

IMRA Review Cycle 2024 Report

Publisher Name	Program Name
Scholastic Inc	Ready4Reading
Subject	Grade Level
English Phonics	Kindergarten

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
Quality Review Overall Score:	273 / 307

IMRA Reviewers

Flags for Suitability Noncompliance 1

Indicator	Count of Flags
1. Prohibition on Common Core	1
2. Alignment with Public Education's Constitutional Goal	0
3. Parental Rights and Responsibilities	0
4. Prohibition on Forced Political Activity	0
5. Protecting Children's Innocence	0
6. Promoting Sexual Risk Avoidance	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0

Flags for Suitability Compliance 6

Indicator	Count of Flags
Alignment with Public Education's Constitutional Goal, 2.1.1	6
Promoting Sexual Risk Avoidance, 6.2	0

Alleged Factual Errors 0

Public Feedback

Flags for Suitability Noncompliance 6

Rubric Indicator	Count of Flags
1. Prohibition on Common Core	0
2. Alignment with Public Education's Constitutional Goal	0
3. Parental Rights and Responsibilities	0
4. Prohibition on Forced Political Activity	0
5. Protecting Children's Innocence	0
6. Promoting Sexual Risk Avoidance	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0

Alleged Factual Errors 0

Public Comments 0

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	42 / 53
2. Progress Monitoring	25 / 28
3. Supports for All Learners	30 / 32
4. Phonics Rule Compliance	32 / 36
5. Foundational Skills	144 / 158

Strengths

- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 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.
- 4.4 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.C.1 Alphabet Knowledge: Materials provide a systematic sequence for introducing letter names and sounds, with explicit instruction for letter identification and formation. They include activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and within meaningful print.
- 5.C.2 Letter-Sound Correspondence: Materials systematically introduce letter-sound relationships, provide phoneme-letter instruction with corrective feedback, and include activities for decoding skills practice.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials include a

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

Challenges

- 1.1 Course-Level Design: Materials do not outline the ELPS or include pacing guidance for various instructional calendars.
- 1.2 Unit-Level Design: Materials do not offer supports for families in Spanish for each unit.
- 1.3 Lesson-Level Design: Materials do not contain comprehensive lesson plans with daily objectives for content and language standards.
- 2.1 Instructional Assessments: Diagnostic and summative assessments are not aligned to the TEKS.
- 2.2 Data Analysis and Progress Monitoring: Materials do not include tools for students to track their progress and growth.
- 3.3 Support for Emergent Bilingual Students: Materials do not include guidance on linguistic accommodations, for various levels of proficiency as defined by the ELPS.
- 4.2 Daily Instructional Sequence and Routines: Daily lessons do not include opportunities for immediate and corrective feedback.
- 4.3 Ongoing Practice Opportunities: Materials do not have practice opportunities that only include explicitly taught phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials lack guidance on determining frequency of progress monitoring based on students' strengths.
- 5.B.1 Oral Language Development: Materials do not provide explicit guidance for developing oral language and oracy. Materials lack authentic opportunities for students to ask questions.
- 5.D.1 Phonological Awareness: Materials lack a systematic sequence for introducing phonological awareness and explicit instruction with explanatory feedback for teaching phonological awareness TEKS.
- 5.D.2 Phonemic Awareness: Materials lack explicit instruction with explanatory feedback for common misconceptions in teaching phonemic awareness TEKS.

Summary

Scholastic *Ready4Reading* is a K–3 English Phonics program. The instructional materials provide a comprehensive phonics program that includes a Ready4Reading Implementation Guide, Wiley Blevins Teaching Phonics that teaches foundational skills, Short Read Decodables to practice decoding skills with short texts, and Read to Know Text Sets to apply phonic skills and apply knowledge. Each lesson provides multisensory activities to help keep students motivated. Additionally, the program offers quick check assessments and eight larger assessments to administer during the beginning, middle, and end of the year. It contains lessons on writing letters to transfer sound to spelling. It provides various opportunities for differentiation and suggestions for supporting multilingual learners.

Campus and district instructional leaders should consider the following:

- The program includes a TEKS correlation chart in the Planning and Pacing Continuum and an ELPS correlation chart titled "Correlation of Ready4Reading to Texas ELPS." These are separate documents rather than integrated into each lesson, which might present some challenges for both novice and experienced teachers. Additionally, the materials currently lack specific resources to assist administrators and instructional coaches in effectively implementing the program.
- While the product does offer a Weekly Planning and Pacing Guide, it may not provide the detailed daily lessons needed for consistent daily implementation. Navigating the various components across different printed resources and sections of the online hub can be somewhat complex, which might make following the lessons more difficult.

Intentional Instructional Design

1.1	Course-Level Design	11/15
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).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	2/4

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

Evidence includes, but is not limited to:

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

- The online Implementation Guide includes a “Ready4Reading Scope and Sequence” and can be found in the Systems Resources Digital Hub. Since the product is a grade K through grade 3 resource, the material is organized by skill, not grade level. It includes simple to complex concepts: alphabet knowledge, consonants and short vowels, consonant blends, review consonants and short vowels and consonant blends, consonant digraphs, long vowels, complex vowels, and more word study and special spellings.
- “Ready4Reading” offers a suggested scope and sequence for each grade level according to state standards and basal scope and sequence. For example, in grade K the suggested sequence recommends teaching letter sounds based on frequency and utility, and reading foundational skills focusing on print concepts, phonological awareness, phonics, and word

recognition. Ready4Reading provides a “TEKS Citation” document, which is available in the “Help” section of the Scholastic Digital Manager portal.

- Under the section titled “Aligning Instructional Sequence with State Standards,” it states, “The teaching materials and lessons in the Wiley Blevins Teaching Phonics will help you meet your specific state reading and language arts standards....” The charts detail a suggested scope and sequence for each grade (using a careful review of state standards and existing basal scopes and sequences). For more information on scope and sequence, see *Phonics from A to Z*, 4th ed. The scope and sequence does not outline the ELPS in the lessons.

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 online “Teacher Hub” includes a weekly planning and pacing guide within the link and in the Implementation Guide. The material is organized in weeks, focusing on alphabet knowledge in the first 14 weeks of grade K. The pacing guide gives evidence that the materials include lessons focusing on phonics lessons and texts for 32 weeks of instruction. The Wiley Blevins *Phonics from A to Z: A Practical Guide* suggests acceleration for students above level for phonics. The author states, “The most effective and impactful thing you can do for above-level students is to place them along the phonics continuum at a point that best meets their instructional needs.”
- A 32-week planning and pacing guide is provided and can be found under the “System Resources” in the digital resources (i.e., 165 instructional days calendar). The weekly planning and pacing guide does not include options for varying numbers of instructional days or weeks (i.e., 180- and 210-instructional day calendars).

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

- The *Program Guide* includes a suggested sequence for teaching phonics in grade K. The materials include connections between the foundational skills, such as print concepts, phonological awareness, phonics and word recognition, and fluency. The materials suggest that teachers “complete the sequence by the end of the third instructional quarter so the remaining quarter can be spent working on mastery/fluency of these skills and continued application to reading.”
- *Wiley Blevins Phonics from A to Z* explains the rationale of lesson order and the way concepts are connected. For example, the materials explain the importance of systematic instruction, point out those places where concepts progress from easy to more complex, and include constant review and repetition. The materials state that instruction must be cumulative and build on previous lessons, as demonstrated in the text’s “Scope of Skills.” The materials are organized by skills instead of units. “The materials explain the rationale behind lesson order and the way concepts are connected as found in the *Implementation Guide*: “Read to Know Features.” The guide states, “Read to Know Text Sets’ aggregation of the ‘Ready4Reading Phonics’ scope and sequence combines phonics elements into coherent groupings (CVC

words or long vowels with final e). Through this consolidated practice, children build skills and agility they need to become fluent readers.”

- Materials provide the rationale for the order and the way concepts are connected, as found in the *Implementation Guide* “Ready4Reading: Instruction.” The guide states, “Lessons introduce sound spellings systematically.” This system offers explicit and systematic instruction to help build letter-sound knowledge.

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

- The online modules (units) include an overview of the skill taught and detailed lesson templates with step-by-step directions for each objective and practice activity. The materials provide teacher guidance for each module (units) for using all materials, including texts, technology integration, language transfer suggestions, enrichment and differentiation activities, practice activities, and assessment.
- Lesson internalization protocols are provided for teachers to read through and connect the lessons to the task or assessment in sequential steps and highlighted notes, for teachers to anticipate the area where students may need support. For example, the materials provide language transfer support for multilingual students.
- Materials explain the purpose of each step and the protocols to be followed with each lesson. Each lesson within a category follows the same template to ensure ease of use and employs the same language to ensure consistency and the transfer of skills.

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

- The online modules (units) include an overview of the skill taught and detailed lesson templates with step-by-step directions for each objective and practice activity. The materials provide teacher guidance for each module (units) for using all materials, including texts, technology integration, language transfer suggestions, enrichment and differentiation activities, practice activities, and assessment.
- Lesson internalization protocols are provided for teachers to read through and connect the lessons to the task or assessment in sequential steps and highlighted notes, for teachers to anticipate the area where students may need support. For example, the materials provide language transfer support for multilingual students.
- Materials explain the purpose of each step and the protocols to be followed with each lesson. Each lesson within a category follows the same template to ensure ease of use and employs the same language to ensure consistency and the transfer of skills.

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.

- Materials provide background content knowledge and academic vocabulary to effectively teach phonics according to the premises of the science of teaching reading in the Wiley Blevins Teaches Phonics Program Guide. This is only provided in the “Weekly Instructional Routines” program guide, not at the beginning of each lesson.
- Materials offer an overview of the three core modules—phonics Lessons, Short Read Decodables, and Read-to-Know Text Sets—as well as the assessments and web-based hubs for teachers and students. Materials provide a four-part instructional framework built on a gradual release model. Ready4Reading ensures that the science of teaching reading is accessible and practical in a grades K–3 classroom. The grade K materials provide lessons starting with simple skills, gradually developing into complex skills, then applying previous lessons.
- The Read to Know Text Sets Teacher's Guide provides an overview of the topic, including a video to build background knowledge and vocabulary. For example, the first text set includes three lessons about the physical characteristics and processes that help big cats survive. The materials provide explicit teacher lesson plans for whole-group and small-group instructional options with recurring themes. The materials target phonics skills, vocabulary, building knowledge, building comprehension, and writing to respond by drawing pictures or composing sentences.
- The “Short Read Decodables Overview” demonstrates the components presented, including background knowledge and academic vocabulary. The “Short Reads Decodables Overview” provides an overview of the small-group lessons on the skills that the students will practice in the texts. The materials provide teachers clarity regarding the genre, summary, targeted skill, and suggestions for multiple reading lessons with the same decodable. The materials include

a “Building Background Knowledge with Informational Texts” to help students acquire greater learning about each subject. For example, materials include bulleted facts about water, butterflies, and air travel to support student learning and teacher implementation. The “Short Reads Decodables” provide background knowledge and guidance for teachers to help students make connections between concepts and lessons. Each decodable lesson has a guide for teachers to follow during a small group lesson. Every fifth card reviews the targeted sound spelling of the previous four lessons.

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

- The Implementation Guide provides a “Ready4Reading for Families” overview of the print and digital materials available for students and families to use at home. Downloadable Read to Know texts offer students access to texts to read at home. The materials state, “Point out that families can refer to the ‘Extra! Extra!’ notes on each book’s inside back cover to further build knowledge and extend book discussions.” Materials suggest that families can best support their children by coaching them to blend sounds they know to read words. Materials are provided in print and digital format to support student learning at home. For example, materials are provided digitally as online videos, downloadable decodable and Read to Know texts, and printable activity pages for families to use at home.
- The decodable short reads include take-home cards for families in English. The materials do not contain support for families in Spanish.

Intentional Instructional Design

1.3	Lesson-Level Design	28/34
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.	24/30
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 questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

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

- The material includes comprehensive lesson plans with all resources, questions, tasks, and instructional assessments needed to support instructional activities for each lesson. For example, the grade K phonics “Lesson N” overview shows visuals of all materials and supplies needed, an articulation video, decodable text, handwriting practice, an extension activity, and an audio letter chant. The decodable text lesson for This Cat Can includes language support cards, take-home readers, decodable words, high-frequency words, and a phonemic awareness review activity. Lesson 1 of the “Read to Know” texts include phonics and word type focus, three connected texts, response and write resources, take-home printables, and videos. The lessons provide structured routines to support students in learning the skills being taught, including guided practice, application, and assessment. The materials include an oral reading rubric to collect data on children's reading progress with the texts.
- The Read to Know Text Sets include questions and tasks to build conceptual knowledge. These lessons provide specific explicit and systematic routines to develop grade-level skills. The lessons include modeling, guided practice, and scaffolded application. The materials do not include daily objectives. The Read to Know Text Sets Teacher's Guide provides detailed

lesson plans that include targeted instruction in phonics and language comprehension. The materials include literacy skills, such as content-area vocabulary, challenge words, reading comprehension questions, knowledge-building activities and videos, and writing for each text. The lessons provide systematic routines to support students in learning the skills being taught, including guided practice, application, and assessment. Materials include an oral reading rubric to collect data on children's reading progress with the texts. Materials do not include stated daily objectives for the teacher and student for the content and language standards of the lesson. Assessments are suggested within the text sets through readiness checks, discussion questions, respond and write resources, and oral reading rubrics.

- The “Short Reads Decodables Overview” provides a detailed picture of the lesson format when teachers use the decodables. Materials include a small-group instructional routine that provides the teacher with background information and a sequenced lesson plan for teaching with the decodable. Materials include the genre and summary, targeted phonics skills, phonemic awareness, a sound-spelling review, and practice reading decodable words in context. Materials suggest reading the texts two times. Materials are provided after reading comprehension questions and activities, including writing.
- The “Read to Know Overview” provides a detailed lesson plan sample. The lesson plans are included in the teacher resource kits. Assessments are suggested within the text sets through readiness checks, discussion questions, response and writing resources, and oral reading rubrics. Materials do not include comprehensive, structured, or detailed daily content objectives for the teacher and student.

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

- The Program Guide includes lesson guidance and activities with suggested times for each part of the lesson. Materials include lesson plan templates that provide specified minutes for teachers to implement various lesson activities related to phonemic awareness and word study. Materials note these instructional routines are research-based and create consistent classroom practices. The materials state, “This model provides educators with a framework for releasing to children in a gradual manner,” suggesting the method offers students sufficient time to practice, then try out new concepts on their own.
- Materials advance time considerations so that learning experiences are taught with fidelity and support students in spending sustained time developing content and skills in grade-appropriate areas. For example, in the “Program Overview,” the material recommends 10–20 minutes of a whole-class phonics lesson and 40 minutes of small teacher-led groups with the decodable and Read to Know sets. A weekly planning and pacing guide for grade K is included on the digital platform under “System Resources.”

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

- The *Read to Know* text sets’ “Teacher Guide” provides an overview of the teacher and student materials needed in the lesson. The materials include an “At a Glance” page for each text set

that provides information about each text used in the set and a summary of each text. The materials include a cumulative review, whole-group and small-group instructions, and individual lesson plans for the teacher with step-by-step instructions for implementation. Materials also provide students with access to digital resources for the lessons.

- The lesson plan cards for the materials contain pictures of the teacher and student resources needed on the front of the cards. For example, the grade K “Lesson B” overview shows pictures and states the purpose of the articulation card, mirror, sound boxes and counters, letter-sound flashcards, handwriting practice, and magnetic letter tiles and tray.
- The overview of the “Digital Teacher Hub” includes a list of all digital materials, worksheets, and manipulatives. Pictures of manipulatives are included, to help ensure that teachers use the proper materials.

