

IMRA Review Cycle 2024 Report



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

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 302 / 307

IMRA Reviewers

Flags for Suitability Noncompliance

1

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

Flags for Suitability Compliance

N/A

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

Alleged Factual Errors

N/A

Public Feedback

Flags for Suitability Noncompliance

N/A

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

Alleged Factual Errors

N/A

Public Comments

N/A

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	51 / 53
2. Progress Monitoring	28 / 28
3. Support for All Learners	29 / 32
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	158 / 158

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.1 Alphabet Knowledge: Materials provide a systematic sequence for introducing letter names and sounds, with explicit instruction for letter identification and formation. They include activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and within meaningful print.
- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.
- 5.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.

Challenges

- 1.1 Course-Level Design: Materials do not adhere to TEKS, ELPS, concepts, and knowledge taught. They do not apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, or include resources to support administrators.
- 3.3 Support for Emergent Bilingual Students: Materials do not provide educators with guidance on linguistic accommodations, bilingual/ESL 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, and interpretation and next steps throughout the resource. Additionally, the program includes access to the online i-Ready assessments, interactive tutorials, and 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 Alphabet Readers in kindergarten to systematically introduce each letter individually. The readers include words beginning with the applicable letter for students to begin reading in context. Beginning in the second semester, the product includes decodable readers as students have learned enough letters to begin decoding simple CVC words.

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. The materials do not include suggested pacing for various instructional calendars. 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, the breakout text of the student expectation is given, along with 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 contain guidance if there is less time within a week, but not guidance 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 “How Magnetic Reading Foundations Works.” It 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,” explaining, at the beginning of each unit, how the new learning connects to previous learning. For example, the “Grade K 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 provide a Unit Opener that explains 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 words with short vowels and previously learned phonics skills.” The materials also 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.
- The materials include a grades 3–5 unit internalization guidance in a document titled “Collaborative Unit Preparation Guide”; however, there is no version of this document for grade K.

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 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 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, 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 included reading various genres of books with fall themes, reading a book by a new author with bonus points awarded if they check it out from the library, and playing a game of four corners to practice counting syllables. 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 K, the Unit 6, Week 27 Weekly Planner lists the three to six daily key objectives, explicit phonological awareness skills, explicit phonics skills, explicit letter formation skills, high-frequency words, fluency skills focus and practice activities, English learner supports, materials needed for the week, unit vocabulary words, the Magnetic Reader titled, “Look at the Sky,” 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 the sequence of the lesson. Each slide has instructions on what teachers say, questions to ask, and what to ask students to do for teachers to deliver the lesson.

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 K Unit 6, Week 27 Weekly Planner, the materials listed are Word Building Cards, Sound-Spelling & Articulation Cards (long e), and Super Word Cards (do, into, very, who) to be prepared for instruction.
- 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 K Unit 6, Week 27 Teacher's Guide for Session 1, the student-facing materials listed are Student Workbook - Phonics (p.[x]) and Super 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 K Unit 6: Week 27, the two extension activities are tied to a Magnetic Reader titled, “Look at the Sky.” The first one is a writing prompt that asks students to draw a picture of clouds they have seen on a cloudy day. Then, they are asked to write about the clouds and how they looked. The sentence stem, “The clouds were...” is provided to get them started. The second extension activity is multiple-level comprehension questions that extend students' thinking with some responses tied directly to text evidence tied to 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 K Unit 6: Week 27: Session 1, the Check for Understanding asks, “Are children able to blend sounds to say one-syllable words?” If Not Yet, “Use counters for each sound in a word.”

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.

- 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 are asked to write the letters that correspond to the sound teachers say. They are also asked to identify both letters and concepts of print.
- 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 the target sound-spellings, encoding target words, and spelling high-frequency words. The individual portion of the assessment assesses isolating, blending, and substituting phonemes. The weekly assessment ends with individual students reading connected text.
- 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, a check for understanding asks, “Are children able to blend sounds to say one-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 assessment, how it is administered, when to administer it, and to whom it is administered. The purpose of the assessment is to “consistently evaluate student understanding of reading comprehension standards.” It also indicates other opportunities for assessment.

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.

- The *Teacher Guide* indicates 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 Unit 2 assessment includes the following sections, “Connect Letters, Write Letters, Identify Letters, Concepts of Print, and Read Duet Passage.” This section takes the student through the progression of reading in the assessment.

