

IMRA Review Cycle 2024 Report



Publisher Name	Program Name
Curriculum Associates, LLC	Texas Magnetic Reading Foundations
Subject	Grade Level
English Language Arts and Reading	1

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 308 / 313

IMRA Reviewers

Flags for Suitability Noncompliance

N/A

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

Flags for Suitability Compliance

N/A

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

Alleged Factual Errors

N/A

Public Feedback

Flags for Suitability Noncompliance

N/A

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

Alleged Factual Errors

N/A

Public Comments

1

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	51 / 53
2. Progress Monitoring	28 / 28
3. Support for All Learners	29 / 32
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	164 / 164

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.
- 2.1 Instructional Assessments: Materials include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity and offer guidance to educators on consistent administration of assessments.
- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabular and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.2 Daily Instructional Sequence and Routines: Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate feedback, and diverse opportunities for collaborative and independent student practice.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.

- 4.5 Progress Monitoring and Student Support: Materials offer data-management tools for tracking individual and whole-class progress, with guidance on progress monitoring frequency and strategies to accelerate learning toward mastery based on data analysis.
- 5.A.1 Print Awareness K-1: Materials provide guidance for explicit, systematic instruction in print awareness, including regular review of print concepts, with frequent opportunities for students to apply this knowledge across various text formats.
- 5.B.1 Oral Language Development: Materials provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.
- 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.D.1 Phonological Awareness: Materials provide a systematic sequence for introducing phonological awareness, starting with simple skills and progressing to complex ones, offering explicit instruction with corrective feedback and diverse activities for practice and reinforcement aligned to grade-level TEKS.
- 5.D.2 Phonemic Awareness: Materials follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit instruction and feedback, connecting phonemic awareness to the alphabetic principle, and providing varied activities for cumulative practice and reinforcement.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.
- 5.E.4 Morphological Awareness: Materials systematically introduce grade-level morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text.

Challenges

- 1.1 Course-Level Design: The scope and sequence does not outline the ELPS. The materials do not provide pacing guides for various instructional calendars..
- 3.3 Support for Emergent Bilingual Students: Materials do not provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, or support for emergent bilingual students.

Summary

Curriculum Associates' Texas Magnetic Reading Foundations is an English phonics K-2 program. It offers a comprehensive and structured approach to phonics instruction, integrating phonemic awareness, phonics, fluency, and vocabulary into each session. The curriculum provides explicit daily instructional guidance, pacing, and routines, including modeling, guided practice, and reading and writing applications through the student worktext. Specific guidance is given for data collection, assessment administration, interpretation, and next steps throughout the resource. Additionally, the program includes access to online iReady assessments, interactive tutorials, and an individualized digital program.

Campus and district instructional leaders should consider the following:

- Texas Magnetic Reading Foundations is 100% TEKS aligned; however, it does not include ELPS correlation. Additionally, while there are English Learner supports included throughout the resource, these supports are not specific to language proficiency levels. Since this is a phonics-only product, ELPS correlation is not required, but it does potentially impact implementation.
- The product includes decodable readers designed to improve decoding and fluency of increasingly complex phonics skills, starting with CVC words and moving to vowel teams, blends, and digraphs. However, as this is a phonics-only program, comprehension skills are not covered by the readers or student worktext.

Intentional Instructional Design

1.1	Course-Level Design*	13/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	4/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	4/4

The materials include a scope and sequence that outlines the TEKS, concepts, and knowledge taught in the course. The materials do not include a scope and sequence that outlines the ELPS. The materials include suggested pacing to support effective implementation for 150 days, but there are no alternative instructional calendars included. The 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 for unit and lesson internalization. The materials include resources and guidance for administrators and instructional coaches to assist in implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials include a cohesive scope and sequence that outlines how RLA concepts, knowledge, and topics are taught throughout the year. The scope and sequence includes unit, week, and session progression, knowledge and skills progression, and it outlines the sequence of instruction. It contains concepts of print, phonological awareness, letter recognition, phonics, letter formation, high-frequency words, spelling, and fluency. The scope and sequence does not include any reference to the ELPS.
- The materials include a TEKS alignment chart showing when each student expectation is covered throughout the year. For each student expectation, it shows the breakout text of the student expectation, the component title and location where the student expectation is covered, and a citation.

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

- The materials contain a scope and sequence for 150 instructional days. They provide guidance if there is less time within a week but not for other instructional calendars, such as 180 or 210 days.
- The materials provide guidance through the “Flexible Pacing Options” and “Pacing for Small Group Instruction” on how to adjust pacing within a week. For example, they provide guidance on how to adjust daily lesson times. The materials do not provide guidance on adjusting the year-long scope and sequence for calendars with more or less than 150 instructional days.
- Materials include a “Pacing Support For Magnetic Reading Foundations Implementation.” This pacing guide indicates steps for teachers to take before instruction, during instruction, and after instruction.

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

- The materials include a progression graphic and research rationale that shows how the seven concepts (print, letter formation, phonological awareness, phonics, word analysis, high-frequency words, and fluency) build within and across each unit. The materials also explain how text complexity changes after units 1–3.
- The materials include a resource called “How Magnetic Reading Foundations Works” that defines the layout of phonics and its seven concepts: concepts of print, letter formation, phonological awareness, phonics, word analysis, high-frequency words, and fluency.
- The materials also provide a “Unit Opener,” which includes an explanation at the beginning of each unit of how the new learning connects to previous learning. For example, the “Grade 1 Unit 4 Opener” states “The unit texts provide opportunities for children to practice reading words with short vowels and previously learned phonics skills.”
- The materials also provide a “Unit Opener” and explain at the beginning of each unit how the new learning connects to previous learning. For example, the Unit 4 Opener states “The unit texts provide opportunities for children to practice reading VCe spellings for long vowel sounds, vowel teams, soft consonants, and previously learned phonics skills.” The materials provide a “Unit Wrap-Up” at the end of each unit connecting the topic and skills learned throughout the unit.

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

- Materials include guidance for unit internalization. Each unit has a unit plan page in the teacher guide. These include an overview of the phonics text, knowledge focus, and unit texts each week, along with guidance to the teacher to “preview the unit skills and texts to plan for your class needs.”

- Each lesson contains planning notes for teachers. The “Instructional Routines” section provides guidance to teachers on the components of each lesson. It directs teachers to see the teacher modeling and student application portions of each lesson. This section also provides instruction for teachers on options to plan for differentiation within each lesson component.
- The materials also include lesson internalization guidance in a document titled “Pacing Support for Magnetic Reading Foundations” for sessions before, during, and after instruction.

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

- Materials include resources and guidance to help administrators support teachers in implementing the program as intended. On “iReady Central,” administrators are provided with tools for supporting teaching and learning including a coaching tool for teachers and leaders and a reflection tool to use with teachers as part of the coaching process.
- Materials include guidance for administrators to check for fidelity in teachers’ use of the program, including a “Magnetic Reading Classroom Visit” tool that administrators can use as they observe teachers using the program. The tool contains look-fors aligned to success indicators both during instruction and during student practice.

Intentional Instructional Design

1.2	Unit-Level Design*	4/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	2/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	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 materials provide a “Unit Opener” that describes background content knowledge and academic vocabulary in each unit. It outlines phonics skills that will be implemented in the weeks to come. The materials also include an explanation at the beginning of each unit of how the new learning connects to previous learning. For example, the “Grade 1 Unit 4 Opener” states “The unit texts provide opportunities for children to practice reading VCe spellings for long vowel sounds, vowel teams, soft consonants, and previously learned phonics skills.”
- The materials also include articulation videos that support the instructional material and practices, giving an example of proper phonemic pronunciations of letter sounds that are to be produced.
- The materials include a “Unit and Story Words” list under the “Instructional Resources” section, which includes a list of words, story words, and super words (high-frequency words) that will be taught in each unit per week.

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

- The materials provide five letters in both English and Spanish for teachers to use with families. Letters are designed to pair with particular units and are linked in each unit’s guidance. For example, when magnetic readers are introduced for the first time, the parent letter describes what the readers are and how to reinforce the skills being taught in the readers when students are at home.
- Materials provide a letter in English and Spanish for families to celebrate students’ learning and development throughout the program titled, “Celebrating Student Success.” For example, teachers can type specific phonics skills mastered in each unit, super words mastered in each

unit, and content knowledge learned in each unit, as well as ways families can support at home.

- Teachers are provided with seasonal literacy games to send home with students in both English and Spanish to support literacy at home. For example, the materials provide fall literacy bingo. Squares on the bingo card are divided into the following sections: reading, writing, speaking and listening, word work, and technology. Tasks include reading various genres of books with fall themes, seeing how many words they can brainstorm that rhyme with fall, and creating a puppet out of a paper bag to act out a seasonal play. Families are encouraged to see how many times they can bingo.

Intentional Instructional Design

1.3	Lesson-Level Design*	34/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	30/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. The materials include a lesson overview that lists the teacher and student materials necessary to effectively deliver the lesson, and the materials include guidance on the effective use of lesson materials for extended practice.

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 list of all materials, supplies, and instructional assessments needed to support instructional activities for each session/week of instruction. For example, in grade 1 Unit 6, Week 27 Weekly Planner, it lists the three to five daily key objectives, explicit phonological awareness skills, explicit phonics skills, word analysis of compound words, high-frequency words, fluency skills focus and practice activities, English learner supports, materials needed for the week, unit vocabulary words, the Magnetic Reader titled “The Storm,” options for pacing, and the skills on the aligned weekly assessment.
- The weekly planner is included in every unit of the material and describes each day's objective, and task. At the end of every week, there is a review followed by an assessment to ensure the content and language standards of the lesson are met. One example is the formative assessment on Day 5 of each week.
- The materials include structured daily lesson plans that include instructional assessments required to meet the content objective of the lesson. For example, each lesson has multiple checks for student understanding culminating in a weekly assessment measuring student mastery of the objectives for the week.

- Materials include a PowerPoint presentation for each lesson that outlines its sequence. Each slide has instructions on what teachers say, questions to ask, and what to ask students to do so that teachers can deliver the lesson effectively.

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

- The weekly planner describes the lesson overview and has a suggested pacing option for each section of the lesson to be taught. Pacing options include a suggested breakdown of 30-minute and 45-minute intervals, but it is also suggested that these times can be scattered throughout the day, not only in one longer block.
- The “Flexible Pacing Options” offers guidance on whole-class and small-group instructional grouping prioritization options each day.
- An additional layer to the whole-group instruction is the “Pacing for Small Group Instruction,” which offers guidance on two different options for small groups each day depending on time blocks and student needs.
- In iReady Central, teachers are provided with a sample implementation schedule. The sample gives two options for teachers to follow, including 60 minutes for whole-group instruction and 30 minutes for small-group and personalized reading instruction rotations.

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

- The materials include the necessary documents for teachers to achieve the lesson's objective. Teachers are provided with PowerPoint slides to use each day to support them in teaching the lesson; a slide for each lesson component is provided along with linked resources.
- Each lesson contains a list of the tools needed to implement the lesson. The daily lesson also lists the resources needed, such as the reader, Sound-Spelling & Articulation word cards, student workbook pages, or the Read Aloud Alphabet Tale for the lesson, along with checking for understanding activities. For example, in grade 1 Unit 6, Week 27 Weekly Planner, the materials listed are Word Building Cards, Sound-Spelling & Articulation Cards /ou/, and Super Word Card (always, done, give, here).
- Each lesson has a session plan with an apply/practice section. This section details all pages in the student workbook that students should complete during each lesson component.
- The materials include the necessary documents with locations for students to achieve the lesson's objective. For example, in grade 1 Unit 6, Week 27 Teacher's Guide for Session 1, the student-facing materials listed are Student Workbook - Phonics (p.[x]) and High-Frequency Words (p.[x]).