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

- The Read to Know text sets’ “Teacher Guide” provides an overview of the teacher and student materials needed in the lesson. The materials include an “At a Glance” page for each text set that provides information about each text used in the set and a summary of each text. The materials include a cumulative review, whole-group and small-group instructions, and individual lesson plans for the teacher with step-by-step instructions for implementation. Materials also provide students with access to digital resources for the lessons.
- The lesson plan cards for the materials contain pictures of the teacher and student resources needed on the front of the cards. For example, the grade K “Lesson B” overview shows pictures and states the purpose of the articulation card, mirror, sound boxes and counters, letter-sound flashcards, handwriting practice, and magnetic letter tiles and tray.
- The overview of the “Digital Teacher Hub” includes a list of all digital materials, worksheets, and manipulatives. Pictures of manipulatives are included, to help ensure that teachers use the proper materials.

Progress Monitoring

2.1	Instructional Assessments	22/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	12/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	4/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	2/2

The materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the intended purpose for the types of instructional assessments included. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Materials contain diagnostic, formative, and summative assessments that align to the objectives of the course, unit, or lesson. Formative assessments are aligned to the TEKS. Diagnostic and summative assessments are not aligned to the TEKS. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

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

- Materials include diagnostic assessments that vary in types of questions and tasks. The Letters2Meaning (L2M) assessment is a progress and placement test that is normed, adaptive, and digital. This assessment reports a grade equivalent (GE) score that “aligns with the Ready4Reading scope and sequence, connecting instruction across modules.” The GE score gives teachers a starting point for student placement in the program. Letters2Meaning “specifically measures a student's letter knowledge, decoding, encoding, and basic comprehension using different types of questions.” This assessment is adaptive. Therefore, each student follows a unique progression through the test items.
- Materials include a variety of assessments and suggestions for measuring specific skills or a cluster of skills concerning the alphabet and phonemic awareness. For example, the *Wiley Blevins Teaching Phonics Program Guide* provides nine diagnostic and summative assessments that are used to determine overall or individual subskill area scores. Teachers

use these diagnostic and summative assessments to evaluate skills mastery and determine a student's position in the program.

- Materials include formative assessments at the unit and lesson level that vary in types of questions and tasks. For example, the materials include Quick Checks with the lessons within the Teaching Phonics module. The Read to Know module includes respond and write and an oral reading rubric. The online Teachers Hub also includes online assessments, Letter2Meaning Assessments, Word Warmup, and Read & Record Activities.
- Materials provide summative assessments that vary in types of questions and tasks at the lesson level. For example, in the *Wiley Blevins Teaching Phonics* online module, the “Assessment” tab opens the units “Alphabet,” “Phonics,” and “Word Study.” After teaching short vowel o lessons, the teacher can choose the unit “Phonics” and then choose the short vowel o lesson assessment.

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

- The *Read to Know Text Sets Teacher's Guide* provides the intended purpose for each type of assessment in the text sets. For example, the “Readiness Checks” list words representing the phonics focus that the students will read in the text set. The materials state, “Listening in as children read these words aloud can help you gauge children's readiness for reading the texts and identify possible needs for additional support.” The materials include an oral reading rubric for the teacher with teacher-guided, step-by-step instructions explaining how to make the assessment. Materials provide four embedded assessment opportunities, including a readiness check, discussion questions for each book, response and write resource, and an oral reading rubric “to track children's phonics and comprehension progress as they read aloud a decodable text.”
- Materials include a definition of formative assessment and its intended purpose of informing instruction, helping educators and students make adjustments, identifying misconceptions, gauging progress, and guiding instructional decisions. The “Oral Reading Rubric” found in the online module *Read to Know Text Sets* defines formative assessment as a means to monitor children's progress during learning so that teachers can identify their level of skill mastery.
- The materials include a definition of diagnostic assessments. The definition is found in the link within the “Help” and “Ready4Reading” guides in the “Scholastic Digital Manager.” The definition and examples of diagnostic reading tests are included in an article titled “A2i & Diagnostic Reading Tests.” The article states that diagnostic reading tests “examine component reading skills separately in order to target instruction to the specific skills the student needs” and “might assess student knowledge of individual letter sounds, sound blending, sight words (regular and irregular), vocabulary knowledge, and both literal and inferential reading comprehension levels.”

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

- The *Wiley Blevins Teaching Phonics Program Guide* provides instructions for teachers in administering nine assessments for phonemic awareness, alphabet recognition, short vowels, consonant blends and digraphs, long vowels, complex vowels, word study, a “Comprehensive Phonics Survey,” and a “Comprehensive Spelling Survey.” The materials provide assessment directions for teachers to prepare specific documents for each type of assessment and instructions on how to administer the assessment and record the data on the assessment sheet for error analysis. For example, the “Comprehensive Phonics Survey” includes non-word reading sections for the students, individual scoring sheets, and a class record sheet “to determine small-group differentiated instructional needs.” Teachers can use the anecdotal recording forms to collect consistent and purposeful data three times a year. Materials provide recommendations for breaking the assessments into parts. For example, the “Alphabet Assessment” is divided into two parts to assess uppercase and lowercase letters first, followed by sounds for each letter. Materials provide “Recommended Assessment Schedules” for grades K–3. The schedule includes assessments that should be administered at the beginning, middle, and end of the year. The schedule ensures that the assessments are consistently being administered to help educators accurately monitor students’ areas of strengths and weaknesses. The materials include explicit directions to the teacher about how to administer the phonics assessment. The directions are included in the *Wiley Blevins Teaching Phonics* online module. For example, the directions for the “Comprehensive Spelling Survey” can be found on the teacher’s hub.

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

- Materials provide diagnostic assessments that align to the objective of the unit or lesson but not to the TEKS. Materials do not identify the standards assessed in each unit or provide detailed TEKS-based lesson plans in the assessment. The publisher provides a TEKS alignment on the website and in the spreadsheet that aligns the TEKS with specific assessments, such as the “Quick Checks” and the “Formative Assessment” used with the decodable texts. The “Assessment Overview” includes nine assessments to be administered three times a year. The assessments align with the scope and sequence, lessons, and skills, but the TEKS are not aligned with the assessments.
- The formative assessments are clearly aligned with the TEKS. The diagnostic and summative assessments are not. The materials include diagnostic, formative, and summative assessments aligned to the objectives of the unit and lesson. The detailed lesson plans outline the way the materials can be used to teach specific concepts and skills, address particular students' expectations, and provide guidance on the way to assess student learning. The material offers a TEKS correlation guide that states how the lessons and the accompanying assessments align with the state standards and lesson objectives.
- Materials provide formative assessments that align with the TEKS and with the objective of the unit or lesson. For example, the *Wiley Blevins Teaching Phonics* lesson “Short a” is aligned to

grade K TEKS 2.B.ii, which states that a student is expected to demonstrate and apply phonetic knowledge by “using sound-letter relationships to decode, including VC, CVC, CCVC, and CVCC words....” Materials provide the teacher with a “Quick Check” that can be used as a formative assessment to provide data to determine whether a student requires reteaching of the target skill or if the student is ready to move on to the next lesson.

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

- Materials provide instructional assessments that include standards-aligned items with at minimally two levels of complexity. Materials provide formative and summative assessments that align with the TEKS and the objective of the unit or lesson. For example, the *Wiley Blevins Teaching Phonics* lesson “Short *a*” is aligned to grade K TEKS 2.B.ii, which states that a student is expected to demonstrate and apply phonetic knowledge by “using sound-letter relationships to decode, including VC, CVC, CCVC, and CVCC words....” Materials provide the teacher with a “Quick Check” that can be used as a summative assessment. The “Short *a*” lesson’s digital activities can be used as a formative assessment to provide data to determine whether a student requires reteaching of the target skill or whether the student is ready to move on to the next lesson. The digital activities include “Build Words: Short *a*,” “Spell Words: Short *a*,” “Blend Words: Short *a*,” “Sound-Spelling Word Sort: Short *a*,” and an “Interactive Story: Sam’s Cat.” Printable resources for the lesson are also available and can be used as informal assessments.
- The Instructional assessments include standards-aligned items at minimally two levels of complexity. For example, the Read to Know module includes readiness checks, text-specific questions, and respond and write tasks. Examples include, “Why do you think the author wrote this book?” and “Invite children to write and draw about how to be a good sport. Encourage them to return to the text to find Informative/Explanatory details they might want to include.” Materials provide guidance for the teacher to monitor and adjust instruction based on the various assessments with each text.
- The Instructional assessments include standards-aligned items at more than two levels of complexity. For example, the Teaching Phonics module includes digital activities for building words with magnetic letters, spelling, word sorts, Quick Checks, and *Short Reads Decodable* texts to demonstrate the application of the phonics lesson. All of the instructional assessments align with the standards being taught and allow the teacher to monitor classes and make necessary adjustments to the instruction based on student needs.

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The *Wiley Blevins Teaching Phonics Program Guide* recommends an outlined assessment schedule for grade K to be administered three times a year. Materials include three assessments to evaluate student's mastery of phonemic awareness, short vowels, and the alphabet over the year to track progress. Materials state that they “can be used to determine where...to start individual children” over the year to track progress. The assessment directions include instructions for recording and scoring student errors. The boldface answers include guidance for the teacher in scoring the assessment.
- The material’s instructional assessments and scoring information provide guidance for the interpretation of student performance for students in grade K. The *Letters2Meaning* assessment is a progress and placement test that is normed, adaptive, and digital. “This assessment is given five times a year (every 6–8 weeks) and provides a metric for grouping students and a way for teachers to monitor growth and progress across the year.” This assessment reports a grade equivalent (GE) score that “aligns with the Ready4Reading Scope and Sequence, connecting instruction across modules.” The GE score gives teachers a starting point for student placement in the program.
- The material’s instructional assessments and scoring information provide guidance for responding to student performance in grade K. Materials offer an assessment for each major set of skills. For example, the “Short-Vowel Assessment” is administered after teaching that particular set of skills. The assessment will guide the teacher in determining if students are ready to move on to the next set of skills. The results of skills assessments can be used as a resource when creating small-group differentiated instruction.

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

- Materials include instructional strategies to respond to student needs in grade K based on the data provided from assessments. The Ready4Reading Implementation Guide under “Meeting Students’ Needs” states, “Point-of-use supports and differentiation strategies in every lesson help teachers personalize instruction for multilingual learners, students who speak with language variation, as well as advanced and striving readers.” Following the MTSS/RTI Frameworks, the materials provide a research-based system for “Tier 1: Whole-Class Learning” and “Tier 2: Small-Group Interventions.” Materials provide explicit and comprehensive instruction during “Whole-Class Learning” with a framework that systematically builds foundational skills for all students. Materials recommend that the teacher *deliver Tier 2–targeted support for students in small groups or one-to-one with the materials that cover the “Scope and Sequence.” Teachers can adjust the pacing of the instruction to support students as needed.*
- *Materials provide guidance on using included tasks and activities to respond to trends in assessment performance for students in grade K. The data dashboard in the Scholastic Digital Manager tracks student and class growth weekly to help inform instruction. This data dashboard helps the teacher utilize results from various assessments to support purposeful planning of the appropriate grade-level experience.*

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

- Materials lack support for grade K students in tracking their own progress on assessments. Instead, the teacher records the assessment data on individual score sheets, but the students do not track their own progress.
- The “Recommended Assessment Schedules” provide three assessments that can be used at the beginning, middle, and end of the year to determine at which point to start individual students in the materials. For example, the “Alphabet” assessment in the Program Guide states, “Use the Alphabet Assessment: Class Record Sheet to gather and record all children’s scores for each testing period to determine small-group differentiated instructional needs.” The student data sheets track students’ letter-sound knowledge that the teacher uses. Materials do not include student recording data sheets, goal-setting charts, or reflection sheets to confirm students’ understanding and need to learn.
- The publisher includes multiple assessments and data points that the teacher can track. The teacher dashboard allows teachers to monitor student progress with graphs and raw data scores throughout the year. The student dashboard only provides access to programming. No tools are available for students to track their progress digitally or on paper.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- Materials include teacher guidance for differentiated instruction, activities, and/or lessons for students who have not yet reached proficiency on grade-level content and skills. For example, the Ready4Reading online “Implementation Guide” shows teachers how to disaggregate the data in “Student Performance: Phonics Activities.” The guide recommends looking at the students registering in the Learning range. These students may be choosing a text that is at too high of a reading level or need additional support and practice with specific skills.
- Each lesson has an area that explains a differentiated approach and activity that scaffolds the objective. The differentiation component for “Lesson Aa” says, “Count the number of letters in each high-frequency word and have children compare. Ask questions, such as: How many words do you see? How many letters does the word have? How many letters does the word have? How many letters does the word have? Which word has the most letters? For children who need more support, write the words. Have children read the words, build them on the metal tray with the Magnetic Letter Tiles, and then write the words.”
- Materials provide “Differentiation: Below-Level Supports” with suggestions for differentiating and scaffolding grade-level content. For example, the materials suggest the teacher “Front-Load Content,” “Modify Expectations,” and “Address Previous Skill Needs During Small-Group Time, in addition to listing activities and routines to support below-level readers: Blending, Dictation, Word Building, Word Sort, Word Ladder, High-Frequency Words, Reading

Decodable Text, and Writing About Decodable Texts routines with “Guiding Principles” to show teachers how to use a variety of instructional modalities.

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

- Materials include teacher guidance for differentiated instruction, activities, and/or lessons for students who have not yet reached proficiency on grade-level content and skills. For example, the Ready4Reading online “Implementation Guide” shows teachers how to disaggregate the data in “Student Performance: Phonics Activities.” The guide recommends looking at the students registering in the Learning range. These students may be choosing a text that is at too high of a reading level or need additional support and practice with specific skills.
- Each lesson has an area that explains a differentiated approach and activity that scaffolds the objective. The differentiation component for “Lesson Aa” says, “Count the number of letters in each high-frequency word and have children compare. Ask questions, such as: How many words do you see? How many letters does the word have? How many letters does the word am have? How many letters does the word a have? Which word has the most letters? For children who need more support, write the words. Have children read the words, build them on the metal tray with the Magnetic Letter Tiles, and then write the words.”
- Materials provide “Differentiation: Below-Level Supports” with suggestions for differentiating and scaffolding grade-level content. For example, the materials suggest the teacher “Front-Load Content,” “Modify Expectations,” and “Address Previous Skill Needs During Small-Group Time, in addition to listing activities and routines to support below-level readers: Blending, Dictation, Word Building, Word Sort, Word Ladder, High-Frequency Words, Reading Decodable Text, and Writing About Decodable Texts routines with “Guiding Principles” to show teachers how to use a variety of instructional modalities.

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

- The Wiley Blevins Phonics program lessons include ways to enrich instruction for students. The Prefixes lesson offers options for students to increase fluency by reading additional decodable texts and provides a list of recommended decodables. A section of optional activities is also included to extend the word study.
- Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, the Ready4Reading “Implementation Guide” states that teachers can use the Student Performance: Phonics Activities data from students using the Student Hub with each of the phonics lessons. Students who register in the “Applying” ranges may need an advanced text set or card to challenge them.
- Materials include teacher guidance for enrichment activities for students who have demonstrated proficiency in grade-level content and skills. In the section titled “Differentiating Phonics Instruction” in Wiley Blevins Phonics from A to Z: A Practical Guide,

4th edition, the author states, “Children who are reading and spelling words above level for phonics need both acceleration and enrichment to maximize their learning during each week's instruction.” For example, to provide enrichment supports in whole-group lessons, the teacher can add “challenge word sets in the blending portion of the lessons, include additional above-level student supports provided in the samples that follow during whole-group lessons...” such as word building, word sorts, dictation, reading decodable text, and writing extension, which are all key activities.”