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, and spelling high-frequency words. 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 on how to interpret student performance on assessment. 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 write the wrong letter, teachers are guided to provide additional practice with uppercase and lowercase letters using the word-building cards.
- 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 Unit 1, Week 4, Session 1, teachers are guided to reteach using hand gestures 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 make and is. In Unit 6, Week 27, Session 4, students are pre-taught the words “poke” and “sip” by acting them out before they read “Reed Makes a Pal.”
- 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 provides 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 “Look at the Sky.” The first activity is a writing prompt that asks students to draw a picture of clouds they have seen on a cloudy day. Then, students are asked to write about the clouds and how they looked. The sentence stem, “The clouds were...” is provided. The second extension activity is multiple comprehension questions that extend students' thinking with opportunities to support written responses with text evidence.

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* (“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 the consonants *m* and *t* are provided.
- 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 model: “Change /m/ in *miss* to /h/ to form *hiss*. Listen: I am going to change the sound in a word to say a new word. I will change /m/ in *miss* to /h/. Say the New Word: When I change /m/ in *miss* to /h/, the new word is *hiss*.”
- 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, “remind children that reading each word accurately will help them understand the text. Read aloud a portion of the text fluently with accuracy as children follow along. Then, on p. [x] model coming to a word you do not know. Say, What does Ross get? I don’t know this word. I will use the Fix-Up Strategy ‘Read Out Loud’ to see if saying the sounds

out loud helps me recognize this word. Demonstrate reading out loud and understanding what you read.”

- 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 engage in read-alouds, practice letter formation, and engage in both individual responses and choral responses. The materials offer a variety of instructional approaches located in support bars for EL students and the scaffolds TIPS. 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 effectively facilitating and delivering lessons through various engaging instructional strategies. For instance, the 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 is located 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. For example, in 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 Unit 6, Week 27, Session 1 Phonological Awareness portion of the lesson, EL scaffolds are to watch the teacher's mouth as they model blending phonemes, then mimic.
- 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. This guidance is not differentiated by varying levels of English language proficiency. Guidance is provided via a *Learner Variability and Equity Teacher Guide*.

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 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).”

Phonics Rule Compliance

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

The materials include systematic and sequenced instruction of phonics 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. For example, the phonological awareness scope and sequence follows a progression from large units of sound, such as syllables and onset rimes, to individual phonemes. Students segment syllables in Unit 1; in Unit 6, they segment 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. In Units 1 through 3, student activities include Listen Up!, Learn Letters, and Read Together. In Units 4 through 6, activities increase in complexity, and students engage in word building and reading independently. For example, in Unit 4, Week 16, students transition from learning concepts of print and letter names to blending and segmenting phonemes.

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 letter sound for the word *A* before releasing the students to practice connecting the letter *a* 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 "Get It" to practice the short *a* sound. The texts have a mixture of decodable words with a focus on beginning sounds and high-frequency words.
- The materials include decodable texts called "Alphabet Books" to practice taught letter-sound correspondence, phonics, reading, and writing skills in context. Lessons and activities include guided and independent practice. Alphabet Books are used after explicit, systematic instruction of letter names and sounds for applicable practice in context. In grade K, Unit 1, Week 1, Sessions 1 and 2, "Munching Monkeys" is used for practice identifying letters and sounds for the letter *Mm*, and in grade K, Unit 1, Week 1, Sessions 3 and 4, "A Terrific Team" is used for practice identifying letters and sounds for the letter *Tt*.
- 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 illustrate which

concepts to reteach each week. For example, each unit in kindergarten includes a spiraled review for previously taught letters; the letter *Aa* is taught in Unit 1 and reviewed in Unit 2.

- 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."
- The materials include an end-of-week cumulative review followed by a weekly assessment of the previously taught skills. For example, in Unit 2, Week 9, Session 5, the teacher reviews the previously taught letter sounds /r/, /d/, and /k/.

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 letter sound for the word *A* before releasing the students to practice connecting the letter *A* to its sound correspondence. PowerPoint presentations 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. For example, for the "Recognizing Letter Sounds Routine," the teacher models and says, "I am going to listen for the first sound in the word '*rock*'." The teacher says the word and then says, "Now I will say the first sound I hear in '*rock*': /r/. The first sound in *rrrock* is /r/." Then students apply the same modeled skill when the teacher says, "Your turn! What is the first sound in the word *rrrace*? Now you say the first sound you hear."
- 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 display word building cards *l* and *i*, have the children say the letter name, and then display the SS&A cards and then explain that "the letter *i* stands for short *l* sound at the beginning of *igloo*."

