes materials that teachers use during instruction, such as Elkonin boxes, phoneme word blocks, syllable word blocks, and counters/letter tiles.

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 ReadBright materials provide a systematic sequenced program to introduce grade-level sound-spelling patterns as outlined in the TEKS. For example, in Level 1A and B Teacher Handbook, there are seventeen units of instruction. Each unit provides a daily list to practice sound-spelling patterns. This list follows the phonic skill taught in the lesson. The program starts with the short vowel sound words and moves to more complex words. The material covers the TEKS. TEKS 1.2.C.i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables are addressed in the dictation lists.
- The Level 1A, Level 1B, Level 1C, Level 2A, and Level 2B Teacher Handbook, have material that introduces grade-level sound spelling patterns that are aligned to the TEKS. For example, TEKS 1.2.B.i decoding words in isolation and in context by applying common letter-sound correspondences is aligned to the daily list of isolated words that are dictated for the student to spell. TEKS 1.2.B.ii decoding words with initial and final consonant blends, digraphs, and trigraphs are covered in "Units 8-13" in the Level 1 phonics program.

- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example, in the *In-Depth Teacher's Program Guide: Scope and Sequence: Leveled Phonics Program, Level 1*, students begin learning CVC words in "Units 1–5," then progress to compound words and special rules in "Units 15–17." The lesson objectives are aligned to the grade-level TEKS sound-spelling patterns. For example, in the *Phonological Awareness Teacher's Tool Kit: Teacher's Daily Lessons: "Units 1–17,"* students learn how to decode and spell words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

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

- The *In-Depth Program Guide* guides teachers to provide direct and explicit instruction for grade-one sound-spelling patterns. In "Section B Making and Breaking Words" provides guidance for the teacher in the routine of Making and Breaking Words. This routine helps the teacher to use the same procedure to teach the sound-spelling patterns throughout the program. This section of the guide gives the teacher step-by-step directions on how to use the materials with the students.
- The *Level 1A Teacher Handbook* has teacher guidance that helps provide direct and explicit instruction for grade-level sound-spelling patterns. For example, "Unit 3 Short i" provides a story the teacher uses to help the students understand the concept of short i. After telling the story, the students can use letter cards to build words that fit the pattern. For example, once they learn the sound of i, the students build words using letters like, him, fin, sip, hit.
- The lessons include specific terms, phrasing, and statements for teachers to use during instruction. For example, in the *Phonological Awareness Teacher's Tool Kit: "The Red Unit: Lesson 1: Blending an Onset and Rime,"* the script reads, "Model an example with your class. Watch as I show you and then you'll try...What word do we get if we put it together... Let the class answer. Repeat their answer. (Sweep a finger across the box and the line.) Everyone color the boat on your worksheet. Let's continue to do the worksheet together." The lessons help teachers to provide explicit instruction on ELAR sound-spelling patterns. For example, the *Phonological Awareness Teacher's Tool Kit: "Teacher's Daily Lessons,"* includes poems, songs, and rhymes to introduce and reinforce sound-spelling correlations and syllable combinations.

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 *ReadBright* program provides a variety of activities to help the student develop, practice, and reinforce grade-level sound-spelling patterns. For example, in *Level 1A Teacher Handbook "Unit 3"* is focused on short o. In "Unit 3" the program provides the students with a main lesson which includes building words with letter cards. It has two different classroom activities to help the student develop the skills. It provides a "Dictation Daily List" and "Making and Breaking Words" routine to help practice and reinforce the skills taught.