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 (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent, collaborative) and include teacher guidance and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

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

- The materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. For example, the Teaching Phonics Short O lesson plan is divided into a lesson overview and five steps. Step 1: Develop Phonological Awareness—the teacher is provided a script to teach the skill. For example, “Listen to each word I say. If you hear /o/ in the word, say /o/. Here we go (pause after each word for children’s response): fog, rock, top.” “Step 2: Model Blending—write the words hot, mop, and box on the board. Model blending the words sound by sound. Run your finger under each letter as you say the sounds.” Each lesson step includes directions to effectively communicate, explain, and model the skill or activity.
- The Wiley Blevins Teaching Phonics lessons include prompts and guidance for explicit instruction from the teacher modeling instruction to the student completing tasks. As an explicit form of teaching, in the prefix lesson, it includes the following example: “Model: Say a word—best. Prompt children to change the beginning sound: Change /b/ to /t/ in best. What’s the new word? (test) Say another word—sad. Instruct children to change the ending sound: Change /d/ to /t/ in sad. What’s the new word? (sat) Next, say another word—ship. Tell children to change the middle sound: Change /i/ to /o/. What’s the new word? (shop)”
- Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned directly and explicitly. For example, in the Phonics from A to Z book, the “Consonant Digraph” lesson explains the phonics principle: The digraph sh stands for the /sh/ sound. There are five steps included within the lesson. For

example, Step 1: Reread; Step 2: Introduce Sound-Spelling; Step 3: Blend Words; Step 4: Apply to Text; and Step 5: Dictate and Write. Teachers are given prompts and guidance on how to work through each step, how to reteach, and how to extend a lesson based on the individual needs of their students.

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

- The materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. For example, the Teaching Phonics Short O lesson plan is divided into a lesson overview and five steps. Step 1: Develop Phonological Awareness—the teacher is provided a script to teach the skill. For example, “Listen to each word I say. If you hear /o/ in the word, say /o/. Here we go (pause after each word for children’s response): fog, rock, top.” “Step 2: Model Blending—write the words hot, mop, and box on the board. Model blending the words sound by sound. Run your finger under each letter as you say the sounds.” Each lesson step includes directions to effectively communicate, explain, and model the skill or activity.
- The Wiley Blevins Teaching Phonics lessons include prompts and guidance for explicit instruction from the teacher modeling instruction to the student completing tasks. As an explicit form of teaching, in the prefix lesson, it includes the following example: “Model: Say a word—best. Prompt children to change the beginning sound: Change /b/ to /t/ in best. What’s the new word? (test) Say another word—sad. Instruct children to change the ending sound: Change /d/ to /t/ in sad. What’s the new word? (sat) Next, say another word—ship. Tell children to change the middle sound: Change /i/ to /o/. What’s the new word? (shop)”
- Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned directly and explicitly. For example, in the Phonics from A to Z book, the “Consonant Digraph” lesson explains the phonics principle: The digraph sh stands for the /sh/ sound. There are five steps included within the lesson. For example, Step 1: Reread; Step 2: Introduce Sound-Spelling; Step 3: Blend Words; Step 4: Apply to Text; and Step 5: Dictate and Write. Teachers are given prompts and guidance on how to work through each step, how to reteach, and how to extend a lesson based on the individual needs of their students.

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

- The Read to Know Text Sets include whole-group and small-group instruction options. As the teacher works through the lessons, there is also time for independent reading and practice, discussion, and partner reading. Instructions are included to guide teachers in implementing the plan for each grouping type.
- The Wiley Blevins Teaching Phonics digital activities included in the program are interactive, teacher-led digital routines that can be used during whole- or small-group lessons. For

example, “Sort It” is an interactive student activity for students to arrange items into columns. The directions recommend that the teacher explain what the students do during the interactive activity. For example, they might suggest that teachers “Tell children that they are going to sort items into columns.” Materials advise teachers to divide the students into teams and use a scoreboard to make the activity competitive. Materials also suggest students make word cards to sort in open and closed arrangements and place them in a learning center to explore during independent work time. Materials offer multiple ways to engage students in collaborative and independent practices.

- Teachers and students can access the Wiley Blevins digital activities to use in whole-group, small-group, or independent settings. Guidance is also provided on how to use them: “The activities have been carefully designed for use during whole-group or small-group instruction.” These can be assigned to students for independent practice.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	9/11
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.	1/1
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.	8/8
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 ELPS), which are designed to engage students in using increasingly more academic language. Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making crosslinguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

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

- Materials do not provide linguistic accommodations for various levels of language proficiency. However, materials offer multilingual support for language transfer, vocabulary support, and multilevel support, such as graphic organizers and background knowledge/vocabulary-building videos in Spanish.
- Materials do not provide dedicated lesson plans for ESL programs according to levels of language proficiency aligned with the ELPS. Visuals are available on cards and in videos. Other resources, such as word banks, cognate charts, labeled images, and anchor charts, are not included in the materials.
- The “Weekly Instructional Routines” provide support for multilingual students. For example, the “Teaching the Alphabet” routine provides additional support under the “Multilingual Learners” insert. Materials recommend teachers and students use the “Language Charts” in Wiley Blevins Teaches Phonics from A to Z, 4th ed., to address challenges for children whose home language may not include sound or sound spelling. Provide extra sound-spelling and

letter-formation practice as needed.” Materials offer additional embedded support throughout each step of the lessons. Materials provide teachers with 10 guiding principles to help plan phonics instruction that supports multilingual learners, including “Use kinesthetic activities to connect a sound to an action.” Students retain more information if the learning is engaging and instruction is provided through different modalities. The teacher and students can connect motions to each letter sound to support learning. Materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency (as defined by ELPS), which are designed to engage students in using increasingly more academic language.

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

- Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The materials provide information for teachers of emergent bilingual students, such as one-pagers. These materials include language charts, breakout boxes for students of various dialects, etc. For example, in the teacher’s hub you can access the Short Read Decodables Best Practices for Assessing Multilingual Learners.
- Guidance is also available in the Wiley Blevins Teaching Phonics From A to Z pages 338 through 348 include guiding principles for teaching phonics to the multilingual learner.

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 Ready4Reading “Implementation Guide” provides information on the support available for teachers within the three modules. The “Multilingual Learners” (MLs) chart states, “Multilingual learners (MLs) need meaningful opportunities to transfer their home language skills into English. Growing research shows that when students are mastering more than one language, each language becomes a resource for the other.” The Ready4Reading program offers teachers guidance on instructing crosslinguistic connections. Materials provide a chart with language supports offered in each of the three modules. For example, the Read to Know Text Sets provide “strategic guidance on background knowledge, vocabulary, and understanding of figurative language.” This support seeks to build comprehension and promote enjoyment of reading. Materials provide 2–5 supports for each lesson.
- The Read to Know Text Sets offer multilingual support through “Knowledge-Building” videos in English and Spanish to build background and vocabulary and provide thematic text sets to practice skills in context. For example, the “Build Knowledge & Vocabulary” information in the Teacher’s Guide offers sequential lessons for building content-area vocabulary and making connections. Questions are provided for the teacher to talk about the topic. Materials offer a routine for pre-teaching vocabulary. Students practice vocabulary words in context.

- Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making crosslinguistic connections through written discourse. For example, in the Read to Know Text Sets Teacher's Guide, each lesson contains a “Language Support” section. The lesson plan for Text Set 2, Book 1, provides the following support: “Read the second sentence on page 4, emphasizing the phrase ‘pretty early.’ Explain that the word pretty usually means ‘nice-looking.’ In this sentence, the word pretty means ‘very.’ “‘Pretty early’ means ‘it’s very early in the morning.’ “Insert evidence narrative for guidance here.

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

- Materials do not include a design for DLI programs. Materials 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 Wiley Blevins Teaching Phonics Program Guide includes systematic and sequenced instruction of phonics skills. For example, the “Weekly Planning and Pacing Guide” is provided in the downloadable Ready4Reading System Weekly Planning and Pacing Guide. This guide demonstrates that phonics skills increase in complexity as the year progresses. The guide provides a continuum of the phonics skills week by week. The continuum begins with “Alphabet Knowledge” in grade K. For example, week 15 in grade K shows a progression starting with consonant and short vowel sounds. Consonant blends are introduced in the last few weeks of the K year.
- Materials include systematic and sequenced instruction of foundational skills. For example, the Wiley Blevins Teaching Phonics Program Guide provides an outline of the program's foundational reading skills instruction. Foundational reading skills in grade K follow a progression from simple to complex concepts and build the prerequisite skills students need to read more complex words throughout the year. The skills continuum is as follows: print concepts, phonological awareness, phonics and word recognition, and fluency.
- The Wiley Blevins Teaching Phonics Program Guide provides a “Suggested Sequence” and “Reading Foundation Skills” for each grade level. For example, the “Kindergarten Suggested Sequence” recommends teaching letter sounds in an order based on frequency and utility to build and read words. Materials suggest the teacher and students “complete the sequence by the end of the third instructional quarter so the remaining quarter can be spent working on mastery/fluency of these skills and continued application to reading.” The materials suggest

teaching foundational skills in a systematic and sequenced order. Grade K materials recommend teaching the alphabet in the following order: “m, s, t, a, p, c, n, d, r, i, h, b, l, f, o, j, x, k, e, g, v, w, u, y, q, z.” The “Kindergarten Reading Foundational Skills” provide systematic and sequential instruction for teaching Letter and Fluency in grade K. Materials offer systematic instruction in “Phonics and Word Recognition” for students to “demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.” Students associate the sounds with the graphemes.

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

- Materials include explicit daily opportunities for phonics skills. The Wiley Blevins Teaching Phonics lessons provide teacher-led instruction that clearly and specifically teaches a skill through concise explanation, modeling, practice, and feedback. The phonics lessons follow the gradual release of responsibility format. In grade K's “Alphabet Z” lesson, the teacher introduces the new sound and models how it is made. The teacher then provides an explanation with more modeling, and the sound is practiced by writing the grapheme. More practice occurs during the letter-sound sort activity. During this entire process, the gradual release of responsibility is followed, along with purposeful feedback throughout the lesson.
- Materials include daily opportunities for phonics skills and foundational skills instruction that explicitly teaches a skill through concise explanation, modeling, practice, and feedback. Lessons follow the gradual release model. For example, in grade K, each lesson begins with developing phonemic awareness by explicitly teaching the letter name and sound. The lesson continues with writing, letter sorting, and connecting to reading with the Short Reads Decodables. Students apply new phonics knowledge and practice previously learned phonics skills daily.

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

- The Wiley Blevins Teaching Phonics Program Guide includes the practice of phonics skills in isolation, including words and word lists. For example, the “Teaching Phonics” detailed lesson plan for teacher-led phonics instruction provides opportunities for students to use letter tiles, sound-spelling boxes (Elkonin boxes), and a digital activity for building words. Materials provide instructions for the teacher, such as, “Say one word at a time. Have children use the Magnetic Letter Tiles to build the word. Assist children by helping them segment the sounds in the word and attach one spelling to each sound. Write the letters on the board for children to self-check.” The program guide provides a “Decodable Text Lesson Planner” for teachers to prepare an explicit and systematic lesson using decodable texts for students to practice decoding in context. For example, “Step 2: First Read (Read Together) provides instructions for the teacher to prompt students to point to each word as they whisper read. The teacher provides corrective feedback, and then the students reread the sentence using the correct word. Materials provide a sample of corrective feedback when a student misreads a word.

- Materials include practicing phonics skills in isolation, including individual words and word lists. For example, in the Wiley Blevin Teaching Phonics “Alphabet K” lesson (which is suggested as an early kindergarten lesson), student materials include using sound boxes with counters, magnetic letter trays with tiles, and online activities using the target sound of the lesson. In “Step 2” of the lesson, high-frequency words are introduced, and students can build the words on the magnetic tray with letter tiles, read the word, and then write the word while saying it. In “Step 3” of the lesson, students learn to write letters for taught sounds and spell words using the sounds and graphemes previously taught.
- Materials include the practice of phonics skills through decodable texts. Materials include decodable texts used to practice taught phonics, reading, and writing skills in context. Lessons and activities include instructions for guided and independent practice as teachers demonstrate and monitor students' progress and performance. For example, after teaching the Wiley Blevins Teaching Phonics “Short a” lesson, teachers can prompt students to read “Sam and Tam” from the Short Reads Decodables and “Two Big Cats” from the Read to Know Text Sets. Both texts include the target sound of the lesson and allow students to practice phonics in a decodable text.

Materials include opportunities for cumulative review of previously taught skills.

- Materials provide opportunities to review previously taught skills by connecting already acquired phonics skills to new ones. For example, each component of the Wiley Blevins Teaching Phonics lessons includes a “Build in Review” in the “Spell Word” section. The grade K “Alphabet Z” lesson “Build in Review” states, “It is important that these activities be cumulative to monitor children's growth in recognizing letter sounds and writing letters and simple words. Adjust the letters, sounds, and words used in the activity based on your phonics scope and sequence.” In this lesson, the teacher dictates the target sound, and students write the letters for the sounds /z/ (z), /p/ (p), and another letter sound that has been previously taught. Then, the teacher will dictate the word zip, display the letters and words, and have students self-correct their work.
- The Wiley Blevins Teaching Phonics lessons include a component titled “cumulative review.” This area, found in “Step 2” of each lesson, recommends teachers “add words with previously taught skills to the Blend Words activity to extend the learning, practice, and application. Use words with skills children have not fully mastered from the previous four to six weeks. This extra repetition will help children gain mastery and serve as a good check for fluency and transfer abilities.”
- Materials provide opportunities to review previously taught skills by connecting already learned phonics skills to new ones. For example, the grade K Teaching Phonics lessons include a “Cumulative Review” in the “Model Blending” section as well as a “Build in Review” in the “Spell Words” section. In the short i lesson, “Cumulative Review” states, “Add i to your spelling card set to review previously taught sound spellings. This will aid in mastery.” The “Build in Review” section states, “Use cumulative spelling sentences to monitor children’s spelling growth.”

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	6/8
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.	1/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	4/4

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

Evidence includes, but is not limited to:

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

- The Wiley Blevins Teaching Phonics materials offer a “Weekly Planning and Pacing Guide,” which provides lessons that include explicit teacher modeling before students practice the phonics skill on their own. For example, in grade K, “Lesson Short o” under the section for “Step 2: Model Blending” routine, the teacher models the word sound by sound before asking students to repeat the practice activity. The teacher follows the teacher-directed blending lesson for short o, which states, “Write the words mop, hot, and box on the board—model blending the words sound by sound. Run your finger under each letter as you say the sound. Have children repeat.” Materials include direct and explicit instructions with teacher modeling, using digital or print resources. Materials state, “Use the digital or print 'Blend Words: Short o' activity to have children chorally blend the words on each line. Model the first two words: mop and hop. Then point to each word, say 'whisper-read' as children quietly blend the sounds, and then say 'all together' as children chorally read the word.”
- In the Wiley Blevins Phonics lessons, a teacher is given very explicit instructions on what to say while modeling for students. In “Step 1” of the “Word Study” lessons, the materials direct the teacher as follows: “Say a word: mat. Guide children to say the word without the beginning sound: /m/. Ask: 'What's the new word?' (at) Next, say another word: same. Guide children to say the word without the ending sound: /m/. Ask: 'What's the new word?' (say)” The lessons do not explicitly state which part of the lesson to do each day (i.e., “Day 1,” “Day 2”...), but based on the recommended time allotment for direct phonics instruction and small group, it appears that each “step” is the equivalent of one day. This provides a clear framework for teachers to follow to ensure consistency. The students benefit by having a clearer understanding of the expectations through modeling.
- The Short Read Decodables include instructions for modeling. These instructions are not scripted like the Wiley Blevins Phonics lessons but tell teachers exactly what to do and how to

do it. These instructions include information such as a “model for children on how to use the /b/ sound to read new words. Write the letters b, a, and t for children. Remind them that the letter a makes the /a/ sound in apple. Run your finger under the letters as you slowly blend together all the sounds to read the word bat, /b/ /a/ /t/. Continue with cab and Tab.” In addition to modeling blending, the teacher also models during the first reading of the decodable text so that students can learn how to read it properly. The teacher can model fluency and accuracy. Not all steps include a modeling component.