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, Session 2, the lesson says "Check: Can children blend onset and rime in single-syllable words with initial /r/? Not yet: Provide visuals and tactile support using counters—one for the onset and one for the rime in each word. Start with the counters placed apart. Then slide them together as you say each part and blend."
- The material includes support bars in the "Teacher Guide," which guide the teacher in giving corrective feedback. This is labeled as a "TIP" and mentions how to support or challenge students during the development and processing of the 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 "Quick Fix" activity or "Articulation Videos" that can be used for corrective feedback. For example, "TEACH: Tell children that some letters, such as f and z, are doubled at the end of some one-syllable words and stand for one sound. Introduce the words on the following slides with SS&A Cards f and z."
- Materials include an "Instructional Routines Guide" that provides teachers with a "Corrective Feedback Routine" explanation and 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, the Unit 5, Week 25 lesson explicitly teaches the letter-sound correspondence for the long o pattern o_e. The lesson includes an opportunity for a partner to read a connected text using the pattern o_e.
- 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. Letter recognition pages...."
- 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.

- Materials include intentional cumulative review throughout the curriculum. The materials provide a "Unit Opener" at the beginning of each unit, 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 words with short vowels 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 (digraph *-ck*, final *-ss*, *-ll*, *-ff*, *-zz*, long *a*, *a_e*, long *i*, *i_e*, and long *o*, *o_e*), super words (*are*, *have*, *one*, *with*, *be*, *no*, *so*, *we*, *from*, *or*, *there*, *this*, *about*, *by*, *my*, *out*, *could*, *said*, *what*, and *would*), unit words (*had*, *made*, *town*, *water*), 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 all letters taught in Week 6 and the letter *Pp*.
- 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 letter formation each day. On the fourth day of instruction, students practice forming all letters they have learned that week.
- Students are given ample practice activities daily. These range from written exercises in the student workbooks to decodable "Magnetic Readers" to practice their reading skills by

focusing on the day's objective. For example, students practice writing letters in both uppercase and lowercase throughout the curriculum in their student workbooks. In Unit 3, Week 12, Session 1, students practice writing the upper and lowercase *J*. They also circle words that start with the *j* sound.

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, the students engage in an activity to learn letters. The teacher begins by reinforcing *Uu*, which students learned the previous day, and then introduces the focus letter of the day, *Jj*. Students then practice writing both the letters *Uu* and *Jj* in their student workbooks.
- 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 letter *Kk*, students practice identifying words beginning with the /k/ sound.
- *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 3, Week 15 focuses on the letters *Vv*, *Xx*, and *Yy*. Students practice writing the letters, saying picture names, listening for which sound, and reading a short text with words that include *v*, *x*, and *y*.

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 with 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. Beginning in Unit 4, students read Magnetic Readers weekly. These decodable readers contain a focus skill and only contain previously taught phonics skills. For example, in Unit 4, Week 20, the decodable reader reinforces the short *i* sound that is the weekly focus.
- The decodable texts incorporate cumulative practice by increasing in complexity. For example, at the beginning of the year, decodable texts include sight words and words using CVC patterns that have been explicitly taught. Towards the end of the year, decodable texts include CVC words along with CVCC and CCVC words that use letter-sound correspondences that have been explicitly taught.

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 *u_e* words and utilizes the "Blend Words Routine" to model before having students apply that knowledge in their Magnetic Reader titled "In the Sun."
- The materials provide "Instructional Resources" in the "Teacher Toolbox" that have opportunities for practice in isolation. One instructional resource is the "Blank Letter Train and Alphapillar." These resources allow students to practice letter knowledge by identifying and writing the alphabet in isolation which later supports connected text in the "Alphabet Readers" materials used during instruction.
- 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, and high-frequency words, and then the connected text such as Read Aloud and Concept of Print activity. For instance, in Unit 2, Week 10 centers on the letter *Ee*. The students begin the week by recognizing the letter sounds and blending onset and rime. By Session 4, students practice reading words with *Ee*. Unit 4, Week 16 focuses on words with short *a*. Students will segment onset and rime and isolate phonemes to practice in isolation. Later in the week, they practice in context by reading the connected text, "Bag It!"

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 portion and an individual-administered portion of the assessment. For example, in the Unit 1 assessment, students are asked to write the letters that correspond to the sound teachers say for the sounds /f/, /i/, and /h/ as a whole class. They are then asked individually to identify both letters and concepts of print.
- 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, when students are working on the letter *F* in Unit 1, Week 5, teachers check students' understanding of the sound /f/ and letter *F* while students work in the *Student Workbooks*. 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.

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 connecting letters and sounds throughout the year on each unit assessment. Teachers say a sound, such as /f/, on the Unit 1 assessment, and students write the corresponding letter.
- 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 read words with the initial sound /f/.