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

- The materials provide resources and activities that relate to the content of the lesson or unit. These "Whole Class Instructional Next Steps" are designed to provide teachers with additional resources to use to support students who need additional instructional support.
- Teachers are provided with extended reading lists. These can be assigned to students who need additional independent reading practice, enrichment, or an optional unit project to extend student learning.
- The materials include Comprehension Extension Activities and Writing Prompts for enrichment. For example, in Grade 1 Unit 6: Week 27, the two extension activities are tied to a Magnetic Reader titled "The Storm." The first one is a writing prompt that states "Uncle Len says that a rainstorm happens in steps. What are the steps? Write them in order. Use the text to help you." The second extension activity is multiple-level comprehension questions that extend students' thinking with some responses tied directly to text evidence from the reader.
- The materials contain sections immediately following the "Check" for understanding titled "Not Yet" that give additional suggestions for extended practice. For example, in Grade 1 Unit 6: Week 27: Session 1, the Check for Understanding asks, "Are children able to blend phonemes to produce single and multi-syllable words?" If Not Yet, "Reteach the Blend Sounds Routine using movement."

Progress Monitoring

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

The materials include a variety of instructional assessments at the unit and lesson level that vary in the types of tasks and questions. The materials include the definition and purpose for each of the types of instructional assessments included. The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. The diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. The 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 variety of assessment tools for measuring foundational skills, such as formative weekly assessments at the end of the week of instruction which vary in types of tasks and questions. For example, in Unit 6, Week 27, Session 5, there is a whole-class assessment assessing encoding target sound-spellings, encoding target words, spelling high-frequency words, and writing connected text. The individual portion of the assessment covers identifying, adding, and substituting phonemes. The weekly assessment ends with individual students reading connected text.
- Each unit contains a summative unit assessment that varies in both types of tasks and types of questions. At the end of the unit, teachers administer a unit assessment which assesses the skill taught throughout the five-week unit. The unit assessment includes a whole class and an individually administered part of the assessment. For example, in the Unit 1 assessment, students encode target words and target sound spelling. They also read a text, and the teacher scores them on fluency.
- Each lesson includes a variety of checks for understanding of explicit, systematic skills taught throughout the lesson which provide teachers with formative assessment data to determine which students can understand and apply skills before the weekly or unit assessments. For

example, in Unit 6, Week 27, Session 1, after teaching the phonological awareness skill of blending phonemes, the check for understanding asks, “Are children able to blend phonemes to produce single- and multi-syllable words?” If the answer is “Not Yet,” it guides teachers on what reinforcement activity students should practice ensuring that they understand that skill before moving forward with the lesson.

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

- The materials include an explanation called “Ongoing Opportunities to Monitor Student Progress” in the *Teacher Guide*. Each type of assessment in the program is defined, multiple examples of how teachers should use each item type are listed, and how to use the assessments to help educators and students make adjustments, identify misconceptions, gauge progress, and guide instructional decisions is included. For example, the materials note that checks provide teachers with insight into whether students have achieved the objective of the mini-lesson. Based on the data, teachers are instructed to reteach the skill immediately or use the information to plan small-group interventions.
- The materials include “iReady Standards Mastery,” which outlines the formative assessments (unit assessments), the purpose of the unit assessments, how they are administered, when to administer them, and to whom they are administered. The purpose of these assessments is to “consistently evaluate student understanding of reading comprehension standards.” It also indicates other opportunities for assessment.
- IReady Central contains a “How do the Fluency Practice & Assessment Packs Enhance Fluency Instruction?” document that outlines the definition and purpose of a fluency assessment. For example, the document states “This resource supports growth in all five fluency skills: accuracy, rate, phrasing, intonation/inflection, and expression.”

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

- The materials include scripted administration guidelines for both weekly formative assessments and summative unit assessments in Session 5 of the *Teacher Guide*. These guidelines support the teacher in understanding equitable administration for whole-class and individual assessment portions.
- The materials include an assessment guidance page that supports teachers on how to properly score assessments and use the data for instructional next steps. Scoring guidelines for teachers ensure consistent and accurate assessment administration. These guidelines include directions for teachers to use in class and when scoring assessments. For example, the materials guide teachers on best practices when administering assessments in whole class settings and small groups. They also provide scoring guidelines for each assessment type.
- The materials provide direction to teachers and administrators on how to prepare and motivate students, how to actively monitor, and how to track completion. In the “Actively

Proctor” section, for example, the materials provide teachers with step-by-step directions to take before, during, and after assessment administration. Encouraging students is suggested during testing by reinforcing “positive testing behaviors using encouragement cards.”

- Teachers are provided with an administration guide for a letter formation diagnostic assessment at the beginning, middle, and end of the year. The guide outlines the tools the teacher will need (“Letter Formation Assessment” and “Letter Formation Assessment Blank Sheet”). The guide also contains instructions on how to administer and what to say as the teacher administers the Letter Formation Assessment. For instance, when the students are copying letters, the teacher should say, “Make a letter like this. Make yours in the blank space below each letter.”

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

- In the *Teacher Guide*, the materials indicate how the materials align with the curriculum for the grade level in a TEKS alignment chart. Although the TEKS are not explicitly labeled on the assessments, they are designed to assess the TEKS taught in each lesson as outlined in the “Scope and Sequence and TEKS Alignment” document.
- The materials include detailed skill-based lesson plans that outline how the materials can be used to teach explicit concepts and skills aligned with each lesson’s key objectives. Guidance is provided on how to monitor and assess student learning through checks for understanding throughout lessons, weekly formative assessments, and summative unit assessments.

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

- The materials offer a range of item complexities assessed in checks for understanding, formative assessments, and summative assessments. These assessments include open-ended items, decoding and encoding application items, and other skills applicable to explicit instruction, such as correct letter formation. These assessments provide teachers with immediate feedback on student learning.
- Unit assessments vary in the level of complexity as the students progress through the assessment. For example, the assessment in Unit 6 includes “Encoding Target Sound-Spelling, Encode Target Words, Spelling Frequency Words, Write Connected Text and Read Connected Text.” This section takes the student through assessment in the progression of reading.

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The materials provide scoring information about the student’s strengths, weaknesses, gaps, and common misconceptions. For example, after students take diagnostic assessments, teachers receive a report of their students’ overall learning profile, including strengths and weaknesses. The materials also provide a video on how to use the diagnostic data to plan for small-group instruction.
- The materials guide teachers on how to interpret student performance on assessments and reflect on levels of understanding and proficiency. For example, teachers are provided with a data analysis guide to help them interpret and respond to diagnostic data. The guide asks questions to determine which report should be analyzed and where to go from there. For instance, if teachers want to know how “an individual student [is] progressing toward their growth measures,” then teachers should visit the “Diagnostic Growth” report for student growth, placement overall, and domain- and skill-specific strengths and weaknesses.
- Included in the unit assessments are guidance tool pages and an interpretation of when and why a teacher should use the “Instructional Next Step” resource. “Instructional Next Steps for Individual Assessments” are printed in Session 5 each week. Instructional Next Steps are designed for teachers to consider each student based on the student’s responses. For example, in Unit 6, Week 27, Session 5, a whole-class assessment assesses encoding target sound-spellings, encoding target words, spelling high-frequency words, and writing connected text. Following the scoring of the weekly assessment, there are Whole-Class and Individual Instructional Next Steps that act as a diagnostic for correcting misconceptions and errors by skill portion. They are written as if/then statements such as, “If children were not able to isolate the medial phoneme—then, provide additional modeling and practice.”

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

- The materials guide teachers in interpreting student performance on assessments. For each unit assessment, teachers are provided with instructional next steps. These documents identify potential student misconceptions and provide the teachers with specific reteaching strategies. For example, in the Unit 1 assessment, if students added or deleted sounds, teachers are guided to provide additional support with phonemic segmentation.
- The material also includes instructional strategies called “Tools for Instruction” in the “Teacher Toolbox” that can be used to support students who demonstrate a need for more one-on-one support. These strategies may be included in a small group or whole group setting depending upon need but will be specific to a lesson or skill reinforcement. Tools for Instruction also provides samples and guidance on how to properly use materials to provide additional support during differentiated learning. For example, the teacher may need to provide intervention using Elkonin boxes. The materials provide information and guidance on how to use these materials to support students.

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

- The material provides students with a personal student tracker to assess their own progress and growth. The iReady Central website includes a section titled “Engaged Students.” This component includes “Student Data Trackers,” “Pledge” sheets, and “Learning Reflections.” For example, a “Lesson Tracking” classroom poster tracks student lesson completion, a “Classwide Diagnostic Growth Tracker” tracks individual student progress after each diagnostic assessment, and a “Goal Gauge” document tracks lessons passed or percent toward goals. These documents allow the students to input their scores when they complete assessments. Students can color in a bar graph with their score and draw a picture of their goal for next time.
- The materials also include a “Data Chat” document with guidance for teachers and students so that students can monitor their current standings and track their progress. This document prepares students to discuss their scores with the teacher and decide on the proper next steps. Students reflect on how they performed on the assessments and determine a goal for the next assessment in writing, coloring a bar graph, or checking boxes.

Supports for All Learners

3.1	Differentiation and Scaffolds*	8/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3/3
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	2/2
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	3/3

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

Evidence includes, but is not limited to:

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

- The materials include specific recommendations for differentiated, small-group instruction to support students who have not yet reached proficiency on grade-level content and skills within each lesson. Each lesson has multiple checks. For example, in Week 4, Session 1, teachers are guided to reteach using a “Blend Sounds” routine for students who have not yet mastered lesson content.
- The materials guide teachers in using a variety of instructional modalities, such as visuals and manipulatives, to support those who have not yet reached proficiency in grade-level skills. The materials provide a “Small Group Instruction” guidebook that explains different strategies to use to support small-group learning.
- Materials include teacher guidance for differentiated instruction located in the *Teacher Guide*. The *Teacher Guide* shows differentiated scaffolded guidance for English Learners (EL). For example, in Unit, 1 Week 11, when Session 1 begins, it is recommended that teachers understand and accommodate EL students during a lesson on onset and rime by “say[ing] each part slowly and paus[ing] after the first sound.”
- The “Tools for Instruction” component of the *Teacher Guide* recommends different activities to teach various skills as a guide to differentiate instruction. For example, one suggestion for “difficulty isolating medial vowel sounds using words with long vowel sounds” is to “elongate the vowel sound when saying the word and have students echo your example.”

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

- The materials include the pre-teaching of vocabulary and phrases before reading to enhance comprehension. The materials explicitly teach Target Words, Super Words (high-frequency words), Unit Words, and Story Words to students before reading. For example, in Unit 3, Week 4, Lesson 1, students learn the words *any*, *many*, *most*, and *want*. In Week 27, Session 4, students are pre-taught the phrase “soar high” before reading “Kinds of Clouds.”
- The lesson plans include teacher think-alouds during shared reading to demonstrate strategies for understanding word meanings and analyzing figurative language. During group reading activities, teachers are provided with EL connections that include pre-teaching figurative language. For example, in Unit 3, students hear the teacher think aloud about words like *yoga* and *yak* before reading the Yy alphabet book.