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

- Materials include daily lessons with opportunities for explicit (direct) guided instruction. The Wiley Blevins Teaching Phonics lessons include specific and precise terms, phrasing, and statements that teachers can use during core instruction to guide students' practice and application of new skills. For example, the Wiley Blevins Teaching Phonics grade K “Short i” lesson, “Step 1,” provides the teacher with the following prompt: “Have children say /i/ every time they hear a word with the /i/ sound. (Note: The word list that follows includes distractors.) Say: bin, den, dip, pin, rat, sit. Then, guide children to blend and segment words orally with /i/. These two skills are directly related to early reading and spelling development.”
- The Wiley Blevins Phonics lessons include opportunities for explicit guided instruction, although not on a daily basis. A section is provided to give ideas for “Corrective Feedback” but lacks specifics on what that entails. For example, in one lesson, the corrective feedback component says, “Provide corrective feedback as needed, guiding children to break multisyllabic words into their syllables and blend each syllable. Point to the missed sound-spelling, state the spelling and sound (blending the word again), and then have children blend the word.” Guidance is not provided for immediate feedback. The lessons are also not listed “daily” but rather in “steps.” Each step does not include a feedback component.
- The Wiley Blevins Teaching Phonics materials include opportunities for explicit and guided instruction that is provided throughout each step of the lesson. For example, the “Explicitly Teach the Letter Name/Sound” step states that the teacher should teach children the letter chant to reinforce the letter-sound relationship: “Write the chant on chart paper for children to refer to. Then say: 'Here's a fun chant to help us remember that Bb stands for /b/. Listen as I say the chant: /b/ /b/ /b/, bounce that ball. Bounce it fast—/b/ /b/ /b/ /b/ /b/ /b/ /b/ /b/ /b/. Bounce it slow—/b/. . . /b/. . . /b/. . . /b/. . . /b/ /b/ /b/ is spelled Bb. Now it's your turn.' (Say one line of the chant at a time to slowly teach it to children. Continue to review the chant until children can say it with ease.)” “Corrective feedback” is designated in the “Blend Words” section of the lesson, which is not done daily. For example, in the “Blend Words” l-blends lesson, the materials include “Corrective Feedback” to the teacher by stating, “Provide corrective feedback as needed. Point to the missed sound-spelling and state the spelling and sound, blending the word again. Then have children blend the word.” Materials do not include examples or suggestions that provide formatted (bolded, italicized, underlined) text to distinguish between scripting for teachers and potential student responses during phonics instruction. This relates to immediate and corrective feedback.

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

- Materials provide daily options for students to practice through collaborative and independent practice. Materials offer lessons that include at least two different types of opportunities for students to practice through collaborative learning. For example, the Wiley Blevins Teaching Phonics “Short i” lesson, “Step 4, Sort Words,” states: “Use the digital or print 'Sound-Spelling Word Sort: Short i' activity and have children work with partners to sort the words by their sound-spellings.” The Short Reads Decodables linked to the “Short i” lesson provide an opportunity for collaborative practice as well. Both the “First Reading” and “Second Reading” state the following: “Invite children to take turns reading to a partner. Listen to children read, and give help as needed.”
- The Wiley Blevins Teaching Phonics lessons offer a “Weekly Planning and Pacing Guide” that includes a variety of opportunities for students to practice through collaborative learning, but detailed guidance is not provided for independent daily practice. For example, “Decodable Lesson 6: Review Alphabet Knowledge “ prompts teachers as follows: “Write the word dad for children and have a volunteer circle each letter d. Then write the name Dan and have a volunteer circle the letter d that makes the /d/ sound that begins the word Dan. Ask children to suggest other words that begin or end with the /d/ sound. List the words, read them aloud, and have a volunteer circle the letter d in each word.” Materials provide opportunities for students to read with a partner during the first reading and other re-readings of the text by guiding the teacher to “Invite children to take turns reading to a partner. Listen to children read, and give help as needed.”
- Materials provide lessons that include at least two different types of opportunities for students to practice through independent practice on a daily basis. Independent opportunities exist, for example, in the Wiley Blevins Teaching Phonics “Short i” lesson, “Step 3: Build Words,” which provides students an opportunity for individual practice with the Magnetic Letter Tiles and trays to build words. Then the students can complete the digital or print “Build Words: Short i” activity. Other digital activities provided for individual practice include: “Sound-Spelling Word Sort: Short i,” “Spell Words: Short i,” “Blend Words: Short i,” “Concentration: Short i,” and “Interactive Story: A Big Fish.” These activities are set up as daily practice.

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	5/6
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.	0/1
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 do not include practice opportunities that include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

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

- The Wiley Blevins Teaching Phonics “Digraphs ch, tch” lesson includes intentional cumulative review and practice activities. For example, “Step 2: Model Blending” directs teachers to model blending with words hop, chop, hip, chip, much, and lunch, emphasizing the ch and tch sounds. A “Cumulative Review” is provided that states, “Add ch and tch to your spelling card set to review previously taught sound spellings. This will aid in mastery. Have children chorally say the sound for each letter or spelling as you display the card. Note sound spellings children struggle with and provide additional small-group instruction and practice.” Materials provide digital or printable blending words activities, including choral reading and whisper reading, to blend the sounds into words. The “Cumulative Review” provides additional practice as stated, “Add words with previously taught skills to the 'Blend Words' activity to extend the learning, practice, and application. Use words with skills children have not fully mastered from the previous four to six weeks. This extra repetition will help children gain mastery and serve as a good check for fluency and transfer abilities.” In the “Spell Words” dictation and spelling practice, the materials suggest a “Build in Review” that indicates the teacher “use cumulative spelling sentences to monitor children’s spelling growth. See the sentences below. In addition, periodically review their writings, such as in their writing notebooks, and take note of words with previously taught phonics skills that they are not consistently and accurately spelling. Add these words to future dictation activities.” Materials provide additional printable sheets for students to practice and review phonics skills.
- Materials include intentional practice activities throughout the curriculum. Materials use consistent routines to introduce and review phonics skills that include different modalities. For example, the Wiley Blevins Teaching Phonics “Alphabet” lessons use a consistent routine

in “Step 1,” which includes in all grade K lessons “Oral Blending” prior to “Oral Segmentation.” The lesson also provides teachers several suggestions for students to practice segmenting words orally: “Guide children to orally segment the words by sound. For support, use the Sound Boxes and Counters. Have children stretch the sounds in the words and then move one counter into a box for each sound. Children can also tap the sounds as they say them.”

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

- Student texts include high-frequency words or sound-spelling patterns that have not been explicitly taught. In Wiley Blevins Phonics from A to Z, the author shares a study on decodable texts. It includes a warning stating, “The important point is that a high proportion of the words in the earliest selections children read should conform to the phonics they have already been taught. Otherwise, they will not have enough opportunity to practice, extend, and refine their knowledge of letter-sound relationships. However, a rigid criterion is a poor idea. Requiring that, say, 90 percent of the words used in a primer must conform would destroy the flexibility needed to write interesting, meaningful stories.” The author explains that the decodable score is based on the ratio of decodable to non-decodable words. The decodable readers include high-frequency words.
- Practice opportunities do not include only phonics skills that have been explicitly taught. For example, the Wiley Blevins Teaching Phonics “Alphabet Pp” lesson is introduced in week 8 in grade K according to the Weekly Planning and Pacing Guide. The Pp Learning Center pages in the Extend Letter Knowledge for this lesson contain a concentration game. In “Pp Concentration,” there is a card for pie, but students have not learned long vowels or vowel teams at this time.
- Practice opportunities do not include only phonics skills that have been explicitly taught. For example, the Wiley Blevins Teaching Phonics “Alphabet Dd” lesson is introduced in grade K according to the Weekly Planning and Pacing Guide. The Dd Learning Center pages in the Extend Letter Knowledge for this lesson contain the “Dinosaur Match-Up” game. In “Dinosaur Match-Up,” the words “duck” and “door” are included, but students have not been taught oo or digraph ck.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate the cumulative practice of taught phonics skills because the texts include several irregular words and word patterns that were not previously taught. For example, the *Weekly Planning and Pacing Guide* suggests teaching the Wiley Blevins Teaching Phonics “Alphabet Dd /d/ spelled d” lesson in week 18 of the program. The “Storybook: Where Is It?” which is available online and as a printable version, includes words that were previously taught. Some words in the story include “house,” “woods,” and “dinosaur.” This lesson is also linked to the *Short Reads Decodable* “This Bird,” which includes words that follow sound-spelling patterns that have been explicitly taught by the teacher.
- Decodable texts incorporate the cumulative practice of taught phonics skills because the texts include several irregular words and word patterns that were not previously taught. For example, the *Weekly*

Planning and Pacing Guide suggests teaching the *Wiley Blevins Teaching Phonics* “Short o” lesson in week 22 of grade Kor week 1 of grade 1 as a “Review” lesson. The “Interactive Story: Hop, Hop, Hop!,” which is available online and as a printable version, includes word patterns that were not previously taught. Some words in the story include “good” because the digraph *oo* is introduced in week 26, and the word “that” because the digraph *th* is introduced in “Week 6.” This lesson is also linked to the *Short Reads Decodable* “Pop! Pop! Pop!,” which includes words that follow sound-spelling patterns that have been explicitly taught by the teacher prior to this lesson.

- The decodable texts include only taught phonics skills and irregular high-frequency words. For example, the grade K lesson Cc decodable “That Cat Can” contains the words *sleep*, *hide*, *play*, and *run*. The students have learned /ee/, vce=long i, /a/—ay, and the letter *r*.

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

- The *Wiley Blevins Teaching Phonics* grade K lesson “Ff” provides opportunities for students to practice decoding words that include the *Ff* sound-spelling pattern in isolation and connected texts. Materials provide explicit instruction for encoding *Ff* in isolation and connected texts through dictation. For example, “Step 5: Connected Text” states, “Share the digital or print ‘Storybook: Four Fun Fish.’ Help children read the book. Reinforce the letter name and sound for *Ff* when reading. Use the lesson planner in the *Program Guide* to guide children through a second reading of the book. Then invite them to reread the book during free time and at home.” Materials provide students with practice opportunities in decoding *Ff* words in isolation during “Steps 1 and 2,” incorporating sound-spelling patterns and word-blending activities. Students practice encoding during the “Write Letters and Spell Words” part of the lesson. Materials suggest to teachers, “Dictate the following sounds. Have children write the letters for the sounds: /f/ (*f*), /d/ (*d*), and another letter-sound you have taught. Continue by dictating this word: *fan*. Display the letters and words, and have children self-correct their answers.”
- The *Short Reads Decodable Texts* lessons include word lists and texts that align with the scope and sequence. Students practice decoding words in isolation with the sound-spelling pattern and connected texts. The decodable text lessons provide encoding practice through dictation and writing practice after students read and reread the text. For example, the “Write About Reading” lesson *n* recommends two encoding activities. The materials state, “Have children choose one or both of the following options: Draw a picture to show something else cats can do. Complete the sentence frame. (Informative/Explanatory) This cat can _____. Draw a picture of your favorite cat from the magazine article. (Opinion)”

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 Read to Know Text Sets lessons offer developmentally appropriate, frequent opportunities for informal progress monitoring and formative assessments teachers can use to monitor student progress and growth with explicitly taught phonics skills. The variety of assessment tools helps teachers “determine grouping, identify needs for intervention, and identify placement and exit criteria.” Materials provide “Review Books” after each text set that assess students on a consolidated review of phonics skills taught. The “At a Glance: Consolidated Review of Text Sets 1–3” includes “Review Book 1: 3 Fun Books!,” which provide a consolidated review of the targeted phonics skills taught in “Sets 1–3.” This formative assessment targets student progress in inflectional ending -s, possessives with 's, and contractions with 's. Materials provide teacher-guided instruction for administering the formative assessment using the “Oral Reading Rubric” to assess concepts of print/text navigation, word recognition, high-frequency word recognition, fluency/expression, and comprehension. Materials also recommend that teachers “use the Ready4Reading system's digital activities with voice technology tools to collect actionable data on children's progress at this juncture.” Other opportunities for assessments include “Readiness Checks,” which help the teacher identify a student's needs before reading the text, “Discussion Questions for Each Book,” which assess comprehension of the text, and “Respond and Write Resources,” which appear in the form of writing prompts and game-like activities used to assess comprehension and phonics skills.
- Materials include a variety of developmentally appropriate assessment tools. For example, the grade K “Teaching Phonics short/a/ “ lesson contains several formative assessments that are

aligned with the lesson and developmentally appropriate. The short “Quick Check” and “Spell Words” sections both provide data to determine mastery of the lesson.

- The Wiley Blevins Teaching Phonics Program Guide includes assessments in a variety of formats including recommended assessments administered three times a year: beginning of the year, middle of the year, and end of the year. These assessments can be administered to adjust pacing, planning, and instruction as needed. There are six assessments and subtests that evaluate students' mastery of skills in grade K. They can also be used as a diagnostic assessment to place students in the scope and sequence of lessons. For example, at the beginning of grade K, the “Phonemic Awareness” and “Alphabet” tests are administered. Insert evidence narrative for guidance here.

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

- Materials include consistent directions for the accurate administration of assessments. Materials include guidance to help the teacher efficiently administer the assessment. For example, the “Phonemic-Awareness Assessment,” which contains seven parts, all to be given by the end of the grade K year, lists directions on how to prepare to administer the assessment and how to administer “Parts 1–6.” “Part 7” specifically states, “Then say the following syllables or sounds for each item (for example, /s/ /u/ /n/ for sun.) Ask the child to blend the word parts or sounds, then circle the corresponding pictures. (1) snow . . . man (snowman) (2) ba . . . lloon (balloon.)”
- Materials include clear directions for the accurate administration of assessments. For example, the “Phonemic-Awareness Assessment: Directions” provides the teacher with directions for preparing the test. Then specific directions are given for the administration of Parts 1–6: “1. Distribute each assessment (Parts 1–6) individually. Administer no more than three assessment parts per day or testing period. 2. For each assessment, begin by saying all of the picture names in the row to confirm that the child can correctly identify each one. (See Phonemic-Awareness Assessment: ‘Images and Answers’ for image names. The correct answer for each item appears in boldface.) Then follow the directions on the assessment sheet and ask the child to complete them independently (for example, circle the rhyming word.) 3. Collect the assessment sheet. Place a checkmark beside each correct response. Record the child's errors to use for error analysis. Then record the number correct and note the errors on the ‘Phonemic-Awareness Assessment: Individual Scoring Sheet.’”

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

- Materials include progress monitoring tools that routinely and systematically measure students' acquisition of grade-level phonics skills in grade K. For example, the “Letters2Meaning” digital assessment is normed, adaptive, and relatively quick. “This assessment is given five times a year (every 6–8 weeks) and provides a metric for grouping students and a way for teachers to monitor growth and progress across the year.” The “Letters2Meaning” assessment measures a student's letter knowledge, decoding, encoding,

and basic comprehension. This assessment allows teachers to pinpoint students' specific areas of need.

- Materials include progress monitoring tools that accurately measure students' acquisition of grade-level phonics skills with em. This enables teachers to track progress and assess skills in authentic situations. For example, in grade K, the Wiley Blevins Teaching Phonics lessons provide “Quick Checks” which are two-minute fluency reviews of the targeted sound-spelling pattern of the current lesson. The Short Reads Decodables and Read to Know Text Sets both offer an “Oral Reading Rubric” to guide the teacher in monitoring student progress. Each text in the Read to Know Text Sets provides a “Respond and Write” activity that can guide the teacher in monitoring student growth.