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 three times a year in their ability to write. A tracker is included to record students' progress.
- 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, the Unit 1, Week 5 assessment asks students to write the letters *Ff* and *Hh*. 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

[Insert overall rationale for indicator score here]

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 which skills students will benefit from.
- 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 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 and identify 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 resource 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, and spelling high-frequency words. 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 will also give 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 patterns and needs of the students. The document specifies two sections, one for "Understanding the Data" and one for "Make 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 guidance on differentiating progress monitor checkpoints for students who enter kindergarten already knowing the alphabet and for students who are still learning their letters during the second half of kindergarten. Teachers are provided with prompts to assess student mastery outside of set unit and weekly assessments. Teachers are guided 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 teachers 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 2 Opener, in the Engage portion, teachers model making a personal connection to the text. Students are then asked to circle one or two pictures that show how they like to express themselves. 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 two sentence frames. "I see...." "I like to do this activity because...."
- The materials also 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, "My Community." They discuss these connections both in pairs and in whole groups.

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 in the text reminds you of things you have done in the sun or things you have seen animals do in the sun?" Then, they are asked to make connections to the topic by asking, "What does the text help you understand about sunny days?"
- 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 kind of weather the text will be about." The sentence stem "I think this text is about ... weather 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. Each lesson has a section where students read and apply text. For example, in Unit 6, Week 27, in the Apply to Text section of the lesson, after students practice reading the target skill words (*meet, week, Pete*), the teacher and students read the text in unison. After reading, the teacher can have students reread either with a partner or by whisper reading.

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, Units 4 through 6 contain weekly lessons in which students read "Magnetic Readers." As part of the Magnetic Reader routine, students share connections to themselves and the topic with their peers after reading. For example, in Unit 6, Week 27 in the Magnetic Reader "Look at the Sky," students are prompted to share answers to two questions: "What do you see when you look up in the sky?" and "How is this text like other books you've read this week?"
- The materials contain authentic opportunities for students to ask questions to understand information and share information and ideas. In Unit 5, Session 4, Week 21, in the High Frequency Words Review, the teacher and the students read the words together. Students work with a partner to take turns asking and answering questions that contain one or more of the high-frequency words.
- 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 prompts, "I see..." and "The ... has ... (leaves, wings, fur)."
- The materials include authentic opportunities for students to listen actively, ask questions, 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 or ideas. For example, "What does Lil mean when she says to Bob Dog and Dot not yet? How did the pictures help you understand what that means?"

- 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 in the text reminds you of things you have done in the sun or things you have seen animals do in the sun?" Then, they are asked to make connections to the topic by asking, "What does the text help you understand about sunny days?"
- 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 kind of weather the text will be about" and then it provides the teacher with the sentence stem, "I think this text is about ... weather because"

Foundational Skills

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

The materials include a systematic sequence for introducing letter names and their corresponding sounds. The materials include guidance for the teacher to provide explicit, direct instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet and their corresponding sounds. The materials include guidance for the teacher to provide explicit, direct, systematic instruction for letter formation for the 26 letters of the alphabet. The materials include a variety of activities and resources for students to develop, practice, and reinforce alphabet knowledge in isolation and in the context of meaningful print.

Evidence includes, but is not limited to:

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

- The material includes a systematic sequence for introducing letter names and their corresponding sounds. The materials introduce frequently used letters and sounds before teaching less frequently used letter sounds. For example, Unit 1 introduces *m, t, a, s, b, i, f,* and *h*. The letters *q, z, v, x,* and *y* are introduced last in Unit 3.
- The materials introduce letter sounds with similar visual and auditory features at spaced intervals to avoid confusion. For example, the materials introduce *c, s,* and *x* in separate units due to similar auditory features. The "Research Rationale" states that "letter names that contain the sound they make (*t, s, m*) are easier than letters that do not (*h, w*) and come earlier in the sequence. Letters are also ordered according to the highest utility, though in some cases letters were chosen so commonly confused letters are not taught in the same week (*g, k*)."

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

- The materials include scripted instructions for each letter of the alphabet, including naming the letter, teaching the sound of the letter, and learning a keyword and picture for the letter. For example, in Unit 1, Week 1, students are introduced to the letters *Mm* and *Tt* by explicit instruction on listening for the initial sound in given words and matching that sound to the letters and a picture as a visual cue to recall what sound the letter makes. In Unit 2, Week 7, the letter *Oo* is taught as, "This is the uppercase or capital O and this is the lowercase o...the letter o can stand for /o/, short o, sound at the beginning of the word octopus." The materials include scripted instructions for each letter of the alphabet, including naming the letter, teaching the sound of the letter, and learning a keyword for the letter. Lessons also include a PowerPoint presentation for the teacher to teach students the corresponding letter names and sounds with examples of words that begin with the letter name and sound.
- The materials include guidance to provide direct instruction for teaching and developing automaticity in identifying all 26 letters. In every lesson from Units 1–3, when a letter is introduced, the material presents uppercase and lowercase letters together. For example, the Unit 3, Week 12 lesson guide states "Say, This is uppercase, or capital, J, and this is lowercase j." The material then models, practices, and applies direct teaching. The Unit 3, Week 14 lesson guide states "Say, This is uppercase, or capital, Q, and this is lowercase q." The material again models, practices, and applies direct teaching.
- The materials include "Alphabet Tales" which are used after explicit, systematic instruction of letter names and sounds for applicable practice in context. In Unit 1, Week 1, Sessions 1 and 2, "Munching Monkeys" is used for practice identifying letters and sounds for the letter *Mm*, and in Unit 1, Week 1, Sessions 3 and 4, "A Terrific Team" is used for practice identifying letters and sounds for the letter *Tt*.

