

# IMRA Review Cycle 2024 Report

Publisher Name	Program Name
Wilson Language Training	<i>Foundations Level 2 Classroom Set for 20 &amp; Geodes Level 2 Classroom Library</i>
Subject	Grade Level
English Language Arts and Reading	K

**Texas Essential Knowledge and Skills (TEKS) Coverage:** **100%**  
**English Language Proficiency Standards (ELPS) Coverage:** **N/A**  
**Quality Review Overall Score:** **294/ 305**

## IMRA Reviewers

### Flags for Suitability Noncompliance

**2**

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

### Flags for Suitability Compliance

**N/A**

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

### Alleged Factual Errors

**N/A**

## Public Feedback

### Flags for Suitability Noncompliance

**2**

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

### Alleged Factual Errors

**N/A**

### Public Comments

**1**

# Quality Review Summary

Rubric Section	Quality Rating
<b>1. Intentional Instructional Design</b>	<b>52 / 53</b>
<b>2. Progress Monitoring</b>	<b>27 / 28</b>
<b>3. Support for All Learners</b>	<b>31 / 32</b>
<b>4. Phonics Rule Compliance</b>	<b>32 / 36</b>
<b>5. Foundational Skills</b>	<b>152/ 158</b>

## Strengths

- 1.2 Unit-Level Design: Materials include comprehensive unit overview, provide content knowledge and academic vocabular for effective teaching, and suggestions to support families in their students’ success.
- 1.3 Lesson-Level Design: Material support educators in effective implementation through intentional lesson-level design.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools 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 explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter

- instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.
- 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.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.
  - 2.1 Instructional Assessments: Materials lack assessments items at varying levels of complexity.
  - 2.2 Data Analysis and Progress Monitoring: Materials lack tools to assist students in tracking their growth.
  - 4.2 Daily Instructional Sequence and Routines: Materials lack varied opportunities for independent student practice.
  - 4.5 Progress Monitoring and Student Support: Materials lack progress monitoring frequency.
  - 5.B.1 Oral Language Development: Materials lack a variety of instructional methods.

## Challenges

- 1.1 Course-Level Design: Materials do not adhere to the ELPS.

## Summary

Wilson Language Training is a K–2 English phonics program. It offers a comprehensive, structured methodology for phonics instruction, incorporating phonics, fluency, and vocabulary into every lesson. The curriculum offers daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading application. Furthermore, the program includes resources designed to enhance family engagement, such as the Fun Hub Home Support section with parent letters, phonics mini-lesson videos that align with each lesson plan, and teacher resources.

Campus and district instructional leaders should consider the following:

- While the product and lesson plans feature explicit and systematic activities—such as phonics review, vocabulary, and connected text practice—the program does not provide practice with sounds in spoken language. Instead of providing practice with spoken language for phonological awareness skills, the product attaches print to the skills introduced.
- The program includes materials that support phonics development for learners and provides structured routines. However, the activities may not be varied enough to meet the specific needs

of all learners, specifically students with disabilities, English Learners, and gifted and talented students. Teachers may require additional support and guidance to assist these student populations effectively.

## Intentional Instructional Design

1.1	Course-Level Design	14/15
1.1a	<a href="#">Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.</a>	4/5
1.1b	<a href="#">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).</a>	2/2
1.1c	<a href="#">Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.</a>	2/2
1.1d	<a href="#">Materials include guidance, protocols, and/or templates for unit and lesson internalization.</a>	2/2
1.1e	<a href="#">Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.</a>	4/4

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

Evidence includes, but is not limited to:

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

- The *Teacher's Manual* includes a year-long scope and sequence with five units and suggested pacing for concepts and knowledge taught for each unit. The "Foundations Level K TEKS Supplement" contains a TEKS alignment. This supplement provides decoding, spelling, and high-frequency words that may need instruction earlier in the year.
- A "Learning Community" supplement references Spanish speakers and slower learners. Activities provided suggest the same differentiation implementation as the lessons. In the "Level K Teacher Materials," the "Home Support Pack" provides a section titled "Help Develop Oral Expression and Vocabulary." This section demonstrates open-ended questions for parents to use at home, for example, "I wonder why a dog barks?" The materials do not explicitly refer to the ELPS.

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

- Teachers can access a standard school pacing guide along with one applicable to each unit. Pacing begins with an orientation and then outlines Units 1–5 by months and weeks. The "Student Learning Plan" supports teachers with a plan for each week and day.
- Teacher autonomy in adjusting the start date to their specific needs is provided by a fillable chart. A materials outline suggesting three ways to implement instruction is located in a document titled "Implementing Foundations."

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

- The *Teacher's Manual* provides in-depth reasoning for the importance of the foundational skills needed to progress to the next level and includes an overview of the rationale for unit order. The materials outline sequences of instruction and learning activities. Videos explain unit organization in sequential order for teachers to follow. The column labeled "Skills Taught in Foundations" provides an overview of a student's progression of phonological awareness, phonics, fluency, and writing skills.
- The *Teacher's Manual* overview of the curriculum includes an explanation of spiraling and concept reinforcement. "Learning Activity Overview Level K" explains the progression of lesson activities as being repetitive in varied ways to address learners' needs throughout each unit.

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

- The Tier 1 leveled "Pacing Guide," includes an introduction to new concepts in the unit, a schedule for learning activities, and a student learning plan with daily scripted lessons listed by unit, week, and day. Each unit contains a section with a blue box labeled "In a Nutshell," which outlines the unit's new letters, sample words, and/or trick words taught. An additional blue box labeled "Getting Ready" provides the teacher materials, student materials, suggested home support materials, and a list of activities for review per unit. The "Learning Plan at a Glance" diagram supports daily lesson planning. The daily plans include guidance and explanation of how to implement daily activities and materials for teachers and students. The guidance materials also include two-toned activity cue cards to guide teachers' lessons. One colored section represents the learning activity procedures.
- The *Teacher's Manual* overview section includes various electronic fillable templates for use throughout the curriculum. These provide two daily learning plans, one reteach, and two intervention plan templates. The "Study Group Guidelines" document outlines guidelines for teachers to create study-level groups.

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

- A program video titled "Webinar Implementation" provides administrators and instructional coaches with guiding principles for implementing the materials. The "Foundations Expert Tips" document includes a checklist for administrators to check for fidelity in teacher use of the curriculum.
- In the *Teacher's Manual* under "Principals of Instruction," administrators can access resources and guidance that explain each skill, student success and engagement, differentiation, and ways to help struggling students. Administrators and/or instructional coaches can use a document titled "Learning Activity Self-Study Checklist" with unit and lesson sequences during observation protocols.

## Intentional Instructional Design

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

**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 both Spanish and English for each unit with suggestions on supporting the progress of their student.**

Evidence includes, but is not limited to:

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

- The "Big Picture" section of the materials provides a lesson cycle outline for the teacher titled "Plan-Do-Study-Act." The *Teacher's Manual* includes an "Implementing Foundations" section that supports teachers with a comprehensive overview of background and academic content knowledge before each unit begins. Materials contain an overview of each unit's academic vocabulary. Units include an in-depth vocabulary introduction needed for mastery of concepts. Lesson videos provide consistent usage of academic vocabulary as well.
- The "In a Nutshell" section outlines new concepts and pacing of the lessons and provides the background content knowledge and academic vocabulary necessary to effectively plan and teach the concepts. For example, the kindergarten Unit 5 "In a Nutshell" section explains the new concepts students will encounter in the lesson, including "Sentence structure, sentence dictation, and narrative fiction vs. informational books." It then describes the sample words and trick words for the lessons as well as guidance on lesson extensions, which the teacher may use to support students without mastery of concepts.

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

- The materials include home support for English- and Spanish-speaking families for each unit and week. They further clarify the skills, activities, and resources associated with each unit. Specific strategies and activities for families to use to support students' learning and development are included in both Spanish and English.
- Digital documents, labeled "LK Home Support Pack" and "LK Home Support Pack (Spanish)," provide corresponding unit and lesson worksheet activities for use at home throughout the year in English and Spanish. For example, in the kindergarten Unit 3 "Home Support



Resources," a letter explains the new concepts students are learning in easy-to-understand language. Then it provides word cards with the trick words and high-frequency words for the unit that students can practice at home. It also gives parents advice for how to use these words in a writing activity with students at home as well as tips for talking with their child about picture books they read together at home.

## Intentional Instructional Design

1.3	Lesson-Level Design	34/34
1.3a	<a href="#">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.</a>	30/30
1.3b	<a href="#">Materials include a lesson overview outlining the suggested timing for each lesson component.</a>	1/1
1.3c	<a href="#">Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.</a>	2/2
1.3d	<a href="#">Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).</a>	1/1

**The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content 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 materials include a comprehensive, structured, and detailed lesson plan. The *Teacher's Manual* includes a "Student Learning Plan" with detailed lessons for each week and daily lesson skills listed by the unit, week, and day.
- In the Foundations *Teacher's Manual*, a scope and sequence includes objectives students achieve by the end of each grade level through completing this course. For example, in kindergarten, students will "segment words in an oral sentence." This list does not include TEKS aligned to the objective statements. In another chart, the skills are broken into the units that they correlate with.
- Within the "Learning Activity Overview" page of each lesson, the teacher guidance supports the teacher by providing a synopsis statement, the materials list for the lesson, and the detailed plans, which include a daily objective, questions to engage students with during the activity, and formative assessments for the lesson. The teacher can view a sample of the lesson in the "FunHub" online tools as well.
- The "Unit Overview" page titled "The Learning Activity Schedule" provides explicit and systematic instructional routines for learning activities specific to the unit, week, and day

lessons. Within the *Teacher's Manual*, the column titled "Preparing Your Materials" provides a comprehensive list of materials and instructional guidance for each unit.

- Unit 1, Week 1, Day 1 lesson plan includes a "Student Learning Plan," teacher materials, student materials, activities, and assessments. The lesson plan tasks include systematic and structured instruction, including modeling, guided instruction, differentiation, and independent tasks. This section also provides questions and formative assessments.

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

- In the "Teacher's Manual Learning Activity Overview," the materials include a suggested amount of time for each activity, as well as an implementation overview. The digital resource "Foundations Lesson Planning at a Glance" guides that "Daily Learning Plans" total 30 minutes and contain three to five "Learning Activities" with unit-specific content. The "In a Nutshell" section includes a time allotment for each activity.
- The *Teacher's Manual* provides a pacing guide within the "Learning Activity Overview" with the number of weeks or days devoted to each unit and lesson.

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

- Each unit *Teacher's Manual* provides a guide suggesting ways for teachers to effectively present the lesson throughout the program. The "Getting Ready" portion of each unit includes a list of teacher and student materials needed for each lesson. Supplemental materials afford the teacher many avenues to effectively deliver instruction.
- The "Teacher's Manual Learning Activity Overview" supports teachers in understanding how to use all materials and resources as intended. The manual includes a synopsis, procedures, and resources for differentiation for each learning activity in the lessons. Example activities include "Dictation/Sounds," "Drill Sounds/Warm-up," and "Echo/Find Letters."

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

- In each unit overview of the *Teacher's Manual*, the materials recommend extended practice items and materials needed in lessons to reinforce learning at home. The "FunHub Home Support" resources provide teachers with videos for guidance in using additional print-based practice for lesson extensions and homework. "Getting Started" mentions the home support component to extend learning beyond the classroom.
- "Level K Home Support Unit 1 Week 1" contains materials such as parent letters with descriptions of Unit 1 and provides home activity sheets for students and families to review outside the school. Video materials for unit lessons support viewing for extended practice by students and families.

## Progress Monitoring

2.1	Instructional Assessments	24/24
2.1a	<a href="#">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.</a>	12/12
2.1b	<a href="#">Materials include the definition and intended purpose for the types of instructional assessments included.</a>	2/2
2.1c	<a href="#">Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.</a>	2/2
2.1d	<a href="#">Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.</a>	6/6
2.1e	<a href="#">Instructional assessments include standards-aligned items at varying levels of complexity.</a>	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 definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. **Instructional assessments include standards-aligned items at varying levels of complexity.**

Evidence includes, but is not limited to:

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

- The materials include a resource library that provides access to a pretest to determine students' initial placement level, unit tests, and probes that serve as diagnostic and formative measures. Materials provide mid-unit assessments located in the *Learning Community Progress Monitoring Teacher's Manual*, for example, Unit 1, Week 6, Day 5. Each mid-unit assessment tests a specific task or concept, such as letter/word identification, phoneme segmentation, and nonsense word fluency through a variety of tasks and questions. The assessments vary in types of tasks such as decoding, encoding, comprehension, and fluency. The materials provide formative assessments throughout the units, for example, Unit 3, Week 1, Day 2. The materials also include an assessment tool labeled "Test Recording Form/Level K" specific to each unit with tasks related to the given unit.
- The materials include diagnostic, formative, and summative progress monitoring assessments to be conducted weekly and biweekly. Summative assessments assess overall skills and concept knowledge. The summative unit assessment tests skills specifically for the current unit as well as incorporating previously learned skills from other units. For example, the Unit 5 test in the *Teacher's Manual* asks students to write sounds taught in Unit 1. It states,

"Say a sound, have students repeat and write the letter(s) on their Dry Erase Writing Tablet, or on Composition Paper which is provided in resources, [for sounds] /m/ .../k/." Additionally, each Foundations unit test explicitly tests for current unit concepts and integrates skills from previously taught units to ensure cumulative knowledge and mastery. For example, the Unit 2 summative assessment incorporates skills from Unit 1, such as identifying letter sounds and symbols. The Unit 3 test incorporates letter sounds that students learned in Unit 1. The Unit 4 test incorporates an assessment of letter keyword sounds that students learned in Unit 1 and reviews trick words from Unit 3. The Unit 5 test incorporates skills from all units, including the skills from Unit 1 (e.g., lowercase letter formation of all letters in every word, Unit 2 (e.g., capitalization of the word *the*), Unit 3 (e.g., spelling, reading CVC words, and high-frequency words), and Unit 4 (e.g., digraphs). Each unit test in Foundations follows these same principles of incorporating parts of previous units into each unit test to ensure mastery.

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

- The materials include definitions and the intended purpose of instructional assessments. The "Learning Community Program Overview" under "Diagnostic Teaching" includes definitions of diagnostic assessments, formative assessments, and summative assessments. The "Assessing Student Mastery" section of the materials' "K-3 Program Overview" defines formative assessments as informal quick checks for students' understanding to inform teachers of instructional needs at the moment.
- In the "General Description" section of the *Leveled Progress Monitoring Teacher's Guide* appearing in the "Learning Community Resource," the materials state, "Progress monitoring is a process used to measure what students know compared to the skills expected to be learned in a curriculum. Progress monitoring is helpful in assessing the responsiveness of Tier 2 students but can be used with Tier 1 students as needed."

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

- The materials provide clear, concise guidance to the teacher on how to administer the assessment equitably for students. A separate progress monitoring handbook in the "Learning Community Resource Library" for the beginning of the year through the end of the year guides teachers in administering accurate and consistent assessments. A "Learning Community Resource" video showcases a teacher modeling the correct administration of a level K beginning- to mid-year progress monitoring of sound identification, sound automaticity, and letter-naming tests. The "Learning Community Resource Library" lists a "Unit Test Scoring Guidelines" document which states the benchmark as 80 percent for all unit tests for level K–2. Assessment instructions located in the document titled "Progress Monitoring, Teacher Record Level K (Mid-End Year)" include guidance for when to administer tests in the school year and allotted time for each tested measure.