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

- Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools. The Wiley Blevins Teaching Phonics Program Guide includes recommendations for formally assessing students at least three times in a school year: beginning of the year, middle of the year, and end of the year. The recommended assessment schedule, including the subtests for grade K follow: Beginning of Year: “Phonemic Awareness” and “Alphabet,” Middle of Year: “Phonemic Awareness” and “Short Vowels,” End of End: “Phonemic Awareness” and “Short Vowels.” Materials also include embedded assessment opportunities throughout the lessons to determine if children are making adequate progress with the instruction provided. For example, the “Quick Checks” offered in the Wiley Blevins Teaching Phonics lessons and the “Oral Reading Rubrics” provided in the Short Reads Decodables and Read to Know Text Sets

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	5/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	1/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	2/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	1/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	1/1

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

Evidence includes, but is not limited to:

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

- Materials include data-management tools for tracking individual student progress, to make appropriate instructional decisions to accelerate instruction. The “Letters2Meaning” (L2M) measures student growth. Materials state, “Letters2Meaning assesses a student’s letter identification, letter-sound identification, word reading, and spelling and comprehension skills. It also provides a grade equivalent for each student. This graph offers insights into each student’s placement and growth across all L2M assessment administrations during the date range selected.” The teacher looks at student performance in these areas and adjusts instruction based on performance. Materials state, “Check in with students who are falling outside of the expected levels for the current grade and month. Students whose assessment scores appear before the expected level may need more focused instruction. Students whose scores appear after the expected level may need more challenging materials.”
- The Scholastic Teacher Dashboard includes a “Snapshot” showing each student's weekly activity in Ready4Reading. Student data is accumulated throughout the week as students read the decodable texts and complete the activities associated with the lesson. “This graph shows the number of students at each of the three levels of proficiency, based on a student’s performance in the ‘Read & Record’ activities completed during the current week. Teachers can select a segment to see the students at that level of proficiency.”

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

- The Ready4Reading “Explore” digital resource includes data-management tools for tracking whole-class student progress, to analyze patterns and needs of students in grade K to “measure a student’s letter knowledge, decoding, encoding, and basic comprehension, using different types of questions.” The materials state, “On the landing page of the Scholastic Teacher Dashboard, teachers see a 'Snapshot' showing student activity in Ready4Reading digital materials. They may select 'Explore' from the upper right to view additional student data.” For example, on the “Student Achievement” digital spreadsheet, teachers see class states for the date range selected. This digital resource provides information about the L2M assessments, the number of decodable texts and text sets each student has read, and each student’s oral reading fluency rate on the “Warm up and Read” activities, which helps the teacher monitor class progress in each assessment and activity.
- The “Scholastic Teacher Dashboard” includes a “Snapshot” showing the class's activity in “Ready4Reading.” This data-management tool tracks whole-class progress to support the teacher in planning, based on patterns and student needs. Student data is accumulated throughout the week, as students read the decodable texts and complete the activities associated with the lesson. “This graph shows the number of students at each of the three levels of proficiency based on a student’s performance in the ‘Read & Record’ activities completed during the current week. Teachers can select a segment to see the students at that level of proficiency.”

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

- The L2M adaptive assessment and SoapBox Speech Recognition technology provide teachers with actionable data. The L2M is an “adaptive assessment given every 6–8 weeks and provides a metric for grouping students and a way for teachers to monitor growth and progress across the year.” L2M specifically measures a student’s letter knowledge, decoding and encoding skills, and comprehension. This assessment provides a “Grade Equivalent (GE) Score” that aligns with the “Ready4Reading.” The GE score is a “holistic measure of a student’s overall decoding/comprehension ability.” The teacher aligns the student’s GE Score with the “Planning and Pacing Guide” to prepare lessons and group students. The “SoapBox Child-Specific Voice Technology” provides the teacher with formative data regarding student progress in decoding, automaticity, and fluency, to help teachers target instruction. The SoapBox technology provides students with practice activities to target skills students need to practice and learn. The assessments do not provide specific guidance on the frequency of progress monitoring based on students’ strengths.
- Materials include specific guidance on determining the frequency of progress monitoring based on students’ needs. For example, Ready4Reading Program Guide instructs teachers to regularly monitor students and make appropriate adjustments based on their needs. In

another example, the Teaching Phonics Program Guide suggests using the “Alphabet” and “Phonemic Awareness” for grade K, a minimum of three times a year but states it may be used more frequently to monitor progress. The program does not state frequency or assessments to use based on individual student’s strengths.

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

- Materials include data-management tools for tracking individual student progress, to make appropriate instructional decisions to accelerate instruction. The L2M measures student growth. Materials state, “Letters2Meaning assesses a student’s letter identification, letter-sound identification, word reading, and spelling and comprehension skills. It also provides a grade equivalent for each student. This graph provides insights into each student’s placement and growth across all L2M assessment administrations during the date range selected.” The teacher looks at student performance in these areas and adjusts instruction based on performance. Materials state, “Check in with students who are falling outside of the expected levels for the current grade and month. Students whose assessment scores appear before the expected level may need more focused instruction. Students whose scores appear after the expected level may need more challenging materials.”

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

Evidence includes, but is not limited to:

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

- The materials provide opportunities for systematic instructional guidance on developing oral language using various methods. One way to develop oral language is through reading books together and discussing them (e.g., modeling and guided practice.) The Short Reads Decodables provide students with a text to read after the teacher models reading the story audibly and clearly, with prosody. For example, the grade k lesson plan for “Cats on Mats” instructs the teacher to model reading the story first, and then students have the opportunity to read to a partner (independent practice), with the teacher providing feedback as needed. The lesson plan guides the teacher to “Extend the Discussion” (coaching) with the following questions: “Which picture shows something that a real cat might do? Where do you think the four cats are when they are building sandcastles? Which story cats do you think are having the most fun? Tell why.”
- Materials include systematic instructional guidance on developing oracy through a variety of methods. For example, is the “Concentration: Mm” digital game in the Wiley Blevins Teaching Phonics grade k lesson “Alphabet Mm.” The directions of the game allow the teacher to coach students in the process of taking turns, “Have children take turns flipping over two cards to try

to match a picture with its word.” Oracy is also developed when the teacher models the pronunciation of a word or sound with clarity and provides feedback to students. For example, in the “Alphabet Mm” lesson, the teacher is provided explicit instructions on how to model the articulation of the /m/ sound. Students have the opportunity to practice the sound through guided practice by using the mirror to watch their mouths as they form the /m/ sound.

- Although the materials provide opportunities for instructional guidance on developing oral language and oracy through a variety of methods, they do not include explicit guidance on either of them. The materials do not include step-by-step lesson plans that guide teachers through oral language activities. The materials include discussion prompts but lack explicit guidance with scripted instructions for speaking audibly and clearly. Insert evidence narrative for guidance here.

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

- The materials include opportunities for students to engage in social communication for different purposes and audiences. For example, the grade k lesson plan for the text “The Big Box” in the Read To Know Text Sets guides the teacher to “Have children share their reactions to the text” as a component in the “First Reading.” An activity in “After Reading” prompts the teacher to ask the students, “Why are the children glad at the end of the story?”
- The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, the grade k lesson plan for the Short Reads Decodables “Sam and Tam” suggests the teacher ask the following questions in “Extend the Discussion:” “What can you learn about real panda bears by looking at these story pandas? Why do you think Sam and Tam are so interested in reading this big book? What kinds of books are you interested in? Why?” In the “Write About Reading” portion of the lesson plan, students are provided an opportunity to share their opinions when asked to “Draw a picture of another thing that Sam and Tam might like to do together.”
- The materials include lesson plans that give students the opportunity to engage in communication academically and socially for different purposes and audiences. For example, in grade k, as students complete the alphabet lessons through Wiley Blevins Teaching Phonics, they will read their alphabet storybook with a partner, but later, they will read to family members at home.

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

- The materials include authentic opportunities for students to listen actively to understand and share information and ideas. For example, the kindergarten lesson plan for the text “The Sun” in the Read To Know Text Sets guides the teacher to use the following questions to monitor comprehension and reinforce knowledge and vocabulary as a component in the “First Reading:” “How does the sun's place change between morning and noon? Why is it dark at 7 o'clock in winter? What happens when the sun shines down for a long time every day in the

summer?” These questions allow students to compare and contrast, identify key ideas and details, and connect ideas in an authentic manner with peers. This lesson does not provide authentic opportunities for students to ask questions.

- The materials include authentic opportunities for students to engage in discussion to understand and share information and ideas. For example, the grade K lesson plan for the Short Reads Decodables “Tap! Tap! Tap!” suggests the teacher ask the following questions and “encourage children to support their thinking with ideas from the text” in “Extend the Discussion:” “What do you think the children who are playing the instruments will do next? Which would you rather do, play an instrument or dance? Tell why.” These questions are guidelines for effective discussions about information and ideas within an authentic context.
- The materials promote active listening during lessons and opportunities to build student oracy by responding to text with peers during direct instruction. The materials do not include authentic opportunities for students to ask questions to understand information, share information, or share ideas. Insert evidence narrative for guidance here.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials spend the first 13 weeks of grade K teaching the letter names and their corresponding sounds in alphabetical order before changing to a more systematic sequence. Week 1 begins with the Alphabet Song. Weeks 2–13 focus on 2 letters each week. After the completion of individual letters in week 13, the lesson order is more systematic, based on the frequency of letter use.
- The Wiley Blevins Teaching Phonics Program Guide provides a suggested systematic sequence for introducing letter names and corresponding sounds in grade K. For example, in week 14, grade K materials review letters and sounds form, s, and t. Then in week 15, students learn short a spelled a, which allows them to begin practicing their decoding skills in the first decodable text, “Sam and Tam.” The materials introduce letters and sounds that have similar visual and auditory features at spaced intervals to avoid confusion.
- The Wiley Blevins Teaching Phonics Program Guide provides a suggested systematic sequence for introducing letter names and corresponding sounds in grade K, but it does not begin until week 14. Beginning in week 14, the author states, “I recommend teaching letter

sounds in the sequence shown below (based on frequency and utility), building and reading words as they become available.” For example, in week 14, grade K materials review letters and sounds form, s, and t. In week 15, students learn short a spelled a, which allows students to begin practicing their decoding skills in the first decodable text “Sam and Tam.” The letters w, u, y, q, and z are introduced last. During the first 13 weeks, the letters of the alphabet are taught in order. More than one letter per week is recommended with review. Materials introduce letters and sounds that have similar visual and auditory features at spaced intervals to avoid confusion.

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

- Materials include guidance for the teacher to provide explicit instruction for teaching the identification and corresponding sounds of the 26 letters of the alphabet. For example, in the Wiley Blevins Teaching Phonics, “Step 1” of each grade K alphabet lesson includes a section devoted to “Explicitly Teach the Letter Name and Sound.” This section in the “Alphabet Aa” lesson guides the teacher with the following prompt: “Tell children that the letter “Aa” stands for the /a/ sound, as in apple. Show them the Alphabet Cards for the upper- and lowercase letter Aa. Then show the Letter-Sounds Flash Card /a/. Point out the letter sounds at different positions in the words. Then teach the children the following letter chant: /a/ /a/ apple. Bite that juicy apple. /a/ /a/ /a/ is spelled Aa.”
- Materials include guidance for the teacher to provide explicit instruction for developing student automaticity in the identification of the 26 letters of the alphabet. Also developed is automaticity in the identification of the corresponding sounds of the 26 letters of the alphabet. Materials state automaticity in letter identification and sound occurs with repeated practice. Materials provide “Alphabet Cards” and “Letter-Sounds Flash Cards” to increase automaticity. The Wiley Blevins Teaching Phonics Program Guide offers the following guidance for the teacher: “Be sure to fold in previously learned letter sounds as you introduce a new one.... Add a card each time you teach a new letter-sound. As a warm-up to daily activities, flip through the cards in a game-like fashion. Have children chorally say the letter sound. Challenge children by flipping through the cards at ever-increasing speeds. It's fun and a great, quick review.”
- Materials include guidance for the teacher to provide explicit instruction for teaching the identification of the 26 letters of the alphabet in upper- and lowercase and their corresponding sounds. “Teaching Phonics” provides organized, scripted, detailed, and routine-driven lessons for each letter and its corresponding sound/s. For example, the grade K letter c lesson begins with “Developing Phonemic Awareness”: Students listen for words that start with /k/. Next is articulation, “Point out how the /k/ sound is made (lips open, puff of air from back of throat). Have children put their hands in front of their mouths when making the /k/ sound. The teacher then explicitly teaches the letter name and sound. Tell children that the letter Cc can stand for the /k/ sound, as in camel. Show them the Alphabet Cards for the upper- and lowercase letter Cc. Then show the Letter-Sounds Flash Card /k/.” The lesson progresses with

the students writing the letter, sorting by letter sound, and then connecting to the reading with the “Cc Storybook.” Each lesson follows the same progression to ensure that students receive consistent and explicit instruction.

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

- Materials include guidance for the teacher to provide systematic instruction for letter formation for the 26 letters of the alphabet, both uppercase and lowercase. Materials teach letter names, letter sounds, and letter formation at the same time. For example, the Wiley Blevins Teaching Phonics “Alphabet Bb” lesson for grade K includes a section designed to “Explicitly Teach the Letter Name and Sound.” This section in the “Alphabet Bb” lesson guides the teacher with the following prompt: “Tell children that the letter Bb “ stands for the /b/ sound, as in ball. Show them the Alphabet Cards for the upper- and lowercase letter Bb. Then show the Letter-Sounds Flash Card /b/. Point out the letter sounds at different positions in the words. Teach children the following letter chant: /b/ /b/ /b/—bounce that ball. Bounce it fast— /b/ /b/ /b/ /b/ /b/ /b/ /b/ /b/ /b/ /b/. (Say /b/ fast.) Bounce it slow— /b/ ... /b/ ... /b/. /b/ /b/ b/ is spelled Bb.” The section titled “Write the Letter to Transfer Sound to Spelling” provides the teacher with the following guidance: “Use the digital or print ‘Handwriting Practice: Bb’ activity to teach children how to write the upper- and lowercase forms of the letter Bb using the directionality lines. Then have children say the /b/ sound each time they write the letter. Also, contrast Bb with similar letters (b-d, b-p, b-1, B-D, B-E). Point out the stroke differences in each letter pair. For children who confuse b and d, model tracing little b inside big B.”
- The Wiley Blevins Teaching Phonics Digital Activities provides explicit and systematic instruction for letter formation for the 26 letters of the alphabet, beginning with an overview of the alphabet (upper- and lowercase). Then each letter is taught individually with uppercase and lowercase writing activities. The beginning alphabet overview prompts students to trace each letter and then attempt to write. The students listen to the “Alphabet Song” as they learn to write the letters. A button is included to toggle between the uppercase and lowercase letters. The handwriting practice activity can also be printed. The lesson plans do not provide explicit instruction to teach students how to form the letter, but the program offers an additional resource with explicit instruction for teaching letter formation. The Program Guide provides an example of what the teacher might say that states, “This is the uppercase, or capital, B. First, I draw a straight line from top to bottom. Then, starting at the top, I circle halfway around to meet the line in the middle. I circle halfway around again to meet the line at the bottom. That’s the big B. Now it’s your turn.” The Ready4Reading “Additional Resources/Lessons” provide a “WritingMYABCsOnlineResourcesTX” pdf that includes a scripted memory device for students to learn how to write upper- and lowercase letters.
- The Wiley Blevins Teaching Phonics Program Guide provides systematic instruction for letter formation of the 26 letters of the alphabet (upper- and lowercase) to students in grade K. In the “Write the Letter to Transfer Sound to Spelling” lesson, students use the digital or print “Handwriting Practice” activity to learn how to write upper- and lowercase forms of the letter. This is using directionality lines. Materials suggest teaching uppercase letters first to beginning writers and lowercase letters to grade K since these students write lowercase letters more

frequently in their work. Materials provide guidance for the teacher during the lesson, at which time the students practice writing the letter and saying the sound as they write to reinforce the letter-sound relationship. Materials suggest using a memory device to help students remember how each letter is formed when they are learning difficult letter pairs. The memory device is provided as an additional resource in the Ready4Reading “Additional Resources/Lessons.” For example, “Lesson Bb ” prompts the teacher to point out the differences in confusing letters such as b and d, and suggests that the teacher model tracing little b inside big B. The additional resource provides explicit directions for teaching uppercase A by teaching the following: “Make a little pointy hat. (Slant down diagonally to the left; slant down diagonally to the right.) Cross it once! And that is that! (Pull straight across.)”