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

- Materials include guidance for the teacher to provide explicit instruction for letter formation for the 26 letters of the alphabet, both uppercase and lowercase. For example, the materials provide a scope and sequence that shows when each letter will be taught. The previously taught letters spiral throughout the year.
- The material includes explicit instruction for letter formation of the 26 letters. It also provides lesson slides for the teacher to utilize during instruction. One slide, "Learn Letters," gives a sample of the directionality. For example, Unit 1, Week 3 teaches the letter formation of the letter *Ss* and displays an arrow from the top going toward the bottom.
- The materials include specific terms, phrasing, and statements teachers can use during core instruction to model letter formation. For example, each lesson in the *Teacher Guide* includes a "Letter Formation" guide that provides explicit, step-by-step instructions on how

to form each letter. For the letter *M*, students draw straight down, lift, slant forward and then slant up, and then draw straight down. The uppercase *A* is taught as slant backward, lift and slant forward, and then lift and draw across to join the lines.

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

- The materials include contextual alphabet practice activities, resources, and practice within meaningful print. For example, the materials include activities incorporating sentences or short texts where students identify specific letters within each word. One sample question in Unit 1 is, "Tina likes manatees. What letter does Tina begin with?" Students then write the letter *T* in their student workbook. The materials also include the "Interactive Tutorial." The Interactive Tutorial can be used by students in isolation and context of meaningful print. The Interactive Tool in the "Teacher's Toolbox" gives a four-step plan to support teachers in engaging and checking on students' progress. The materials include alphabet books designed to highlight or focus on certain letters within a narrative context. For example, in Unit 2, Week 6, Sessions 1 and 2, students receive systematic, explicit instruction on the letter *Pp* and then read an Alphabet Tales text titled "The Picture," to highlight and focus on the letter *Pp* words and sounds, as well as all other letters and sounds explicitly taught.
- The materials include activities guiding students to trace and write individual letters. Each week, the students' workbooks have a page to practice writing the letter learned in the lesson, and all activities in the workbook connect to the learned corresponding letter. In the student workbook in Unit 1, Week 1, students are asked to trace and write uppercase and lowercase *Mm*. Students also identify which pictures begin with the letter *Mm*. Another resource included in the materials is the "Instructional Resources: Blank Letter Train and Alphapiller." This resource helps students learn to identify letters in lower and upper case and then eventually write the alphabet independently.
- The material includes various activities for practice and reinforcement of letter knowledge. The material includes lesson cards used to teach "Magnetic Reading Foundations" weekly lessons that support articulation. The cards start with pictures representing the focus letters and other combinations that make the same sound. For example, for the letter *Tt*, under a picture of a tiger is found *t*, *tt*, and *ed*. The cards give step-by-step instructions on how to build memory and skills for producing proper sound-spellings. For example, for the letters *Mm* and *Tt*, students are given four steps to follow to produce the /m/ sound. The last step has them placing their fingers on their throat to feel the vibration. Then, "Exemplar Words" are provided for students to practice saying where *m* is in the initial, medial, or final position.

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. 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. The "Research Rationale" states that "letter names that contain the sound they make (t, s, m) are easier than letters that do not (h, w) and come earlier in the sequence. Letters are also ordered according to the highest utility, though in some cases letters were chosen so commonly confused letters are not taught in the same week (g, k)." For example, the materials introduce *B* several weeks before *D*. The materials begin with *m, t, a, s, b, i, f,* and *h*, which allow students to build CVC words such as *at, mat,* and *pat* as they continue building on learning other letter names and sounds. In the material 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. One example is how it states a list of decodable words such as *as* and *and* in Week 13, but before that, the letter-sound *a* is introduced in Week 2, the letter *n* is introduced in Week 8, and *d* is introduced in Week 9.
- The materials directly introduce letter-sound relationships that allow for the application of decoding. We can see this relationship take 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.