- The scripts accompany each assessment for the teacher to remain consistent with administration to each student. For example, the *Level K Progress Monitoring Manual* states the following: "Explain to the student: I am going to show you some make-believe nonsense words. I would like you to try to read the whole word if you can. Let me show you." Another example provided in the *Level K Teacher's Manual* provides the following guidance: "Practice letters: students trace previously taught letters while naming letter-keyword-sound. Do as a group saying verbalization or circulate around the room as students do it independently."

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

- The materials provide teachers with a TEKS document aligned to all learning activities and assessments. The materials include lessons that outline how the materials teach specific concepts and skills that correlate to TEKS (e.g., Level K, Teach Trick words description; Unit 3

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

- The materials include a separate document that lists the TEKS. The materials are aligned to the objectives of the unit and correlate to the standards (e.g., "Level K Unit 1 Teacher's Guide Unit Assessment" and "Level K, Teach Trick Words").
- Assessments provide dictation to write sounds or letters or orally read sounds. Instructional assessments include items at varying levels of complexity, including dictation, identification or letter symbols and sounds, high-frequency word identification, and sound segmentation. For example, in the Unit 13 test, students identify sounds and decode words with known patterns as well as irregular high-frequency words. In Unit 12, students encode words as well as complete a dictation task. Additionally, in "Story Time Activities," the teacher orally asks students open-ended questions such as "Who was in this story?" or "What was Echo's problem and what did she do about it?" Formative and summative assessments within Foundations include varying levels of complexity as well as open-ended response and constructed response question types.

## Progress Monitoring

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

**The instructional assessments and scoring information provide guidance for responding to student performance. Instructional assessments and scoring information did not provide guidance for interpreting 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 *Teacher's Manual* includes scoring guidelines and intervention activities for students scoring below the 80 percent benchmark on unit tests and progress monitoring. The materials provide a *Progress Monitoring Teacher's Guide* with the following subsections: "Getting Started," "Administration Guidelines for Measures," and "Additional Support to Target Specific Skills." A section in the *Teacher's Manual* models how to chart students' performances and track them over time to evaluate student progress.
- The materials give guidance for responding to student performance by suggesting teachers extend time in the unit if less than 80 percent reach mastery as well as meeting with struggling students individually to discuss errors and explain further practice needed. The materials give teachers suggestions on videos, small group lessons to revisit, or activity pages for additional practice as needed.

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

- The materials provide a *Teacher's Manual*, "Intervention Inventory," and *Progress Monitoring Teacher's Guide* with additional activities to support struggling learners. The *Progress Monitoring Teacher's Guide* provides these materials at the end of the manual. The "Level K Additional Support Activities" include resource material on instructional strategies to use to support students who need one-on-one target-specific skills. The "Level K Home Support

Activities: Practice at a Glance" contains resources with activity name, purpose, and location for targeted practice of skills for students.

- An intervention inventory document appears in the "Learning Community Intervention Guide" and supports teachers by directing them on how to utilize students' probe results to plan more intense interventions.

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

- The materials provide teachers with graphs and data trackers for teacher use in student tracking. For example, the materials provide unit test trackers in the "Assessment and Test" section of the online components, which are teacher resources for tracking data. The *Progress Monitoring Teacher's Guide* located on the "Learning Community" online also provides trackers for teachers to implement in progress monitoring.
- The document "Guided Proofreading Procedures Cue" provides for students to support proofreading procedures for dictation activities. Materials do not include guidance for interpreting data in unit tests or guiding teachers to specific locations to support underperforming students. Instructional assessments and scoring information provide guidance for interpreting student performance. For example, the *Teacher's Manual* explains, "Extend the time in this Unit if 80% of the class does not demonstrate mastery (80%) on the Unit Test. A Unit Test Tracker is available on the Foundations Learning Community in Wilson Academy under My Resources. This valuable online resource will allow you to track individual student mastery as well as to evaluate readiness of your class to move on. For struggling students, meet with them individually to discuss errors and explain areas that need to be further practiced."
- Additionally, the Foundations *K Teacher Manual* explains, "For students who are identified as struggling or at-risk readers, instruction should include the Foundations Standard lesson and an intervention lesson targeting areas of difficulty..." and "If a student is not showing adequate progress along the aim line to reach the benchmark, see below for suggested additional Foundations activities. These activities are incorporated into the intervention lesson plan and may need to be done in a smaller group or 1:1 to target specific skills as needed."
- The manual explains how to differentiate each activity, such as, "Be aware of students' 'trouble spots' such as the spelling of words with the letter x. Circulate the room when dictating these challenging Unit words. Provide additional assistance to struggling students by helping them tap or with questions that will guide them to determine the letter for a sound." Further, the FunHub intervention includes video lessons for every Foundations week in every Foundations unit, which could be used to support reteaching or modeling for a teacher about how to reteach.



## Supports for All Learners

3.1	Differentiation and Scaffolds	7/8
3.1a	<a href="#">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.</a>	3/3
3.2b	<a href="#">Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)</a>	2/2
3.1c	<a href="#">Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.</a>	2/3

**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.**

- Each overview provides differentiation for activities and instruction for the lesson. The materials provide teachers with differentiated paired (scaffolded) instruction during whole-group lessons. See the differentiation section in "Learning Activity Overview Echo/Find Word" for an example. A year-long intervention chart supports teachers with daily 15-minute targeted lessons for below-grade level students per week. The "Targeted Instruction" weekly planner located in the online "Learning Community" section of the materials, provides teachers a section of additional support activities to use with students who have not attained proficiency in grade-level skills.
- Unit 4 of the *Teacher's Manual* includes guidance for teachers to differentiate by having students who have difficulty remembering the bonus letter in words, such as *hill*, *miss*, and *puff*, refer to the last letter at the end of each row of their magnetic letter boards. Then, it guides them to have students tap each letter in the word. The "Learning Community Resource" section titled "Lesson Activities-Expert Tips" provides teachers with a game board and snowball activity to use with students struggling to blend simple VC and CVC word patterns.

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

- The Foundations "Scope and Sequence" in the *Teacher's Manual* includes letters, letter sounds, and vocabulary words introduced per unit. Lesson plans review previously taught vocabulary skills in "Drill/Sound Warm Up" before introducing a new concept. The "Introduce New Concept" section of the lesson explicitly teaches new vocabulary. Taught skills are spiraled throughout the daily lessons before introducing a new skill. The "Word Play" section also includes vocabulary. When building words, students tap and read the word. The student is asked to define the word and to use it in a sentence. Materials include a "Vocabulary Dictionary" to write the letter that matches the sound/word and "Storytime." In the "Teacher's Note" section of the classroom library, *Geodes* (decodable readers) outlines vocabulary words to preteach. A "Student Dictionary/Notebook" in the materials enables students to write unfamiliar vocabulary words, phrases, and dictated words, letters, and sounds.
- A lesson activity titled "Expanding Vocabulary in Foundations Spelling" in the "Learning Community" section states the following: "After students have written and proofread, the teacher quickly directs students to think about word meaning by telling them to reread and erase based on hints the teacher provides." For example, the teacher says, "Erase the word that is part of your face." Students must select from a list of words, such as *lip*, *mat*, and *pig*.

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

- Weekly lesson plans for each level's *Teacher's Manual* guide the extension activities for students who are proficient in grade-level content and skills. The "Targeted Instruction" resource and "Foundations Practice Guide," located in the materials' "Learning Community," guides teachers on ways to enrich, extend, or differentiate instruction and activities for students who have demonstrated grade-level and/or skill proficiency. The differentiation section of weekly lesson plans contains activities for below-, on-, and advanced-level students.
- The provided online supplementary resource document, entitled *Foundation Practice Book Guide*, provides materials for students to practice taught skills outside the regular 30-minute Foundations lessons, for example, at home, in small groups, or independently. Documents provide the teacher with examples of targeted skills for practice, such as the alphabetic principle, letter formation, alphabetical order, word structure, trick word practice, and comprehension.
- The section titled "Differentiation" of the *Teacher's Manual* "Learning Activity Overview" provides the following example of recommended differentiation: "Advanced students can be challenged by alphabetizing tiles on the blank side of their Letter Board." A video demonstration located in the "Learning Community" outlines how to teach students to extend vowel sounds during the "Drill Sounds" portion of a lesson.

## Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	<a href="#">Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).</a>	6/6
3.2b	<a href="#">Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.</a>	4/4
3.2c	<a href="#">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.</a>	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 guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.**

Evidence includes, but is not limited to:

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

- "Unit Orientations" provide guidance, modeling, and explanation for teaching each activity. Scripted daily lessons in each unit of the *Teacher's Manual* include instructional routines with explicit prompts and supports for teacher modeling and communication of concepts. The learning activities reference whole-group instruction, provide differentiation instructions for small groups, and reference online resources for small-group activities. "Learning Activity Overviews" include guided instructions for activities and "Activity Cue Cards" that can be printed and displayed for teacher's use.
- "Activity Cue Cards" accompany the "Activity Overview" in the *Teacher's Manual* and are divided into three distinct sections: what the teacher does, what the teacher says, and students' responses. The materials' "Activity Cue Cards" provide explicit prompts and guidance to support teachers' modeling and explanation of each lesson's content.

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

- Materials throughout the program such as videos, "Home Support Packet," and student interactive learning hub offer guidance and recommendations for a variety of instructional activities. The "FunHub" and "Learning Community" provide the needed support for teachers to facilitate effective lesson delivery and suggest varied learning tasks that allow exploration and experimentation by the student. "Learning Activity" recommendations allow the students

to explore hands-on activities and independent practice. These materials suggest strategies for all levels of ability.

- The online "Learning Community Resource Library" provides full-lesson videos that show teachers how to deliver and facilitate lesson components, such as "Drill Sounds/Warm-Up," "Word Talk," "How to Trick Word Reading," and tapping/marking unfamiliar words. Each unit in the materials' *Teacher's Guide* provides varied lesson activities, such as "ABC Order," "Storytime," "Word Play," "Make It Fun," and "Trick Word Practice." "Activity at a Glance Cue Cards" provide teacher guidance and recommendations for effective lesson delivery and facilitation. Cards support varying activities and a variety of instructional approaches.

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**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 *Teacher's Manual* quotes a gradual release model offering multiple types of practice in whole-class, small-group, and one-on-one settings. In the sample completed "Intervention Learning Plan" template appearing in the "FunHub," teachers lead students in whole-group choral fluency drills, then have them echo real words, trick words, and nonsense words individually.
- Lessons include guided practice structures for small-group, whole-group, and individual practice. Unit 3, Week 2, Day 3 in the section "Echo/Letter Formation" reads, "Have a student come up to the classroom board to make the letter on the Large Letter Formation Grid." This provides an example of guided practice. Independent practice structures included in the *Teacher's Manual* and online resources provide only worksheets and student notebooks.

## Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
3.3a	<a href="#">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.</a>	<b>2/2</b>
3.3b	<a href="#">Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.</a>	<b>1/1</b>
3.3c	<a href="#">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.</a>	<b>8/8</b>
3.3d	<a href="#">If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.</a>	<b>Not scored</b>

The 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 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 cross-linguistic connections through oral and written discourse. Materials are not designed for dual language immersion (DLI) programs. Evidence includes, but is not limited to:

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

- The materials provide generalized guidance for teachers to lead students in identifying word meanings. Guidance references students who require differentiated instruction, for example, English learners (ELs) and students with a language-based learning disability in the "Learning Activities Overview" and "Unit Introduction" sections of the *Teacher's Manual*. This material gives guidance to support EL students by enhancing explicit instruction with visual, physical, and kinesthetic methods. The document references additional suggestions to the teacher to support ELs, such as providing ample opportunities for students to practice phonemes that are not present in students' native languages, using chaining activities to differentiate sounds, and sound-tapping techniques to help with sound identification. Teachers use modeling and the materials' reference posters along with student notebooks to write ABC order, trick/nonsense/real words, and syllable/sentence frames. The Cross-Linguistic Connections and Foundations resource document for Foundations Level K guides the teacher with additional activities for supporting Emergent Bilingual Learners with phonology, morphology, syntax and

grammar, semantics, pragmatics, and communicative competence. This resource does not give specific guidance about levels of language proficiency. The Foundations Alignment with English Language Proficiency Standards document includes sections dedicated to language acquisition in the areas of learning, listening, speaking, reading, and writing. Within each section the guidance supports the teacher with prerequisite skills required for language acquisition and what activities to use for addressing skill-building activities. For example, to distinguish sounds and intonation patterns of English, provide students with multiple opportunities to learn distinct sounds in English words for phonemic awareness activities that can be found in daily lessons, Echo/Find Letters, Dictation/Sounds, Dictation/Words, Storytime, Storytime Extension activities.

- The "ELL Lesson Plan Template- Level K Unit 2-5 MLL /EB Weekly Intervention Plan" and "ELL Lesson Plan Template- Level K Unit 2-5 MLL / EB Tier Daily Planner" supports the teacher in creating daily lesson plans to address linguistic accommodations for Speaking, Listening, Reading, and Writing in alignment with the ELPs.

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

- Documents in the "Intervention" section of the "Learning Community Resource" state that teachers may use the materials with English language learners. The document provides information for the teacher on how each level of Foundations incorporates instructional strategies for English learners to read and write in English. The document informs the teacher about the use of teaching techniques of modeling, scaffolding, and hands-on activities to enhance skill mastery. The "Storytime Activities" provide information for the teacher on how storytime involves listening, reading, and writing activities with narrative and informational text. It goes on to explain how Foundations curriculum supports multilingual learners with "Storytime Activities" in unit lessons for the development of emergent literacy skills. "Storytime Activities" incorporate learning strategies: print awareness, choral reading, paired reading, fluency, comprehension strategies, story retelling, and learned vocabulary. The "Foundations Expert Tips" document provides scaffolded instruction and lesson activities for Multilingual and EB students. The material provides information and guidance for activities that can be used within different Unit lessons to support ELPS such as Dictation activities, Drills/Warm-ups, Echo activities, Sky Write/Letter Formation, Letter-Keyword Sound, Student Notebook, Trick Word Practice, Make it Fun activities, Storytime and Word Play.

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**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.**

- Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through oral discourse. The materials provide two documents that state how the material helps English language learners as a generic overview. In the online "FunHub," the "Getting Started" section suggests using the tabletop version of the

program's reference posters to support English language learners' development. The material gives guidance to support ELs by enhancing explicit instruction with visual, physical, and kinesthetic methods.

- The materials include embedded guidance for teachers to support emergent bilingual students in building background knowledge and comprehension through oral discourse. The document references additional suggestions to the teacher to support ELs, such as providing ample opportunities for students to practice phonemes that are not present in students' native languages, using chaining activities to differentiate sounds, and sound-tapping techniques to help with sound identification. The materials provide letters/letter sounds, vocabulary, and comprehension strategies such as sound tapping, choral reading, and fluency practice that are spiraled throughout the unit lessons and levels.
- The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through written discourse. Learners use a "Vocabulary Dictionary" and "Student Notebook" in the materials for their academic vocabulary development. Materials provide embedded (written) guidance to the teacher for lessons, content, or instructional strategies for the teacher to effectively teach the state-approved ESL program or connection to ELPS. 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 through planning using the "ELL Lesson Plan Template - Level K Unit 2-5 MLL/EB Weekly Intervention Plan".
- The document titled Cross-Linguistic Connections and Foundations: Level 1 guides the teacher with additional activities and instructional support for Phonology, Morphology, Syntax and Grammar, Semantics, Pragmatics, and Communicative Competence. This material provides tips to support emergent bilingual students in Unit lessons. For example, in the "Introduce New Concepts-Letter-Keyword-Sound" teacher tip suggests the teacher review letter-sound association and build metalinguistic awareness by making comparisons to the student's primary language. In the "Drill Sounds/Warm-up" Section the guidance encourages the teacher to provide time to practice letter-sound associations and attend to sound patterns that are not like the student's primary language. Within the "Word of the Day" Section for all units the material suggests when the students generate sentences for the Word of the day, the teacher should model how to change the meaning of the word with voice tone. Also, this recommends the teacher explains the use of different end marks to show meaning.