- The materials provide a variety of resources to help the student develop, practice, and reinforce grade-level sound-spelling patterns. Some of the resources for the program are picture hint cards, Leveled Workbooks, posters with graphic hints, homework pages, and dictation lists for each unit of study. The program also has many songs that help to reinforce and develop the skills. For example, "Unit 4 Short U" in *Level 1A Teacher Handbook* has a song that the teacher can use as they introduce the new sound. Later the song can be used to reinforce the skill.
- The materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns. For example, in the *Phonological Awareness Teacher's Tool Kit*, "Section 8: Phonemes Overview, lessons 1–2" introduces blending an onset and rime to form a word. The materials include activities and resources to help students review and practice sound-spelling patterns skills through cumulative review. For example, in the *Phonological Awareness Teacher's Tool Kit*, lessons include the use of Elkonin boxes, picture cards, and magnetic letters to support student understanding.

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 *ReadBright* program provides a variety of activities to support students in decoding and encoding words that include taught sound-spelling patterns both in isolation and in decodable connected text in the weekly lessons in classroom activities and in the workbooks. For example, "Unit 4 Short u" has the students encoding isolated words and connected text through the sentences. They have them encoding and decoding in the "Making and Breaking Words" routine in each unit of study. The *Level 1 Workbook* provides the students with opportunities to practice the skills in isolation and in connected text.
- The *ReadBright* program provides a variety of resources to support students in decoding and encoding words that include taught sound-spelling patterns both in isolation and in decodable connected text. The program has routines built into the program like "Making and Breaking Words." It has a workbook that goes with each leveled handbook that provides phonetic readers to help the students to reinforce and practice sound-spelling skills. The picture hint cards help the students develop the skills being taught. For example, "Unit 31" of the *Level 3A Teacher Handbook* shows the "Mystery Words." The "mystery Words" are on picture cards. These cards help to develop and practice the sound-spelling pattern of or.
- The materials provide a variety of activities and resources to decode and encode words in isolation. For example, the *Phonological Awareness Teacher's Tool Kit: The "Red Unit: Phonemes, Lesson 9,"* materials include "Cut-Up Picture Cards," for students to practice putting together sounds to make a word. The materials provide traditional activities for students to decode and encode words in context. For example, in "Level 1, Set 1A, Book 1: On the Mat," decodable texts include stories with intentional vocabulary to support instruction and practice of specific phonic skills and concepts such as "Short a (cap.)"

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 *In-Depth Program Guide* "Scope and Sequence," shows the systematic sequence for introducing both regular and irregular high-frequency words. The program starts with some of the most frequently used words. The program teaches high-frequency words as "Pop Words." The "Pop Words" are mostly irregular high-frequency words. The regular high-frequency words are covered along with the phonic skills for the unit. The program starts with the simple CVC words and develops into more complex words as the students progress through the levels. The "Scope and Sequence" found in the *In-Depth-Program Guide* shows the program starting with teaching high-frequency words with short vowels and then moving into digraphs and then blends. The "Scope and Sequence" also shows the irregular high-frequency words that the program teaches. It starts with words that are frequently seen in beginning readers like, a, the, is, on, I, have, of, and, has, you, for, and to.
- The *ReadBright Phonics* program has a systematic sequence for introducing regular and irregular high-frequency words. For example, the "Scope and Sequence" from the *In-Depth Program Guide* shows the irregular high-frequency words taught in each unit of study. The

program teaches "Pop Words." "Pop Words" are taught in groups of three to five words. The words are grouped to fit the skill of the units or grouped as similar words. For example, the program teaches color words together in "Unit 14." In "Unit 23," the program teaches the number words.

- The materials include a systematic sequence for introducing regular and irregular high-frequency words during direct instruction that aligns with the spelling pattern being taught. For example, the *In-Depth Teacher's Program Guide* states, "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." The materials organize the introduction of regular and irregular high-frequency words in smaller batches of words that follow a common phonic or spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. For example, the *Leveled Phonics Program: Level 1* introduces Pop Words: he, she, me, we, and be together in "Unit 6" after teaching a review of all short vowels in "Unit 5."