- The materials include "Alphabet Tales," which are used after explicit, systematic instruction of letter names and sounds for applicable practice in context. In Unit 1, Week 1, Sessions 1 and 2, "Munching Monkeys" is used for practice identifying letters and sounds for the letter *Mm*, and in Unit 1, Week 1, Sessions 3 and 4, "A Terrific Team" is used for practice identifying letters and sounds for the letter *Tt*.

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, while introducing *li*, the material provides "Word Building Cards" that show the following words: *is*, *it*, *on*, *inch*, *ill*, and *at*. Students are asked to identify the words provided by the /i/ phoneme sound so that students master the sound correspondence of the letter. It is later mentioned in the same lesson to check students and give feedback on their understanding by providing a reteach 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: Identify Initial Phonemes," teachers are guided to teach students to produce the initial consonant sound of words. One example is the word *dog*. The teacher will state, "Get your mouth ready to say the word dog, what is the first sound? /d/." At the end of the lesson, there is corrective feedback and a check for understanding provided. For example, if students have difficulty isolating the sound, teachers are to offer choices such as "This picture shows a bug. Say bug with me, bug. Is the first sound in bug /k/ or /b/?"
- 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 identify the letter *m* and words that begin with *m*, in the "Not Yet" section, it instructs the teacher to display the SS&A card for *m*, point and say /mmm/, then have children say words that begin with *m* and have them point to the *m* as they say each word. 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 short *a* sound, students read a book that includes the words *dad*, *can*, *pat*, and *cat*. In Unit 4, Week 19, the decodable words in the Magnetic Reader are based on the short vowel *e*. 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 4, Week 19, the words are *mop*, *bed*, and *fed*. These are all short *e*-words that are one syllable, and students are asked to decode the words.
- The materials include "Alphabet Tales," which are used after explicit, systematic instruction of letter names and sounds for applicable practice in context. In Unit 1, Week 1, Sessions 1 and 2, "Munching Monkeys" is used for practice identifying letters and sounds for the letter *Mm*, and in Unit 1, Week 1, Sessions 3 and 4, "A Terrific Team" is used for practice identifying letters and sounds for the letter *Tt*.

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 material includes a systematic sequence for introducing phonological awareness throughout the course. The phonological awareness scope and sequence are located in the "Magnetic Readers Foundations Scope and Sequence" in the *Teacher Edition* and begin with sentence awareness, rhyming, and simple syllable awareness activities before moving on to more complex activities such as manipulating, blending, and segmenting phonemes. The scope and sequence is organized by unit and week and divided by concepts of print, letter recognition, and phonological awareness. For example, the Unit 1, Week 1, Phonological Awareness skills taught are Counting Words in a Sentence, Recognize Letter Sounds, and Recognize Rhyme. At the end of Unit 1, Week 5, the sequence has increased in complexity with the phonological awareness skills in segmenting syllables, recognizing letter sounds, and blending onset and rime.

- 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 materials. Phonological awareness starts with recognizing sentences, identifying rhymes, and understanding syllables. As skills develop, phonological awareness progresses to activities such as manipulating phonemes, blending them, and segmenting them. For example, in Unit 1, Week 1, students recognize rhyme. In Unit 3, Week 11, students segment onset and rime, and in Unit 6, Week 27, students delete, add, and substitute phonemes.

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 "Listen: I am going to take away a syllable from the word kitten to make a new word. I will take away the syllable -en from the end of kitten. When I take away the -en from kitten, the new word is kitt." In Unit 6, Week 28, the teacher is given this script, "I am going to change one sound in a word to say a new word. I will change /ă/ in the middle of man to /ā/. 'When I change /ă/ in the middle of man to /ā/, the new word is mane.' Repeat the steps to change the beginning sound in mat from /m/ to /p/ to form pat, and then change the ending sound from /t/ to /n/ to form pan."
- 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 deleting syllables to make new words includes a box that states "Check: Can children delete syllables to make new words? Not yet: Use familiar, two-syllable compound words such as notebook, mailman, and football to practice the skill. Use two blocks to model each syllable. Then take away one of the blocks to model the deletion." In Unit 3, Week 15, Session 1, when the teacher gives direct and explicit instruction on segment onset and rhyme, the common error is being unable to segment and rime single-syllable words. The materials recommend having two colored sheets of paper that help students segment while having a visual representation of what it looks like to hear the segmentation and rime.
- The *Teacher Guide* includes a section with information on common decoding mistakes and suggestions on how to teach proactively. The "Instructional Next Steps" document identifies 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 added or deleted sounds, then provide an anchor word to help the children retrieve the sound-spelling."