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

- The "ELL Lesson Plan Template- Level K Unit 2-5 MLL /EB Weekly Intervention Plan" and "ELL Lesson Plan Template- Level K Unit 2-5 MLL / EB Tier Daily Planner" supports the teacher in creating daily lesson plans to address linguistic accommodations for Speaking, Listening, Reading, and Writing in alignment with the ELPs.
- The document provides information for the teacher on how each level of Foundations incorporates instructional strategies for English learners to read and write in English. The document informs the teacher about the use of teaching techniques of modeling, scaffolding,

and hands-on activities to enhance skill mastery. The material provides information and guidance for activities that can be used within different Unit lessons to support ELPS.



## Phonics Rule Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	9/9
4.1a	<a href="#">Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.</a>	4/4
4.1b	<a href="#">Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.</a>	2/2
4.1c	<a href="#">Materials include practice of phonics skills both in isolation and through decodable texts.</a>	2/2
4.1d	<a href="#">Materials include opportunities for cumulative review of previously taught skills.</a>	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 materials provide systematic and sequential instruction of phonics and foundational skills. The *Teacher's Manual* scope and sequence begins with phonics instruction on consonant and vowel letter sounds in the initial and final position in Unit 1 and increases in complexity by building on prior knowledge throughout the 12 units. For example, Unit 2 provides instruction on reading three-sound short vowel words such as *map*, *sad*, and *rap*, and Unit 4 increases the complexity by adding the concept of consonant digraphs, keywords, and sounds such as *wh*, *ch*, *sh*, *th*, and *ck*. Weekly activities titled "Echo/Find Letters" include practice in matching magnetic letter tiles to letter sounds from current and previous lessons. Unit 3 introduces the blending of nonsense CVC words for "Word Play" activities. Activities titled "Listen for Sounds" provide systematic instruction for segmenting and spelling three-sound short vowel words such as *mad*, *fit*, and *rob*. Consonant digraph lessons can be found in activities titled "Make It Fun Digraph Detective." The level K *Practice Book*, found in the "Learning Community, Foundations Practice Book Guide" online, provides the targeted skills for each unit.
- The "Trick Word List" (this program's name for high-frequency words), located in the "Learning Community," provides an explicitly systematic and sequential approach to instruction. The materials teach trick words in units and implement the activity, "Trick Word Practice," on Day 5 of each week. The trick words' complexity increases as the year progresses. For example, Unit 3 covers *the*, *a*, *and*, *are*, *to*, *is*, *his*, *as*, *has*, and *was*; Unit 4 covers *we*, *she*, *he*, *be*, *me*, *I*, *you*, and *they*; and Unit 5 covers *or*, *for*, *of*, *have*, *from*, *by*, *my*, *do*, and *one*.

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

- Materials provide explicit phonics instruction with lessons that include modeling, guided practice, and independent practice. An example of this appears in the "Word Play" activity in Unit 3, Week 2, Day 1, located in the *Teacher's Manual*, as the teacher makes words using unit resources. Example words include *mop*, *bug*, *led*, *rug*, and *dig*. The teacher then makes a word and taps out the word. Students repeat and tap the word. The teacher explains nonsense words and repeats the lesson with those words. Students then work independently in the *Student Notebook* to show understanding. The teacher dictates the word, and students repeat the word, tap the word out, and write the word. Additionally, daily lessons show teacher-led activities and intentional phonics instructional opportunities that include the "Gradual Release of Responsibility" method, such as in Unit 4, Week 2, Day 1, "Drill Sounds/Warm-Up" and "Word Play" in the *Teacher's Manual*. Instructions for teachers include, "Practice sounds with the 'Large Sound Cards.' Model these, saying the letter-keyword-sound, and have the students echo. Next, point to the 'Standard Sound Cards' (in card display) with the 'Baby Echo' pointer. You say the letter-keyword-sound and hold up 'Baby Echo' to have students repeat. You can have a student be the drill leader for some of the sounds. 'Vowel Extension Model' extending the vowel sounds (example: *a-/a/...apple-/a/*). Have a student come trace the line for each of the vowels." Another example provided in "Word Play" instructs teachers to "use your 'Standard Sound Card' display to make 5–6 unit words. (See 'Unit Resources.') Make each word then say and tap each sound. Have students tap with you. Then blend the sounds as you drag your thumb across your fingers. Next, point under each card as you say each sound, then drag your finger under all three cards as you and the students blend the sounds to read the word. Have students find and underline digraphs."
- Materials include intentional daily opportunities for phonics (sound-symbol correspondence) skills. For example, "Level K, Online Resources" by unit include videos of teacher-led phonics lessons with an explanation, modeling, and practice for targeted instruction. Video lessons follow the modeling, and practice feedback format for lesson activities. For example, the video for Unit 1, Week 1, Part 1 gives instructions to use the owl puppet when reviewing letter-keyword-sound. The video demonstrates how to hold up a "Large Sound Card" (letter *t*). Then, it shows how to ask questions such as "What name is this letter?" "What is this picture of?" and "What sound do you hear for the key letter picture, top?" The video then instructs students when the "Echo Owl" puppet is up to repeat the letter, keyword, and sound for "Large Sound Cards."

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

- The *Level K Teacher's Manual* includes the practice of phonics skills with "Large Letter Sound Cards" and "Standard Sound Cards" for the introduction of new concepts in the "Letter-Keyword-Sound" activities in each unit. Materials also provide an online resource titled "Foundations InterActivites." These materials allow students to access home support or to

utilize it by following along with electronic devices with the teacher when practicing phonics skills. Materials practice sounds in isolation. For example, the daily activity "Drill Sound/Warm-Up" teaches sounds in isolation using sound cards. The materials suggest flashing the previously learned sound and new sounds introduced (*t, b, f*) and having students repeat the sound. Unit 4, Week 2, Day 3 of the *Teacher's Manual* provides practice for phonics skills in isolation with the "Word Play" activity. Instructions include, "Use your 'Standard Sound Card' display to make 5–6 unit words. Make each word, then say and tap each sound. Have students tap with you. Then blend the sounds as you drag your thumb across your fingers. Next, point under each card as you say each sound, then drag your finger under all three cards as you and the students blend the sounds to read the word. Have students find and underline digraphs." In Unit 3, Week 3, Day 2 of the *Teacher's Manual* "Word Play" provides another example. The teacher writes the word *yes* on the board. Students write the word on their whiteboards and together they tap the sounds. Students build *yes* with their magnetic letters before orally saying and spelling the word. The same procedures are repeated with the words from Unit 3 (*quit, vet, yet, wag, zap, and quiz*).

- The *Teacher's Manual* provides an example of decoding text associated with "Story Time." *Geodes*, the program's decodable books which align with each unit/lesson provide connected text that incorporates the phonics skills for the week. For example, *Library Cat* reviews CVC words.

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### **Materials include opportunities for cumulative review of previously taught skills.**

- "Unit Tests" and daily lessons in level K incorporate a comprehensive review of previously taught concepts. "Unit Tests" in Units 2–5 assess student mastery of these skills, with guidance to extend units if class mastery falls below 80 percent. The *Level K Teacher Manual* emphasizes cumulative skill review through daily activities such as "Drill Sounds/Warm-Up" and "Word Play." "Drill Sounds/Warm-Up" at the start of each lesson allows students to revisit and practice previously taught and current sounds. In "Word Play," featured in Unit 4, Week 1, Day 2, students engage in a word chain activity where they manipulate initial, medial, or final sounds of review words to create new ones. Additionally, students practice digraphs *ch, sh,* and *wh*, as well as the current digraph *th* in daily warm-up sessions titled "Drill Sounds/Warm-Up" throughout level K Unit 4. Furthermore, materials provide a cumulative review of sounds in the "Echo/Find Letters" activity. Here, teachers introduce new sounds like /e/ and /r/, prompting students to echo sounds and match corresponding letters. This activity repeats previously learned sounds to reinforce understanding, exemplified in the *Level K Teacher's Manual*, Unit 1, Week 7, Day 3, under "Echo/Find Letter."

## Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	6/8
4.2a	<a href="#">Daily lessons include explicit (direct) instruction with teacher modeling.</a>	1/1
4.2b	<a href="#">Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.</a>	3/3
4.2c	<a href="#">Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.</a>	2/4

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

Evidence includes, but is not limited to:

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

- In the *Teacher's Manual*, the "Introduction" guides teachers through structured lessons that employ the "I do, we do, you do" model to shift students towards independence gradually. The program emphasizes teacher modeling for clear and direct instruction. For example, in the *Teacher's Manual*, the Learning Activity Cue Card for Unit 1, Week 1, Day 2 instructs the teacher to say *nap* and have the students repeat. The teacher then taps out the word *nap* and students repeat it. Finally, the teacher spells *nap* after tapping it out and students repeat the spelling.
- Learning Activity Cue Cards include daily "Drill Sounds/Warm-Up" activities. In Unit 2, Week 3, Day 4, the activity involves teacher modeling of the letter, word, and sound from sound cards (e.g., "*a-apple-/a/*") that students repeat, reinforcing previously taught sounds and current sounds through daily practice.
- During Unit 3, Week 4, Day 5 "Word Play," teachers facilitate word-decoding exercises using Standard Sound Card displays, modeling for students how to articulate and blend sounds systematically.

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

- The program emphasizes direct and explicit guided instruction, ensuring immediate corrective actions. The Level K curriculum provides comprehensive teacher guidance across these components. Daily systematic lessons in Level K begin with explicit teacher modeling before students practice independently. For example, in Unit 1, Week 1, Day 2, the activity "Sky Write/Letter Formation" uses specific verbal instructions to guide students through letter

formation: the letter *b* starts at the skyline, down to the grass line, up to the plane line, and around to the grass line, with students echoing and practicing letter sounds (/b/ for *bat*). This systematic approach ensures students understand and replicate proper letter formation. "Dictation Words," another activity detailed on the Learning Activity Cue Card, guides teachers to dictate words like *nap*, prompting students to repeat, tap out syllables, spell aloud, and independently write on a dictation grid. In Unit 4, Week 4, Day 5, the "Drill Sounds/Warm-Up" activity focuses on practicing new and challenging sounds, including vowel sounds. Teachers use visual aids such as Large Sound Cards and engage students with echo exercises using the Baby Echo pointer, reinforcing letter-keyword-sound associations and digraph recognition.

- The Unit 2, Week 3, Day 1 "Sky Write/Letter Formation" activity directs teachers to verbally guide students in forming letters correctly. Students trace uppercase and lowercase letters while maintaining proper pencil grip and posture. Teachers circulate to ensure students are engaged and positioned correctly. In Unit 2, Week 3, Day 3, the teacher gives explicit instructions on forming the letter *M*, using verbal cues to guide students through each step of the letter formation and reinforcing the letter sound (/m/ for *man*). Teachers provide immediate feedback on pencil grip and letter formation, circulating the room to ensure students grasp concepts effectively. Students receive immediate feedback during activities like "Word of the Day."
- The materials prompt immediate and corrective feedback within the lesson. For example, in Unit 2, Week 3, Day 3, the teacher gives explicit instruction on how to write the letter *M* correctly. The teacher says "1.) Point to the skyline. 2.) Go down to the grass line. 3.) Point to the skyline. 4.) Slide down to the plane line and slide back up to the skyline. 5.) Go down to the grass line. 6.) Say 'm - man - /m/.'" Students repeat. The teacher then circulates the room to give feedback to students on the pencil grip.

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

- Level K provides systematic daily lessons with ample opportunities for independent practice and guided instruction. Materials provide daily lessons that emphasize repetitive instruction focused on letter names, sounds, associated keywords, and correct letter formations. Unit 8, Week 4, Day 1 provides an example of this structured approach, where students learn the letter *t* through modeling and grid-based writing activities as shown in the "FunHub Unit Orientation Video." Other whole-group activities include, students engaging in activities like tracing letters in their student notebooks and using letter tiles in activities such as "Echo/Find Letters." These exercises allow students to practice independently while reinforcing letter-sound associations and formations. Although the daily lessons primarily focus on whole-group instruction and independent practice, the Online Learning Community provides additional support activities designed for small-group interventions and individualized practice. These intervention resources offer teachers flexibility in lesson design, addressing specific student needs outside of the Tier 1 daily lesson plans. For example, in Unit 1, Week 1, Day 3, the lesson introduces sounds /b/ and /f/ through sound cards and guides students to match these sounds using magnetic letters. Subsequently, students independently practice writing these letters while reinforcing their associated sounds in their student notebooks.

Similarly, in Unit 1, Week 8, Day 3, the lesson "Make it Fun" guides students through identifying final sounds in words and locating corresponding letters on soundboards. This activity transitions from guided instruction to independent practice where students trace letters and sounds in their notebooks.

- Although the daily lessons provide ample opportunities for independent practice and guided instruction, they do not include daily collaborative learning activities. Partner work and small-group learning are not consistently evident on a daily basis in the Tier 1 daily lesson plans. For example, in the *Foundations Teacher's Manual* within the activity "Make It Fun" guidance supports the teacher, using small groups to implement the practice of the lesson skill. Some lessons guide students to turn and talk with a partner, and others include small group shared resources, such as a whiteboard writing task. Additional support and intervention materials are available for targeted student needs through the Online Learning Community.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The *Level K Teacher's Manual*, emphasizes continuous review and skill reinforcement throughout each unit. Each lesson includes various activities designed to strengthen letter-sound associations and foundational literacy skills. Throughout the curriculum, the "Drill Sounds/Warm-Up" activity in each lesson guides students through a review of previously covered material. It is designed to be engaging and interactive, with opportunities for students to take leadership roles as drill masters once they achieve mastery. The daily "Drill Sounds/Warm-Up" activity provides practice to master the alphabetic principle. Students engage in repeated exercises aimed at solidifying their understanding of letter-sound relationships. This routine is complemented by the "Echo/Find Letters" activity, which provides materials for students to match letters with corresponding sounds. This exercise helps cement the connection between sounds and their written symbols, laying the groundwork for spelling proficiency. The "Echo/Find Letters" activity, such as the one described in Unit 2, Week 2, Day 5, prompts students to echo sounds and locate corresponding letters on magnetic boards. This hands-on approach supports auditory and visual learning modalities, reinforcing the lessons on sound-symbol correspondence.
- Additionally, the curriculum incorporates "Weekly Word Play" sessions, which focus on developing print awareness, phonological awareness, and early decoding and spelling abilities. These activities include cumulative review and practice, ensuring that students continually reinforce their learning. "Dictation," a specific activity detailed in Unit 9, Week 1, Day 2, has students practicing writing sounds and reviewing words, current words, trick words, and sentences from the provided resources. This exercise not only assesses comprehension but also reinforces previously learned material.