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

- The *In-Depth Program Guide* provides the teacher with guidance for direct instruction for decoding and encoding irregular high-frequency words. In "Section 1" of the guide "Pop Word Instruction," the teacher can learn the routines used in every unit of the program. The guidance shows the teacher how to introduce the new group of words using "PopWord Flashcards and the "Pop Word Easel Poster." It also gives guidance on the "Pop Word Multisensory Routine." The routine includes guidance on "Air Write, Pop Word Song, and "Trace."
- The *In-Depth Program Guide* also provides teacher guidance on the encoding routines. The program uses two techniques for encoding practice "Dictation and Making and Breaking Words." The *In-Depth Program Guide* provides the teacher with guidance for direct instruction for decoding and encoding regular high-frequency words. Most of the regular high-frequency words are taught in the phonics instruction part of the program. In "Section 3: Phonics Instruction" teacher guidance is given for the routines used in each unit of the program. The program uses four ways to introduce decoding skills. The program uses, "Picture Hints/Story/Marking," "Songs," "Model Tapping with Sound Cards," and "Classroom Activities." The guide provides direct instructional guidance for the teacher to teach each routine. The *In-Depth Program Guide* also provides teacher guidance on the encoding routines. The program uses two techniques for encoding practice "Dictation and Making and Breaking Words."
- The *In-Depth Teacher's Program Guide* includes guidance for the teacher to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words. For example, in the *Level 1a Teacher's Handbook*, it guides the teacher with the directions, "When dictating beginning blends, say a word with a given blend. Students should write down the first two letters that they hear at the beginning of the word. For example, when having students write the "bl" blend, ask students: "What are the first two letters in the word 'blow'? Feel free to dictate words even if students cannot spell them in their entirety. Students only need to write the initial two letters."

- The materials include an overview for teachers at the unit level, providing background knowledge of decoding and encoding regular and irregular high-frequency words. For example, the *In-Depth Teacher's Program Guide* guides what makes a high-frequency word irregular versus regular so that teachers can use this knowledge during instruction to respond to student needs.

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 *ReadBright Program* includes a variety of activities for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words. The *In-Depth Program Guide* explains all of the activities used for developing, practicing, and reinforcing the skills to decode and encode regular and irregular high-frequency words. For example, Pop Words are taught using a variety of multisensory routines including "Air Write," "Pop Word Song," and "Trace." The program has two "Orthographic Mapping Routines" to help develop the skills needed to decode and encode high-frequency words. Each week the program provides two classroom activities. The "Making and Breaking Words" helps to develop, practice and reinforce skills. Throughout the program, there are opportunities for review of skills through the assessments, and workbook pages. The level workbook provides pages for the students to practice, and reinforce the skills taught in the unit lessons. These pages provide both decoding and encoding practice.
- The *ReadBright program* has many resources for the students to use to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words. The *In-Depth Program Guide* outlines the resources available for the students. For example, the guide states, "The ReadBright Leveled Phonics Program is a comprehensive phonics and pop word program that consists of; workbooks, phonics readers, sing-along audio USBs, a *Teacher's Handbook*, vocabulary cards, More Marvelous Hints, and a homework program." Through the program components, the students also have assessments that reinforce their skills. The program has vocabulary cards to help students with decoding high-frequency words. The program also has a dictation list for each unit of study that helps the students practice the skills for the unit.
- The materials sequence concepts so that students develop mastery in a set of high-frequency words through direct instruction and practice before spiraling skills for reinforcement so that students independently practice spiraled skills that have been previously mastered. For example, in the *Level 1a Teacher's Handbook*, students work on sets of high-frequency words with short a in "Unit 1, and short i in Unit 2." Once these have been mastered, students work on short o in "Unit 3" and have "short a" and "short i" words spiraled into, "Short o, Classroom Activity #2: I Went on a Trip," alongside newly acquired words. The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year For example, the *In-Depth Teacher's Program Guide* includes, "Pop Words Instruction: A. Pop Word Introductory Lesson, B. Pop Word Multisensory Routines: 1. Air Write 2. Pop Word Song 3. Trace; C. Orthographic Mapping

Routine, D. Pop Word Routine: Pop Word Wall, Pop Word Lists, and Pop Word Classroom Activities," for use in direct instruction and in student centers.