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

- The materials include teacher guidance on ways to extend instruction for students who have demonstrated proficiency in grade-level skills. For example, each lesson includes an apply/practice section with workbook pages of additional practice for students.
- The materials include the “Teacher Toolbox,” which has weekly extension activities. The activities consist of writing prompts and comprehension questions for readers to help increase the rigor of the lesson for students who demonstrate proficiency. For example, in Unit 6, Week 27, the two extension activities are tied to a “Magnetic Reader” titled “The Storm.” The first activity is a writing prompt that states “Uncle Len says that a rainstorm happens in steps. What are the steps? Write them in order. Use the text to help you.” The second extension activity is multiple comprehension questions that extend students' thinking with some responses tied directly to text evidence tied to the reader.
- The materials provide guidance on how to provide enrichment using Magnetic Readers. The materials guide how to use Magnetic Readers for enrichment and extension activities, such as setting writing goals and providing extension writing prompts.

Supports for All Learners

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

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concepts to be learned explicitly. The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support multiple types of practice and include guidance for teachers and recommended structures to support effective implementation.

Evidence includes, but is not limited to:

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

- The materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. For example, each lesson session includes PowerPoint slides with guided directions on what teachers should say to directly teach the concept. Materials also include common language to be used in every lesson. For example, the material states the following phrases through the *Teacher Guide* for every lesson (“listen for the sound” and “say the sound”). This guidance communicates the practice of letter-sound processing. The materials also include suggestions on how to use articulation videos to support teachers in modeling how different sounds should be articulated. For example, in Unit 1, articulation videos for consonants and vowels are provided, including the consonant *t* and the vowel short *a*.
- The materials include a “teach, model, apply, check” flow of explicit instruction. The model section within each lesson contains sample scripting to guide the teacher to communicate the concepts to be learned explicitly. For example, one section has this teach and model section, “TEACH: Remind children that a compound word is two smaller words put together to make a longer word. They can look for the two smaller words that make up a compound word to help them read it. MODEL: Write the word clubhouse. Say, To read this longer word, I will first look to see if I see any smaller words in it. First, I see the word club. When I cover that up, then I see the second part of the longer word is house. Then I blend those two smaller words to read the longer word: club-house; clubhouse.”
- Materials include a “Magnetic Reader Guide” to support teachers in implementing the reading text component of the program. Each reader has its own set of prompts and guidance for

teachers. For example, “Have children read through p. [x]. Remind them to think about whether the words make sense as they read. Guide them to self-correct as needed. After reading, check for understanding by asking: What did the kids use to make a fort at Jude’s home? boxes and tape What did the kids have fun doing in that fort? making up games.”

- The materials include a suggested instructional routine with clear headings and labels to support the teacher in differentiating between the different groupings (whole group, small group, individual) throughout a lesson. Flexible options are included to best meet the needs of all learners.

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

- Materials include teacher guidance and recommendations for effective lesson delivery using a variety of instructional approaches. Each week contains a weekly planner that overviews the instructional approaches for the week. For example, in Unit 2, students will engage in read-alouds, practice encoding high-frequency words, and engage via both individual responses and choral responses. The materials offer a variety of instructional approaches by offering teachers support bars for EL students and the scaffolds TIPS. This is indicative that the material guides remediations and recommendations to help achieve student mastery of the lesson.
- The materials include an “Instructional Routines Library” that guides how to facilitate each routine, includes a video of the routine, and explicitly teaches multiple approaches to effectively implement each routine.
- The materials include “Instructional Routines,” which have a section called “Support Learner Variability: Options for Differentiation” that includes a variety of instructional approaches for skills enforcement, reinforcement, or reteach facilitation and/or delivery.
- The materials provide guidance to support the teacher in providing effective lesson facilitation and delivery through various engaging instructional strategies. For instance, materials suggest using partner reading with “Magnetic Readers” to boost fluency and comprehension and encourage connections.

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

- The materials include a *Teacher Guide* that outlines the lessons and provides opportunities for different types of structures such as whole group (teacher-led lesson), small group with teacher support, and independently (applying learning in their student workbook). Small group support in the “Interactive Tutorial” within the “Teacher Toolbox.”
- The materials include guidance for teachers to support effective implementation. For example, they include an “Instructional Routines Guide” that teaches teachers how to facilitate each routine and provides guidance on how to differentiate each type of routine if students need different practice.

- The materials provide guided instructions for teachers to teach the routines necessary to effectively implement different types of practice and design a learning environment that helps students focus on the content to be learned. For example, in grade 1, Week 30, Let's Read, students read in unison with the teacher and then re-read silently or with a partner.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students*	8/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	0/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	8/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

The materials include teacher guidance on providing linguistic accommodations, but they do not differentiate based on the level of language proficiency as defined by the English Language Proficiency Standards. The materials include implementation guidance, but they are not tied to the ELPS. The 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.

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 include dedicated sections in the lesson plans for English learners (ELs) with tips for instruction. These sections are not differentiated by students' level of English language proficiency as defined by the English Language Proficiency Standards (ELPS). For example, in grade 1, Unit 6, Week 27, Session 1, Phonological Awareness portion of the lesson, EL scaffolds are to practice the sound in isolation with children while pointing out the movement of the mouth.
- The materials include the “*Learner Variability and Equity Teacher Guide*,” which provides a section called “Strategies and Scaffold for English Learners.” Teachers are provided with types of support for phonics, building, words, and reading. Along with the support type, there are suggested strategies and examples of how it will be presented in the curriculum. For example, “Use Visuals/Kinesthetics. Prompt children to add spaces to differentiate target sound-spellings from other letters in words. Children clap with sounds in words.” The materials include teacher guidance on providing linguistic accommodations for English

language learners, however they are not differentiated by varying levels of English language proficiency.

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

- The materials provide a “Language Transfer Chart” explicitly connecting sounds in English to sounds in other languages, including the top five home languages spoken in the U.S. by English learners: Spanish, Mandarin, Vietnamese, Arabic, and Haitian Creole. The materials do not contain guidance on how to use this resource. There is no evidence of support for 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.

- The materials include tips for supporting emergent bilingual students. For example, the “Learner Variability Equity” document supplies teachers with an understanding of how the curriculum provides support throughout the unit. It indicates that a variety of opportunities are included to build emergent bilingual students' academic vocabulary by providing the frontloaded vocabulary words at the beginning of the read-aloud, and it increases comprehension through the check for understanding questions in the lesson.
- The materials provide teachers with articulation videos that support teaching emergent bilingual students. For example, the videos provide students with the focal point of a person's mouth and show all the parts, such as teeth, tongue, and lips. This visibility provides background knowledge on the importance and ability to produce match sounds and develop academic vocabulary with proper articulation.
- The materials include the “Strategies and Scaffolds for English Learners” document that identifies supports for phonological awareness, phonics, and reading. For example, the supports include using visuals for phonological awareness by raising fingers/hands to show sounds or tapping on the board to show sounds. For phonics, it includes using visuals like Elkonin boxes or underlining letters in words to connect sounds to letters.
- The materials include a Language Transfer Chart located in the *Teacher Guide*. This chart compares English sounds and sound-spellings to five other languages including Spanish. Next to each sound is indicated if it is a full transfer from English to Spanish, an approximate transfer, or does not transfer. This indication is shown in separate columns for sound and sound-spellings. Teachers are guided to “point out” full transfers from English to a home language. If there is an approximate transfer or no transfer, teachers are guided to use the “EL Support Strategies” found in the lessons.
- The “Teacher Guide Weekly Planner” also provides a section that outlines EL supports for each session/lesson. For example, “Provide visual and aural support. Use Elkonin boxes to build words.”

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

- The materials include a Language Transfer Chart for teachers to reference as they support transfer from English to the partner language. This resource compares English sounds and sound-spellings introduced in grade 2 to those in the top five home languages spoken by English learners in the U.S.: Spanish, Mandarin, Vietnamese, Arabic, and Haitian Creole. For example, “The Sound Transfers and Sound-Spelling Transfers are indicated as follows: Yes: a sound or sound-spelling transfers from English to a home language (it exists in the home language), Approx.: there is an approximate transfer (there is a similar sound and/or sound-spelling match), and No: does not transfer (the sound does not exist and/or there is no sound-spelling match)

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

The materials include systematic and sequenced instruction of phonics and foundational skills. The materials include explicit and intentional daily opportunities for phonics and foundational skills. The materials include practice of phonics skills 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 include systematic and sequenced instruction of phonics and foundational skills. The "Magnetic Readers Foundations Research and Rationale" demonstrates how the materials develop students' skills in phonological awareness, phonics, high-frequency words, and fluency while also providing vertical alignment from grade K to first. For example, in first grade, the phonological awareness scope and sequence supports students' reading ability and moves from large units of sound, such as syllables and onset rimes, to isolation and blending/segmenting before moving to addition, deletion, and substitution tasks. In Unit 1, students blend phonemes; in Unit 5, they substitute medial phonemes.

- The materials include lesson objectives that follow a systematic progression from simple to complex concepts, building the prerequisite skills needed to read more complex words. Lesson objectives begin with a review of skills taught in kindergarten, then emphasize decoding and encoding one-syllable words with common phoneme-grapheme correspondences, such as initial and final consonant blends and digraphs with short vowel sounds. Then, objectives progress to silent-e syllables with long vowel sounds. For example, in Unit 2, Week 6, students transition from short vowel sounds to digraphs.

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

- The materials include an "Instructional Routines" document, which provides the rationale for the sequence of instruction of phonics and foundational skills. This document explains the explicit and intentional opportunities embedded in the curriculum. It breaks down what is taught under phonological awareness, such as recognizing, blending, segmenting, and manipulating. The document also states, "Phonics includes explicit teaching of two distinct skill types: decoding and encoding."
- The materials include teacher-led instruction that clearly and specifically teaches a skill through concise explanation, modeling, practice, and feedback. Lessons follow the gradual release of responsibility format. For example, in Unit 1, Week 2, the teacher is prompted to model the short *i* sound and connect it to the letter *i* before releasing the students to practice connecting the letter *i* to its sound correspondence.
- The materials include daily opportunities to explicitly teach and provide practice in phonics. Daily explicit instruction practices include Phonological Awareness, Letter Recognition, Phonics, Letter Formation, Concepts of Print, and Fluency. These skills are explicitly outlined in the weekly planner. For example, in Unit 1, Week 3, students practice includes the letters *Ss*, *Aa*, and *Bb*.

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

- Materials include a *Teacher Guide* that explains how students practice phonics skills in isolation and through decodable text. The "How Magnetic Reading Foundation Works" document explains how the lessons are structured. For example, "In sessions 1 and 2, the skill is introduced. Students practice extending and applying to text. In sessions 3 and 4, the process is repeated, and then in session 5, the text is assessed." This sequence allows students to practice phonics skills both in isolation and through text.
- The materials include decodable texts used to practice previously taught phonics, reading, and writing skills in context. Lessons and activities include guided and independent practice, allowing students time to practice using decodable text. For example, in Unit 4, Week 16, students read a connected text titled "Time for a Trip" to practice words with *o_e* and *i_e* patterns. The texts have a mixture of decodable words with a focus on beginning digraphs and high-frequency words.

- The materials include the practice of phonics skills in isolation, such as in individual words and word lists. The materials include "Word Building Cards," sound-spelling mapping boxes (Elkonin boxes), high-frequency word lists via the "Super Words," and explicit encoding practice application of learned phonics skills within lessons.

Materials include opportunities for cumulative review of previously taught skills.

- The materials provide opportunities to review previously taught skills by connecting previously taught phonics skills to new ones. For example, each week in the weekly planner, previously taught phonics skills spiral. The materials use a backward purple arrow to show teachers which concepts to reteach each week. For example, in Unit 4, students are introduced to *r*-controlled vowel syllables; these spiral again in Unit 6.
- The materials offer opportunities to review previously taught skills through traditional workbooks and online practice. The "Weekly Planner" specifies which resources can be used for cumulative review. For example, the section "Cumulative Review" states "If children need more practice before or after taking the assessment, assign the Cumulative Review pages on Student Workbook pp."