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

- The materials offer teachers opportunities for students to apply explicitly taught phonics skills. For instance, in Unit 2, Week 2, Day 4's "Word of the Day" activity from the *Level K Teacher's Manual*, the teacher constructs the word *quit*, reinforcing the *qu* sound and guiding students to mark up the word. Students then practice reading and tapping out unit words before independently writing a sentence with the word *quit* in their notebooks. This structured approach, integrated into each unit, provides opportunities to practice the phonics skills that have been explicitly taught. The level K curriculum includes repetitive review activities throughout the year, such as Unit 2, Week 2, Day 5's "Echo/Letter Activity," where students echo letter sounds taught that day while pointing to specific letters on magnetic boards.
- Additional activities reference explicitly taught skills, such as letter sounds practiced during the "Drill Sounds/Warm-Up" in Unit 2, Week 4, Day 4. Students reinforce previously taught consonant and vowel sounds using "Standard Sound Cards," with opportunities for student leadership in drill sessions. The "Program Overview K–3" provides guidance for practice opportunities focusing on explicitly taught phonics skills. For example, the "Drill Sounds/Warm-Up" activity in Unit 3, Week 2, Day 3 allows students to practice letters, keywords, and sounds learned from current and past units using "Large Sound Cards." The teacher models the letter-keyword-sound sequence, and students echo to reinforce their understanding. In activities like "Dictation (Dry-Erase)," found in level K, Unit 3, Week 5, Day 3, teachers use current and previously taught words (such as *vet*, *yet*, *web*, *gas*, *dug*, and *gum*) to help students apply phonics skills. Students tap out words, orally spell them, and write them on dry-erase tablets independently, enhancing their mastery of phonetic concepts.

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**Decodable texts incorporate cumulative practice of taught phonics skills.**

- In the *Geodes* "Digital Classroom Library," one of the sample books, *The Library Cat*, facilitates cumulative practice as it incorporates previously taught phonics skills. The program notes that "the CVC words *bug*, *rat*, and *cat* review a previously taught sound-spelling pattern that also appeared in previous *Geodes*."
- In level K, Unit 3's "Introduction," the materials provide guidance on using decodable texts for cumulative practice in activities like "Word Play-Make Words," focusing on decoding skills. Sample words such as *cut*, *tap*, and *wet* are included in the "Unit Resources Library's" "Foundations Word Chain Resource," offering a list of decodable words aligned with the curriculum which are then incorporated into the decodable texts. *Duet Books*, located in the second half of level K are designed to be at least 80 percent decodable, aligning with the progression in the "Foundations" scope and sequence. These decodable texts systematically integrate the cumulative practice of phonics skills taught in earlier lessons. For example, *The Library Cat* revisits CVC words from previous lessons and also introduces words with consonant digraphs like *wh*, *ch*, *sh*, *th*, and *ck*, which are part of the current unit's lessons.



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

- The *Level K Teacher's Manual* "Overview" outlines that students are expected to achieve fluency in reading and spelling approximately 200 VC and CVC words before progressing to phrases and sentences like "The dog and cat sat on the deck" in Unit 4. Teachers have access to materials that focus on practicing sounds in isolation in level K. For example, in the "Echo/Letter Formation" activity from Unit 1, Week 2, Day 4 of the *Teacher's Manual*, students learn the sound /p/ by naming the letter and writing it on dry-erase tablets. The materials also provide teachers with a daily cumulative review of sounds through activities like "Drill Sounds/Warm-Up" in level 1. This activity allows students to practice previously taught and current sounds at the beginning of each lesson. For instance, in Unit 3, Week 2, Day 5, the *Teacher's Manual* guides teachers through the "Drill Sounds/Warm-Up" to review sounds introduced earlier. Similarly, the "Echo/Find Letters" activity reinforces sound recognition by introducing new sounds like /n/ and /m/, where students echo and match corresponding letters. This activity is repeated throughout each unit to solidify learning (e.g., *Level K Teacher's Manual*, Unit 1, Week 2, Day 5, "Echo/Find Letters").
- The *Level K Teacher's Manual*, Unit Resources provides a list of decodable words and texts aligned with the scope and sequence of each unit. For example, daily "Drill Sounds/Warm-Up" activities include letter-keyword-sound associations such as *a-apple-/a/*, *c-cat-/k/*, *e-Ed-/e/*, and *f-fun-/f/* (Unit 1, Week 8, Day "Drill Sounds/Warm-Up"). Moreover, teachers use materials like the "Drill Sound/Warm-Up" activity, where "Sound Cards" are used to isolate and repeat sounds introduced that day (e.g., Unit 1, Week 1, Day 3, "Drill Sound/Warm-Up"). This daily drill session starts each lesson to reinforce phonetic skills. Additionally, teachers can utilize decodable books available in the *Geodes* "Classroom Library" that correspond to the phonics skills taught in each unit. For example, *The Library Cat* provides practice with CVC words such as *lap*, *nap*, and *rat*, while also reinforcing print awareness and understanding of book features like titles, front covers, and back covers. In the first half of level K, students explore *Wordless Picture Books* and *Sound Search Books* to enhance their letter-sound awareness and grasp of story structure.

## Phonics Rule Compliance

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

- Developmentally appropriate assessment tools in the curriculum include the Mid-Unit Check (in Unit 1) and Unit Tests after each unit. The Mid-Unit Check, found in Unit 1, Week 6, assesses students on correctly identifying lowercase letters and their sounds, matching letters to corresponding sounds, and accurately forming lowercase letters. Unit Tests at the end of each unit evaluate students' grasp of concepts taught within that specific unit. For instance, the Unit 1 test assesses skills such as segmenting words into sounds, reading with tapping, spelling with tapping, and retelling a story. The Unit 2 Test comprises tasks such as blending sounds to form words, reading CVC words, forming uppercase letters, and naming letters in alphabetical order. Each student undergoes individual assessment, typically taking 15-20 minutes per student. Teachers record student responses on both individual and class tracker sheets provided in the Unit Tracker, complete with administration instructions and scripts. Activities like "Dictation" and "Echo/Find Words" serve as opportunities for teachers to gauge student understanding throughout the week but are classified as instructional activities rather than formal assessments.
- Additionally, the Level K curriculum includes formal phonics diagnostic assessments in the Beginning-Mid and Mid-End year Unit Check-ins. The Beginning-Mid Year assessment measures Letter Naming (52 letters), Letter Sound Automaticity (25 sounds), and Sound Identification (19 letters). The Mid-End Year assessment covers Word Identification, Nonsense Word Fluency, Phoneme Segmentation, and Sight Word Fluency.

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

- The materials provide clear and consistent directions for administering assessments. The *Teacher Guide* provides scripts and instructions that ensure standardized administration. For example, materials include prompts such as starting a timer, asking students to name letters, and providing guidance if a student struggles with a response. Alternate methods are suggested to support students who may need additional assistance during assessments. The materials also feature a Mid-Unit Check in Unit 1, Week 6, Day 5, providing teachers with specific instructions on administering assessments and offering alternative approaches if students encounter difficulties.
- The materials provide comprehensive guidance and instructions to teachers for administering progress monitoring assessments. For instance, the *Progress Monitoring Guide* includes measures to assess students' proficiency in producing consonant sounds, consonant digraphs, short vowels, and their ability to name and write corresponding letters. These assessments are conducted at the Beginning-Mid Year and Mid-End Year checkpoints. The *Progress Monitoring Guide* equips teachers with essential resources such as a "Getting Started" section, "Administration Guidelines for Measures," and "Additional Support Activities/Progress Reports." Within the Teacher's Manual, educators can find detailed information about the specific skills being assessed, student record and recording forms, class records, steps for progress monitoring, quick reference guides, data graphs, and examples illustrating the administration of each assessment type. The *Level K Learning Community-Progress Monitoring* and the *Progress Monitoring Guide* provide these resources.

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

- Materials include progress monitoring tools that accurately measure students' acquisition of grade-level phonics skills. The materials feature comprehensive progress monitoring tools for Intervention designed to accurately assess students' acquisition of grade-level phonics skills. For example, the progress monitoring assessments are divided into two phases: Beginning-to-Mid-Year and Mid-End Year. At the Beginning-to-Mid Year phase, assessments focus on skills such as letter naming, letter sound automaticity, and sound identification. Progress is tracked using individualized trackers and various probes tailored to each assessment. Moving to the Mid-End Year phase, assessments expand to include word identification, nonsense word fluency, phoneme segmentation, and sight word fluency. These assessments also utilize a variety of probes to measure student proficiency across these skills. Specifically, in the Level K Learning Community, under Target Instruction resources, educators can access tools like the "Level K Teacher Record (Beginning-Mid Year)" and "Level K Teacher Record (Mid-End Year)." These tools facilitate routine and systematic assessment of students' phonics skills, providing clear insights into progress and areas needing further support.
- Materials provide comprehensive progress monitoring tools for intervention, and the evidence systematically measures students' acquisition of grade-level phonics skills for Tier 1 instruction. The "Foundations Unit Test Tracker" explains, "Administer end-of-unit assessments with your students, track test results, and more..." The materials also refer to progress

monitoring in *Level K Learning Community- Progress Monitoring*, stating progress monitoring as optional but highly recommended.

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

- The Level K *Teacher's Manual* provides comprehensive Unit Tests to formally assess students after each unit with accompanying recommendations for beginning and mid-ending assessments. The assessments also guide teachers in identifying students who may benefit from progress monitoring based on formal assessment data. If intervention is necessary, Tier 2 intervention strategies are recommended as the next step for struggling students. For instance, the guidelines for the Unit 1, Week 2, Day 5 Unit Test specify that if 80% of the class does not demonstrate mastery, the unit's instructional time should be extended. Students scoring below 80% on any item will require additional assistance with that skill, and teachers should provide personalized support to address specific areas of difficulty. Level K students have opportunities to be progress monitored every week throughout the year. The progress monitoring assessments are aligned with the previous learning of the child and the skills taught in the materials.
- Materials include opportunities for teachers to progress monitor across the span of the year with a variety of probes that align with progress monitoring tools. For example, Level K materials provide teachers with sixteen different probes for letter naming, letter sound automaticity, word identification, nonsense word fluency, and sight word fluency. The materials also provide teachers with one sound identification assessment located in the *Level K Learning Community- Progress Monitoring*.

## Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	4/6
4.5a	<a href="#">Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.</a>	1/1
4.5b	<a href="#">Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.</a>	2/2
4.5c	<a href="#">Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.</a>	0/2
4.5d	<a href="#">Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.</a>	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. Materials include data-management tools to analyze patterns and needs of students. Materials do not include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- In the *Learning Community*, teachers access various types of trackers to monitor individual student progress. These trackers enable teachers to interpret data trends, assess individual student advancement at grade level, and determine if reteaching is necessary. They pinpoint areas needing improvement and identify skills requiring reinforcement.
- Within the *Level K Learning Community*, under "Assessment and Progress Monitoring," materials feature a data-management tool specifically designed for monitoring phonics skills such as letter naming, letter sounds, sound identification, and sight word fluency. For example, Level K provides teachers with a digital graphing tool titled "Tier 2 Instruction and Progress Report." This tool uses a spreadsheet format to track and document individual student progress and areas needing improvement in phonics skills. It logs teachers' interventions such as providing additional time or targeted activities to support student growth. This progress monitoring tool assists teachers in planning differentiated instruction and forming student groups based on individual needs. Additionally, the Level K materials include a "Progress Monitoring Graph." This digital tool includes a target line and graphical representation that allows teachers to monitor student progress across a comprehensive range of probes throughout the year. It facilitates ongoing assessment and adjustment of instructional strategies to enhance each student's phonics skill development. Furthermore, the *Level K Learning Community* offers a "Progress Monitoring Class Record." This tool

supports teachers in tracking student progress by skill and probe, providing tables that allow visualization of progress over time. It aligns with the continuous progress monitoring framework, enabling teachers to make informed instructional decisions based on real-time data.

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

- Materials include data-management tools for tracking whole-class student progress to analyze patterns of students. In the *Level K Learning Community*, the "Progress Monitoring Class Record" functions as a data-management tool. It tracks individual student progress, enabling teachers to analyze patterns and identify individual student needs. This tool assists teachers in collecting and recording skills taught, ensuring focus on student development. The data tracker provides a place for each skill assessment to be documented on a tracking sheet provided within the materials. Furthermore, the materials include data-management tools for tracking general whole class progress.
- The *Learning Community* offers a whole-class tracker for each Unit Test, allowing teachers to see how the whole class did. The tracker establishes a benchmark requiring the entire class to achieve 80% or above overall before advancing to the next unit. Within the online tool ("FUN360"), teachers view whole-class trackers and analyze how students performed, providing evidence of how the whole class performed on individual skills in the editable charts and graphs. The variety of tools in "Fun360" provides teachers with specific guidance for analyzing progress to determine student needs.

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

- All students are subject to progress monitoring at the beginning, middle, and end of the school year. The "Progress Monitoring Teacher's Guide" prompts teachers on when to administer beginning and mid-year tests, as well as how to progress monitor Tier 2 instruction for students who do not achieve 80% mastery. However, the materials do not clarify how often progress monitoring should occur for students with phonics skills below the benchmark or for those who have achieved 80% or higher mastery. "Using Data to Inform Instruction and Providing Additional Support" suggests conducting assessments every three weeks for all students, rather than adjusting the frequency based on individual strengths and needs.
- The progress monitoring materials do not provide specific guidance on determining the frequency of tests based on student strengths and needs. The intervention component recommends weekly progress monitoring for Tier 2 students but does not include corresponding guidance for Tier 1 students in the program.

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

- In the *Level K Learning Community*, a document titled "Additional Support Activities" details intervention strategies. The guidance indicates that if a student does not achieve at least 80% on any item, additional assistance is needed for that skill. The Unit 2 Test guides teachers on utilizing progress monitoring data to plan small-group and one-to-one instruction tailored to students' needs. It includes examples of targeted activities from Level K unit lessons, such as reviewing "Letter Naming Automaticity," "Drill Sounds' Warm-up," and "Echo/Find Letters" for phoneme segmentation. Activities from unit lessons "Word Play" and "Make it Fun" in Unit 2 are recommended for enhancing word identification and nonsense word fluency.
- Materials also provide teacher guidance to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. For example, in the "Additional Support" resource, the materials state "Encourage students to read sounds without naming letters or keywords. Then have them read words without tapping out the sounds."

## Foundational Skills

5.B.1	Oral Language Development	17/21
5.B.1a	<a href="#">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)</a>	4/8
5.B.1b	<a href="#">Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)</a>	4/4
5.B.1c	<a href="#">Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)</a>	9/9

**The materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through at least one but not 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, ask questions, engage in discussion 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)**

- Materials include explicit (direct) and systematic instructional guidance on developing oral language through at least one method. For example, in unit 1, week 12, day 4, the materials provide instruction on introducing new sounds through *Drill Sound/Warm Up* and practicing sentence construction and letter formation. The *Foundations Level K Learning Community, Storytime Activities* feature discussion prompts that provide explicit instructional guidance for comprehension skills and print awareness but lack opportunities for guidance on oral language.
- Materials include explicit (direct) instructional guidance on developing oracy through at least one method. For example, during a *Story Time* lesson in unit 4, week 1, day 5, students predict the story's next events. The materials include explicit (direct) instructional guidance on developing oracy through the Foundations oral discussion prompts integrated into the activity cue cards for teachers. The discussion prompts include questions for the teacher to use with students and speaking extension tasks. For example, on the speaking and writing cue card, the extension states, "Imagine you are a reporter tasked with presenting information to a television audience. Discuss how your word choice would differ between an informal discussion and a formal presentation. How might you adapt your language to effectively communicate with a broader audience and convey the message?" and "You've been invited to speak at a local elementary school as an expert on a specific topic such as animals, the environment, space, etc. Develop a detailed list of facts to include in your presentation and



prepare your talking points accordingly. Consider how you would adapt your presentation to suit students in different grade levels." In the learning activity portion of this cue card, the teacher is given explicit teaching prompts to use when modeling such as, "Use appropriate voice and tone when speaking or writing...Have the students echo you, mimicking your voice, tone, facial expressions..." The materials do not include additional methods for explicit instructional guidance on developing oracy.