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 *ReadBright Program* includes a variety of activities for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words. The *In-Depth Program Guide* explains all of the activities used for developing, practicing, and reinforcing the skills to decode and encode regular and irregular high-frequency words. For example, Pop Words are taught using a variety of multisensory routines including "Air Write," "Pop Word Song," and "Trace." The program has two "Orthographic Mapping Routines" to help develop the skills needed to decode and encode high-frequency words. Each week the program provides two classroom activities. The "Making and Breaking Words" helps to develop, practice, and reinforce skills. Throughout the program, there are opportunities for review of skills through the assessments, and workbook pages. The level workbook provides pages for the students to practice, and reinforce the skills taught in the unit lessons. These pages provide both decoding and encoding practice.
- The *ReadBright program* has many resources for the students to use to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words. The *In-Depth Program Guide* outlines the resources available for the students. For example, the guide states, "The ReadBright Leveled Phonics Program is a comprehensive phonics and pop word program that consists of; workbooks, phonics readers, sing-along audio USBs, a *Teacher's Handbook*, vocabulary cards, More Marvelous Hints, and a homework program." Through the program components, the students also have assessments that reinforce their skills. The program has vocabulary cards to help students with decoding high-frequency words. The program also has a dictation list for each unit of study that helps the students practice the skills for the unit.
- The materials sequence concepts so that students develop mastery in a set of high-frequency words through direct instruction and practice before spiraling skills for reinforcement so that students independently practice spiraled skills that have been previously mastered. For example, in the *Level 1a Teacher's Handbook*, students work on sets of high-frequency words with short a in "Unit 1, and short i in Unit 2." Once these have been mastered, students work on short o in "Unit 3" and have "short a" and "short i" words spiraled into, "Short o, Classroom Activity #2: I Went on a Trip," alongside newly acquired words. The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. For example, the *In-Depth Teacher's Program Guide* includes, "Pop Words Instruction: A. Pop Word Introductory Lesson, B. Pop Word Multisensory Routines: 1. Air Write 2. Pop Word Song 3. Trace; C. Orthographic Mapping Routine, D. Pop Word Routine: Pop Word Wall, Pop Word Lists, and Pop Word Classroom Activities," for use in direct instruction and in student centers.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	38/38
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)	2/2
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1)(T)	8/8
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	12/12
5.E.3d	Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3)(S)	16/16

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

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing grade-level syllable types starting with CVC words. In *Level 2A Teacher Handbook* "Unit 23 Compound Words and Open Syllable Words." The lesson on open syllable words states, "If the only vowel in a word is found at the end of the word, the vowel usually 'says its name.'" In *Level 2B Teacher Handbook* "Unit 29 Final y" the program teaches that words that end in y have a long or short sound. The words in this unit contain open syllables words like, shy, sky, cry, penny, happy, chilly, and funny.
- The *ReadBright program* aligns with the grade one TEKS in introducing the different types of syllables. The *In-Depth Program Guide* "Scope and Sequence" shows the skills in order of introduction. For example, in grade one, students are expected to decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and

diphthongs; and r-controlled syllables. Closed syllables are introduced with the short vowel words in "Level 1." Open syllables are formally introduced in "Level 2 Unit 23." VCe syllables are introduced at the beginning of "Level 2 Units 18-21." Vowel teams are introduced in "Level 2 Units 25–28." and R-Controlled vowels are introduced in "Level 3."