Phonics Rule Compliance

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

The materials include daily lessons with explicit instruction with teacher modeling. The daily lessons also include opportunities for direct guided instruction and immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

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

- The materials include daily lessons that include direct and explicit instruction with modeling before students practice the phonics skill independently. For example, in Unit 1, Week 2, the teacher is prompted to model the short *i* sound and connect it to the letter *i* before releasing the students to practice connecting the letter *i* to its sound correspondence. PowerPoints are provided to use with the lessons.
- The materials include modeling with the elements of explicit instruction on a daily basis, including identifying the skills to be learned and communicating clear objectives; providing clear, precise directions and instructions using academic language; and connecting new learning to previous learning. The "Instructional Routines" document provides direct guidance on how to utilize each routine with fidelity.
- The lessons include specific terms, phrasing, and statements that teachers can use during core instruction to model new phonics skills. For example, Unit 1, Week 4 tells the teacher to write the word *web*, then say, "I am going to say each sound in the word *web*: the letter *w* stands for /w/, *e* stands for /e/, and *b* stands for /b/. Now listen as I blend these sounds together: /wwweeeb/. Say the word with me: *web*."

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

- The materials include suggestions for specific feedback in the "Not Yet" sections of the lessons. Lessons have a model, apply, and check structure. The teacher models a concept, students practice, and then the teacher checks to see if students can apply what was learned. The materials provide guidance to teachers if students are struggling to apply what they have

learned. For example, in Unit 2, Week 9, the Session 2 lesson says "Check: Can children decode words with consonant blends -bl and -cl? Not yet: Use the articulation support on the SS&A cards for /b/, /k/, and /l/ to model saying the sound in each blend and then blending the sounds correctly. If children continue to struggle, review the Add Phonemes lesson."

- The material includes support bars in the *Teacher Guide*, guiding the teacher to give corrective feedback. This evidence is labeled as a "TIP" and mentions how to support or challenge students during the development and processing of learning.
- Materials include a daily lesson PowerPoint with an opportunity for direct and explicit guided phonic instruction. Teachers are provided notes at each slide on how to deliver the lesson and also include suggestions for corrective feedback, such as a "Quick Fix" activity or "Articulation Videos" that can be used for corrective feedback. For example, "APPLY: Have partners reread p.... Circulate and guide children to use the Fix-Up Strategy to self-correct and read with accuracy."
- Materials include an Instructional Routines Guide that provides teachers with an explanation of the "Corrective Feedback Routine," the location of the corrective feedback activity, and its purpose. For example, "Use the Corrective Feedback routines as needed to address and correct children's errors in decoding and encoding tasks. Using the routines ensures that children are prompted to review and correct their own errors in an efficient and consistent way."

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

- The materials include lessons with daily options for small-group or partner work, such as discussion questions, partner reading, and word sorts that build students' understanding of explicitly taught phonics skills. For example, a Unit 5, Week 25 lesson explicitly teaches the letter-sound correspondence *r*-controlled vowels using *-er* and *-ir*. The lesson includes an opportunity for partners to give feedback on spelling words with *r*-controlled vowels.
- The materials include lesson plans that specify which page in the student workbook can be used for independent practice each day, listed in the table titled, "Apply/Practice" in each lesson. For example, a Unit 2, Week 6 lesson says "For additional practice, assign the pages below. Before children begin working, say any picture names and directions aloud, as necessary. Phonics page...."
- The Instructional Routines document outlines the routines in a lesson. It identifies areas where the teacher is teaching the whole group, using the words "Teacher Model." Then, students apply the skill with partners. For example, "Have partners build one word. Then have them take turns changing one letter at a time to create new words. Or they can work individually on their practice workbook."

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include intentional cumulative review throughout the curriculum. At the beginning of each unit, they provide a "Unit Opener" explaining how the new learning connects to previous learning. For example, the Unit 4 Opener states "The unit texts provide opportunities for children to practice reading VCe spellings for long vowel sounds, vowel teams, soft consonants, and previously learned phonics skills."
- The materials provide a "Unit Wrap-Up" at the end of each unit connecting the topic and skills learned throughout the unit. For example, in the Unit 5 Wrap-Up, students review phonics skills (*o, oa, ow, i, y, igh, y, ey, ar, er, ir, ur*), super words (*find, light, little, right, before, buy, even, our, every, pretty, think, very, called, help, know, walk, answer, picture, water, word*), unit words (*action, hero, mood, problem*), and are expected to make connections between the unit texts read and the unit topic by providing sentence stems for students needing scaffolding.
- The materials provide opportunities to review previously taught skills by connecting previously taught phonics skills to new ones. The materials include intentional practice and review of phonics concepts. The materials use backward purple arrows to indicate teachers should review previously taught material. For example, in Unit 2, Week 7, teachers review the digraphs *-sh* and *-th* and high-frequency words (*like, make, there, and what*).
- The materials include regular review lessons (e.g., weekly, bi-weekly, per unit) where no new skills are explicitly taught but previously taught skills are reviewed and practiced. For example, Unit 2, Week 8 teaches the digraphs *-ch, -th, and -ng*. On the fourth and fifth day of instruction, students review all three digraphs along with the digraph *-ck* from earlier in the unit. Teachers are also guided to provide additional practice in the student workbook if students need additional review.

- Students are given ample amounts of practice activities daily. It ranges from written exercises in the student workbooks and decodable magnetic readers to practice their reading skills focusing on the day's objective. For example, students have daily practice in their student workbooks. In Unit 3, Week 12, Session 1, students practice circling the letters that stand for the beginning sounds of given words and trace and write Super Words, including *could* and *would* in their workbooks.

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

- Students apply the focus skill for the lesson or skills from previous lessons in the materials during guided practice. For example, in Unit 3, Week 13, students learn about the blends *-scr* and *-spl*. The teacher begins by connecting this to previous lessons in which students learned what a blend was. The students then practice blending sounds beginning with the blends *-scr* and *-spl*.
- The materials include practice opportunities, including only phonics skills that have been explicitly taught. For example, after an explicit lesson in Unit 2, Week 8 on the digraph *-ch* and the trigraph *-tch*, students practice decoding words containing these spelling patterns.
- *Student Workbook* activities provide opportunities for students to practice the phonic skills that were explicitly taught by the teacher for the daily lesson. For example, Unit 2, Week 9, Lesson 1 focuses on *l*-blends: *bl*, *cl*, *fl*, and *pl*. Students write words with the beginning *l*-blends, read words with *l*-blends in isolation and sentences, and read a short text with the *l*-blends.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The materials include a document titled "Instruction with Magnetic Readers" which explains that the decodable texts fully align to phonics instruction, giving children robust practice decoding phonics skills as well as pre-taught high-frequency words. This document includes a routine for teachers prior to teaching. The routine is listed in sessions. For example, prior to teaching the lesson is "Plan Instruction." In Session 1, the teacher introduces the text, and in Session 2, the phonics skill is practiced and applied. Session 3 focuses on building independence, and Session 4 includes making connections with the text.
- The material includes decodable texts that incorporate cumulative practice of taught phonics skills. The decodable texts only include taught phonics skills and irregular high-frequency words. These "Magnetic Readers" are present primarily to provide training in reading the decodable text once skills have been taught. Students read Magnetic Readers weekly. These decodable readers contain a focus skill and only contain previously taught phonics skills. For example, in Unit 2, Week 6, the decodable reader reinforces beginning digraphs.
- The decodable texts incorporate cumulative practice by increasing in complexity. They only include taught phonics skills. For example, at the beginning of the year, decodable texts include taught sight words that have been explicitly taught and words using CVC patterns that have been explicitly taught; they quickly move to include CVC words along with CVCC and CCVC words that use letter-sound correspondences that have been explicitly taught. Towards

the end of the year, decodable texts increase in complexity including diphthongs, *r*-controlled vowels, and other more irregular vowel patterns.

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

- The materials include decodable word lists and texts that align with the scope and sequence. A document titled "Unit and Story Words" lists the Unit title, Week, Magnetic Reader title, pre-taught Unit Words, pre-taught Story Words, pre-taught Super Words (high-frequency words), and the weekly focus. These words are taught in isolation and are read in Magnetic Readers.
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in connected text. For example, in Unit 6, Week 26, Session 1, the teacher explicitly teaches *r*-Controlled Vowel /*or*/, then utilizes the "Blend Words Routine" to model prior to having students apply that knowledge in their Magnetic Reader titled, "Sky Patterns."
- The materials include "Weekly Planners," outlining the instructional focus for each session of the week. The planner outlines the skills that will be taught in isolation, such as letter recognition, phonics, high-frequency words, and then the connected text, such as the "Read Aloud and Concept of Print" activity. Unit 1, Week 4 focuses on short *o*. Students practice recognizing rhymes with short *o*, isolating phonemes, and forming the letter *O* before moving on to decoding and encoding words with short *o*. Unit 4, Week 17 reviews long *u* and long *e* with final *e*. Students blend, isolate, and identify phonemes first, and then read words with long *u* and long *e*. Later in the week, students practice reading a text with prosody.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include various diagnostic assessment tools for measuring phonological awareness and phonics skills. They also provide a comprehensive iReady online diagnostic that is developmentally appropriate and assesses all areas of reading three times per year. The reading domains are Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension. A PowerPoint is included for teachers to present the platform to their students to ensure that they are prepared to take the assessment.
- The materials include summative assessments in a variety of formats at the unit level. At the end of each unit, a cumulative unit assessment is administered, assessing the skills taught throughout the five-week unit. The unit assessment includes a whole-class and an individual-administered part of the assessment. For example, in the Unit 1 assessment, students encode both target words and target sound spellings as a whole class. They also read a passage individually as the teacher scores their fluency.
- The materials include a variety of assessments at the lesson component level and weekly formative level. At the lesson level, teachers use formative assessments to check for mastery at the end of each lesson component. For instance, in Unit 1, Week 5, the teacher checks students' ability to decode words with short *u* by listening as students read individual words. At the weekly formative level, an assessment is administered in various parts to the whole class, as well as some individual assessments to monitor the progress of cumulative explicitly taught skills.

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

- The materials include guidance to help the teacher efficiently administer assessments. These guidelines include both directions for teachers to use in class and when scoring assessments. The materials include scripted administration guidelines for weekly, formative, and summative unit assessments in the *Teacher Guide* that support the teacher in understanding equitable administration for whole-class and individual assessment portions. Unit assessments and weekly assessments include a "Teacher Guidance" sheet to consistently and accurately administer the assessment. For example, in the Unit 5 assessment, scripted instructions are included for what to say and do in each section of the assessment.
- The materials provide access to iReady Central, where teachers can find information on administering assessments. For example, a document titled "Setting Up for Success with Magnetic Reading Foundations - Weekly and Unit Assessments" describes a step-by-step layout from how to set up the classroom to the amount of time for pacing. "Preparing Your Space" guides teachers to have a classroom set up for the whole class portion of the assessment where the teacher can move around the room, while also utilizing a small group table for the individually administered portion. Teachers are also instructed to prepare all of the materials needed prior to Session 5 of each week.
- The materials include clear, consistent directions for accurate administration of assessments. Teachers are provided with an administration guide for administering "Letter Formation" diagnostics at the beginning, middle, and end of the year. The guide outlines the tools that the teacher will need ("Letter Formation Assessment" and "Letter Formation Assessment Blank Sheet"). The guide also contains guidance on how to administer and what to say as the teacher is administering the Letter Formation Assessment. Additionally, teachers are provided with a "Concepts of Print Assessment" to be administered two times a year. The teachers have a guide with instructions and tools necessary to administer the assessment.