- Materials include systematic instructional guidance on developing oral language through at least one method. For example, in level K *FUN HUB*, unit 2, week 1 video demonstrates how students echo drill sounds, keywords, and letter names, emphasizing "hang on to vowels" while referencing a vowel chart during oral activities. The materials do not include other methods for systematic instructional guidance on developing oral language. Materials provide rote, repetitive activities that do not include a variety of methods such as feedback and coaching. In the template library of the FUN HUB, a "fillable" template for fluency practice with short and long phrases provides a repetitive lesson that does not include examples of feedback and coaching for teacher guidance. Additionally, echo activities where students repeat the teacher's words or sounds, such as in unit 4, week 4, day 2 exercise *Echo/Find Letters and Words*, provide no evidence for guidance on feedback and coaching if a student makes an error as evidenced in the following lesson. The lesson states, "Say a sound. Have students echo and point to the letter(s) on their magnetic letter boards. Ask which letters say /k/; (k, c, ck). Which letters say /w/ (w, wh)? Have students name the letter(s). Then you can have one student find the standard sound card(s) as you dictate sounds. Do vowels and 3-5 other sounds." In the level K trick word FUN HUB video for unit 5, week 1, the teacher models constructing two sentences using word frames. Students repeat the sentences: "Do you want this or that?" and "This book is for you." The video does not include guidance for feedback and coaching of students.
- The materials include systematic instructional guidance on developing oracy. For example, in the teacher manual, the materials guide students through systematic echo drills and repetition of phrases or sentences to build oracy and monitoring of rate and tone. These activities are systematically integrated across the lessons of the entire year. However, this approach does not extend to other methods. Only choral rehearsal is included. The materials do not include other methods of guidance for developing oracy such as individual practice.

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

- The materials include authentic opportunities for students to engage in social and academic communication and genuine opportunities to engage in discussion to understand information. The materials provide opportunities for communication within the classroom setting, aimed at sharing information with peers. For instance, the level K teacher's manual, unit 4, week 2, day 5 story time activity, tasks students with retelling a story from the previous week, focusing on characters and settings. In the level K teacher's manual, unit 5, week 6, day 5, story time activity, students help divide books into fiction and nonfiction piles. The teacher asks scripted questions. For example, "Can you tell me some true facts about the story?" Students reply with their answers orally to the class. In the home support section of the level K FUN HUB,

teachers demonstrate ways for parents to encourage discussions about their children's reading. This includes conversations about book covers, titles, and story elements. The level K unit 5 home support letter to parents states, "In unit 5, your child will continue to practice reading sentences in phrases and learn to write sentences. Emphasize capitalization, punctuation, and the difference between real and make-believe stories."

- The materials include communication for different audiences and purposes. For instance, the story time activity cue card outlines how students can cite evidence during story lessons and include prompts for sharing with different audiences, (e.g., teachers and peers). Additionally, in unit 2, week 1, day 2, students engage in activities such as identifying sounds, echoing teacher prompts, word building through tapping and blending, and matching sounds to pictures in notebooks. Students have opportunities to speak to varied audiences for varied purposes in the three examples on the listening and speaking activity cue card within the story time activities resources. The extensions state, "Speaking extension: Imagine you are a reporter tasked with presenting information to a television audience. Discuss how your word choice would differ between an informal discussion and a formal presentation. How might you adapt your language to effectively communicate with a broader audience and convey the message?" and "You've been invited to speak at a local elementary school as an expert on a specific topic such as animals, the environment, space, etc. Develop a detailed list of facts to include in your presentation and prepare your talking points accordingly. Consider how you would adapt your presentation to suit students in different grade levels." Similarly, in unit 2, week 1, day 5, story time activity (book on the ABCs), the teacher reads the story, discusses the title, author, and illustrator, and guides students in identifying corresponding sounds with letters from the ABCs book.

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

- Materials include authentic opportunities for students to listen actively to understand information and share information and ideas. For example, the level K FUN HUB home support letter provides parents with a list of books to read and discuss with their children. These titles include: *A Bear Grows Up*, *A Ladybug's Life*, *All About Frogs*, *Bear's New Friend*, *Carl's Sleepy Afternoon*, *The Frog with the Big Mouth*, and *The Grouchy Ladybug*. The activity story time in unit 1 materials promotes active listening to understand and share information and ideas. The activity provides students with the opportunity to listen to a story, *Echo Finds Dinner*. Students answer questions about the story, and the teacher and students retell the story. Additionally, in level K unit 3, week 1, day 5 story time lesson, the teacher reads "Baby Echo Finds Echo at Last." The students actively listen for information to later share with the group. After the story, the teacher asks several questions. The tips section suggests that *Are You My Mother?* be read and the story be compared and contrasted to *Baby Echo Finds Echo at Last*. Students actively listen to understand and share information and ideas during discussions.
- The materials provide opportunities for students to engage in discussion to share information. The questions provided in the level K learning community, guiding questions for story time ask questions about key details. The questions include; "What are the important facts you learned from this text?" "What details from the text helped you know they were the most important?" These questions allow for discussion to understand information and share ideas. The story

time extensions include questions that allow students to share what they already know about the topic or discuss a comprehension question with a peer and share their collaborative answer with the class, such as the oral discussion prompts: "Oral discussion: discuss with your partner, what do the details in this passage hint at...?" and "Consider having students partner with another student to share ideas for the word *splash*." Additionally, in unit 3, week 6, as indicated in the teacher's manual during story time, students orally answer questions posed by the teacher about the setting, character, and main story events. This provides evidence of discussion to understand the information read and sharing ideas but does not include students sharing information about what they may know about the topic before listening to the read-aloud.

- Materials do not include authentic opportunities for students to ask questions, understand information, and share information and ideas. For example, the level K FUN HUB home support letter provides parents with a list of books to read and discuss with their child. These titles include: *A Bear Grows Up*, *A Ladybug's Life*, *All About Frogs*, *Bear's New Friend*, *Carl's Sleepy Afternoon*, *The Frog with the Big Mouth*, and *The Grouchy Ladybug*. However, materials provide no evidence of prompting for parents to elicit questions from students. In the level K, learning community, guiding questions for story time, the material provides guiding questions to coincide with level K story time activities. For example, questions about key details in a text, state, "What are the important facts you learned from this text? What details from the text helped you know that they were the most important." The material contains discussion prompts, which prompt students to ask questions about the topic or text or provide scaffold guiding questions or sentence starters for student-generated questions. For example, the story time extension activity uses prompts such as: "Sentence starters Introducing the evidence..."; "I can tell that the character..."

## Foundational Skills

5.C.1	Alphabet Knowledge (K only)	24/24
5.C.1a	<a href="#">Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR.2.A.1)</a>	2/2
5.C.1b	<a href="#">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)</a>	6/6
5.C.1c	<a href="#">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 &amp; 2.A.3)(T)</a>	4/4
5.C.1d	<a href="#">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 &amp; 2.A.3)(S)</a>	12/12

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing letter names. The letters are introduced in a lesson and then reviewed continually in each unit. Each week two or three letters are introduced and reviewed cumulatively daily during "Drill Sounds/Warm-Up." Unit 1 introduces the following letters during the 12-week unit. Level K, Unit 1 Introduction provides the following progression: Week 1 covers *t*, *b*, and *f*; Week 2 covers *n* and *m*; Week 3 covers *i* and *u*; Week 4 covers *c* and *o*; Week 5 covers *a* and *g*; Week 6 covers *d* and *s*; Week 7 covers *e* and *r*; Week 8 covers *p* and *j*; Week 9 covers *l*, *h*, and *k*; Week 10 covers *v* and *w*; Week 11 covers *y* and *x*; and Week 12 covers *z* and *q*. The materials introduce the lowercase and uppercase letter formation through the "SkyWrite/Letter Formation" section of the lesson.
- Materials include a systematic sequence for introducing corresponding sounds of letters. It includes daily "Drill Sounds/Warm-Up" sessions to review letters and their sounds using picture cards for reinforcement. This structured approach continues across units. Additionally, in Unit 1, Week 1, Day 1's "Echo/Find Letters" activity, the teacher prompts students to echo letter sounds and match them with magnetic tiles, promoting interactive learning and retention. In a level K video from Unit 2, Week 1, Day 1, the teacher demonstrates

using large sound cards to teach letter names, keywords, and sounds, with students echoing each. The teacher repeats the activity using standard yellow consonant cards and pink vowel cards displayed in a pocket chart. Throughout the level K curriculum, letters are introduced initially and revisited regularly. Each week introduces two or three new letters, emphasizing their names, keywords, sounds, and lowercase formation. For instance, Unit 1, Week 12, Day 1 focuses on teaching the formation of lowercase *z*, guiding students through the steps verbally and reinforcing learning with associations like "z is for zebra." The "Home Support Letter" for Unit 3 in "FunHub" advises parents that their child's spelling words will start with the letters *f, l, m, n, r, or s* and end with *d, g, p, or t*. Parents are encouraged to practice these letters and their sounds at home.

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**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 (direct) instruction for teaching the identification of the 26 letters of the alphabet in both uppercase and lowercase. The materials in level K facilitate automatic recognition of all 26 uppercase and lowercase letters through direct and explicit instructional guidance. For instance, in Unit 2, Week 2, Day 3's "Echo/Letter Formation" activity, students use dry-erase tablets to practice forming letters dictated by the teacher. They repeat each sound and name the corresponding letter, first making the uppercase version followed by the lowercase. The teacher reinforces this with verbal cues for letter-keyword-sound associations, such as for letters *a, b, k, d, e, and f*.
- Materials include guidance for the teacher to provide explicit (direct) instruction for teaching the corresponding sounds of the 26 letters of the alphabet. The curriculum introduces two new letter-keyword-sound correspondences weekly through scripted lessons titled "Letter-Keyword-Sound." Review and practice sessions are integrated into daily "Drill Sounds/Warm-Up" to enhance letter and sound identification. Level K materials include scripted instructions for each letter of the alphabet that include naming the letter, teaching the sound of the letter, and learning a keyword for the letter. For example, Unit 2, Week 3, Day 4, "Echo/Letter Formation" guidance provided instructs the teacher to tell students that they will practice uppercase letters on the dry-erase writing tablet. It tells the teacher to dictate two or three sounds and then have students repeat the sounds and name the letters. It next tells the teacher to use verbalization to direct students to first make the uppercase letter and then the corresponding lowercase letter. After each letter is formed, the teacher is to say the letter-keyword-sound and have the students repeat. The letters suggested are *g, m, h, n, k, i, p, d, j, p, e, k, f, and l*. During the Unit 4, Week 1 "FunHub" video, the teacher prominently displays "Large Keyword Sound Cards" featuring both uppercase and lowercase letters. The teacher drills students on the following letters and their sounds: *a, e, o, u, d, g, p, and q*. In Unit 3, Week 1 "Targeted Lesson" video from "FunHub," the teacher uses large sound cards for consonants *g, x, v, r, and h* and all the vowels. Subsequently, the teacher points to standard-size cards as students identify letter names and sounds in a nonalphabetical order.

- Materials include guidance for the teacher to provide explicit (direct) instruction for developing student automaticity in the identification of the 26 letters of the alphabet (uppercase). The materials in level K facilitate automatic recognition of all 26 uppercase and lowercase letters through direct and explicit instructional guidance. For example, in Unit 1, Week 1, Day 2, activity "Drill Sound/Warm-Up," the teacher uses large sound cards that have the letter (lowercase and uppercase), keywords, and sound. Each day the materials include guidance for new letters and sounds and practice for previously learned letters and sounds. In Unit 2, Week 2, Day 3's "Echo/Letter Formation" activity, students use dry-erase tablets to practice forming letters dictated by the teacher. They repeat each sound and name the corresponding letter, first making the uppercase version followed by the lowercase. The teacher reinforces this with verbal cues for letter-keyword-sound associations, such as for letters *a*, *b*, *k*, *d*, *e*, and *f*.
- Materials include guidance for the teacher to provide explicit (direct) instruction for developing student automaticity in the identification of the corresponding sounds of the 26 letters of the alphabet. The materials in level K facilitate automatic identification of the corresponding sounds of the 26 letters of the alphabet through direct and explicit instructional guidance. For example, in Unit 1, Week 1, Day 1, the material provides the teacher with guidance to direct the students to find the introduced letters and to direct students with specific verbalization examples of instructions: "*b* is a skyline letter. It starts on the (skyline). Point to the skyline. Go down to the grass line. Trace up to the plane line and around to the grass line. Say, '*b*-bat-/b/,' and have students repeat." For example, in Unit 1, Week 1, Day 2, in the activity "Drill Sound/Warm-Up," the teacher uses large sound cards that have a letter (lowercase and uppercase), keywords, and sound. Each day the materials include guidance for new letters and sounds and practice for previously learned letters and sounds. The materials also include review and practice to develop automaticity and identification for letters-keyword-sounds with scripted daily "Drill Sounds/Warm-Ups."

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**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 explicit (direct) and systematic instruction for letter formation for the 26 letters of the alphabet (uppercase). For example, in "Foundations Level K Learning Community," a document titled "Upper-Case Letter Formation Guides" provides explicit instruction and verbalization to direct students to letter formation for uppercase letters *A* to *Z*. For example, the letter formation for *E* states, "Point to the skyline. Go down to the grass line. Make a line on the skyline. Make a line on the plane line and a line on the grass line. Say, '*e*-ED-/e/,' and have students repeat." The *Teacher's Manual* also includes "Activity Cue Cards" that outline precise instructions for "SkyWrite/Letter Formation" activities across Units 1 and 2. These cards specify what the teacher should do and say and how students should respond, ensuring consistent and effective letter-formation instruction. In Unit 2, Week 2, Day 1, students practice forming letters *A* and *B* following scripted steps: pointing to the skyline, sliding back to the grass line, starting back at the skyline and sliding down to the grass line, crossing on the plane line, and associating each letter with its keyword and sound, such as "*a*-apple-/ă/." The letters continue in Unit 2 in alphabetical order. In Unit 2,

Week 4, Day 2's "SkyWrite/Letter Formation" activity, the teacher provides explicit instruction for letters Y and Z: "Point to the skyline. Slide down to the plane line. Leave a space. Point to the skyline. Slide back to the plane line. Go straight down to the grass line. Say, 'y-yellow-/y/'. Have students repeat."

- Materials include guidance for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 26 letters of the alphabet (lowercase). For example, in "Foundations Level K Learning Community," a document titled "Lower-Case Letter Formation Guides" provides explicit instruction and verbalization to direct students to letter formation for lowercase letters *a* to *z*. For example, the letter formation for *c* states, "c is a plane line round letter. It starts on the (plane line). Point to the plane line. Start to fly backward and go down and around to the grass line. Say, 'c-cat-/k/,' and have students repeat." In the level K "FunHub" sessions, a "Letter Formation Chart" is featured prominently, and students engage in practical activities presented as PDFs. For instance, one activity involves rolling a die to determine which letter to write. Unit 1 includes instructions for the lowercase letters. For example, Unit 1, Week 1, Day 1, introduces students to letters *f* and *b* with detailed instructions for their formation: "b is a skyline letter. It starts on the skyline, goes down to the grass line, traces up to the plane line, and around to the grass line. Say, 'b-bat-/b/,' and have students repeat." Moreover, the *Teacher's Manual* provides detailed guidance for activities such as the formation of letters *d* and *s* in Unit 1, Week 6, Day 1's "SkyWrite/Letter Formation" activity. In the "SkyWrite/Letter Formation" video located in the "FunHub," the teacher guides students through skywriting the letters *t* and *u*, starting from specific lines like the skyline, plane line, grass line, or worm line. The *Teacher's Manual* also includes "Activity Cue Cards" that outline precise instructions for "SkyWrite/Letter Formation" activities across Units 1 and 2. These cards specify what the teacher should do and say and how students should respond, ensuring consistent and effective letter-formation instruction. For instance, the cue card instructs the teacher to use verbalization for letter formation when making the letter *t*: "Point to the skyline. Go down to the grass line. Cross it on the plan line." As students follow along with the activity, they imitate the teacher's action and echo verbalization to form letters.