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

- Materials include a variety of activities for students to develop, practice, and reinforce alphabet knowledge both in isolation and the context of meaningful print. For example, *Phonics from A to Z*, 4th ed., offers “35 Quick and Easy Activities for Developing Alphabet Recognition.” The lesson consists of a variety of activities, such as “Alphabet Concentration,” which matches capital to lowercase letters; “Name Scramble,” which uses letter cards to spell names and then mix them up and reform the names; and “Alphabet Partner,” which divides the class in half, giving one half capital letters and the other lowercase letters. The students must then find their match.
- Materials include a variety of resources (including the use of memory-building strategies) for students to practice, develop, and reinforce alphabet knowledge both in isolation and the context of meaningful print. For example, the grade K letter N lesson includes a variety of resources, manipulatives, chants, and independent/partner activities to help practice, develop, and reinforce alphabet knowledge. Some activities include “Teaching Letter Names and Sounds”: “Tell children that the letter Nn stands for /n/ as in nurse. Show them the Alphabet Cards for the upper- and lowercase letter Nn, as well as the Letter-Sounds Flash Card /n/. Point out the letter sounds at different positions in the words. Teach children the following letters.” Other activities include “Sort by Letter Sounds,” which recommends that teachers “use the digital or print ‘Picture-Sound Sort: Nn’ to have children arrange pictures with names that begin and end with /n/”; and the “Write Letters and Spell Words Dictate” activity, which suggests that teachers “have children write the letters for the sounds: /n/ (n), /l/ (l), and another letter-sound you have taught. Continue by dictating this word: can. Display the letters and words and have children self-correct their answers.”
- Materials include a variety of activities for students to develop and practice alphabet knowledge both in isolation and in the context of meaningful print. Materials include isolated alphabet practice activities. For example, activities guiding students to trace and write individual letters are provided digitally and in print. Interactive and print games and activities focusing on pairing letters with their corresponding sounds are also included. For example, the Wiley Blevins Teaching Phonics “Alphabet Aa” lesson for grade K provides the following

isolated practice activities both digitally and in print: “Handwriting Practice: Aa,” “Picture-Sound Sort: Aa,” and “Concentration: Aa.” Also included in this lesson is the print activity “Extend Letter Knowledge: Aa.” Materials also offer contextual alphabet practice activities, resources, and practice within meaningful print, owing to the inclusion of alphabet books specifically designed to highlight or focus on certain letters within a narrative context. For example, the Wiley Blevins Teaching Phonics “Alphabet Aa” lesson provides the “Storybook: What Am I?” for practice in both a digital and print version.

- Materials include a variety of activities and resources (including the use of memory-building strategies) for students to reinforce through cumulative review and develop alphabet knowledge in isolation. Materials include chants that help students remember letter names and sounds. For example, the chant in the Wiley Blevins Teaching Phonics “Alphabet Mm” K lesson recommends that teachers advise students as follows: “/mmmmmmm/. (Extend the sound, rubbing your belly to indicate you like the food.) That muffin smells yummmmy! /m/ /m/ /m/ is spelled Mm.” The physical motion recommended in the chant also serves as a memory-building strategy. To reinforce through cumulative isolation, materials provide a set of keyword and sound flash cards, noting that “research has shown this letter/keyword/key picture combination to be highly effective,” according to the Wiley Blevins Phonics from A to Z, A Practical Guide, 4th ed. Materials provide additional guidance to teachers, recommending they “add a card each time you teach a new letter-sound. As a warm-up to daily activities, flip through the cards in a game-like fashion. Have children chorally say the letter sound.”

Foundational Skills

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

The materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and 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 Ready4Reading “Scope and Sequence” introduces targeted letters and sounds in alphabetical order. In grade K, letters, shapes, and sounds are taught in the first 13 weeks of school; then students are provided with opportunities to practice and apply their decoding and encoding skills. Beginning in weeks 14 and 15, the lessons directly, explicitly, and systematically introduce letter-sound relationships by reviewing Mm, Ss, Tt, and short Aa, which allows students to begin decoding and encoding Consonant-Vowel (CV) and Consonant-Vowel-Consonant (CVC) words. In week 16, students practice decoding in the decodable text Sam and Tam and encoding during dictation practice.
- Materials explicitly introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials provide specific language the teacher can use in each lesson to instruct letter names and sounds explicitly. For example, in the Wiley Blevins Teaching Phonics “Alphabet Tt” lesson for grade K, the teacher is provided the following directions in “Step 1”: “Tell children that the letter Tt stands for /t/ as in turtle. Show them the Alphabet Cards for the upper- and lowercase letter Tt, as well as the Letter-Sounds Flash Card /t/. Point out the letter sounds at different positions in the words. Teach children the following letter chant: /t/.../t/.../t/.../t/. The turtle tiptoes slowly. /t/ /t/ /t/ is spelled Tt.” In “Step 3,” the teacher is provided explicit directions to apply encoding practice: “Dictate the following

sounds. Have children write the letters for the sounds: /t/ (t), /r/ (r), and another letter-sound you have taught. Continue by dictating this word: sat. Display the letters and words and have children self-correct their answers.”

- Materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include a scope and sequence that shows a progression that starts with letter-sound relationships. These are most useful in decoding. For example, the Wiley Blevins Teaching Phonics Program Guide outlines the suggested order of teaching letter sounds for grade K students in the following sequence: m, s, t, a, p, c, n, d, r, i, h, b, l, f, o, j, x, k, e, g, v, w, u, y, q, z. With this sequence of letters, the student is able to decode and encode CV and CVC words such as at, mat, pat, tap, and Pam. Materials suggest teaching short vowels before long vowels; more complex letter-sound patterns are taught as students master each skill.

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 Ready4Reading “Scope and Sequence” introduces targeted letters and sounds in alphabetical order. In grade K, letters, shapes, and sounds are taught in the first 13 weeks of school; then students are provided with opportunities to practice and apply their decoding and encoding skills. Beginning in weeks 14 and 15, the lessons directly, explicitly, and systematically introduce letter-sound relationships by reviewing Mm, Ss, Tt, and short Aa, which allows students to begin decoding and encoding Consonant-Vowel (CV) and Consonant-Vowel-Consonant (CVC) words. In week 16, students practice decoding in the decodable text Sam and Tam and encoding during dictation practice.
- Materials explicitly introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials provide specific language the teacher can use in each lesson to instruct letter names and sounds explicitly. For example, in the Wiley Blevins Teaching Phonics “Alphabet Tt” lesson for grade K, the teacher is provided the following directions in “Step 1”: “Tell children that the letter Tt stands for /t/ as in turtle. Show them the Alphabet Cards for the upper- and lowercase letter Tt, as well as the Letter-Sounds Flash Card /t/. Point out the letter sounds at different positions in the words. Teach children the following letter chant: /t/.../t/.../t/.../t/. The turtle tiptoes slowly. /t/ /t/ /t/ is spelled Tt.” In “Step 3,” the teacher is provided explicit directions to apply encoding practice: “Dictate the following sounds. Have children write the letters for the sounds: /t/ (t), /r/ (r), and another letter-sound you have taught. Continue by dictating this word: sat. Display the letters and words, and have children self-correct their answers.”
- Materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include a scope and sequence that shows a progression that starts with letter-sound relationships. These are most useful in decoding. For example, the Wiley Blevins Teaching Phonics Program Guide outlines the suggested order of teaching letter sounds for grade K students in the following sequence: m, s, t, a, p, c, n, d, r, i, h, b, l, f, o, j, x, k, e, g, v, w, u, y, q, z. With this sequence of letters, the

student is able to decode and encode CV and CVC words such as at, mat, pat, tap, and Pam. Materials suggest teaching short vowels before long vowels; more complex letter-sound patterns are taught as students master each skill.

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 Ready4Reading “Scope and Sequence” introduces targeted letters and sounds in alphabetical order. In grade K, letters, shapes, and sounds are taught in the first 13 weeks of school; then students are provided with opportunities to practice and apply their decoding and encoding skills. Beginning in weeks 14 and 15, the lessons directly, explicitly, and systematically introduce letter-sound relationships by reviewing Mm, Ss, Tt, and short Aa, which allows students to begin decoding and encoding Consonant-Vowel (CV) and Consonant-Vowel-Consonant (CVC) words. In week 16, students practice decoding in the decodable text Sam and Tam and encoding during dictation practice.
- Materials explicitly introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials provide specific language the teacher can use in each lesson to instruct letter names and sounds explicitly. For example, in the Wiley Blevins Teaching Phonics “Alphabet Tt” lesson for grade K, the teacher is provided the following directions in “Step 1”: “Tell children that the letter Tt stands for /t/ as in turtle. Show them the Alphabet Cards for the upper- and lowercase letter Tt, as well as the Letter-Sounds Flash Card /t/. Point out the letter sounds at different positions in the words. Teach children the following letter chant: /t/.../t/.../t/.../t/. The turtle tiptoes slowly. /t/ /t/ /t/ is spelled Tt.” In “Step 3,” the teacher is provided explicit directions to apply encoding practice: “Dictate the following sounds. Have children write the letters for the sounds: /t/ (t), /r/ (r), and another letter-sound you have taught. Continue by dictating this word: sat. Display the letters and words, and have children self-correct their answers.”
- Materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include a scope and sequence that shows a progression that starts with letter-sound relationships. These are most useful in decoding. For example, the Wiley Blevins Teaching Phonics Program Guide outlines the suggested order of teaching letter sounds for grade K students in the following sequence: m, s, t, a, p, c, n, d, r, i, h, b, l, f, o, j, x, k, e, g, v, w, u, y, q, z. With this sequence of letters, the student is able to decode and encode CV and CVC words such as at, mat, pat, tap, and Pam. Materials suggest teaching short vowels before long vowels; more complex letter-sound patterns are taught as students master each skill.

Foundational Skills

5.D.1	Phonological Awareness (K–2)	6/12
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)	0/4
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 do not 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 materials include a systematic sequence for introducing phonological awareness activities in accordance with grade K level TEKS that begins with simple skills and gradually transitions to smaller units of sound (adding, deleting, substituting syllables.)
- Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade K TEKS that begins with larger units of sound (identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills. The grade K TEKS expect the student to demonstrate phonological awareness by identifying and producing rhyming words,

recognizing spoken alliteration, identifying individual words in a spoken sentence, identifying syllables in spoken words, and manipulating syllables. Instructions for introducing those skills are provided by the Wiley Blevins Teaching Phonics grade K lessons. The “Alphabet Tt” lesson for grade K instructs the teacher to say the following sounds to facilitate oral blending for students: /t//ip/, /s//e//t/, /t//ap/, /s//e//n//t/ as well as these words for students to orally segment into individual sounds—tan, take, team, fit, fight. No other instructional guidance is included about phonological awareness in this lesson.

- Materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade K TEKS that begins with larger units of sound (identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to smaller units of sound (adding, deleting, and substituting syllables.) The Wiley Blevins Teaching Phonics “Alphabet” and “Phonics” lessons for grade K do not include the skills listed in the TEKS for grade K: identifying and producing rhyming words, recognizing spoken alliteration, identifying individual words in a spoken sentence, identifying syllables in spoken words, and manipulating syllables, but these skills are included in the “Phonemic Awareness” manual.

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)

- Evidence is not apparent of explanatory corrective feedback based on phonological awareness of misconceptions or errors. “Phonological awareness” tasks are not labeled as such but rather as ones of “phonemic awareness.” The Wiley Blevins Teaching Phonics “Short u” lesson includes direct and explicit instruction for teaching phonological awareness skills with a gradual release of responsibility. Materials lack feedback for misconceptions and errors. For example, the lesson begins with modeling and practice before students are asked to encode or decode independently. The lesson includes a section called “Support,” which tells the teacher how to utilize manipulatives and other resources to assist students in mastering phonological awareness skills. The supports are not specific to the lesson but can be used across the materials. The text prompts the teacher as follows: “Say a word and have children place one color cube for each sound they hear,” rather than giving the “word.” The lesson includes “corrective feedback” for errors in the “Blending Words” section, but it is neither specific, explicit, nor explanatory. No misconceptions or generalizations are mentioned in the lesson.
- Materials do not include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors or misconceptions. For example, the grade K “Short i” lesson includes the section “Develop Phonemic Awareness” that begins with students orally blending segmenting words with /i/. The material does not provide explanatory feedback for students based on errors or misconceptions during this part of the lesson.
- Materials provide tasks such as identifying the rhyming words within the text, but they do not align with grade K TEKS. Nor do they provide explanatory feedback for students based on errors or misconceptions.

- Materials do not include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors or misconceptions. For example, the resource “Phonological Awareness: Syllables Routines” includes the following directive to teachers: “Tell children that they will play a game in which they take away the first syllable in a word. Say backpack and have the children repeat the word. Ask children to say each syllable in backpack: back, pack. Guide children to take away the initial syllable. Say: ‘Take away the first syllable from backpack. What word is left?’ (pack.)” The lesson does not provide explanatory feedback for students based on errors or 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). (PR 2.A & 2.A.3) (S)

- The Wiley Blevins Phonics from A to Z, 4th ed., includes a variety of activities and resources in the “35 Quick and Easy Activities for Developing Phonemic Awareness,” for students to develop, practice, and reinforce phonological awareness skills connected to the grade K TEKS. Materials label the phonological awareness activities as phonemic awareness activities, but they are oral activities aligned with the grade K phonological awareness TEKS. For example, the materials include rhyming and alliteration activities. One rhyming activity, for example, recommends that students clap the rhythm of the poem as the teacher reads it aloud. Then the students can substitute the syllable la for every syllable they hear in the poem. An example of an alliteration exercise is “Silly Sentences,” in which students create silly alliterative sentences such as “Six snakes sell sodas.” Materials include activities using picture cards for distinguishing rhymes, ending consonant sounds, and medial vowel sounds in addition to oral blending and segmenting activities. Another exercise might include the “Sound Switcheroo” activity, which requires that students identify the sound in a word—at the beginning, middle, or end—that was changed to form another word. For example, teachers might list the words man/pan, hat/hot, fan/fat, and fish/dish. Students would respond that in the first word, the /m/ sound was replaced with the /p/ sound. These activities include cumulative review as students practice and reinforce the sounds they have learned in lessons according to the scope and sequence.
- The “Scholastic Digital Manager” provides additional resources to develop, practice, and reinforce phonological awareness skills, including the Phonemic Awareness Teacher’s Guide. This includes phonological awareness activities that align with the grade K TEKS. The guide includes an additional 66 lessons that teachers can use to instruct rhyming, alliteration, onset rhyme, syllables, blending, and segmenting of sounds. For example, the “Lesson 8” rhyming activity uses the nursery rhyme “Hey Diddle Diddle” to teach students to identify rhyming words. The lesson also includes a beginning sound sort and a listening game using picture cards that begin with specific sounds. These activities include a cumulative review of previous skills using memory-building strategies.
- Materials include a variety of activities and resources for grade K students to develop, practice, and reinforce phonological awareness skills, including games, rhymes, stories,

manipulatives, and activities. For example, Grade K Wiley Blevins Phonics from A to Z offers a list of books that teachers can utilize to reinforce student understanding of rhyme, alliteration, and phonemic manipulation.

- Materials include various resources for students to practice, reinforce, and develop phonological awareness skills connected to grade-level TEKS. For example, the grade K “Short a” lesson prompts students to use mirrors, sound boxes and counters, and flashcards to articulate letter sounds, blend phonemes, and segment phonemes. Each activity allows students to practice, reinforce, and develop phonological awareness in various ways.

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	12/13
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)	1/2
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 include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors. Materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common 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 *Wiley Blevins Teaching Phonics* “Lesson Cc” includes a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes in grade K. These gradually transition to more complex manipulation, such as adding, deleting, and substituting phonemes. For example, “Lesson Cc” starts with students repeating the /k/ sound every time the teacher says a word that begins with the /k/ sound such as *cat*, *car*, *cow*, and *candle*. Students practice making the /k/ sounds by opening their lips with a puff of air from the back of the throat. The teacher guidance provides activities for students to see and hear how to articulate the sound with a video, *Articulation Card /k/*, and the use of mirrors. Materials include practice activities for orally blending and segmenting

sounds to form words. The teacher says /k/ /an/ (*can*), /k/ /a/ /ch/ (*catch*), and /k/ /ā/ /p/ (*cape*.) The words get progressively more complex. In the oral segmentation lesson, the teacher says words such as *can*, *cane*, *cone*, *coat*, *cut*, and *cub* for students to practice segmenting the sounds, using the sound boxes *and* counters provided in the materials.

- Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes and gradually transition to more complex manipulation practices, such as adding, deleting, and substituting phonemes in grade K. For example, the *Wiley Blevins Phonics from A to Z* book starts with oral blending activities, then follows with oral segmentation before moving into phoneme manipulation. In the “Sample Phonemic-Awareness Models,” the “oral blending model” directs the teacher to model blending sounds into words. The teacher says the word very slowly, sound by sound, then faster until it is said as normal. The text also recommends using movements to show how students move from one sound to another in the word and to point out changes in mouth position or throat vibrations. Next follows the “phoneme manipulation model,” in which the teacher models how students manipulate phonemes to make new words: “I can take the /s/ off of *sit*, put a /p/, and I have a new word—*pit*.”
- Materials include phonemic awareness tasks progressing from simpler to more complex skills. For grade K, the material identifies five tasks that should be completed in the given sequence. Task 1: Rhyme and alliteration (phonological awareness); Task 2: Oddity tasks (for example, teachers prompt students to “listen to these 3 words... Which one begins with a different sound?;” Task 3: Orally blend words; Task 4: Oral segmentation; Task 5: Phonemic manipulation tasks.

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 *Wiley Blevins Teaching Phonics* “Short *u*” lesson includes direct and explicit instruction for teaching phonemic awareness skills with a gradual release of responsibility, but materials lack feedback for misconceptions and errors. For example, the lesson begins with modeling and practice before students are asked to encode or decode independently. The lesson includes a section called “support,” which tells the teacher how to utilize manipulatives and other resources to aid students in mastering phonemic awareness skills. The supports are not specific to the lesson but can be used across the materials. The text tells the teacher to “say a word and have children place one color cube for each sound they hear,” rather than giving the “word.” The lesson includes “corrective feedback” for errors in the “Blending Words” section, but the feedback is not specific, explicit, or explanatory. No misconceptions or generalizations are mentioned in the lesson.
- Materials provide general corrective, not explanatory, feedback for students, as well as “Rules and Generalizations” that address misconceptions. For example, the grade K lesson “Short *i*” includes a sort words activity with rules and generalizations for common spelling patterns, such as *-it* and *-ip*. The *Wiley Blevins Teaching Phonics* lessons for grade K provide phonemic awareness practice in oral blending and segmenting for each sound in the alphabet. Materials, however, do not offer explanatory feedback for teachers to use with specific terms, phrasing, and statements during instruction. For example, “Lesson *Kk*” directs the teacher to say the /k/

sound each time they hear it in a word, such as *kite* or *key*. The teacher and students practice articulation exercises with a hand mirror and look at the “Articulation Card /k/.” Then the teacher demonstrates how to orally blend phonemes to make words and segment words by using counters in sound boxes. Materials do not provide explanatory feedback for errors or misconceptions in the lesson. Additional materials are available in the Scholastic Digital Manager, including a “Corrective Feedback” chart, but it only offers feedback on decoding errors.

- The *Phonemic Awareness Teacher's Guide* provides an additional resource with lessons in the Scholastic Digital Manager portal. The additional lessons include 66 lessons for rhyming, oral blending and segmentation, onset rhyme, identifying word parts, manipulating sounds in words, and alliteration. Materials do not provide explicit instruction during the activities or explanatory feedback for errors or misconceptions. For example, “Lesson 34” includes an oral blending activity with an Alpha-Puppet. The teacher says the word parts /m/ /ē/ (me), and the students repeat the whole word before the puppet.

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 *Wiley Blevins Teaching Phonics* lessons include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in transitioning from oral language activities to basic decoding and encoding. For example, the lesson “Gg” introduces the /g/ sound, and grade K students practice oral blending and segmenting as provided in the phonemic awareness lesson in “Step 1.” Using the sound boxes and counters, students begin by moving counters into boxes to represent the sounds and tapping as they say the sound in each box. The counters can be replaced with letters to represent the sound, as stated in *Wiley Blevins Phonics from A to Z*, 4th ed. In the same lesson, students are taught the letter name and sound correspondence with “Alphabet Cards” for the upper and lowercase letter Gg followed by the “Letter-Sounds Flash Card” /g/. Materials provide a “Handwriting Practice: Gg” activity to teach the students how to write the upper- and lowercase forms of the letter Gg. In “Step 3,” the students learn to reinforce the letter name and sound for Gg when reading a decodable text as in “Storybook: Go, Go, Go!” The last practice activity in this lesson prompts students to encode through dictation practice. The directions guide the teacher in writing the letters for the sound /g/ (g), /f/ (g), and for other letters that students have learned. The teacher dictates for students to write the word *dog*. Then the teacher displays the correct way to write the word, and students self-correct their answers as needed.
- The *Wiley Blevins Teaching Phonics Program Guide* includes direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle. This is to support students in transitioning from oral language activities to basic decoding and encoding in grade K. The “Weekly Instructional Routine” provides a gradual release of responsibility framework with explicit scripted lessons for each step of the lesson. This begins with phonemic awareness development and continues with decoding and encoding activities. For example, the

“Explicitly Teach the Letter Name/Sound” lesson directs the teacher to say to students, “The letter Bb stands for /b/, as in *ball*.” (Write the letter *b* as you say the sound /b/.) “What’s this letter?” (Point to *Bb*.) “What sound do we say for *Bb*?” The students continue to connect with the letter name and sound by reviewing the “Alphabet Cards” and the “Letter-Sounds Flash Cards” before learning the letter chant to reinforce the letter-sound relationship. Materials provide explicit instructions for the teacher to instruct how to write the letters as the students say the sounds and connect them to reading and writing words. Additional activities are included in the materials and lessons with explicit teacher guidance.

- Materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in transitioning from oral language activities to basic decoding. The *Wiley Blevins Teaching Phonics* materials for grade K integrate phonemic awareness and phonics lessons, making connections to the alphabetic principle. For example, the *Wiley Blevins Teaching Phonics* grade K “Phonics Short *a*” lesson provides guidance for the teacher to help students orally blend and segment CVC words with short *a* in “Step 1.” In “Step 2,” materials provide the teacher with guidance on modeling the blending of short *a* words. Students can practice decoding short *a* words with either the digital or print “Blend Words: Short *a*” activity.
- Materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in transitioning from oral language activities to basic encoding. The *Wiley Blevins Teaching Phonics* materials for grade K integrate phonemic awareness and phonics lessons, making connections to the alphabetic principle. For example, the *Wiley Blevins Teaching Phonics* grade K “Phonics Short *i*” lesson provides guidance for the teacher to help students orally blend and segment CVC words with short *i* in “Step 1.” In “Step 3,” materials provide the teacher with guidance on building short *i* words: Students can practice building short *i* words with magnetic letter tiles before using the digital or print “Build Words: Short *i*” activity. Students gain additional practice in encoding short *i* words in “Step 4” with the “Sound-Spelling Word Sort: Short *i*.”

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)

- Materials include various activities for students to develop, practice, and reinforce phonemic awareness skills through cumulative review. The *Wiley Blevins Phonics from A to Z: A Practical Guide*, 4th ed., includes a variety of activities for students to develop, practice, and reinforce phonemic awareness skills. “35 Quick and Easy Activities for Developing Phonemic Activities” includes activities for grade K students to develop, practice, and reinforce rhyme and alliteration through cumulative review. For example, the activity “Round-Robin Rhyme” offers teachers the following directions for students: “Invite children to sit in a circle. Tell them that you’re going on an imaginary trip. Explain that you will tell them one item that you want to take on the trip, and they are to take turns repeating that item’s name and then name another item that rhymes. For example, if you say, ‘I’m going to the park, and I’m taking a mat,’ the next child in the circle might say, ‘I’m going to the park, and I’m taking a mat and a hat.’ Continue around the circle until children run out of items with rhyming names. Variation: Have children say aloud items whose names begin with the same sounds. For example: ‘I’m going to the park,

and I'm taking a ball, a bat, a basket, a blanket, and a banana.'" Another example is found in "Lesson 3" of the *Phonemic Awareness Teacher's Guide*. This includes a teacher tip to help students visualize the concept of *beginning*, *middle*, and *end* when identifying the position of words in a sentence: "Draw a large arrow on a tagboard. Label the arrow with the words *beginning*, *middle*, and *end*. Use this arrow during the exercises today."

- Materials include a variety of resources for students to develop, practice, and reinforce phonemic awareness skills through cumulative review. Each *Wiley Blevins Teaching Phonics* "Alphabet" lesson for grade K offers an oral segmentation component in "Step 1," guiding the teacher to use sound boxes and counters to allow students to develop, practice, and reinforce the learning. For example, the *Wiley Blevins Teaching Phonics* "Alphabet Dd" grade K lesson prompts the teacher to instruct students as follows: "Say the words *dad*, *deck*, *desk*, *day*, *date*, *dog*. Guide children to segment the words sound by sound orally. For support, use the sound boxes and counters. Have children stretch the sounds in the words and then move one counter into a box for each sound. Children can also tap the sounds as they say them." Another resource included with this lesson, the "Picture-Sound Sort: Dd," is available in digital or print format.
- Materials include a variety of resources for students to develop, practice, and reinforce phonemic awareness skills through cumulative review. Materials provide a *Phonemic Awareness Teacher's Guide* in the Scholastic Digital Manager, which contains a resource of 66 lessons to help children recognize rhyme and alliteration, orally blend word parts, clap syllables in words, count sounds in words, orally segment words, and perform phoneme manipulation tasks. For example, "Lesson 1" outlines an activity from this resource called "Clap Syllables" for grade K students to develop, practice, and reinforce syllable identification after it has been introduced. Teachers are directed as follows: "Explain to children that you are going to play a game using their first names. You are going to say a name and then clap the number of syllables, or word parts, that you hear. For example, if you say the name *Billy*, you will clap twice—*Bill...y*. Do several examples with two- and three-syllable names of children in your classroom. Then have each child state his or her name. The class will then repeat the name as they clap it syllable by syllable."
- Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. For example, the *Teaching Phonics* "S" lesson includes the articulation card /s/ and a mirror for students to look at their face as they develop the skill to say the /s/ sound. Students use sound boxes and counters to stretch the sounds in the words and then move one counter into a box for each sound with words such as *sit*, *sun*, *mess*, and *kiss*. Children can also tap the sounds as they say them. Students then practice with the letter sound beginning or ending /s/ sort with the words *sandwich*, *saw*, *seven*, *six*, *skunk*, *snake*, *soap*, *star*, *sun*, *bus*, *glass*, and *horse* either online or in print. The lesson reinforces what the students have learned by reading the storybook *See*.

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 & 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)

- Materials include a systematic sequence for introducing grade-level spelling patterns, as outlined in the TEKS. The *Wiley Blevins Teaching Phonics* “Alphabet” and “Phonics” lessons for grade K provide opportunities for students to demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC patterns. For example, the *Wiley Blevins Teaching Phonics* “Phonics Short a” lesson for grade K provides an opportunity for students to build VC words (*sat, mat, fat, fan, can, man, map, tap, tan, ran*) using magnetic letter tiles in “Step 3.” The lesson includes additional practice spelling CVC words with the digital or print “Build Words: Short a” activity. The “Phonics l-Blends” lesson for grade K provides an opportunity for students to build CCVC words (*lip, flip, clip, clap, clack, black, block, clock, click, slick, lick, lip, lap, clap, flap, flat*) using magnetic letter tiles in “Step 3.” The lesson includes additional practice spelling CCVC words with the digital or print “Build Words: l-Blends” activity.
- The *Wiley Blevins Phonics from A to Z*, 4th ed., includes a scope and sequence for systematically teaching phonics skills and concepts from simple to complex across the year in grade K. The author prefers a conceptual sequence for grade K that begins with consonants and short vowels (VC and CVC words). Then students progress to consonant blends such as l-

blends, s-blends, and r-blends. The materials include a breakdown of the foundation skills in the *Reading Standards Foundation Chart*.

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. For example, the “Short *i*” lesson for grade K, “Step 3,” asks children to use the magnetic letter tiles and trays to build the following VC and CVC words in sequence: *it, at, sat, sit, fit, fix, mix, six, sip, rip, rap, tap, tip, tin, tan, pan, pin, pig*. “Step 4” includes using a digital or printable worksheet in which students sort short *i* words based on the spelling pattern *-ip, -ap* (including words such as *lap, flap, dip, tip, flip, map, clap, tip*). The next activity calls for students to spell letter sounds in different pictures: *l-i-p, s-i-x, w-i-g, s-i-ck, s-p-i-n*. This is followed by asking students to spell the following words dictated: *is, fit, pig, sick, stick*. The teacher continues by dictating the sentence: “*Jim will use his mitt.*” The teacher then displays the words and sentences for the students to self-correct their answers. The lesson also includes reading, spelling, and writing high-frequency words with each lesson. The phonics lessons progress from simple to complex applications of sound-spelling pattern application.

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

- Materials include guidance for the teacher to provide explicit instruction for grade-level sound-spelling patterns. For example, phonics lessons begin with the introduction of the new sound-spelling skill being taught, then connecting new concepts to previously learned concepts, and then teaching the new concepts or skills through a gradual release of responsibility. The material gives specific and precise terms, phrasing, and statements that teachers can use during instruction. For example, in grade K, the short *a* lesson includes the following script in the Sound-Spelling section: “Tell children that the letter *a* stands for the /*a*/ sound, as in *apple*. This is the short *a* sound. Write the word on the board, underline the target spelling, say the sound, and model blending the word. Show the Letter Sounds Flash Card /*a*/. Point out the letter sound at different positions in the words.” Later in the lesson, the class discusses rules and concepts as instructed by the teacher: “Ask children what they notice about the spellings in these words. Point out common spelling patterns, such as *-at* and *-an*. Encourage children to look for these spelling patterns in words as they read.”
- Materials include detailed guidance integrating the teacher's actions during phonics instruction. These routines are consistent for each grade level. For example, lessons begin with teaching the letter name and sound before writing to transfer sound to spelling. Explicit instructions are included regarding the phrasing of teacher instructions. For example, the grade K *Cc* lesson instructs teachers as follows: “Tell children that the letter *Cc* can stand for the /*k*/ sound, as in *camel*. Show them the Alphabet Cards for the upper- and lowercase letter *Cc*. Then show the Letter-Sounds Flash Card /*k*/. Point out the letter sound at different positions in the words. Teach children the following letter chant: /*k*/ /*k*/ /*k*/. *Catch that camel!* /*k*/ /*k*/ /*k*/ is spelled *Cc*.”
- Materials include guidance for the teacher using both traditional and digital multimodalities to provide direct and explicit instruction for grade-level sound-spelling patterns. For example, the *Wiley Blevins Teaching Phonics* “Phonics Short *i*” lesson for grade K provides instructions

for the teacher to introduce the target sound-spelling. The lesson includes instructions for building short *i* words using magnetic letter tiles during guided practice. The lesson provides several digital or print choices for the teacher to use during instruction, including Build Words, Sound-Spelling Word Sort, and Spell Words.