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

- The materials include progress monitoring tools that routinely and systematically assess students' acquisition of grade-level skills. For example, the assessments have specific probes for discrete phonics skills so teachers can assess and pinpoint students' specific areas of need. For example, students practice encoding target sound-spellings throughout the year.
- The materials recommend embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. A document titled "Overview of Monitoring and Assessing Student Progress with Magnetic Reading Foundations" describes how observational data is a form of progress monitoring student growth without performing a formative or summative assessment. Each unit provides a weekly assessment tracker. Additionally, each lesson leading up to the weekly assessment provides guidance on which lesson activities teachers should observe and respond to. For example, Unit 1, Week 5 lesson plans guide the teacher to observe if students can decode words with the short /u/.

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

- The materials include a document titled "Overview of Monitoring and Assessing Student Progress with Magnetic Reading Foundations," explaining the different types of assessment opportunities throughout the year embedded in the curriculum. These include observational data, formative assessment, summative assessment, weekly and unit assessment, and additional assessment. The materials include recommendations for formally assessing students at least three times a school year: beginning-of-year, middle-of-year, and end-of-year. Teachers are guided to use the online iReady diagnostic to measure student progress and create small groups.
- The materials include the opportunity to assess across the span of a year. The Letter Formation Assessment is included to assess students' ability to write. A tracker is included to follow students' progress three times a year.
- The materials include a variety of assessments at the lesson component level, weekly formative level, and unit summative level. Teachers use informal assessments to check for understanding following each lesson component. A weekly assessment is administered in various parts to whole-class and some individual assessments to monitor the progress of cumulative explicitly taught skills. For example, in the Unit 1, Week 5 assessment, students practice encoding words with short *a*, *e*, *i*, *o*, and *u*. At the end of each unit, a cumulative assessment is administered in various parts to whole-class, as well as some individual assessments to monitor mastery of explicitly taught skills throughout five weeks of instruction.

Phonics Rule Compliance

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

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. The materials also include data-management tools for tracking whole-class student progress to analyze the patterns and needs of students. The materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. The materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- The materials include digital data management tools to enable teachers to document individual data regarding progress on taught phonological awareness and phonics skills. The diagnostic test monitors annual growth, typical growth, and stretch growth and allows the teacher to see which students are performing at, above, and below grade level both overall and by individual domain. The reading domains are Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension. Teachers can see which percentage of students performed above, at, below, or well below for each domain and on the diagnostic overall by clicking on a class report. The "Diagnostic Report" can be run to indicate individual students' assessment data. In the "Diagnostic Results (Student)" report, teachers can view domain-level data to find the "Next Steps" to help them identify, from which skills, students will benefit.
- The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. The information gathered from the assessment tools helps teachers when planning differentiated instruction. For example, the online diagnostic automatically groups students and assigns the students individual lessons for tier 2 instruction to support tier 1 learning. The "Grouping Tool: Forming Small Groups for Reading" allows the teacher to group students for instruction based on diagnostic results, identifying skills needed to accelerate instruction.

- The materials include a "Growth Monitoring" sheet in iReady Central. Growth Monitoring is a way to monitor the progress of specific students in between the diagnostic assessments. The teacher is given resources on tracking progress, scheduling for small groups, and reading the end-of-year projections for each student. This tool allows teachers to ensure adequate progress is being made and intervene if necessary.

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

- The materials provide guidance and tools to support teachers in responding to whole-class data to inform instruction. Each unit assessment provides an "Instructional Next Steps" document to inform upcoming instruction. For example, in Unit 6, Week 30, Session 5, there is a whole-class assessment assessing encoding target sound spellings, encoding target words, spelling high-frequency words, and writing connected text. The individual portion of the assessment assesses reading connected text. Following the scoring of the unit assessment, there are whole-class "Instructional Next Steps" that act as a diagnostic for correcting misconceptions and errors by skill portion and are if/then statements similar to the ones following the weekly assessments.
- The materials include data management tools that enable teachers to document whole-class data regarding progress on taught phonological awareness and phonics skills to analyze patterns and needs of all students. Each unit provides a digital and printable whole-class assessment tracker to track class achievement overall and on each component of the unit assessment. Teachers enter student scores on each test component and then sum them to get a total score.
- The materials include weekly assessments that provide whole-class student progress. This assessment is based on previously taught skills from the week and also gives instructions on the next steps. It measures student growth weekly and aids in determining whether they are on grade level with their phonics skills.
- The materials include an "iReady Analyzing Data Analysis Protocol Worksheet" for teachers to document and analyze the students' patterns and needs. The document specifies two sections: "Understanding the Data" and "Making Data-Driven Instructional Decisions."

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

- The materials include specific suggestions for how often to progress monitor different groups of students or individuals, depending on the results of their diagnostic and unit assessments. For example, the materials provide additional fluency practice and guidance on how often to provide additional fluency practice and assessment to students at varying levels of performance.
- The materials guide teachers to monitor progress at a frequency appropriate for their age and skill development. For example, the materials suggest that teachers conduct multiple weekly

informal observations of students, making notes about behavior and skill development during small groups.

- The materials include a document titled "Actively Monitor and Respond," explaining and providing teachers with templates to guide them in determining the frequency of progress monitoring of students by developing a weekly routine. The document states "Monitor and Respond - Develop a weekly routine of reviewing Student, Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed. Respond to data with actionable next steps to support all students."
- The materials include a guidance video on iReady Central about scheduling students for frequent and consistent progress monitoring based on their need for support determined from the instructional next steps.

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

- The materials include teacher guidance documents explaining how the data from a progress monitoring assessment can be used to plan small-group instruction to address gaps in learning or provide enrichment. For example, the materials provide a document titled "Grouping Tool: Forming Small Groups for Reading" that teachers utilize after each assessment to group students for targeted small group instruction or enrichment. This grouping document states instructional focus and strength. The student's names are listed and observational notes are recordable. The guidance instructions list out steps for teachers to follow. One step is to identify two to three target skills and sort students; another step is to list the strengths of each student group.
- The supplemental teacher guidance documents support teachers in developing action plans to document teacher-provided supports designed to accelerate learning and academic growth. For example, the materials provide a flowchart that provides teachers with "Instructional Next Steps" for students scoring below and on/above for each domain in the diagnostic and at each progress monitoring window. The materials guide teachers on using these next steps in small groups to accelerate instruction for students who are at/above.
- The materials include a document titled "Enrichment with Magnetic Readers" that provides guidance to teachers on how to best leverage the decodable reading to accelerate learning. For example, the document gives guidance on incorporating writing into Magnetic Reader instruction, building knowledge and comprehension with Magnetic Readers, and developing language with Magnetic Readers.

Foundational Skills

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

The materials include explicit and systematic instructional guidance on developing oral language and oracy through a variety of methods. The materials include opportunities for students to engage in social and academic communication for different purposes and audiences. The materials also 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)

- The materials include oral language and oracy practice through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). The materials guide the teacher to model answering unit prompts and let students practice in pairs while the teacher provides feedback. For example, in the Unit 4 Opener, in the Engage portion, teachers model making a personal connection to the text. Students are then asked, "How do neighbors help each other? How can you be a good neighbor?". Students are told to turn and share with a partner. As students share, the teacher is to circulate and offer oral language support. Teachers are provided with the sentence frame "I want to read this text because"
- The materials provide the teacher guidance to support the students in making connections at the end of each unit, and students discuss their connections orally. For example, at the end of Unit 4, students make connections between the texts they read and the unit theme, "Neighborhoods." They discuss these connections both in pairs and in whole groups.
- Each lesson includes explicit and systematic instructional guidance on developing oral language and oracy through various methods, including modeling and guided practice. Each "Unit Opener" provides teacher guidance on introducing the topic and poses guidance for teachers to get students to develop oral language. For example, "Read aloud the unit titles. Tell children that in this unit, they will read about characters and people who use their talents to create. Ask, "What is something you like to create? How do you feel when you are making something to share with others?""

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

- The materials include opportunities for students to engage in social communication. For example, the materials include an opportunity for students to share a personal connection to the texts they will read in Unit 1. The materials direct the students to look at pictures from unit texts, choose a picture that could be about them, and explain to a partner what the picture shows about them. In Unit 6, students are asked to make connections to themselves by asking, "What other patterns do you notice in nature?" Then, they are asked to make connections to the topic by asking, "How does this week's text fit in with the Unit Topic: In The Sky?"
- The materials include opportunities for students to engage in academic communication. For example, in the *Teacher Guide*, the Unit 6 Opener asks students to "turn and talk to a partner about what they notice and explain what text they are most curious to read and why." The sentence stem "I am most curious about reading this text because" is provided for student response.
- The materials include scripted lesson plans that give students opportunities to engage in communication for different purposes and audiences. Extension Writing activities allow students the opportunity to share information and ideas about the topic under discussion. For example, in Unit 1, Week 2, students can write and draw about a time they worked with others to be helpful, which is connected to the theme of the unit. The materials include a lesson in which students set a purpose for reading and share it as a class, retell their favorite part of the story with a partner, and make connections to themselves and to topics.

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

- The materials include authentic opportunities for students to share information and ideas with their peers. For example, all weekly lessons guide students to read "Magnetic Readers." As part of their Magnetic Reader routine, students always share connections to self and topic with their peers after reading. For example, the Unit 3, Week 14, Magnetic Reader includes prompts to identify what plants are in the area where the students live and what other texts connect with this text.
- The materials include authentic opportunities for students to ask questions about texts. Students make connections during lessons in which they read Magnetic Readers by asking questions. For example, in Unit 6, Session 1, students read a Magnetic Reader titled "Sky Patterns" that includes facts about stars. The students are then prompted to generate questions they still have about stars.
- The materials include scaffolds such as sentence stems to facilitate students' discussions. Each unit overview provides sentence stems to support students in engaging in partner discussions about upcoming unit topics. For example, Unit 3 includes the stem, "I am excited to read this text because..."

- Materials include authentic opportunities for students to listen actively, ask, and engage in discussion to understand information and share ideas. "Extension Activities" have a "Comprehension Extension Activity" where students first actively listen to the story, and then engage in discussion, answer questions about the story, and share their understanding and ideas. For example, "What did you learn from the story? How did the character feel? What details help you determine this? What other jobs are done by the characters in this story?"
- The materials include authentic opportunities for students to share information and ideas with their peers. For example, in Unit 6, Session 4, Making Connections, students are asked to make connections to themselves by asking, "What other patterns do you notice in nature?" Then, they are asked to make connections to the topic by asking, "How does this week's text fit in with the Unit Topic: In The Sky?"
- The materials promote active listening during lessons and opportunities to build student oracy by responding to text and asking questions with peers during instruction. For example, the Unit 6 Opener asks students to "turn and talk to a partner about what they notice and explain what text they are most curious to read and why," and then it provides the teacher with the sentence stem, "I am most curious about reading this text because"

Foundational Skills

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

The materials explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. The materials also include guidance for the teacher to provide explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. Finally, the materials include a variety of activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation and decodable connected text.

Evidence includes, but is not limited to:

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

- Materials directly, explicitly, and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. The materials include a scope and sequence that shows a progression that starts with letters most useful in decoding. For example, the materials teach short vowels before long vowels. In the materials under "Instructional Resources," there is a document titled "Teaching Super Words Using a Partial Decodability Approach." This document lays out how the units systematically introduce decoding and encoding. Words are taught so that students can partially decode parts of the words, and then move on to the unknown spelling of the words. One example is how it states a list of decodable words such as *but* in Week 2, but before that, the letter *b* is introduced in Week 1, the letter *u* is introduced during Kindergarten, and *t* is introduced in Week 1.
- The Research Rationale states that the "teacher introduces a new grapheme in isolation, then writes and underlines it in a word. The teacher models blending a word with the new grapheme while doing a think-aloud with the grapheme, and then students apply the new graphemic knowledge by blending a set of words that contain the grapheme together."
- The materials directly introduce letter-sound relationships that allow for the application of decoding. This relationship takes place in the decodable "Magnetic Readers," along with the combination of the "Lesson Guides." Both materials are used to teach students how to identify

letter sounds and how to locate those sounds in the beginning, middle, and end of words. Students are asked to listen to the decodable text during a model and then to echo-read. In Unit 4, Week 16, Sessions 2, "Time for a Trip" is used for practice with long *o* and long *i* sounds, and in Unit 4, Week 16, Session 4, "Rose's Home" is used for practice with long and short *o* and long and short *i* sounds.