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. They also 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" section to explicitly and systematically teach how to blend sounds.
- The material's activities and resources provide opportunities to reinforce phonological awareness skills through cumulative review. For example, in Unit 1, students learn the letter sound correspondence for *Aa*, *Mm*, and *Tt*. In later units, students continue reviewing these letter-sound correspondences while also learning new letter sounds.
- The material includes a variety of resources that help reinforce phonological awareness skills connected to grade-level TEKS. At the end of each week, the cumulative review consists of an assessment that helps evaluate student mastery. For example, in Unit 1, Week 4, the review focuses on the letter *li* and identifying pictures with the initial sounds /i/ and /a/.
- 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. For example, lessons include the use of SS&A cards that students tactically manipulate to connect spoken and 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 "Who Needs Sun?", students practice decoding *long e* 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 counting syllables and recognizing letter sounds; in later units, they practice deleting phonemes. The materials also teach blending and segmenting phonemes before moving on to manipulating phonemes. Phonemic awareness lessons focus on initial and final sounds before medial sounds. For example, in Unit 1, activities focus on identifying phonemes, blending onset and rime, and blending syllables. Later, Unit 3 focuses on separating and segmenting onset and rime, and isolating phonemes (initial, final).
- Materials include a systematic sequence for introducing phonemic awareness activities that begin with blending phonemes and gradually transition to more complex manipulation

practices such as adding, deleting, and substituting phonemes. The materials include a "Research Rationale" that explains how phonemic awareness begins with letter sounds and the beginning stages of blending to support decoding skills later in the grade-level curriculum. Once letter sounds have been established, the material focuses on short vowels and CV and CVC words.

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 blend sounds to say a word. Listen as I say the first sound and then the rest of the word: /r/ /id/. The word is *rid*."
- 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, the lesson in Unit 2, Week 9, states "Check: Can children blend onset and rime in single-syllable words with initial /r/? Not yet: Provide visuals and tactile support using counters—one for the onset and one for the rime in each word. Start with the counters placed apart. Then slide them together as you say each part and blend." In Unit 5, Week 22, Session 2, when the teacher gives direct and explicit instruction on substituting phonemes, the common error is being unable to substitute initial or final sounds in a word.
- 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 encoded the wrong letter sound.... Then provide additional instruction with Sound, Spelling, and Articulation Cards. Show children the letter, say the sound, and have children repeat it."

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 recognizing letter sounds with words with the letter *Mm*, letter recognition of the letter *Mm*, phonics with the letter *Mm*, and then reading "Munching Monkeys" for application within complex texts. In Unit 4, Week 20, the teacher writes the word *fun* on the board. Then, the teacher says, "I am going to say each sound in the word fun: the letter f stands for /f/, the letter

u stands for /u/, and the letter n stands for /n/. Say the word with me: *fun*." The students then repeat this process with the word *tug*.

- 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 5, Week 22, Session 1, the teacher introduces the final sounds /ss/, /ll/, /ff/, and /zz/. 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 "Instructional Resources: Phonetic Spelling," which provides support in pronunciation during instruction. Teachers are also provided lessons where they can utilize 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 are 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. "Alphabet Tales" books are used after explicit, systematic instruction of letter names and sounds for applicable practice in context. In Unit 1, Week 1, Sessions 1 and 2, "Munching Monkeys" is used for practice identifying letters and sounds for the letter *Mm*, and in Grade K, Unit 1, Week 1, Sessions 3 and 4, "A Terrific Team" is used for practice identifying letters and sounds for the letter *Tt*.

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 (SS&A) cards during the lessons. For example, students are initially taught orally by the teacher, and then students use SS&A cards to build words or letter titles to manipulate sounds within the lesson. Students then can use those words in their readers, and independently in their worktexts.
- The materials include activities to help students develop, practice, and reinforce their understanding of phonemic awareness skills. The lessons include alphabet books in which students play with phonemes in words. An example of a book is "Alphabet Book: Nn."
- 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 5, Week 21, the review focuses on digraph *-ck* and practice writing the completion of words that have the *ck* digraph.

- 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 *m, t, a, s, b, i, f,* and *h* in Unit 1: All About Me. The letters *q, z, v, x,* and *y* are introduced last in Unit 3: Leaves, Wings, and Furry Things. Encoding begins after all letters and sounds are explicitly introduced in Unit 4, Week 16, beginning with spelling short *a* words.
- The material includes a systematic sequence for introducing grade-level sound-spelling patterns. The lesson objectives are aligned to the grade-level TEKS sound-spelling patterns. For example, students begin with individual sound introductions before learning how to spell words with VC, CVC, and CCVC patterns.
- The materials introduce letter sounds with similar visual and auditory features at spaced intervals to avoid confusion. The "Magnetic Readers Research Rationale" states that "letter names that contain the sound they make (*t, s, m*) are easier than letters that do not (*h, w*) and come earlier in the sequence. Letters are also ordered according to the highest utility, though

in some cases letters were chosen so commonly confused letters are not taught in the same week (g, k)."