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**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 and resources for students to develop alphabet knowledge in isolation. The materials encompass a range of activities and resources designed for isolated alphabetic practice. For example, in the "Skywrite/Letter Formation" activities like those in Unit 1, Week 1, Day 1, students trace and write letters *b* and *f*. The curriculum establishes a systematic approach to teaching letter names and sounds through daily "Drill Sound/Warm-Up" sessions. These sessions introduce new letters and sounds while reviewing previously learned ones, ensuring continuous reinforcement. The *Level K Teacher's Manual* provides detailed guidance such as in Unit 1, Week 1, Day 2's "Drill Sound/Warm-Up." In this activity, the teacher uses large sound cards to introduce lowercase and uppercase letters and their sounds both in isolation and in keywords as well as to review previously taught letters/sounds. The curriculum also includes activities for identifying and matching uppercase

and lowercase letters, as seen in Unit 2, Week 2, Day 3's "Echo/Letter Formation," where students practice forming letters like *a, b, k, d, e, and f*.

- Materials include a variety of activities and resources for students to practice alphabet knowledge both in isolation and in the context of meaningful print. For example, in the Unit 1, Week 1, Day 1, activity "Echo/Find Letters," the teacher dictates a sound, and the students repeat and match the letter with magnetic tiles. Within the "FunHub," students access a digital letter/soundboard in the "Interactivities" section for reviewing letters and sounds individually. Additionally, they utilize the "Make a Word" section to drag and drop letters to form words or sentences. The materials employ strategies to enhance alphabet memory, such as posters, charts, and visual representations illustrating letters and their sounds. The material also provides isolated alphabet practice activities and resources. Examples include a video, "Level K Alphabetical Order," to demonstrate the sequential order of lowercase letters in rows. In Unit 2, Week 1, Day 3, the materials include an activity for students to sequence magnetic letter tiles on a personal letter board. Students place tiles on the board, chorally say the alphabet, point to each letter, and say the name of each letter. In addition to isolated alphabet practices, the materials provide contextual activities within meaningful print. For example, in activities like "Dictation/Words" found in Unit 2, Week 1, Day 3, students echo and spell words like *mat*, tapping out each sound, and writing it on a board or tablet. ABC stories, like those used in Unit 2, Week 1, Day 5's "Storytime" with books such as *Old Black Fly* and *ABC* by Dr. Seuss, aid students in recalling letter names or sounds through associative phrases and connected text. In Unit 3, Week 4, Day 2, "Echo/Find Letters and Words," the teacher says a sound, and students echo and point to the letter on their magnetic letter boards. Then, the teacher asks, "What says /-/?" Students name the letter(s). Finally, one student finds the "Standard Sound Card(s)" as the teacher dictates sounds.
- Materials include a variety of activities and resources for students to reinforce alphabet knowledge both in isolation and in the context of meaningful print. In the Unit 5 "FunHub Home Support" video, the teacher offers three recommendations for parents to strengthen their child's letter knowledge. For example, they can display letter flashcards around the house for daily reinforcement. They can read *Chicka Chicka Boom Boom* together and encourage the child to identify and name letters. They can also use alphabet cereal to engage the child to name letters and create words. In Unit 3, Week 2, Day 4, in the activity "Word Play," the teacher makes words using unit resources (*mop, bug, led, rug, dig*). Then, the teacher makes a word and taps out the word. The students repeat and tap out the word. The teacher explains nonsense words and repeats the lesson with nonsense words. The students then work independently in the *Student Notebook* to show understanding. The teacher dictates the word, and students repeat the word, tap the word out, and write the word. The materials also include a cumulative review of alphabet knowledge. Interactive games or puzzles that require students to recall and use previously learned letters support this review and reinforcement. For example, in the Unit 4, Week 3, Day 3, "Make It Fun" section, "Sound a Word" activity, the teacher places small objects in a bag that contain one-syllable words (*pen, clip, truck*). The teacher then selects a student to pick an item from the bag but not show it to the class. The teacher whispers the word segmented to the student and has the student repeat it, segmented to the class. For example, for the word *truck*, the teacher would say /t/ /r/ /u/ /k/, and the student would say /t/ /r/ /u/ /k/. The teacher selects a student to guess the object.



When someone guesses, the student holding the object shows it to the class and sits down with it. The student who correctly guessed selects the next object from the bag.

## Foundational Skills

5.C.2	Letter-Sound Correspondence	18/18
5.C.2a	<a href="#">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)</a>	4/4
5.C.2b	<a href="#">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 &amp; 2.A.2)(T)</a>	2/2
5.C.2c	<a href="#">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 &amp; 2.A.3)(S)</a>	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 words in isolation and decodable connected text.**

Evidence includes, but is not limited to:

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

- Materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding. The level K home support weekly letters inform parents about the scope and sequence of letter progression, emphasizing consonants and short vowel sounds in unit 1, and consonant digraphs (*wh, ch, sh, th, ck*) in units 2-4. Unit 1 begins by introducing continuous consonant sounds such as *f, m, n, l, r,* and *s,* which blend easily with vowels in CVC (consonant-vowel-consonant) words. Teachers explicitly model how to blend sounds into words using tapping techniques. For example, in unit 1, week 1, day 2's wordplay, students tap out the sounds of words like *sad,* repeating after the teacher, who models blending the sounds to form the word. In level K, unit 1, week 1 of FUN HUB videos, students participate in structured activities to reinforce letter-sound relationships. During the video, students echo the teacher as she introduces the letter name, keywords (with picture cards), and sounds for *t, b,* and *f.* Following this, students engage in an activity where they match letter tiles on their alphabet grids to correspond with the sounds the teacher presents. The letter formation chart displayed in the materials introduces subsequent letters in the following order: *l, h, k, n, m, i, u, r, p, j.* Students apply their understanding of letter-sound relationships through decoding activities. For instance, in wordplay in unit 2, week 1, day 3, students decode CVC words as the teacher uses sound cards to construct and say words, guiding students to tap out and blend the sounds. In unit 4, week 1 of FUN HUB, under

additional practice, students engage in various activities. For example, students tap each sound and read the following word flashcards: *whip, thud, chat, fish, chop, shut, shed, math*. The teacher directs students to isolate the vowel sound in each word. In unit 12, week 1, the *z* and *qu* sounds are introduced as the last letter-sound relationships in the unit.

- Materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic encoding. Students practice encoding in *Introduce New Concepts - Teach Word Dictation* activities in unit 3, week 1, day 3. Here, the teacher dictates words, students repeat and tap out the sounds together, and then write the words on dry-erase boards (e.g., *mop, sad, sip, log*). Unit 4, week 1 FUN HUB, provides additional encoding under additional practice. Students engage in various activities where they write words containing digraphs based on the number rolled on a die: *wh* (1), *sh* (2), *th* (3), *ch* (4), *ck* (5), and *free choice* (6).

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**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)

- 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 or misconceptions. For example, level K materials include a scripted lesson titled *Trouble Spots* during Foundations lessons. The material provides the teacher with a guide for direct and explicit instruction of sounds or glued sounds, for example, distinguishing *ong* from *ung*. Instructions suggest making note of student error(s) on future lesson plans. Discuss the error with the student(s), reteach and practice, and address the sound concept in all parts of unit lessons. However, materials provide no additional *Trouble Spots* lessons and do not include specific feedback to students. Additional guidance included in level K additional support activities materials provide Foundations activities related to level-specific skills. For example, if student(s) makes an error naming a previously taught letter, then include the letter in intervention letter naming activities. The teacher's manual explains guidance for the teacher to provide specific feedback on misconceptions to guide the teacher as they assist students with connecting phonemes with letter sounds. For example, the teacher's manual states, "Throughout each lesson, students demonstrate their understanding and application of concepts through a variety of tasks such as building words from dictation. Students' correct responses are given immediate positive feedback. Students' errors are also corrected with "on the spot with guiding questions so that the students learn from their mistakes. It is important to do this in a supportive way. You can then provide the student with an immediate opportunity to give a correct response to a similar item after a correction is made."
- In the level K, unit 3, week 1 FUN HUB video, the teacher says the sounds one at a time, then spells the words *log, sip, and mop* as they write them on a small board and lined chart paper. However, materials provide no evidence of feedback and explanations for misconceptions. Materials include additional support activities such as unit 2's *Let's Rhyme/Guess My Word*,

unit 3's *Sound Bingo*, *Kid Spelling*, *Sound a Word*, and Unit 4's *Sound a Word* and *Word Play*. These activities provide students with practice connecting phonemes to letters within words.

- The material in these additional support activities specifically states explanatory feedback for students based on common errors and misconceptions. In a level K, unit 5, week 1, targeted lesson FUN HUB video, a teacher models how students "pull down letter tiles" to tap, blend, and spell the following CVC words: *gum*, *sub*, *bus*, *yes*, *mad*, and *duck*. The teacher asks students the number of sounds in the word *duck*, and then the number of letters in the word to remind them that digraphs represent one phoneme. The materials provide specific guidance on feedback and misconceptions with digraphs.

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

(S)

- Materials include a variety of activities and resources for students to develop their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. Materials develop students' letter-sound correspondence for decoding one-syllable words in isolated activities for example unit 1, week 11, day 1's *Make It Fun* activity. The teacher passes out puzzle pieces with letter sounds and cards with matching pictures. The teacher dictates the sound /b/ and has students come up if they have the sound and the picture that goes with the sound. The teacher repeats with /a/ and /t/. Students blend and decode words. Within the level K learning community, materials provide a range of tools such as letter boards for arranging magnetic letter tiles during dictation, and student notebooks for referencing concepts taught at this level. Expert tips in Foundations also support activities like *Word Play*, *Echo Find Words*, and *Dictation Dry Erase*, suggesting strategies for enhancing automaticity and blending skills. For example, the *Word Play* activity includes using word chains with letter tiles to both decode and encode words effectively. The materials employ the gradual release instructional model, where the teacher first models tapping and blending sounds across fingers, followed by guided practice with students. Materials provide an example snowball game in the *Word Play* activity, where students tap and blend CVC sounds to build words and collect snowballs for each correctly read word.
- Materials include a variety of activities and resources for students to develop their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. In the level K, unit 4 FUN Hub overview video, the teacher demonstrates how to construct sentences using previously taught CVC words, exemplified by the sentence, "The dog and cat sat on the deck." The level K end-of-the-year home support letter, advises parents to practice reading sentences in phrases with their child, emphasizing letters, sounds, and CVC words learned throughout the year. Other materials noted for decodable connected text include *Geodes*. However, at the time of this report, the team did not have access to the *Geodes* decodable readers to properly determine if these materials provided a variety of activities and resources with connected text.
- Materials include a variety of activities and resources for students to practice their understanding of applying letter-sound correspondence to decode one-syllable words in

isolation. The materials offer activities and resources designed to help students reinforce their skills through cumulative review. These include magnetic letter tiles, rhyming activities, and sorting exercises that apply letter-sound correspondence to decode one-syllable words in isolation. For instance, in *Echo Find/Word Chains* activities, the teacher dictates words in sequence, with students repeating the word, tapping out the sounds, and then using letter tiles to build and spell the word aloud. They then modify a single-letter tile to create a new word (e.g., *tip, lip, sip*).

- Materials include a variety of activities and resources for students to practice their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. For instance, in activities like *Echo Find/Word Chains*, the teacher dictates words in sequence, with students repeating the word, tapping out the sounds, and then using letter tiles to build and spell the word aloud. They then modify a single-letter tile to create a new word (e.g., *tip, lip, sip*). However, materials do not provide explicit evidence of decodable connected texts in the targeted instructional resources. Other materials noted for decodable connected text include *Geodes*.
- Materials include a variety of activities and resources for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. The materials offer a diverse array of activities and resources designed to help students reinforce their skills through cumulative review. These include magnetic letter tiles, rhyming activities, and sorting exercises that apply letter-sound correspondence to decode one-syllable words in isolation. Also, students use student notebooks for level K to reference concepts taught in the level.
- Materials include a variety of activities and resources for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. For instance, in unit 4, week 3, day 5's story time activity with *Cod Fish*, students read a story containing one-syllable words with previously taught sounds, tapping out words as needed and engaging in choral reading with the teacher. Other materials noted for decodable connected text include *Geodes*. For example, the story time activity in the Foundations teacher manual involves reading stories with one-syllable words in the connected text by applying letter-sound correspondence.

## Foundational Skills

5.D.1	Phonological Awareness (K–2)	12/12
5.D.1a	<a href="#">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)</a>	4/4
5.D.1b	<a href="#">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 &amp; 2.A.2)(T)</a>	2/2
5.D.1C	<a href="#">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 &amp; 2.A.3)(S)</a>	6/6

The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials include explicit (direct) instruction for teaching phonological awareness skills 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, but not all grade-level skills (through cumulative review).**

Evidence includes, but is not limited to:

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

- Materials include a progression of simple skills to more complex skills as the materials include print for phonological awareness skills. For example, level K includes the following skills: identifying words in sentences, rhyming words, and progressing to blending and deleting syllables and alliteration. The materials begin with teaching individual sounds, then progress to digraphs (directly taught as two separate letters that make one new sound). Next, students change the initial and final sounds in words to create word chains. The supplemental material contains suggestions for how teachers should teach the various segments of phonological awareness: 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). For example, the *TEKS Supplement Level K* guides teachers to first sort by initial consonant (alliteration) and later sort by final consonant sound. The supplemental material contains suggestions on how to teach the various segments of phonological awareness: 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). The *Phonological Awareness Lesson Instruction Guide* offers various activities to teach the different components of phonological awareness. It outlines the different parts of the lesson and gives options as to what activities can be used to teach the lesson. Additionally, the *Make It Fun* activity instructs the teacher to build the word cat, have students read the word, and then replace the c-letter card with a b-letter card to practice rhyme. Students continue with this routine of changing out letter cards to make new words. Further, in unit 1, week 4, day 4 *Word Awareness* activity, the materials introduce word awareness in sentences and progress to onset and rimes found in the *Word Play* activity, in unit 2, week 2, day 4. However, these materials do not include activities for adding and substituting syllables.

- The materials do not provide evidence in the lesson to give guidance to the teacher on common errors or misconceptions to expect from the students. For example, in the expert tip within the *Questions to Maximize a Foundations Lesson* section of the teacher's guide for Foundations it directs teachers to use questioning for error correction by stating, "During a lesson, expect students to make errors. Do not tell the student the word when they misread it unless it contains untaught elements. For example, if a student misreads the word chop as shop, point to the word and ask things like: Is there a digraph in that word? What letters are in the digraph? What is the keyword for *ch*? Tap out the word, using the /*ch*/ sound." Additionally, in a rhyming phonological awareness lesson found in unit 1, week 5, day 5, a story time activity that uses text from a book, instructs the teacher to read a rhyming picture book and emphasize the rhyming words on the first read. On the second read, the teacher pauses and allows the students to read the rhyming words. The teacher and students chart the rhyming words read in the story.
- Materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and gradually transitions to smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials provide a total of two lessons that include deleting syllables found in level K teacher's manual unit 1, week 5, day 4, and unit 1, week 6, day 4, *Word Play/Syllable Play* activity. The *Additional Phonological Awareness Activities* section also provides practice with deleting and blending syllables but neither provides evidence of practice adding or substituting syllables.
- Materials do include a progression of simple skills to more complex skills but include print for phonological awareness skills and do not cover all of the grade-level TEKS that begin with larger units of sound and gradually transition to more complex skills. For example, unit 1, week 1, day 4, *Word Play*, word awareness activity instructs the teacher to teach the students that words make up sentences. The material instructs the teacher to write words on the sentence

frames and add a punctuation mark at the end. The teacher explains that capital or uppercase letters use the high-cut frame that starts a sentence. The teacher uses students' names and asks questions to generate sentences, for example, "Who is here today?" The teacher writes in a sentence frame, *Maria is here today*. They then count the words in the sentence. Neither rhyming nor alliteration are referenced.

- Materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with 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 smaller units of sound. For example, level K includes the following skills: identifying words in sentences, rhyming words, and progresses to blending and deleting syllables and alliteration. For example, unit 1, week 2, day 4, *Word Play*, word awareness activity instructs the teacher to use frames to write sentences and discuss the capital letter at the beginning of the sentence and the period at the end. They use baby echo to point to each word to read. The material instructs the teacher to have the students echo and read the sentence while pointing to the words again. For example, the teacher asks, "What does Peter like?" Then the teacher writes the answer in sentence frames, "Peter likes candy." Instruction repeats with several students, erasing the word in sentence frames and replacing it with new words. Then ask "What do you dislike?" and repeat the process with students' responses. The material does not demonstrate a systematic sequence of phonological awareness skills and does not include activities for adding and substituting syllables.

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

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

- Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors or misconceptions. The materials provide explicit instruction when teaching phonological awareness. The supplemental material possesses suggestions on how to teach the various segments of phonological awareness: 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). For example, the *TEKS Supplement Level K* guides teachers to first sort by initial consonant (alliteration) and later sort by final consonant sound. The supplemental material contains suggestions on how to teach the various segments of phonological awareness: 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). The *Phonological Awareness Lesson Instruction Guide* offers various activities to teach the different components of phonological awareness. It outlines the different parts of the lesson and gives options as to what activities can be used to teach the lesson.



- The guidance provided includes directions such as, "Tell the students that these are the words they read in the story. Explain that they rhyme." The Foundations scope and sequence demonstrates a systematic plan for a gradual increase in complexity of phonemic awareness skills like, "Segment syllables into sounds (phonemes) up to five sounds. Read and spell compound words and other words with two-syllables by breaking them into syllables..."

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

- Materials include a variety of activities and resources for students to develop, practice, or reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). The Foundations scope and sequence demonstrate a systematic plan for a gradual increase in complexity of phonemic awareness skills, "Segment syllables into sounds (phonemes) up to five sounds. Read and spell compound words and other words with two-syllables by breaking them into syllables..." Phonological awareness skills provided in the materials tie back to print and do not cover the phonological portion of the standard. Of the three lessons provided on onset and rime in unit 1, materials include the same lesson with an adjustment of a different book, which does not include a variety or cumulative review. This also uses the print in the text to practice onset and rhyme.
- The material's activities and resources provide opportunities to reinforce phonological awareness skills through cumulative review. The use of memory-building strategies is apparent in the program as well to help develop, practice, and reinforce skills. One memory-building activity is tapping words. Students are taught how to tap out sounds in words using their fingers. Magnetic memory tiles are used to help develop, practice, and reinforce skills. Unit 14 does not teach new concepts but does a cumulative review of concepts and skills taught earlier in the year. Unit 14, Week 1, Day 3 Word of the Day Activity discusses syllable type, digraph blend, and suffix -ing. The materials ask students to build the Word of the Day (thrilling) and discuss the word's meaning. The materials ask teachers to review the closed-syllable base word. Discuss syllable type, digraph blend, and bonus letter. Then, reteach closed syllables, digraph blend, bonus letter, and suffix -ing. Have a student mark up the word by underlining and marking the base word, circling the suffix, and starring the bonus letter.

## 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 and give recommended feedback for students based on common misconceptions. Materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing phonemic awareness activities that begin with identifying phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. For example, in level K, the materials begin unit 1, weeks 1-10 with identifying phonemes in the activities *Drill Sound/Warm Up* and *Word Play/Make It Fun*. At the end of unit 1, week 11, day 3, the materials introduce the blending of phonemes like /b/ /a/ /t/. In the level K, unit 1, week 11 FUN HUB video, the teacher systematically reviews the letter names/keywords/sounds that have been introduced such as: *f-fun, c-cat, n-nut, x-fox, k-kite, a-apple, i-itch, e-Ed, and u-up*. Then directs students to *Echo-Find-Match* sound to letters on their magnetic boards. As shown in the level K, unit 4, week 3 FUN HUB video, students have transitioned to substituting phonemes in words such as *fax, fix, fish, rish, pin, chin, bed, and shed*.

- Materials include a systematic sequence for introducing phonemic awareness activities that begin with blending phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. For example, in the activity *Word Play*, in unit 2, week 1, day 4 teachers say a word and tap each sound. Students tap along and then blend sounds. In the level K teacher's manual, unit 2, week 3, day 4, *Make it Fun* activity the teacher blends phonemes to make words. The materials instruct the teacher to say, "I am going to say three sounds. Listen and see if you can guess the word." In this activity, they do not display letters but tap words to assist in blending. Students do some together and then the teacher calls on individual students. Additionally, in the level K teacher's manual, unit 5, week 3, day 5, the materials provide a lesson for blending nonsense words (*hig, lon, pem*).
- Materials include a systematic sequence for introducing phonemic awareness activities that begin with segmenting phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. By unit 2, week 4, a FUN HUB video shows a teacher modeling the tapping out and segmenting of sounds in words such as *yet, gap, dug, pot, cob, pen, ten, bud, and kit*. The materials focus on blending and segmenting phonemes through units 2-5 in the activity *Word Play, Introduce New Concepts, and Echo/Letter and Words*. For example, in the level K teacher's manual, unit 4, week 2, day 1, *Echo/Find Letters and Words* activity, the teacher dictates words and students repeat the word, then tap the word out (*ship, shop, chin*).

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**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)

- Materials include explicit (direct) instruction for teaching phonemic awareness and recommended explanatory feedback for students based on misconceptions. However, the evidence does not support feedback based on common errors. For example, the material provides a learning activity overview cue card. On the learning activity overview cue card for *Echo/Find Words*, the teacher selects a word (teacher does), the teacher says mad and holds up echo (teacher says), and students say mad (response from student). The teacher says elbows up and let's tap it /m/ /a/ /d/. Lessons do not include examples of feedback for common errors. In a unit 5, week 1 FUN HUB video, the teacher emphasizes that the letters c, k, and ck all have the /k/ sound, but ck must be the spelling at the end of a word. The teacher guides students through tapping and blending words with these letters. Although materials do not clearly list misconceptions, the learning activity cue card guides teachers on how to support students through what could be common misconceptions.

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**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)

- Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in transitioning from oral language activities to basic decoding. For example, in a level K, unit 2, week 4 Home Support FUN HUB video, the teacher

says, "Your child has been taught the consonant and vowel sounds in unit 1. Now students will begin to learn CVC words that begin with the letters *f, l, m, n, r,* and *s,* and end with the letters *d, g, p,* and *t;* such as the words *mat, nap,* and *sit.*" Additionally, in a unit K, unit 3, week 2, FUN HUB video, the teacher explicitly points out the beginning, middle, and ending sounds as she makes the following words using letter tiles: *mad, sad, sip, rip,* and *rib.* In unit 3, week 3, day 4, *Make it Fun* activity, the teacher dictates a word (*map*), and students echo and tap out the sound. The teacher says "What is the first sound?" and continues sounding out words. Then students build words with sound cards and read the cards.

- 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 encoding. For example, in unit 2, part 1, level K FUN HUB additional tips home support video, the teacher shows parents large sheets with the upper and lowercase *Mm* and *Nn.* The teacher tells parents to ask their child to tell the letter stories for each (echo the Letter-Keyword-Sound). Then have students explain the type of letters (begin at the plane line) before writing them and finding letters in an alphabet book such as *Parading with Piglets.* In unit 3, week 1, day 3, activity *New Concepts/Teach Word Dictation* the teacher dictates a word, students repeat the word, tap the word out, name the letters that go with each tap, then write the word on dry-erase boards.

**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 a variety of activities and resources for students to develop phonemic awareness skills (through cumulative review). In the FUN HUB Digital InterActivities students have reference posters, large sound cards, standard sound cards, letter formation grids, trick word flashcards, and syllable/sentence frames to aid in developing phonemic awareness. In each FUN HUB video for each unit, the teacher models the sounds-keyword-letter names and gives students the chance to mimic and practice this activity while adding the new sounds for each week.
- Materials include a variety of activities and resources for students to practice phonemic awareness skills (through cumulative review). For example, in unit 1, week 4, day 5, *Make It Fun* activity, the students play a game where they collect objects that start with the letters taught so far. Put them in a big shopping bag. Call on a student to pick something out of the bag. Ask what it is (*truck*) and then have the student find the letter which starts the word (*t*). The lesson continues with other sounds.
- Materials include a variety of activities and resources for students to reinforce phonemic awareness skills (through cumulative review). For example, unit 1, week 1, day 1, *Make It Fun* activity states, "Make It Fun activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity," as stated in the activity overview in the teacher's manual. For example, in the activity, the teacher says, "I'm thinking of someone whose name starts with /t/(/b/, /f/)." The students call out students' names that begin with the sound. The teacher repeats "Let's name other words that start with /t/. Let's name other words that start with /b/. Let's name other words that start with /f/." Additionally, in the FUN HUB Home Support video, the teacher tells parents to set up the alphabet non sequentially; then

ask their child to identify what letter makes a certain sound or have them write the letter on the grid board.

## Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	<a href="#">Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)</a>	1/1
5.E.1b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)</a>	1/1
5.E.1c	<a href="#">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)</a>	6/6
5.E.1d	<a href="#">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 &amp; 2.A.3)(S)</a>	8/8

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. For example, Level K introduces students to letter-sound relationships in Unit 1 and Unit 2, spelling in Unit 2 with CVC words (*job/yes/mad*), CCVC in Unit 3 and progresses in Unit 4 to CVCC words with digraphs (*moth/sick/mash*). In Unit 4, Week 1, Day 1, "Fun Hub" video, the teacher models making the following words with digraphs: *mash, math, chip, whip, and duck*. The "Scope and Sequence" shows the progression in spelling patterns through high-frequency words. For example, Unit 1 "Trick Words" include VC and CVC words *is, his, as, and has* while Unit 5 Trick Words include blends with the word *from*.

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**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 (direct) instruction for grade-level sound-spelling patterns. For example, the Fun Hub videos show teachers modeling

different phases of the lesson cycle to provide explicit instruction. For example, the section titled "Teacher Guidance for Remote/Hybrid Delivery" in Unit 4 provides explicit sound-spelling pattern instruction for digraphs.

- The Fun Hub videos also show teachers using the color-coded salmon, green, yellow, and ivory blank tiles and cards to represent consonants, glued sounds, vowels, and r-controlled vowels in words. In Unit 1, Week 1, the materials guide teachers to "dictate the review sound /t/ and new sounds. Select and say the sound, then have students echo the individual sounds and say the corresponding letter names. Finally, students are called to the Large Letter Formation Grid to make the letters." In Unit 3, Week 1, Day 3, "New Concepts/Teach Word Dictation" activity, the teacher dictates a word, students repeat the word, then tap the word out. Students then name the letters that go with each tap. Finally, students write the word on dry-erase boards. Additionally, in Unit 3, Week 3, Day 4, "Make it Fun" activity, the teacher dictates a word (*map*), and students echo and tap out the sound. The teacher says, "What is the first sound?" and continues sounding out words. Then students build words with sound cards and read cards.

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**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 include a variety of activities and resources for students to develop grade-level sound-spelling patterns. For example, in Unit 2, Week 4, Day 5, "Drill Sound/Warm Up" activity, the teacher uses large sound cards that have the letter (lowercase and uppercase), keywords, and sound. Each day the materials include guidance for new letters and sounds and practice for those previously learned. Various resources provided to develop grade-level sound-spelling patterns include sound cards, letter cards, posters, flashcards, digital practice activities, and grid boards. Additionally, to develop students' knowledge of sound-spelling patterns, the Unit 3 *Teacher Manual* introduction states "Students will decode and encode nonsense words because they conform to the English CVC patterns and rules. A student must apply letter-sound correspondence to decode nonsense words versus reading a word that may have been memorized from previous exposure."
- Materials include a variety of activities and resources for students to practice grade-level sound-spelling patterns. For example, in Unit 1, Week 1, Day 4, "Echo/Find Letters" activity, the teacher dictates a sound, and the student repeats and matches the letter with magnetic tiles (/n/, /m/, /b/ /t/, /f/). In the *Teacher's Manual*, Unit 2, Week 4, Day 5, "Drill Sound/Warm Up" activity, the materials start with three letters/sounds and add on each week with a review of past letters/sounds. In the Fun Hub "Additional Print Practice" in Unit 5, Week 4, students tap the sounds, blend, read, and write CVC words such as *gut*, *hip*, and *pot*.
- Materials include a variety of activities and resources for students to reinforce grade-level sound-spelling patterns (through cumulative review). The Multi-Level Kit K-1 includes a variety of resources and materials for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns. For example, "Home Support Packs K" provide activities and resources, such as letter writing and letter identification. This includes "Standard Sound Cards" to use for drill sounds and to teach word structure, as well as "Aa-Zz Keyword Puzzles," with picture keywords and sounds for students to match. Additionally, in "Additional Fun Hub

Print Activity" Unit 3, Week 4, students roll dice and write corresponding capital and lowercase letters.

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**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)

- Materials provide a variety of activities and resources to support students in decoding words that include taught sound-spelling patterns in isolation (e.g., word lists). For example, in Unit 1, Week 11, Day 3, "Make it Fun" activity, students decode words in isolation. The teacher passes out puzzle pieces with letter sounds and cards with matching pictures. The teacher dictates the sound /b/ and has students come up if they have the sound and the picture that matches the sound. The teacher repeats with /a/ and /t/. Students blend and decode words. In Unit 4 of the *Teacher Manual* materials, the teacher says, "Whenever a digraph is in a word, you can identify it by underlining it; in words such as *shop, ship, chop, duck, chin, chat, thin,* and *thud.*" Then the teacher tells students to find letter tiles to make those words on their "Magnetic Letter Boards." The program's resources include color-coded magnetic letter tiles and boards, letter formation grid boards, student-printed notebooks, standard-sized letter cards, and large pictured sound cards.
- Materials provide a variety of activities and resources to support students in decoding words that include taught sound-spelling patterns in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). In the "Geodes Library Module 1," the following titles provide an opportunity for students to decode CVC words in connected text: "Anansi and the Pot of Beans," "The Story in the Cave," "The Magical Stack," and "The Brothers Grimm." Additionally, in the Fun Hub's Additional Print-Based Activity in Unit 5, Week 5, students tap out the sounds, blend, write the words, and read complete sentences. These sentences include: "That kid is a whiz! Did he chop the fish yet? Did the vet check his pup? Mom had a sip of pop. Lock up the shack."
- Materials provide a variety of activities and resources to support students in encoding words that include taught sound-spelling patterns in isolation (e.g., word lists). For example, the teacher explicitly teaches encoding in the *Teacher Manual*, Unit 3, Week 1, Day 2; the material provides activity resources to decode and encode words in isolation. In the "Echo/Find Letters & Words" activity, students use the letter tiles and Magnetic Letter Boards. The students are given words from the teacher's word resource list (e.g., *lap*). Students repeat the word, and the teacher and students tap out the word together. Then students find letter tiles needed to make the word *lap* on their Magnetic Letter Boards. The teacher then dictates the next word, *lip*, and students repeat and tap it out. This time they change one letter to make it say *lip*. After changing the letter, the students spell it orally. They repeat the process with the words *rip, rap, rat,* and *mat*. Additionally, in Introduce New Concepts-Teach Word Dictation, in Unit 3, Week 1, Day 3, the teacher dictates a word, students repeat it, and then the teacher and students tap out the word together. The students write out the word on dry-erase boards



(*mop/sad/sip/log*). In Unit 4, students trace and say letters, keywords, and sounds for the digraphs, *th*, *sh*, *ch*, *ck*, and *wh* before coloring keyword pictures.