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

- The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words. The materials use set instructional routines for phonological awareness and phonics, such as the "Blend Sounds" routine or the weekly "Build Words" routine, to support teachers in providing explicit instruction. For example, in Unit 1, Lesson 4, the material provides direct instruction in locating the medial sound in the following words: *fetch*, *peck*, *hill*, *guess*, *chip*, and *shell*. Students are asked to identify the words provided by the short /e/ phoneme sound so that students master the sound correspondence. It is later mentioned in the same lesson to check students and give feedback on their understanding by providing a re-teach at a later time.
- The materials guide the teacher to explicitly instruct in small groups to help students make connections between phonemes and letters. In "Tools for Instruction: Blend Phonemes," teachers are guided to teach students to listen and blend sounds into words. One example is the material states "Say, I'm going to say a word about something we do every But I'm going to say the word one sound at a time, Listen /e/.../t/. /e/.../t/. What is the word? (eat)." At the end of the lesson, there is corrective feedback and a check for understanding provided. For example, the check for understanding instructs teachers that if a student is having difficulty with phoneme blending, the teacher should "start with words that have continuous consonant sounds and long vowel sounds."
- The *Teacher Guide* includes ideas and support for the teacher in providing explanatory feedback. The materials provide an "Instructional Next Steps" chart that guides teachers to resources to provide explanatory reteaching for the most common misconceptions in each unit. For example, in Unit 1, Week 1, Session 1, when students cannot decode words that have short *a*, *b*, *c*, *m*, *n*, and *t*, it instructs the teacher to use "Word Building Cards" and the blending routine to reinforce individual sounds. If children continue to struggle, teachers review the "Isolate Phonemes" lessons. The *Teacher Guide* also includes a section with information on common decoding mistakes and suggestions on how to teach proactively. Instructional Next Steps has identified common misconceptions and errors students make in each section and how to remediate those with identified students.

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

(S)

- The materials include a variety of activities for the application of letter-sound correspondence to decode one-syllable and multisyllabic words in decodable-connected text. The materials include Magnetic Readers that include the sounds introduced, and prior sounds learned. The decodable readers are inclusive of "Super Words" and decodable words. Any word that is not decodable is bolded so that students know that they do not follow the decodable word reading. For example, after learning the long *o* and long *i* sounds, students read a book that includes the words *home*, *close*, and *life*. In Unit 1, Week 3, the decodable words in the Magnetic Reader are based on the short vowel *o*. In Unit 4, Week 16, Session 2, "Time for a Trip" is used for practice with long *o* and long *i* sounds, and in Unit 4, Week 16, Session 4, "Rose's Home" is used for practice with long and short *o* and long and short *i* sounds. In Unit 6, Week 27, Session 1, teachers utilize the "Blend Words Routine" section of instruction to explicitly and systematically teach how to blend the sounds together. The "Magnetic Reading Foundations Research Rationale" indicates that students receive a comprehensive review to practice and apply the skill of decoding all explicitly taught skills.
- The materials include a variety of activities for the application of letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. The program overview includes lists of words and blending lines that allow students to decode one-syllable and multisyllabic words that include the sounds introduced and prior sounds learned. In Unit 2, Week 6, the words that are provided are *shadow*, *thirsty*, and *throwing*. These are all *sh-* and *th-* initial word blends. This portion of the lesson helps to develop the association to decode by blending.

Foundational Skills

5.D.1	Phonological Awareness (K–2)*	12/12
5.D.1a	Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	4/4
5.D.1b	Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	2/2
5.D.1C	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3)(S)	5/6

The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS, beginning with simple skills and larger units of sound before gradually transitioning to more complex skills and smaller units of sound. The materials include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. The materials include a variety of activities and resources for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS.

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing phonological awareness throughout the course. The phonological awareness scope and sequence include activities such as blending, segmenting, identifying, isolating, and substituting phonemes. The words used increase in complexity throughout the year. The scope and sequence has a detailed chart organized by unit, and week and divided by "Concept of Print," "Phonological Awareness," and "Phonics." The systematic sequence in which the material presents phonological awareness skills transitions from the beginning (simpler units) to the end (complex units). For example, in Unit 1, Week 1, the phonological awareness skills taught are to recognize/ produce rhyme, isolate phonemes (initial), blend, identify, and segment phonemes. By the end of Unit 1, Week 5, the sequence has increased in complexity by

providing the phonological awareness skills in segment onset and rime; isolating phonemes (medial); and blending, identifying, and segmenting phonemes.

- Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with larger units of sound and gradually transitions to smaller units of sound. The "Magnetic Reading Foundations Research Rationale" explains how phonological awareness activities move from larger to smaller units of sound over the course of the year. Phonological awareness lessons include rhyming, syllable awareness, and alliteration. For example, in Unit 6, Week 27, some student expectations covered include 1.2.A.iv recognizing the change in spoken word when a specified phoneme is added, changed, or removed; 1.2.B.iii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; and 1.2.B.iv using knowledge of base words to decode common compound words and contractions.

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 direct and explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. The lessons include specific terms, phrasing, and statements for teachers to use during instruction. For example, in Unit 2, Week 8, the script reads "I am going to blend sounds to say a word. Listen as I say the first sound and the rest of the word: /b/ /unch/. Now I will blend the parts of the word together: /b/ /unch/. The word is *bunch*." In Unit 6, Week 27, the teacher is given this script, "I am going to blend sounds together to say a word. Listen as I say the sounds: /p/ /r/ /ou/ /d/. Now I will blend those sounds together: /prroud/. The word is *proud*."
- The lessons include examples of explanatory feedback for students based on common errors or misconceptions. This feedback is a checkpoint statement after every instructional model. It explains that if the student struggles to understand and master the content taught, the teacher should take steps to reteach. For example, in Unit 2, Week 8, a lesson on blending sounds contains a box that states "Check: Are children able to blend onset and rime? Not yet? Reteach the blended sounds routine, but have children echo you. At first, say the onset and rime slowly with a long pause between. Repeat the onset and rime several times while each time speaking faster and with a shorter pause until you say the whole word. The gradual increase in speed will help children understand how the distinct sounds blend to form a unique word."
- The *Teacher Guide* includes a section with information on common decoding mistakes and suggestions on how to teach proactively. The "Instructional Next Steps" document has identified common misconceptions and errors students make in each section and how to remediate those with identified students. For example, in Unit 6, Week 26, following the weekly assessment, the Instructional Next Steps state "If children were not able to identify the medial phoneme, then provide additional modeling and practice using a visual support."

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

- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonological awareness skills. The materials include an instructional routines library that has multiple routines for teachers to use to develop phonological awareness, such as the isolate sounds routine and the blend sounds routine. For example, in Unit 6, Week 27, Session 1, teachers utilize the "Blend Words Routine" to explicitly and systematically teach how to blend the sounds.
- The material's activities and resources provide opportunities to reinforce phonological awareness skills through cumulative review. For example, in Unit 2, students learn to identify, blend, and segment syllables in words. In future units, students identify, blend, segment, and then manipulate syllables.
- The material includes a variety of resources that help to reinforce phonological awareness skills that are connected to grade-level TEKS. The "Tools of Instruction" help students practice memory-building strategies. One strategy in Unit 1, Week 1, is providing time for students to reinforce prior knowledge by practicing singing the Alphabet Song.
- Materials include a variety of activities and resources (including memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS. For example, lessons include the use of Sound, Spelling, and Articulation cards that students can tactically manipulate to connect spoken to written text.
- The materials suggest or provide resources, including games, rhymes, stories, manipulatives, and online interactive activities to practice and reinforce students' phonological awareness skills. In Unit 6, Week 27, Session 2, Magnetic Reader "Up In A Cloud," students practice decoding diphthong *ou* words in an engaging complex text.

Foundational Skills

5.D.2	Phonemic Awareness (K–2) *	13/13
5.D.2a	Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)	3/3
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	2/2
5.D.2C	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1)(T)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

The materials include a systematic sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes, and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. The materials include explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. The materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle in order to support students in the transition from oral language activities to basic decoding and encoding. The materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills.

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. The materials begin by blending and segmenting phonemes; in later units, they practice isolating, substituting, and deleting phonemes. For example, in Unit 1, activities focus on recognizing rhymes and isolating and blending phonemes. Later, Unit 3 focuses on adding initial phonemes, segmenting syllables, and deleting initial phonemes.
- Materials include a systematic sequence for introducing phonemic awareness activities that begins with blending phonemes and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. The materials include a

"Research Rationale" that explains how phonemic awareness begins with consonant digraphs/blends, long vowels, and soft *c* and *g*. There is a focus on teaching from simple to complex, practice and application, the teaching of the skills in repetition, and lastly, interchangeably learning skills such as long vowels.

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

- The lesson plans include specific terms, phrasing, and statements for teachers to use during instruction. PowerPoint slides provide teachers with direct and explicit directions and recommended feedback to address errors and misconceptions. For example, the Unit 2, Week 9, Session 2 lesson guides the teacher to say, "I am going to say each sound in the word *clip*. The letter *c* stands for /k/, the letter *l* stands for /l/, the letter *i* stands for /i/, and *p* stands for /p/. Now listen as I blend these sounds together: /kllliip/. Say the word with me: *clip*."
- The lessons include examples of explanatory feedback for students based on common errors or misconceptions in the form of a checkpoint statement after every instructional model. The checks explain that if the student struggles to understand and master the content taught, the teacher should take steps to reteach. For example, in the lesson in Unit 2, Week 6, Session 3, when the teacher gives direct and explicit instruction on "Identifying Phonemes," the common error is being unable to identify the initial sounds at the beginning of words. In Unit 4, Week 20, students are learning long *e*, *e*, *ee*; however, if students are struggling, the teacher can use previous lessons to review and scaffold the students learning.
- The *Teacher Guide* includes a section with information on common decoding mistakes and suggestions on how to teach proactively. The "Whole-Class Instructional Next Steps" document provides teachers with recommended explanatory feedback for students based on common errors and misconceptions. For example, the document states "If children substituted the incorrect letter(s) for a given sound.... Then compare the results to Parts 2 and 4. If a pattern of errors emerges, provide instruction in the sound-spellings. If children added or deleted sounds.... Then provide an example word to help children retrieve the sound-spelling. If they can encode the sound-spelling in the context of an example word, no further support may be needed."

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 guidance for connecting phonemic awareness skills to the alphabetic principle. Each lesson includes explicit, systematic instruction on teaching the same skills in phonological awareness, phonemic awareness, letter recognition, phonics, spelling, and application within complex text. For example, in Unit 1, Week 1, the teacher teaches isolating and blending phonemes, phonics, and spelling with words with short and consonants *b*, *c*, *m*, *n*, and *t* before reading "At Bat" for application within complex texts. In Unit 4, Week 20, the teacher says, "I am going to say each sound in the word *she*: the letters sh

stands for /sh/, and the letter e stands for /e/." The students then blend the sounds with the teacher before seeing the teacher write the word.