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 1, Week 1 directs the teacher to say, "First, I will say the word slowly, *mat*. Next, I will think about the first sound I hear. The first sound in *mat* is /m/. I know that the letter m stands for /m/. I will write the letter m." Unit 5, Week 21 focuses on words with *-ck*. The teacher's model says, "I am going to say each sound in the word *sack*: the letter s stands for /s/, a stands for /ă/, and the letters c and k stand for /k/."
- 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 to provide direct and explicit instruction focused on connecting phonemes to letters within words. For example, in Unit 1, Week 1, Session 1, when students cannot identify the letter *m* and words that begin with *m*, in the "Not Yet" section, it instructs the teacher to display the Sound, Spelling, and Articulation (SS&A) card for *m*, point and say /mmm/, then have children say words that begin with *m* and have them point to the *m* as they say each word.

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 cards, word-building cards, movement, and Elkonin boxes. For example, the program introduces the spelling pattern 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 "Alphabet Tales" which are used after explicit, systematic instruction of sound-spelling patterns for applicable practice in context. In Unit 1, Week 1, Sessions 1 and 2, "Munching Monkeys" is used for practice identifying letters and sounds for the letter *Mm*, and in Unit 1, Week 1, Sessions 3 and 4, "A Terrific Team" is used for practice identifying letters and sounds for the letter *Tt*.

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 Alphabet Books and 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 3, Week 16, short vowel *o* is the focus of the Interactive Tutorial. Students are asked to interact with the learning game to decode words that also include the short vowel *a*, which includes previous instruction taught.
- 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 are introduced beginning in Unit 3 when most of the letters have been taught. For example, students learn the high-frequency words *the*, *is*, and *to* early in the year when they are learning to decode and encode VC and CVC words. Later, they learn words that are not decodable in kindergarten, such as *other*, *people*, and *which*.
- 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." In this document, the materials outline units and when high-frequency words are introduced. For example, there is only one regular high-frequency word (*and*) in Unit 3, Week 13, but there are multiple irregular high-frequency words, such as *are* in Unit 5, Week 21.

- 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. The "Magnetic Reader" document titled "How Magnetic Reader Foundations Works" further explains that the partial decoding approach "helps children retain them better." This document outlines units and when they introduce high-frequency words. One example is in Unit 3, Week 13, when they introduce the regular high-frequency word *and* and the irregular high-frequency word *to*.

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 'and' and 'to.' Point out the sound spelling (/a/a;/n/n; /d/ d; /t/t) as you read aloud each word."
- 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, a lesson in Unit 3, Week 12 states "Introduce this week's high-frequency words I and like. 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 26 script says, "Introduce this week's high-frequency words as, has, their, and were. 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 5, Week 23, students use the "Double Decker Elkonin Box" for *from*, *or*, *there*, and *this*.
- 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, *I* and *like*, using the Super Words cards in Unit 2, Week 12.
- 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 25. 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 5, Week 21, students read the story "Wet." They are told to listen first to see a model of how the teacher reads, and then they will read to learn who gets wet. Some high-frequency words that are introduced are

have, are, one, and with. In Unit 6, Week 29, the connected text "A Big Wind," students read the words *all, also, call, and many* 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. For example, in Unit 3, Week 12, Session 1, students practice encoding the words *I* and *like*. In Unit 3, Week 13, Session 1, students practice encoding the words, *and* and *to*. 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	12/12
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)	N/A
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1)(T)	N/A
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	12/12
5.E.3d	Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3)(S)	N/A

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

Evidence includes, but is not limited to:

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

This guidance is not applicable to the grade level.

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

This guidance is not applicable to the grade level.

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

- The 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 words in Unit 4, Week 19. The focus is on short e words, reading words like *peg* and *fed* and writing words like *jet* and *leg*.

- 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 16, a tutorial called "Find and Say Beginning Vowel Sounds" provides practice in decoding words.
- Each lesson's "Check" section has activities that students can use to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). For example, in Unit 4, Week 18, the Check section asks, "Can children blend onset and rime in single-syllable words? Not Yet: Provide two counters. Have children say the onset as they touch a counter with their left pointer finger. Repeat with the rime and right pointer finger. Then guide children to move the counters together as they blend the word."

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

- This guidance is not applicable to the grade level.