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)

- Materials provide a variety of activities for students to develop, practice, and reinforce through cumulative review and grade-level sound-spelling patterns. For example, the *Wiley Blevins Teaching Phonics* grade K “Phonics Short *a*” lesson “Step 3” provides a “Read/Spell/Write/Extend” routine for the teacher to introduce high-frequency words to students. The “Build Words” activity supports the spelling instruction of the lesson by making words with the magnetic letter tiles using the target sound-spelling pattern. The lesson materials suggest folding in words with previously taught skills to facilitate cumulative review during the “Build Words” activity. To reinforce learning, the materials offer the following activities in digital or print format: “Build Words: Short *a*,” “Sound-Spelling Word Sort: Short *a*,” and “Spell Words: Short *a*.” The teacher-guided “Spell Words” activity in “Step 4” provides cumulative sentences for dictation for teachers to monitor students’ spelling growth.
- Materials provide a variety of resources for students to develop, practice, and reinforce through cumulative review of grade-level sound-spelling patterns. The *Wiley Blevins Phonics from A to Z: A Practical Guide*, 4th ed., is a valuable resource for teachers. This resource provides a word list in “Learning about Sounds and Letters” in “Section 3.” This list not only offers words for use in spelling dictation but also includes spelling concepts and exceptions, as follows: “The /b/ sound is most frequently represented by the letter *b*, as in *bat* or *cab*. The letter *b* is a very reliable letter for this sound. That is, when you see the letter *b* in a word, there is a great probability that it stands for the /b/ sound. Also, the letter *b* has no other sound assigned to it. However, sometimes the *b* is silent. For example, the *b* is silent when *b* is doubled in words such as *lobby* and *rubber*. In addition, the letter *b* is silent when it follows the letter *m*, as in *climb*, *lamb*, and *bomb*, or comes before the letter *t*, as in *doubt* and *debt*. An exception to this is a word such as *limber*, in which the *m* and the *b* are in different syllables. Other spellings of the /b/ sound include: *bh* (*Bhutan*), *pb* (*cupboard*).”
- The *Wiley Blevins Teaching Phonics* lessons include activities and resources to help students review and practice sound-spelling patterns skills through cumulative review. Grade K lessons include activities using sound boxes and counters, alphabet cards, articulation cards, videos, picture sorts, and various digital and printable activities and resources. The resources include fluency practice pages, worksheets, and decodable texts for students to review, practice, and reinforce with cumulative review. For example, the grade K lesson *LI* includes activities such as the “Sound Box and Counters” for segmenting sounds; picture sorts; and a digital “Concentration” game. Materials provide resources such as a “Letter Chant” audio recording, a handwriting page, “Storybook: Look,” and decodable texts such as “What Did Lin Get?” for review, practice, and reinforcing 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). (PR 2.A.1 & 2.A.3) (S)

- The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities and resources to support students in decoding and encoding words in decodable connected texts. For example, grade K Lesson *Dd* includes a “Storybook: Where is It?” The teacher helps students read the book and reinforces the letter name and sound for *Dd* when reading. Two decodable texts called “Who Can Find Dan?” and “This Bird” are available for students to practice decoding words in context. In the decodable text lesson, students draw pictures and write about the topic. For encoding practice, lesson *Dd* includes a high-frequency word practice routine in which students “Read, Spell, Write, Extend” to build automaticity with high-frequency words. In the “Extend” part of the routine, students copy and complete this sentence: “The cat is _____.” This supports students in decoding.
- Materials provide a variety of activities to support students in decoding words that include taught sound-spelling patterns in isolation and decodable connected text. This text builds on previous instruction. For example, the *Wiley Blevins Teaching Phonics* grade K “Phonics Short *a*” lesson provides decoding activities centered around the target sound-spelling of /a/ in a closed syllable. After the teacher introduces the sound in “Step 1,” the lesson guides the teacher to model blending words with short *a* in isolation in the next step. “Step 2” includes additional activities for students to practice decoding words in isolation in the digital or print version of “Blend Words: Short *a*.” The digital game “Sort It: Short *a*” is an activity that also provides practice in decoding words with the taught sound spelling in isolation. This “Phonics Short *a*” lesson also includes activities to support students in decoding words that follow the target sound-spelling of /a/ in a closed syllable within the decodable connected text. For example, the lesson provides the digital “Interactive Story: Sam’s Cat” (including the words *cat*, *nap*, and *mat*) and “Sam and Tam” (which includes the words *sat*, *Sam*, and *Tam*); and “Who Can Help?” (which includes the words *can*, *Mac*, and *Nan*). All are *Short Reads Decodables*. The lesson also includes texts with the target sound spelling from the *Read to Know Sets*. One of the texts is called “Big Cats” and includes the words *cat*, *pat*, and *nap*.
- Materials provide a variety of activities to support students in encoding words that include taught sound-spelling patterns in isolation and decodable connected text that builds on previous instruction. For example, the *Wiley Blevins Teaching Phonics* grade K “Phonics Short *i*” lesson provides encoding activities centered around the target sound-spelling of /i/ when in a closed syllable. The teacher first introduces the sound in “Step 1.” Then the teacher is guided to support students when encoding words with the /i/ sound in isolation in “Step 3” with a building words activity using magnetic letter tiles and trays. At the conclusion of the teacher-guided building words activity, the lesson includes the extended encoding practice of words in isolation with the digital or print “Build Words: Short *i*” activity. The lesson provides

an additional activity to practice encoding words in isolation called “Spell Words: Short *i*,” which is available in either print or digital form. This “Phonics Short *i*” lesson also includes activities to support encoding words that follow the target sound-spelling of /i/ when in a closed syllable in decodable connected text. For example, the *Read to Know Text Sets* provide a “Respond and Write” activity with each decodable connected text. This lesson includes the text “The Big Box,” in which students are asked to draw and write about how the story ends by answering the question: “What is in Tim and Nan’s big box?”

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 *Wiley Blevins Teaching Phonics* lessons include a systematic sequence for introducing and practicing regular and irregular high-frequency words during direct instruction. For example, the grade K lesson *Pp* uses the “Read/Spell/Write/Extend” routine to introduce high-frequency words such as *will* and *it*. The teacher writes the word in a context sentence (*Will it rain?*) and models how to read the word while underlining it in the sentence. The word *it* is fully decodable. The students orally segment the word *will* while chorally reading it with the teacher. They segment the word /w/ /i/ /l/. Students tap and count the sounds before learning how to spell the word. The materials provide a scripted lesson for the teacher. The teacher tells the students that this word has two lls. The teacher says, “This is the part of the word we need to remember. Underline, highlight, or draw a heart above this part of the word that has to be remembered 'by heart.'” The students echo-spell the word, write the word as they say each letter, and write it in a sentence during the “extend” part of the lesson. The materials provide differentiation support for students needing more support. The students can count words, count letters in words, and sounds in the word. They can also build them with the Magnetic Letter Tiles and write the words. In the decodable text called *Tap! Tap! Tap!* included in lesson

Pp, the students learn two more high-frequency words *I* and *can*. The students follow the same routine by reading the sentence aloud, spelling it, and writing the word in isolation and a sentence.

- The materials include brief lessons on targeted words and limit the number of regular and irregular words introduced in a single lesson or week. Lesson Ee introduces the high-frequency words *I* and *see* using the “Read/Spell/Write/Extend” routine for students in grade k. First, the teacher models by writing the words in a context sentence (e.g., I see an egg in the nest.), underlining the word, and reading it aloud. The students orally segment the word *see* by counting each sound and tapping the sounds. The teacher's guidance explicitly tells the teacher what to say during instruction. For example, the teacher says, “The last sound in *see* is /ē/. In this word, we spell the /ē/ sound with two e's: ee. This is the part of the word we need to remember.” Students can draw a heart about the part of the word that must be remembered “by heart,” underline it, or highlight it. The students follow the routine by spelling the word, writing the word as they speak each letter name, and writing the word in a dictated sentence: I can see _____ in the sky. For students needing extra support, the materials suggest the teacher ask the students to count how many words they see, how many letters, and which word has more letters. The students use the Magnetic Letter Tiles to spell the words and then write the words.
- Materials include a systematic sequence for introducing regular and irregular high-frequency words. For example, the “Weekly Routine” section in the *Teaching Phonics Program Guide* provides a ten-minute Read/Spell/Write/Extend routine for introducing high-frequency words. The “Read” section has the teacher write the word in a sentence, underline it, and read it aloud with the students repeating after you. Students then orally segment the word, with the teacher modeling as needed and pointing out the irregular spelling that they need to remember, underlining or highlighting that part of the word as needed. “Spell” includes “echo-spelling” of the word or chorally spelling the word together. “Write” has students write the word as they say each letter's name aloud. The final step, “Extend,” invites students to copy and complete a sentence that uses the word. The material also provides differentiation suggestions for students who need extra support. They can count the letters in the words, coin the number of words, compare the letters in the words, and build the words using magnetic letters.

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

- Materials include guidance for the teacher to provide explicit instruction for decoding and encoding regular and irregular high-frequency words. For example, the grade K alphabet lessons have a read, spell, and write section in every high-frequency word lesson. The teacher says the word and then the class segments the word by phonemes. Discussing what sounds they hear and the letters associated with each sound. Students are taught that for words that contain irregular spelling, they are to underline, highlight, or draw a heart above that part of the word. Spelling is done chorally as a class and then written as they say each letter name aloud.
- The materials guide the teacher in providing explicit instruction for decoding high-frequency words with important points to emphasize while introducing regular and irregular words to

students in grade K. Students can decode the decodable parts of words and memorize the irregular parts of the word and encode by writing the word(s) in dictated sentences. For example, the *Wiley Blevins Phonics* lesson Ll introduces the following high-frequency words using the “Read/Spell/Write/Extend” routine: *you*, *into*, *where*, and *down*. The materials explicitly teach the irregular high-frequency word *you* by having the students segment the word by sounds they hear /y/ /oo/ and then have the students highlight the part of the word that must be remembered “by heart.” The materials guide the teacher to say, “In this word, we spell the /oo/ sound with *ou*.” The teacher also instructs the students to connect the word *you* to *your*. “This is your book. You own it.” The students spell the word, write it, and then write it in a complete sentence: *This _____ is for you.*

- The materials provide teachers with explicit guidance about introducing regular and irregular words to students including decoding the decodable parts of words and memorizing the irregular parts of words. For example, the grade K alphabet lesson Bb explains to “highlight the irregular spelling that students need to remember. Say: The last sound in the word is /z/. In this word, we spell the /z/ sound with the letter s. This is the part of the word we need to remember. Underline, highlight, or draw a heart above this part of the word that has to be remembered ‘by heart.’”

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

- The materials include a variety of activities and resources to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words with cumulative review in grade K. For example, the *Wiley Blevins Teaching Phonics* lessons are taught using the gradual release of responsibility model. In “Step 2,” the materials provide activities focused on decoding and encoding practice with regular and irregular high-frequency words. In grade K, students learn through the “Read-Spell-Write-Extend” routine, which includes different activities for students to learn how to decode and encode high-frequency words. For example, the students develop and practice these skills by underlining, highlighting, counting the letters, tapping the sounds, and building the words using Magnetic Letter Tile before writing the words. The students place a heart above the part of the word that is irregular because they need to remember them “by heart.” During the “Extend” part of the lesson, the teacher dictates sentences that include high-frequency words for students to write in context. This reinforces mastery of decoding and encoding skills with regular and irregular high-frequency words. The decodable texts and text sets have a built-in cumulative review to monitor student mastery of the high-frequency words.
- The materials include various multimodal activities and resources that can be modeled during instruction and then used independently by students in grade K. For example, in “Text Set 1: Two BIG Cats,” the materials introduce three high-frequency words: *a*, *and*, *the*. The materials guide the teacher through the routine for introducing and reviewing these high-frequency words. The teacher displays the words and says them aloud. The students repeat the words. Then the teacher uses the words in sentences and discusses the meaning of the words. The

“HFW Specifics” chart leads the teacher through the lesson in which students decode the irregular spellings in each word. The students practice decoding these words in the texts and build fluency by rereading the text several times for mastery. Students write the words in their descriptions of lions and tigers in the “Respond and Write” activity and include the new high-frequency words they are learning independently.

- The materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review.) For example, in grade k, the teacher helps students develop their understanding of high-frequency words by utilizing the “Read-Spell-Write-Extend” Routine. In each step of the “Read (decode)-Spell (encode)-Write (encode)-Extend” routine, the teacher models, and then allows students to practice the skill. All instruction is reinforced by connecting it to decodable texts so that all students have the opportunity to practice new and previously taught lessons. Lessons also include information for utilizing index cards to practice decoding, magnetic tiles for encoding practice, and interactive digital stories.

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

- The materials include a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation and in connected texts for grade K. The *Wiley Blevins Phonic From A to Z, 4th Edition*, states, “The quick and automatic recognition of the most common words appearing in text is necessary for fluent reading. Review these words daily in context and isolation. Use a strategy that includes saying, writing, and reading the word many times.” For example, the materials suggest writing the words in the air, writing on paper, and looking for the words in books and environmental print. Students can make word cards to practice reading the words and use the cards to build sentences. Other suggestions include using predictable books with repeated patterns to have repeated exposures of the words. For example, Bill Martin Jr.'s *Brown Bear, Brown Bear What Do You See?* is a predictable book with repeated high-frequency words. Students can use high-frequency word banks when writing, and they can practice using multisensory techniques, including spelling words with macaroni or beans, tracing the words, copying, and writing the words in sand. All of these activities and resources support students in recognizing, reading, and writing high-frequency words in isolation and in context. The materials note that it is important for students to pay attention to the regular and irregular spelling patterns in high-frequency words.
- The materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words for students in grade K by recognizing, reading, and writing high-frequency words in isolation and in connected text. The *Wiley Blevins Teaching Phonics* lessons include a high-frequency word lesson in “Step 2” for Lesson *Jj*. The teacher and students use the Read/Spell/Write/Extend routine to introduce the high-frequency words *can* and *jump*. The teacher writes the word in a context sentence, underlines the word, and reads it aloud. Students repeat the sentence (e.g., Jen can *jump* high..) The student follows a sequential routine for decoding the word jump by orally segmenting the

word, counting or tapping the sounds in the word, and then spelling the word. The students then write, underline, or highlight the letters. If the lesson includes an irregular high-frequency word as in lesson *Ll*, the students identify the part of the word that is irregular and underline, highlight, or draw a heart about it because this part of the word must be remembered “by heart.” These memory-building strategies are repeated in high-frequency word lessons to help students remember what they do when decoding words that are regular or irregular. As the students continue with the routine, they spell the word while chorally saying the letters, write the word in isolation, and then write the word in context with a dictated sentence or by copying a sentence. For students needing extra support, they can use the letter tiles to build the word and count how many letters are in the word. The materials also include an interactive “Storybook: Jump” for students to practice decoding words.

- Materials include a variety of resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation and in connected text. For example, the lesson for Short *I* includes steps for recognizing, reading, and writing the HFWs in the “Read/Spell/Write/Extend” HFW routine. The students are taught memory-building strategies to help them remember parts of the irregular HFWs, such as the word *do*. The “o” in *do* says /oo/ and needs to be remembered so they can underline it, highlight it, or place a heart above the “o.”

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The guidance bullet is not applicable to the grade level.

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

- The guidance bullet is not applicable to the grade level.

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

- The *Wiley Blevins Teaching Phonics* lessons include a variety of activities to develop, practice, and reinforce skills to decode and encode one-syllable words. For example, grade k lessons

include activities for students to practice decoding one-syllable words using “Magnetic Letter Tiles” or letter cards, picture sorts, a digital “Concentration” game, and reading connected texts such as “Storybook: My” in the lesson *Mm*. Students also write from dictation and reinforce the skills in the learning center playing a “Mushroom Match-Up” game connecting pictures to words.

- The *Wiley Blevins Teaching Phonics* lessons include a variety of resources to develop, practice, and reinforce skills to decode and encode one-syllable words. For example, grade K lessons include a “Storybook: No, No, No!” for students to develop, practice, and reinforce decoding skills in context. Other decodable texts such as “This Cat Can” and “Who Can Help?” let students practice and reinforce decoding skills in context. Students practice encoding with the “Handwriting Practice” resources, including writing during dictation practice.
- The materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable words. The grade K “Double Final Consonants” lesson includes oral and written activities in addition to multi-sensory activities. For example, the multi-sensory breakout box guides teachers to “Incorporate multisensory learning by having children build the words using letter tiles or cards. If students seem ready, challenge students by introducing words with other spellings, like cat and top, to help reinforce which specific letters are doubled and which are not.”
- The materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable words. The grade K “s-blends” lesson includes oral and written activities in addition to multi-sensory activities. For example, students can practice decoding and encoding with a digital concentration game. There are also digital activities to spell, build, and blend words with s-blends. Most activities are also available in print.

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

- The guidance bullet is not applicable to the grade level.