- The materials include direct and explicit guidance connecting phonemic awareness skills to alphabetic principles. Oral language support is available through the "Articulation" videos in the "Teacher Toolbox." Teachers have access to the videos and can display them during instruction. In Unit 2, Week 6, Session 1, the teacher introduces the digraphs /sh/, /th/, /ch/, and /wh/. The articulation videos demonstrate the sounds produced while the lesson focuses on decoding words with those final endings.
- The material includes direct and explicit guidance connecting phonemic awareness skills to alphabetic principles to support students in the transition from oral language activities to basic decoding and encoding. Teachers have access to the "Instructional Resources: Phonetic Spelling" document, providing support in pronunciation during instruction. Teachers are also provided lessons where they can utilize the Elkonin boxes to teach the smallest units of speech represented in an alphabetic writing system. Elkonin boxes allow students to practice isolating, blending, and segmenting phonemes, or sounds. Doubledecker Elkonin boxes incorporate a mix of phonemic awareness and phonics practice.
- Materials include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Teachers have access to interactive tools, including videos that can be used to connect phonemic awareness skills to the alphabetic principle. The interactive videos can be used with the whole group or in small group instruction.
- The materials include explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. The "Magnetic Readers" are used after explicit, systematic instruction for applicable practice in context. In Unit 1, Week 1, Session 2, "At Bat" is used for practice identifying short a words with consonants *b*, *c*, *m*, *n*, and *t*.

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

- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills using different supplements. The materials suggest using Elkonin boxes or Sound, Spelling, and Articulation cards during the lessons. For example, students are initially taught orally by the teacher, and then they use SS&A cards to build words or letter titles to manipulate sounds within the lesson. Students can then use those words in their readers and independently in their worktexts.
- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills. The materials provide guidance on using multimodal approaches to teach foundational skills. Suggested strategies include using letters and index cards for phonemic awareness activities and adding movement via skywriting.

- The material includes a variety of resources that help reinforce phonemic awareness skills connected to grade-level TEKS. The cumulative review consists of an assessment that helps evaluate student mastery at the end of each week. For example, in Unit 2, Week 10, the review focuses on the beginning blends *st-*, *sk-*, *sm-*, and *sp-*, and writing words that have those beginning blends.
- Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). An interactive student platform allows students to develop and practice phonemic awareness skills. The program is designed to build on students' progress throughout its use.
- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills. The "Magnetic Reading Foundations Research Rationale" indicates that students receive a comprehensive ongoing review to practice and apply the skill of all explicitly taught phonological awareness skills. For example, in Unit 6, Week 27, Session 1, teachers utilize the "Blend Words Routine" section of instruction to explicitly and systematically teach how to blend the sounds.

Foundational Skills

5.E.1	Sound-Spelling Patterns*	16/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)	1/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1)(T)	6/6
5.E.1d	Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3)(S)	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The materials include guidance for the teacher to provide explicit instruction for grade-level sound-spelling patterns. The 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 and in decodable connected text that builds on previous instruction.

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence that outlines the progression of "Sound-Spelling Patterns" skills throughout the year, including week-by-week objectives. The materials introduce frequently used letters and sounds before teaching less frequently used letter sounds. For example, the Scope and Sequence introduces decoding and encoding short vowels in Unit 1: Friendship, moves to decoding and encoding digraphs and blends in Unit 2: Create Every Day, and ends with r-controlled vowels, diphthongs, and variant vowels in Unit 6: In The Sky.
- The materials include a systematic sequence for introducing grade-level sound-spelling patterns. The lesson objectives are aligned with the grade-level TEKS sound-spelling patterns. The materials begin with a review of skills such as rhyme, isolating phonemes, blending, identifying, and segmenting phonemes before transitioning into spelling patterns such as digraphs, blends, short vowel syllable patterns, inflectional endings, prefixes, and suffixes. It continues throughout the year to more complex sound-spelling patterns.
- The materials include a scope and sequence that shows a progression that starts with letters most useful in decoding. For example, the "Magnetic Readers Research Rationale" states that

"the teacher introduces a new grapheme in isolation, then writes and underlines it in a word. The teacher models blending a word with the new grapheme while doing a think-aloud with the grapheme, and then students apply the new graphemic knowledge by blending a set of words that contain the grapheme together."

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

- The materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction. For example, Unit 5, Week 25 directs the teacher to say, "First, I will say the word slowly, *bird*. Next I will think about the first sound I hear. The first sound in *bird* is /b/. I know that the letter b stands for /b/. I will write the letter b." In Unit 6, Week 27, Session 3, the lesson script has the teacher write and display the word *gown* and then directs the teacher to say, "I am going to say each sound in the word *gown*: the letter g stands for /g/, the letters ow stands for /ou/, and the n stands for /n/."
- The materials provide bulleted teaching points and explicitly defined language with consistent routines for systematic and explicit instruction on sound-spelling correlations and syllable combinations. For example, the materials include a "Spell It" routine for all encoding lessons. Teachers are provided with a video of the routine, bulleted teaching points, and supplementary resources such as sound-spelling cards
- The materials include scripted lesson plans that guide the teacher in providing direct and explicit instruction focused on connecting phonemes to letters within words. For example, in Unit 1, Week 1, Session 1, when students cannot decode words that have short *a* and *b*, *c*, *m*, *n*, and *t*, the "Not Yet" section instructs the teacher to use "Word Building Cards" and the blending routine to reinforce individual sounds. If students continue to struggle, review the "Isolate Phonemes" lessons.

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)

- The materials include various multimodal activities and resources for guided and independent cumulative review during the school year. The materials include Sound, Spelling and Articulation (SS&A) cards, Word Building Cards, movement, and Elkonin boxes. For example, the program introduces the three-letter consonant blends with SS&A Cards; then, students can build words using the Word Building Cards before applying the spelling pattern in the read-aloud and student workbook. The student workbook activities include a cumulative review by beginning with sorting words, reading words out loud, listening and writing the words, and reading connected text.
- The materials include "Magnetic Readers," which are used after explicit, systematic instruction of sound-spelling patterns for applicable practice in context. In Unit 4, Week 16, Sessions 2, "Time for a Trip" is used for practice with long *o* and long *i* sounds, and in Unit 4, Week 16, Session 4, "Rose's Home" is used for practice with long and short *o* and long and short *i* sounds.

Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- The materials provide a variety of activities and resources to decode and encode words in decodable connected text. The materials include sound spelling cards, articulation cards, and word-building cards to support students with encoding and decoding words. A document, "Encoding Practice Using Magnetic Reading Foundations Resources," includes explicit instructions on how and when to utilize Magnetic Readers, Building Words Cards, Elkonin Boxes, Super Words Cards, Cumulative Review pages in the Student Worktext, Word Sorting for Pattern Recognition, and Proofreading Practice. For example, students can use the SS&A Cards to build and read words aligned to the taught sound-spelling patterns. The student work text contains cumulative spelling review pages for each unit to allow additional student practice.
- 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 and in decodable connected text that builds on previous instruction through the digital "Interactive Tutorial." In the Interactive Tutorial, students are asked to decode simple words with taught letter sounds. In Unit 2, Week 7, the ending blends *-sh*, *-th*, and *-ck* are the focus of the Interactive Tutorial. Students are asked to interact with the learning game to decode words that also include the endings *-ed* and *-ing*, which covers previously taught material.
- The materials include a variety of activities for the instruction of sound-spelling patterns in decodable connected text. For example, in Unit 6, Week 27, Session 1, teachers utilize the "Blend Words Routine" section of instruction to explicitly and systematically teach how to blend the sounds together. The Magnetic Reading Foundations Research Rationale indicates that students receive a comprehensive review to practice and apply the skill of decoding all explicitly taught skills.

Foundational Skills

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

The materials include a systematic sequence for introducing regular and irregular high-frequency words. The materials include teacher guidance to provide explicit instruction for decoding and encoding regular and irregular high-frequency words. The materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words through cumulative review. Materials also include a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation and in connected text.

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing and practicing regular and irregular high-frequency words during direct instruction that aligns with the spelling pattern being taught. The materials include a scope and sequence that outlines the progression of high-frequency words throughout the year, including week-by-week objectives providing an overview of the skills and concepts in accordance with the ELAR TEKS. High-frequency words in Unit 1 are a review of previously learned high-frequency words and Units 2–6 introduce new regular and irregular words as they correlate to the new phonics skills begin taught as outlined by grade-level TEKS. For example, students learn the high-frequency words *and*, *see*, *the*, and *to* early in the year when they are learning to decode and encode simpler words. Later, they learn words that are not decodable, such as *together*, *air*, and *school*.
- The materials include a systematic sequence for introducing regular and irregular high-frequency words. We can see evidence of sequencing in the document called "High-Frequency Words," which can be found in "Instructional Resources" in the "Teacher Toolbox." The materials outline units and when they introduce high-frequency words. For example, there

is only one regular high-frequency word (*and*) and in Unit 5, Week 22 is the regular high-frequency word *buy* and the irregular high-frequency word *even*.

- The materials organize the introduction of regular and irregular high-frequency words in smaller batches of words that follow a common phonic or spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. The "Research Rationale" states that high-frequency word instruction enacts research with a partial decoding approach. The teacher displays and reads the word, and students repeat it. Then the teacher reads context sentences, and students listen. Students say the letters and review the known graphemes, then write the word and check the spelling. For example, students learn four high-frequency words. Three of the words are regular high-frequency words such as *are*, *for*, and *with*, and the fourth word is the irregular word *you*.
- Materials include a systematic sequence for introducing regular and irregular high-frequency words. The "How Magnetic Reader Foundations Works" document explains, "High-frequency Words (Super Words) are taught with a partial decoding approach, which helps children retain them better," indicating that students are learning both regular and irregular words. In this document, "Magnetic Reading Foundations" outlines units and when they introduce high-frequency words. One example is in Unit 1, Week 2, introducing the regular high-frequency word *but* and the irregular high-frequency word *her*.

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

- The material includes guidance for the teacher to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words by providing teachers with the guided manual with lesson plans that target high-frequency words. "Super Word Cards" support high-frequency word instruction by showing each word in isolation and using each word in context. In Unit 3, Week 13 Session 2, the material states "Display Super Word Cards but, her, not, of and last week's words and, see, the, and to."
- Materials include guidance for the teacher to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words. The materials include sample scripts and explicitly defined strategies for direct instruction of reading and spelling high-frequency words using the "Super Words Routine" that includes seeing and saying the word, spelling the word, and then writing the word. Teachers are provided with a video of the routine, bulleted teaching points, and supplementary resources such as sound-spelling cards to support instruction. For example, one lesson in Unit 1, Week 5 says, "Introduce this week's high-frequency words he and she. Display the Super Word Card. Read the word and have children repeat it. Read the context sentences on the back of the card. Have the children say the letter or letters in the word. Review known sound spellings and have children say them." The Unit 6, Week 30 script says, "Introduce this week's high-frequency words goes, learn, school, and work. See and Say the Word: Display the Super Word Card. Read the word and have children repeat it. Read the context sentences on the back of the card. Spell the Word: Have children say the letters in the word. Review known sound spellings and have children say them with you. Write the Word: Have children write the word on a piece of paper and check their spelling. See the practice page for Super Words."

- The materials provide teachers with important points to emphasize about introducing regular and irregular words to students including decoding the decodable parts of words and memorizing the irregular parts of words. The "Research Rationale" states that the scope and sequence were developed with consideration for the utility of each word and grouping words by shared spelling patterns to support orthographic mapping.