- The sequence for introducing syllable patterns and syllable division principles is aligned with grade-level TEKS. For example, in the *Student Phonics Readers and Workbooks 1 and 2*, students decode and encode words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables. The sequence for introducing syllable patterns and syllable division principles is aligned with grade-level TEKS. For example, in *Level 4: Syllable Division Teacher's Edition*, students decode and encode words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

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)

- Materials in the *ReadBright Phonics Program* include guidance for the teacher to provide direct and explicit instructions for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. For example, the *Level 2 Workbook* "Magic e Long u" the "Note to Teacher" gives the teacher instructions on how to help the student with the "long u" sound.
- *Level 2 Teacher's Handbook* provides the teacher with guidance for direct instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable and multisyllabic words. For example, "Unit 22 Soft c and Soft g" provides the teacher with a lesson that helps students to understand when the "c" and "g" change the sound they make. Then the material has the teacher do a sort of word in "Classroom Activity # 2 Sort It!" In the activity, the student looks at a word and decides if the work has a "hard g" or a "soft g."
- The materials provide teachers with important points to emphasize about decoding and encoding words by applying knowledge of syllable division principles (i.e., dividing words into manageable parts to assist in decoding and encoding.) For example, in the lesson found in *Level 4a Teacher's Handbook*: "Unit 2: Mrs. Garden," when teaching VCCV words, the teacher states, "These words have a vowel-consonant-consonant-vowel pattern: Two consonants are in between two vowels; Syllable Types: Point out the different types of syllables to students," The teacher uses the words "costume and "barber" to demonstrate how to draw a line between the consonants to divide the syllables, and to identify the different syllable types. The materials include specific terms, phrasing, and statements that teachers should use during core instruction. For example, during the suffixes lesson found in *Level 4a Teacher's Handbook*: "Unit 3: Mr. Baker," the teacher is directed to, "Teach students that a suffix is a word part added to a real word. To see if the word part is really a suffix, cover the suffix and see if a real word remains."

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 *ReadBright Program* includes a variety of activities for students to develop, practice, and reinforce skills to decode and encode one-syllable and multisyllabic words. The *In-Depth Program Guide* explains all of the activities used for developing, practicing, and reinforcing the skills to decode and encode one-syllable and multisyllabic words. Each week the program provides two classroom activities to develop the decoding and encoding of one-syllable and multisyllabic words. The "Making and Breaking Words" routines help students to develop, practice and reinforce skills. Throughout the program, there are opportunities for review of skills through the assessments, and workbook pages. The level workbook provides pages for the students to practice, and reinforce the skills taught in the unit lessons. These pages provide both decoding and encoding practice.
- The *In-Depth Program Guide* outlines the resources available for the students. For example, the guide states, "The ReadBright Leveled Phonics Program is a comprehensive phonics and pop word program that consists of; workbooks, phonics readers, sing-along audio USBs, a *Teacher's Handbook*, vocabulary cards, More Marvelous Hints, and a homework program." Through the program components, the students also have assessments that help to guide the students and reinforce their skills.
- The materials include a variety of activities to develop, practice, and reinforce skills to decode and encode multisyllabic words. For example, in the *In-Depth Teacher's Program Guide*, the "Orthographic Mapping Routine Version 1," includes an activity in which the teacher, "1. Say the pop word. 2. Say a sentence with the pop word out loud. 3. Repeat the pop word slowly as students whisper along with you. Have students pick up one finger for each sound in the word. 4. Say the sounds of the word, while drawing a fill-in line on the board for each sound. 5. Write the letter or letters that represent each sound on the lines. 6. Point to each letter or group of letters that represent a sound in the word and ask students whether the letter(s) and sound match up and make sense. 7. Erase the letters that do not make sense and rewrite them in red. 8. Tell students that the letters that do not make sense must be remembered by heart."
- The materials include a variety of resources to develop, practice, and reinforce skills to decode and encode multisyllabic words. For example, in the *Phonological Awareness Teacher's Tool Kit*: "Section Four Multisyllabic Words Overview," materials include "Teacher Display Cards," a "Duck Puppet," "Hand and Chin" demonstrations, "Magnetic Blocks," "Cut-Up Picture Cards," "Interlocking Cubes," "Elkonin Boxes and Counters," "Worksheets and Activities," and "Oral Practice."