- Materials provide a variety of activities and resources to support students in encoding words that include taught sound-spelling patterns in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). For example, in Unit 5, Week 4, Day 1, teachers demonstrate the activity "Introduce New Concepts (Teach Sentence Dictation-Dry Erase)." The teacher models encoding using sentence frames and magnetic letters. The students use their dry-erase boards to write the sentence. The teacher models the sentence and sentence structure using the sentence (*Did Ed get that fish?*). The teacher explains punctuation and capital letters. The students circle the Trick Words and tap out the other words. Then the teacher dictates other sentences for students to write on dry-erase boards. Some sample sentences include: "Tim had a rash." and "Did Jack hit his chin?"

## Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	41/42
5.E.2a	<a href="#">Materials include a systematic sequence for introducing regular and irregular high-frequency words.</a> (PR 2.A.1)	2/2
5.E.2b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words.</a> (PR 2.A.1)(T)	3/4
5.E.2c	<a href="#">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).</a> (PR 2.A.1 & 2.A.3)(S)	24/24
5.E.2d	<a href="#">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).</a> (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 regular and irregular high frequency words and encoding regular high-frequency words. Materials do not provide explicit (direct) instruction for encoding 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)

- Materials include a systematic sequence for introducing regular high-frequency words. The materials provide a systematic sequence to introduce and read high-frequency words. In Level K, the materials start introducing "Trick Words" (high-frequency words) in Unit 3 and then continue through Units 4 and 5 to introduce new high-frequency words. For example, in Unit 4, Week 1, Day 2, Trick Words activity, the materials include sentence frames with Trick Words to read, repeat, and identify the high-frequency words (*she*, *we*, and *he*) and then progress to tap and spell the newly introduced words. In Unit 4, Week 1, Day 2, "Fun Hub" video, the teacher introduces the program's high-frequency words (which are called Trick Words) by telling students, "We can not tap out the sounds; we must memorize them." The teacher presents *we*, *he*, and *she* on cards before using sentence frames to write them on the board. In Unit 5, Week 1, Fun Hub video, the teacher says, "just know these words can't be tapped out (*or*, *for*) because they are Trick Words." Then the teacher displays *or* and *for* on flashcards.
- The materials provide a systematic sequence to introduce and read high-frequency words. On Day 5 of each week (starting in Unit 3), the material teaches Trick Words. Starting Week 2 in

Unit 3, they introduce the words *a* and *the*, then progress to more complex words in Units 4 to 5. For example, the materials include sentence frames with Trick Words to read, repeat, and identify the high-frequency words and then progress to tap and spell the newly introduced words. Additionally, the teacher uses sentences, "(she/we/he) went home" to introduce, read, and spell new words.

- Materials include a systematic sequence for introducing irregular high-frequency words. A document titled "How We Teach Trick Words for Immediate Recognition in Foundations," located in the "Learning Community," provides guidance for the introduction of high-frequency words following grade-level expectations for recognizing regular and irregular words. Materials inform the teacher of activities "Teach Trick Words" and "Trick Word Practice." Both introduce the new trick word embedded in a sentence. Once students learn to recognize the words in context, materials suggest the teacher practice reading "Trick Word Flashcards." Trick Word instruction begins in Unit 3 after students have established the alphabetic principle. Level K material includes 27 Trick Words, which is 75% of the first 50 words on both the Fry and American Heritage word frequency lists.

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**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 (direct) instruction for decoding regular high-frequency words. The Learning Community document titled "Identifying the Tricky Part of the Trick Word" directs teachers to "Explain that the word is called a trick word because it has a part that is tricky, so it is not tapped out and must be remembered." The materials teach regular words tied to the phonics skill instruction. For example, when teaching CVC words, the lessons introduce the high-frequency words *not*, *but* and *can* as words that can be tapped out. In Unit 5, Week 2, Fun Hub video, the teacher tells students to "be Trick Word detectives." Students find Trick Words in the following two sentences, "This picture was colored by Meg. That is my jacket." The teacher specifically points out that although the Trick Words end with the letter -y, it has the vowel sound /i/.
- Materials include guidance for the teacher to provide explicit (direct) instruction for encoding regular high-frequency words. In the TEKS supplemental packet for K in the Learning Community, the "Teach Trick Words Spelling Activity" states "Have the students write the word with their finger on a table or desk. Have them say the word, write it with fingers while spelling orally, and say the word again. Have them do the word again with eyes closed." Though this process is used for any Trick Words, no specific process delineates regular high-frequency word encoding from irregular high-frequency word encoding.
- Materials include guidance for the teacher to provide explicit (direct) instruction for decoding irregular high-frequency words but do not provide guidance for the teacher to provide explicit (direct) instruction for encoding irregular high-frequency words. For example, the materials introduce Trick Words in the Unit 3, Week 2, Trick Word activity and introduce the words *a* and *the*. The material provides instruction to the teacher: "Say each sentence below and have students repeat. Then write the sentence on Sentence Frames and scoop it into phrases. Read it and have students echo. Say the Trick Word that is in the sentence and have a student find and circle it. After it is circled, hold up the corresponding Trick Word Flashcard and say the

word, and the students repeat." The sentences read include, "Sid is a dog. Sid is the best dog. Tab is a cat. Tab is the best cat." Students do not encode the words *a* and *the* in this lesson. Additionally, in Unit 5, Week 2, Day 2, the teacher introduces Trick Words *of* and *have* and reads sentences that include these words. The teacher uses sentence frames if needed. The teacher then circles the Trick Words and has students read the word circled. Next, the teacher explains that the words *of* and *have* are words that students will practice and that these words are called Trick Words because they have a tricky part and will not be tapped out. They discuss known and tricky parts of the word. Then the teacher uses flashcards to provide additional practice reading *of* and *have*. However, materials do not provide explicit instruction for encoding these words.

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

- Materials include a variety of activities and resources for students to develop skills to decode and encode regular and irregular high-frequency words. For example, the Learning Community document titled "How We Teach Trick Words for Immediate Recognition in Foundations" provides a background resource for the instruction to teach Trick Words throughout Level K units. It explains that "Trick words instruction is part of a comprehensive word study program that teaches students the alphabetic, syllabic, and orthographic structure of words. Level K Trick words are introduced in unit lessons through the context and meaning of a sentence. Explicit instruction in the teacher's manual instructs what are the 'tricky words/parts' and discusses the phonetic word parts. The students then begin to map these words using multisensory strategies such as auditory, visual, and kinesthetic interactions (finger writing, gel boards, skywriting) which can be found as part of Trick Word instructions. Trick words are reviewed and practiced in decoding and spelling activities which include sentences, phrases, and story reading." For example, in Unit 4, the teacher introduces Trick Words (*we*, *she*, *he*). The teacher writes or uses sentence frames to write. Next, the teacher explains "that the words *we*, *she*, and *he* are words that you are going to practice and that these words are called Trick Words because they have a tricky part, so we do not tap them out." The teacher discusses known and tricky parts of the word. Additionally, in Unit 3, Week 4, Day 3, Fun Hub video, the teacher displays the Trick Words *is* and *his* before writing them on the board in the sentence "That is his ball."
- Materials include a variety of activities and resources for students to practice skills to decode and encode regular and irregular high-frequency words. As stated in the "Geodes Library," at least 90% of the "Duet Books" in Modules 3 and 4 include the program's decodable high-frequency words and Trick Words based on alignment with the scope and sequence. The Learning Community provides students with opportunities to practice skills for trick words. Materials include "Practice Large and Small Grids." Additionally, the document for the activity "Sentence Seeds" suggests using Large and Small Grid worksheets in a workstation for students to practice trick words. The material also suggests using "Units Word of the Day, Sound-Alike, and Trick Word" cards in the workstation. In Unit 4, Day 4 of the *Teacher's Manual*, it directs the teacher to write the following sentences on the program's "White

Magnetic Sentence Frames": "We went to the shop. She has a pony. He was not sad." Then the teacher asks students to find and circle the Trick Words on the board. Afterward, the teacher discusses the "known and tricky parts of each word." One student models finding the high frequency words for the class.

- Materials include a variety of activities and resources for students to reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Intervention materials include activities for students to reinforce skills to encode and decode regular and irregular high-frequency words in "Level K Intervention Guidelines," Units 2–5. The mid-end year affords students the opportunity to practice and reinforce Trick Words during "Warm-Up-Trick Words." The words include those taught in prior lessons. Materials provide Trick Words reinforcement in decoding and spelling activities which include sentences, phrases, and story reading. In Unit 4, Week 1, Day 2, "Teach Trick Words," the teacher uses flashcards to review past and current Trick Words. This gives students the opportunity to decode current and previous Trick Words. In Level K, Geodes, Module 4, "Land of Wonders," the students decode Trick Words (*a, and, of*). In Unit 5, Week 4, Day 1, "Introduce New Concepts/Teach Sentence Dictation-Dry-Erase," the teacher does sentence dictation as a group using the "Sentence Frames" on the student magnetic board. The students also write the sentences on their dry-erase writing tablets. For example, the teacher reads the sentence, "Did Ed get that fish?" and students echo. The teacher explains sentence structure like capitals and punctuation. Students circle the Trick Words in the sentence. Then the teacher dictates more sentences for students to encode sentences on writing tablets. The teacher uses sample sentences ("Tim had a rash. Did Jack hit his chin?") and continues the lesson.

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**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)

- Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize high-frequency words in isolation (e.g., word lists) In the Learning Community, the "Level K Trick Word List" document consists of 27 words as follows: Unit 3–*the, a, and, are, to, is, his, as, has, was*; Unit 4–*we, she, he, be, me, I, you*, Unit 5–*or, for, of, have, from, do, one*. The materials use these words in Trick Words activities throughout the units. For example, in Unit 3, Week 2, Day 5, Trick Words activity, the teacher writes sentences on sentence frames and scoops the sentence as the student repeats. The teacher reads the Trick Words, and the student finds the word and circles it in the sentence. The sentences include "Sid is a dog and Sid is the best dog." The teacher then uses flashcards to review and read the words *a* and *the*. In the "Level K Geodes Library," students may read and listen to connected text, which includes Trick Words such as *to, is, sit, and a*. A few sentences from "Bath Night" include: "It is time to get in. It is hot—too hot! Let it sit a bit. Set it in a pot."
- The materials include options for students to encode high-frequency words through the dictation activities in the dictation worksheets like the "Learning Community Dictation" worksheet. The instructions guide the teacher to lead the students to set up their paper for writing their sentence, being sure to include space for ou sounds, two review words, two

current words, two Trick Words, and two sentences. Though the activity guides the teacher in the process and provides a word list, example sentences are not provided for the teacher to use during dictation. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to read high-frequency words in connected text (e.g., within sentences or decodable texts). The material's resources include Trick Word flashcards and decodable books in the Geodes Library for decoding, as well as student notebooks and dry-erase writing tablets to practice encoding skills. In Intervention Activities in Level K, Intervention Guidelines, Units 2–5 Mid-end of Year, students read Trick Words in isolation during "Daily Warm-Up." Students quickly read Trick Word Flashcards for five to ten Trick Words previously taught (beginning in Unit 3). Trick Words include: *the, a, and, are, to, is, his, as, has, and was*. The Fun Hub material includes a worksheet titled "Automaticity Practice-Single Word Template," to develop drill cards for automaticity practice of single-word reading, such as word of the day, nonsense words, and trick words. In Unit 4, Week 1, Day 2, the materials include sentence frames with Trick Words to read, repeat, and identify the high-frequency words. In Unit 5, Week 5, Day 2, Teach Trick Words activity, the teacher writes the sentence, "I will do the dishes." The teacher introduces the Trick Word (*do*), reads the sentence and the students repeat while scooping as they read. Finally, the teacher uses flashcards to review the Trick Word (*do*) and review the previously learned Trick Words with the flashcards.

- Materials include a variety of activities and resources (including the use of memory-building strategies) for students to write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). The material includes a variety of worksheets and fill-in-the-blank strategies for high-frequency words for Units 3 to 5. Activity worksheets include "Roll and Write Trick Words," in which students roll the die and write the word that matches the number rolled. For example, the number 1 on the die represents the high-frequency word "the." An additional activity worksheet includes "Trick Words Trace, Copy and Write," where students trace the provided Trick Word, copy the word in the next box, and then fold the paper back to rewrite the Trick Word from memory. In Unit 4, Week 1, Day 2, Trick Word activity, students progress to tap and spell the newly introduced high-frequency words. For example, the teacher uses sentences like "She/We/He went home" to introduce, read, and spell new words.

## Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	12/12
5.E.3a	<a href="#">Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)</a>	N/A
5.E.3b	<a href="#">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)</a>	N/A
5.E.3c	<a href="#">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 &amp; 2.A.3)(S)</a>	12/12
5.E.3d	<a href="#">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 &amp; 2.A.3)(S)</a>	N/A

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

Evidence includes, but is not limited to:

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

This 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)**

This guidance bullet is not applicable to the grade level.

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**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)

- Materials include a variety of activities and resources for students to develop skills to decode and encode one-syllable or multisyllabic words. The materials begin Level K with decoding and encoding one-syllable words in Unit 3, Week 4, Day 1. For example, in the activity "Echo/Find Letters and Words," the students decode words (*fit, yet*) and use magnetic letters to build words. Students write sentences using one-syllable CVC, CCVC, and CVCC words. For example, in Unit 5, students write, "The rat had a nap. Mom had a map. Max had a dog."
- Materials include a variety of activities and resources for students to practice skills to decode and encode one-syllable or multisyllabic words. Level K materials provide students with opportunities to practice skills to decode and encode one-syllable words. Examples of worksheet activities for Unit 3, Week 5, include "Tap, Write, and Read." The material instructs the student to tap out the sounds, blend them into a word, write the word, and read the sentence. Examples include: "The dog led us to the \_\_\_\_\_. c/ u/ b, Pat has a nap on a \_\_\_\_\_. c/ o/ t, and Jim has a lot to \_\_\_\_\_. d/ i/ g/." In Unit 3, Week 1, Level K students practice decoding CVC words as they play "Make It Fun-Bingo." Additionally, in the *Teacher's Manual*, Unit 3 Resources, the teacher "makes each word and then says and taps each sound. Have students tap with you. Then blend the sounds as you drag your thumb across your fingers." The teacher uses a combination of short vowel words in each lesson to blend and decode.
- Materials include a variety of activities and resources for students to reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). For example, in "Word Play," the students decode VC and CVC words several times a week with a spiral review of all short vowel sounds to practice and reinforce. In Unit 4, Week 1, Day 3, "Echo/Find Words," the teacher dictates words with digraphs (*shop*), taps them out, and then has students tap them out. The teacher dictates other digraph words, and students try to tap them out. The students then use "Magnetic Letter Boards" to make and spell words with digraphs. Students also skywrite CVC words learned in Unit 3 and CCVC words learned in Unit 4 to reinforce those skills. Students reinforce encoding by writing sentences using one-syllable CVC, CCVC, and CVCC words. For example, in Unit 5, students write, "The rat had a nap. Mom had a map. Max had a dog."

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**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)

This guidance bullet is not applicable to this grade level.