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

- The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. The "Tools for Instruction" document called "Irregular High-Frequency Words With Elkonin Boxes" supports students' ability to decode high-frequency words. For example, in Unit 1, Week 5, students use the "Double Decker Elkonin Box" for *be*, *he*, *she*, and *we*.
- The materials include a variety of activities and resources for students to practice skills to decode and encode regular and irregular high-frequency words. Students use Super Words Cards to partially decode words and use them in context. Working in partners, children take turns using the words in oral sentences. For example, students practice high-frequency and irregular words, *from*, *have*, *look*, and *or*, using the Super Words Cards in Unit 2, Week 8.
- Materials include a variety of resources for students to practice skills to decode irregular high-frequency words. Teachers are provided with Super Words practice in which students independently write sentences using the Super Words from previous units and word sorting charts with pattern labels for students to explore word patterns.
- 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). The materials sequence concepts so that students develop mastery in a set of high-frequency words through direct instruction and practice before spiraling skills for reinforcement so that students independently practice spiraled skills that have been previously mastered. Students have practice pages for Super Words in their student workbooks.

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

- The materials include a variety of activities and resources for students to read high-frequency words. Students are given time to practice word-level reading fluency, which can be found in the Tools for Instruction document in Unit 5, Week 9. The goal is that students can read Super Words in isolation for fluency before reading Super Words in sentences that are provided by the teacher.

- Materials include a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation and connected text. Weekly lessons include various activities for learning to recognize, read, and write high-frequency words in isolation and can apply to connected text in the "Apply to Text" section of the lesson. Students can read the high-frequency words in the lesson-connected text. For example, in Unit 3, Week 15, students read the story "Sea Shapes." They are told to listen first to see a model of how the teacher reads, and then they will read to learn that fish come in different shapes and sizes. Some high-frequency words that are introduced are *other*, *people*, *too*, and *write*. In Unit 5, Week 21, in the connected text "Kid X-Ray," students read the words *find*, *light*, *little*, and *right* within the text.
- The materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words. For example, beginning in Unit 3, weekly lessons include a Super Words Routine in which students practice encoding high-frequency words. In Unit 1, Week 5, Session 2, students encode words by utilizing the "Word Building Cards" as a warm-up for dictation. Teachers point to each card, say the sounds, and then blend the word. Then they move into a "Spell It" routine in which teachers model thinking aloud as they say words and connect the sounds to spellings before expecting students to do it independently. Students are also provided with Super Words practice, in which they independently write sentences using Super Words.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The sequence for introducing syllable patterns and syllable division principles is aligned with grade-level TEKS. Students cover grade-level syllable types, including closed syllables, open syllables, VCe syllables, vowel teams (including vowel digraphs and diphthongs), and r-controlled syllables as outlined in the TEKS. The "Scope and Sequence" document outlines how the material begins with short vowel syllable patterns (closed syllables) and ends with vowel team syllable patterns.
- The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, as outlined in the TEKS. The lesson objectives progress from less to more complex skills. For example, lessons begin with short vowel syllable patterns and continue to final e-syllable patterns before moving to long vowel and vowel team syllable patterns.

- The materials include a systematic sequence for introducing grade-level syllable types and syllable division principles which can be seen in the "Instructional Resources" document titled "Syllable Patterns." This document details the sequence in which syllables are introduced from simple to complex.
- Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. The "Magnetic Reading Foundations Research Rationale" explains the systematic sequence for introducing grade-level syllable types and division principles. It states "Instruction begins with simple compound words, progresses to open and closed syllable patterns, and advances to stable syllable patterns. Students learn strategies for identifying and reading different syllable types in two-syllable words."

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

- The materials include specific terms, phrasing, and statements that teachers should use during core instruction. For example, a Unit 2, Week 6 lesson guides teachers to say, "I am going to blend syllables together to say a word. First, listen as I say the syllables: shad*ow. Now I will put those syllables together: shad*ow, shadow. The word is shadow." In Unit 6, Week 27, Session 1, students are expected to utilize the "Blend Words Routine," which includes saying the sounds and then blending the sounds to decode diphthong *ou* words such as *found*, *house*, and *scout*.
- The materials provide teachers with important points to emphasize about decoding and encoding words by applying knowledge of syllable division principles (i.e., dividing words into manageable parts to assist in decoding and encoding). There is guidance on the syllable patterns and types and instructional routines to teach each pattern. For example, the resource provides tips on teaching *r*-controlled vowel syllables.
- The material includes guidance for direct and explicit instruction applying knowledge of syllable types and syllable division principles to decode and encode one-syllable words. Students are asked to read and write words that have had previous sound-spelling introductions. For example, in Unit 1, Week 3, students are reading and writing words with short *i* and short *o*.
- The materials provide guidance for teachers to give direct instruction to apply knowledge in syllable types and syllable division principles in Unit 2, Week 10. Teachers are given the "Spelling Routine" to help students decode and encode one-syllable words, including decoding and encoding the words *skip*, *stack*, *stop*, and *black*.
- The materials provide teachers with important points to emphasize about decoding and encoding words by applying knowledge of syllable division principles (i.e., dividing words into manageable parts to assist in decoding and encoding). The materials include "Tools for Instruction" with explicit instruction on syllable division for assistance with decoding and encoding. For example, a Tools for Instruction document titled, "Words with r-Controlled Vowels" helps students decode and encode *r*-controlled vowel syllable words.

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

- The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. The resource titled "Multimodal Approaches" provides many ways to differentiate multi-modalities using letter cards, Elkonin boxes, articulation videos, mirrors, magnetic letters, sandpaper, and adding hand movements. The resource "Deep Dive Teaching with Multimodal Approaches" shows exactly where these supports are located throughout the *Teacher Guide*. The materials include "Sound-Spelling" cards, "Articulation" cards, "Word Building" cards, and games that students can use throughout the year. Students can practice building words with the Word Building cards. Then, the students can write and display the words before practicing in the student workbook. For example, students are asked to practice reading and writing one-syllable and multisyllabic words in Unit 2, Week 13. The focus is on learning three-letter blends, reading words like *scrap*, and writing words like *grin*.
- The materials include a variety of activities to practice and reinforce decoding and encoding skills related to syllables, including the "Interactive Tutorial." In Unit 3, Week 11, a tutorial called "Closed Syllables," provides practice in decoding words.
- Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). Each lesson's "Check" section has activities that students can use to develop, practice, and reinforce skills to decode and encode. For example, in Unit 5, Week 23, the Check section asks, "Can children decode words with br- and gr- blends? Not Yet: For help with decoding, frame the consonant blend and have children practice blending just those two letters. Then prompt them to blend the rest of the word. If children continue to struggle, review the Add Phonemes lesson to help discriminate single letter sounds and blends."

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

- The materials include a variety of activities for students to practice decoding one-syllable or multisyllabic words, using knowledge of syllable types in isolation. There is a high-frequency word list for students to practice decoding words in isolation, and "Super Words" practice is included in each unit in which students write sentences independently using super words from previous units. The "Tools for Instruction: Blend Syllables" document provides practice with decoding a list of two-syllable words in Unit 2, Week 6.
- The materials provide a variety of activities and resources for decoding and encoding multisyllabic words in isolation. Tools for Instruction includes a document titled "Closed

Syllables" in Unit 4, Week 20. Step 4 of the routine states "Choose from the following list to prepare two-syllable closed syllable cards, writing the first syllable of a word on one card and the second syllable of a word on another card. Place the first syllable cards facedown and spread them out on one side of a table and the second syllable cards facedown and spread them out on the other side. Have students take turns choosing one first-syllable card and one second-syllable card, reading the segments, and then reading them together as a word. If the segments are a match and make an actual word, have students keep the pair. If not, ask students to place the cards facedown for the next student. After all cards have been matched, ask students to read their words and explain how the words should be segmented by syllables."

- 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. The Interactive Tutorial has videos that students can use to practice skills. For example, Unit 4, Week 21 has videos such as "Read Two-Syllable Words with Open Syllables." In Unit 6, Week 27, Session 4, students decode a variety of words in context with the story "Kinds of Clouds."

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing grade-level morphemes, as the TEKS outlines. The "Scope and Sequence" document shows the progression from Unit 1, adding inflectional endings *-s* and *-ed*, to Unit 2, adding inflectional endings *-ed* and *-ing*, to Unit 4, adding prefixes and suffixes, including *re-*, *un-*, *-ful*, and *-less*, and to base words through Unit 6. The "Weekly Planner" for each week outlines the grade-level morpheme that will be taught in specific lessons. For example, Unit 2, Week 7 teaches inflectional ending *-ing* and reviews it in Sessions 2 and 4.
- The materials organize the introduction of grade-level morphemes in smaller batches of words that follow a common phonic or spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. Inflectional endings, prefixes, suffixes, contractions, and syllable patterns are taught explicitly with opportunities for practice and application in reading decodable text and written exercises. Instruction begins with simple

compound words progresses to open and closed syllable patterns, and advances to stable syllable patterns.

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

- The material includes guidance for the teacher to provide direct and explicit instruction for supporting the recognition of common morphemes and using their meanings to support decoding. The lesson plans include teacher tips or explanations of the morphological objective of the lesson. For example, in Unit 2, Week 7, the script indicates "Remind children that adding the endings -ed or -ing to an action word helps to tell when an action happens. Say, 'The -ed ending helps show that the action happened in the past. The -ing ending helps show that the action is happening right now.'"
- The materials include guidance for the teacher to provide direct and explicit instruction for supporting the recognition of common morphemes and using their meanings to support encoding. In Unit 4, Week 19, when teaching the prefixes *re-* and *un-* during the word analysis exercise, students are then asked to write in the prefixes *re-* and *un-* for words that are missing them.
- Materials in the "Tools for Instruction" component include guidance for the teacher to provide direct and explicit instruction for supporting the recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. The resource "Inflectional Endings without Spelling Changes" provides teachers with an explanation of what inflectional endings are and examples. It provides teachers with a step-by-step process to introduce base words with endings, model decoding words with an ending, practice decoding, and practice spelling words with endings.

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

- Materials include a variety of activities for students to practice grade-level morphological skills. The materials include a student workbook providing students an opportunity to practice and reinforce the prefix/suffix skill taught in the week. Students read the words and circle the word that has a prefix/suffix. Students then are asked to write the word in the line. For example, in the student workbook in Unit 4, Week 17, students analyze words and circle the inflectional endings such as *-er* and *-est*. In Unit 4, Week 20, students practice the suffixes *-ful* and *-less*.
- Materials include a variety of resources for students to develop grade-level morphological skills. For example, resources include "Word Work" student templates; this tool includes a variety of resources for students to practice analyzing patterns of different morphemes.
- The materials include practice activities in paper or digital workbooks to build on the taught morphological skill and spiral previously learned morphological skills. For example, students

complete a "Cumulative Review" of all morphological skills taught to date each week for additional application practice.

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

- Materials include a variety of activities for students to decode words with morphemes in decodable connected text that builds on previous instruction. The student workbook contains practice in which students decode sentences containing words with morphemes. In Unit 1, Week 1, students learn to read and write words with the suffix -s.
- The material includes a variety of activities for students to decode morphemes in isolation during the "Interactive Tutorial." In Unit 1, Week 1, students learn to read words with the suffix -s.
- Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction. For example, in Unit 2, students read lists of words with the suffixes -s, -ed, and -ing. Students then complete fill-in-the-blank sentences with the words.
- Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction. The materials include instructional routines, such as dictation, that emphasize encoding and decoding. For example, the teacher writes the word and reads it aloud, underlines the focus morpheme, repeats it with other examples, models how to identify the morpheme, and then has students complete the word analysis activity.
- The lesson plans and text annotations prompt the teacher and students to discuss morphemes (e.g., prefixes, suffixes, roots) as they read authentic text. For example, students apply the morphemic skills while decoding Magnetic Readers, like in Unit 6, Week 27, with the story titled "Kinds of Clouds."