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 in the program provide a variety of activities for students to practice decoding and encoding one-syllable or multisyllabic words using knowledge of syllable types and syllable division principles in isolation and in decodable connected text that builds on previous instructions. For example, materials in the program provide a variety of activities for students to practice decoding and encoding one-syllable or multisyllabic words using knowledge of syllable types and syllable division principles in isolation and in decodable connected text that builds on previous instructions. *Level 2 Workbook* provides the students with multiple pages to practice decoding words in isolation. and in decodable text. The workbook pages also review the previously learned skills. Pages in the workbook have the student decode a word and then circle the corresponding picture for the word. Pages have the students "Mark a Word." On these pages, the students mark the "Kid in the Middle" words and the "Magic e" words. *Level 2 Workbook* also has pages that have the students look at a picture and then shade in the letters that are found in the word. After they have shaded the letters the student then writes the word.
- Materials in the program provide a variety of 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 instructions. For example, each level of the program has "Decodable Text Phonic Readers." These readers provide the students with practice decoding words in connected text. For example, "The Kind Queen" has the students decoding one-syllable words with the vowel team "ea" and "ee."
- The materials provide a variety of activities and resources for decoding and encoding multisyllabic words in connected text. For example, students in the *Level 1a Teacher's Handbook*: "Kid in the Middle, Unit 5: short e" have an opportunity for students to read sentences on the workbook page that directs them to circle the picture that matches the sentence with one-syllable words. The materials provide a variety of activities and resources for students to practice decoding skills that were previously taught as well as those recently introduced. For example, the *Level 1a Teacher's Handbook*: "Kid in the Middle: Unit 1," begins by teaching pre-reading skills as well as the short vowel sounds through picture hints, sound cards, and skill songs.

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. The materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review.) Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts.)

Evidence includes, but is not limited to:

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

- The *In-Depth-Program Guide* provides a *Scope and Sequence* for the different levels of the program. These "Scopes and Sequences" show the systematic sequence of introducing the grade one morphemes as outlined in the TEKS. For example, "Level 1:Unit 6" introduces the affix -s. The affix - ed is introduced in "Unit 17." and the affix -ing is introduced in "Unit 16."
- As seen in the *In-Depth Program Guide* "Scope and Sequence" section, the materials teach an affix and provide opportunities to practice and review before introducing the next affix. For example, the affix- s is introduced in "Unit 6," and the next affix that is introduced is not introduced until "Unit 16." The program allows the review and practice of one skill before it introduces the next skill.
- The materials include a scope and sequence document that identifies grade-level morphemes. For example, in the *Level 4: Syllable Division Teacher's Edition*: "Unit 1 Snack Man," students identify the meaning of words with the affixes -s, -ed, and -ing, as outlined in

the TEKS. The materials organize the introduction of grade-level morphemes in smaller batches of words that follow a common phonic or spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. For example, the *Level 4: Syllable Division Teacher's Edition*: "Unit 1 Snack Man," includes a unit overview that includes the suffixes -ing and -ed. The overview provides definitions and examples of each affix, and words with -ing and -ed are found in the week's "Syllable Story."

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 provided in the *ReadBright Phonics Program* include guidance for the teacher to provide direct instruction for recognizing common morphemes and using their meanings to support encoding, decoding, and reading comprehension. For example, "Unit 6" of the *Level 1A Teacher Handbook* shows the "Daily Lesson." The lesson states that "A suffix -s can indicate a plural (more than one.) A suffix -s can indicate that a verb is in the present tense." It also gives guidance on how to read a word containing the suffix -s.
- *Level 1C Teacher's Handbook* includes guidance for the teacher to support decoding encoding and recognition of common morphemes. "Unit 17 Suffix -ed" provides guidance as the class participates in the "Classroom Activity #1 Puzzle Piece Words." This activity provides the teacher with information on how to play the game with the students. and examples of how to play. The handbook also provides verbs to use in the activity.
- Materials include guidance for the teacher to provide explicit (direct) instruction for supporting the recognition of common morphemes. For example, the *Level 1a Teacher's Handbook*: "Kid in the Middle," includes guidance in the "Teaching Tip" sections at the beginning of the *Teacher's Handbook*, unit overviews, and a *Teacher's Resources* USB drive to enhance teachers' knowledge of morphological study and its importance for students. The lesson plans include teacher tips or explanations of the morphological objective of the lesson. For example, the *Level 1a Teacher's Handbook*: "Unit 6, Suffix s, the Daily Lesson" includes directions for the teacher to state the specific uses for the "letter s" and the "suffix s."

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

- The *ReadBright Phonics Program* materials provide a variety of activities for students to develop, practice, and reinforce grade-one morphological skills. One of the skills taught in the program is suffix -s. This is developed when it is introduced in the "Unit 6 Lesson" in the *Level 1A Teacher's Handbook*. The Handbook provides two classroom activities that help to develop and practice the skill. "Unit 6" *Level 1 Workbook* provides two pages for the student to complete to practice and reinforce the skill of adding the suffix -s to a word to a noun to make it plural or a verb to make it present tense. The "Phonetic Reader Hats, Caps, and Pans" is also used to practice and reinforce student's skills in reading the suffix -s words.

- The *ReadBright program* has a variety of resources that help students develop, practice, and reinforce grade-one morphological skills. For example, to practice the suffix -ing, "Unit 17" of the *Level 1C Teacher's Handbook*, provides multiple resources. For example, the material provides a "Picture Hint," and "Skillsongs" to help develop the skill. For "Unit 17" of the program there are workbook pages, homework pages, and Phonetic Readers. Vocabulary cards and Centers. For example, "Unit 17" has the classroom center "Suffix ed Sort and Charades."
- The materials include practice activities in paper or digital workbooks to build on the taught morphological skill and spiral previously learned morphological skills. For example, in the *Level 1 Student Workbook*, students learn about common prefixes and suffixes, such as -ed and -ing, using "Reading Drill Sheets, Repeated Sentences, Chants, Poems, and Activity Pages." The materials provide a variety of ways to reinforce, practice, and review morphemes as they are taught and spiral previously learned morphological skills. For example, in *Level 1a Teacher's Handbook*, students complete a dictation of words and sentences focused on the prefix re-. When finished, the students either receive immediate corrective feedback from the teacher or compare their spelling/writing to the master and correct their own work.

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 of the *ReadBright Program* include a variety of activities for students to decode words with morphemes in isolation and in decodable connected text that builds on previous instruction. For example, in the first five units of level one, the students learn to decode short vowel words. In "Unit 6" the program develops the suffix -s. The students then use what they learned in the previous units and add the suffix -s. The *Workbook Level 1 "Suffix S"* provides the students with the opportunity to decode words in isolation. The workbook also provides the students with activities to practice marking the suffix -s before they decode the word, The materials also provide a dictation list to help practice the skills.
- The materials of the *ReadBright Program* include a variety of resources for students to decode words with morphemes in isolation and in decodable connected text that builds on previous instruction. The program provides songs, workbook pages, homework pages, phonetic readers, picture hints, and routines to help the student. The materials also have assessments built into the program. For example, the students are able to encode in isolation through the "Encoding" routine. For example, in *Level 1C Teacher's Handbook*, "Unit 17 Suffix -ed" The students are able to encode words in isolation like list and listed, and in connected text like "I helped other kids."
- The materials include instructional routines that emphasize encoding and decoding. For example, in the *Level 1a Teacher's Handbook* "Unit 6: Suffix s," the students, "Cut out puzzle pieces for the word 'caps' and place them in the 'Puzzle Piece Words Poster.'" The materials include a student practice book (paper and/or digital) with word lists focused on the targeted morpheme(s) for the lesson. Students read the word lists and complete an exercise to focus on meaning. For example, in *Level 1a Kid in the Middle Teacher's Handbook* "Unit 6: suffix s," students read a list of words and complete workbook activities with the suffixes -s.