

1.1 Course-Level Design

1.1a Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.

✓ **Grades K-3 Response**

Response/Rebuttal & Explanation

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program was designed to serve as a phonics and word study supplement that enriches existing literacy program. Its concepts and knowledge around phonics instruction align to various state standards and literacy standards, including but not limited to TEKS and ELPS. At this time, direct callouts to TEKS and ELPS are in progress to be added throughout ALL 95 Phonics Core Program materials, including the scope and sequence, which will include alignment with TEKS and ELPS. Please see the TEKS correlations documents for explicit detail on how TEKS are addressed throughout 95 Phonics Core Program for all grades.</p> <p>Exact Text to be Added to the Report: Materials include a scope and sequence outlining concepts, and knowledge taught in the course. Materials will include the scope and sequence aligned with TEKS and ELPS.</p> <p>Direct Link:</p> <p>See Scope and Sequence: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2</p>
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	<p>FHUC8AVTUKA&column=document&id=76tdm8t0316steebejjg1j5q5e&suffix=pdf&print=0#page=1</p> <p>Impact on Score: 5/5</p>
Grade 1	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program was designed to serve as a phonics and word study supplement that enriches existing literacy program. Its concepts and knowledge around phonics instruction align to various state standards and literacy standards, including but not limited to TEKS and ELPS. At this time, direct callouts to TEKS and ELPS are in progress to be added throughout ALL 95 Phonics Core Program materials, including the scope and sequence, which will include alignment with TEKS and ELPS. Please see the TEKS correlations documents for explicit detail on how TEKS are addressed throughout 95 Phonics Core Program for all grades.</p> <p>Exact Text to be Added to the Report: Materials include a scope and sequence outlining concepts, and knowledge taught in the course. Materials will include the scope and sequence aligned with TEKS and ELPS.</p> <p>Direct Link: See Scope and Sequence: https://95percentgroup.canto.com/pdfviewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=76tdm8t0316steebejjg1j5q5e&suffix=pdf&print=0#page=1</p> <p>Impact on Score: 5/5</p>
Grade 2	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program was designed to serve as a phonics and word study supplement that enriches existing literacy program. Its concepts and knowledge around phonics instruction align to various state standards and literacy standards, including but not limited to TEKS and ELPS. At this time, direct callouts to TEKS and ELPS are in progress to be added throughout ALL 95 Phonics Core Program materials, including the scope and sequence, which will include alignment with TEKS and ELPS. Please see the TEKS correlations documents for explicit detail on how TEKS are</p>

	<p>addressed throughout 95 Phonics Core Program for all grades.</p> <p>Exact Text to be Added to the Report: Materials include a scope and sequence outlining concepts, and knowledge taught in the course. Materials will include the scope and sequence aligned with TEKS and ELPS.</p> <p>Direct Link:</p> <p>See Scope and Sequence: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=76tdm8t0316steebejjg1j5q5e&suffix=pdf&print=0#page=1</p> <p>Impact on Score: 5/5</p>
Grade 3	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program was designed to serve as a phonics and word study supplement that enriches existing literacy program. Its concepts and knowledge around phonics instruction align to various state standards and literacy standards, including but not limited to TEKS and ELPS. At this time, direct callouts to TEKS and ELPS are in progress to be added throughout ALL 95 Phonics Core Program materials, including the scope and sequence, which will include alignment with TEKS and ELPS. Please see the TEKS correlations documents for explicit detail on how TEKS are addressed throughout 95 Phonics Core Program for all grades.</p> <p>Exact Text to be Added to the Report: Materials include a scope and sequence outlining concepts, and knowledge taught in the course. Materials will include the scope and sequence aligned with TEKS and ELPS.</p> <p>Direct Link:</p> <p>See Scope and Sequence: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=76tdm8t0316steebejjg1j5q5e&suffix=pdf&print=0#page=1</p>

	Impact on Score: 5/5
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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).

✓ **Grades K-3 Response**

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program materials meet a diverse set of needs of both student and teachers in phonics instruction. The program supports and encourages responsive flexibility and individualizing pacing for a variety of instructional calendars. The program materials follow a scope and sequence with 25 lessons for Kindergarten and 30 lessons for each of Grades 1–5. Each lesson is designed to last for about 30 minutes per day. The teacher’s edition provides guidance on how to pace the lessons according to the school year and the students’ progress. The program also allows for flexibility in pacing by providing review lessons, cumulative assessments, and optional activities</p> <p>Exact Text to be Added to the Report: 95 Phonics Core Program materials follow a scope and sequence with 25 lessons for Kindergarten and 30 lessons for each of Grades 1–3. Each lesson is designed to last for about 30 minutes per day. The teacher’s edition provides guidance on how to pace the lessons according to the school year and the students’ progress. The program also allows for flexibility in pacing by providing review</p>
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	<p>lessons, cumulative assessments, and optional activities. Suggested time allotments are provided for each lesson component. These are recommendations and meant to provide guidance as teacher's map out weekly lessons and instructional time frames. The program is designed to be met within one school year per grade level. Teachers have autonomy to adjust the timing of lessons to meet students' needs and allow for interruptions to the schedule.</p> <p>Direct Link: See Scope and Sequence: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=76tdm8t0316steebejjq1j5q5e&suffix=pdf&print=0#page=1</p> <p>See Overview of Lesson Structure: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549f16oufpoq240&suffix=pdf&print=0#page=14</p> <p>Impact on Score: 2/2</p>
Grade 1	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program materials meet a diverse set of needs of both student and teachers in phonics instruction. The program supports and encourages responsive flexibility and individualizing pacing for a variety of instructional calendars. The program materials follow a scope and sequence with 25 lessons for Kindergarten and 30 lessons for each of Grades 1–5. Each lesson is designed to last for about 30 minutes per day. The teacher's edition provides guidance on how to pace the lessons according to the school year and the students' progress. The program also allows for flexibility in pacing by providing review lessons, cumulative assessments, and optional activities</p> <p>Exact Text to be Added to the Report: 95 Phonics Core Program materials follow a scope and sequence with 25 lessons for Kindergarten and 30 lessons for each of Grades 1–3. Each lesson is designed to last for about 30 minutes per day. The teacher's edition provides guidance on</p>

	<p>how to pace the lessons according to the school year and the students' progress. The program also allows for flexibility in pacing by providing review lessons, cumulative assessments, and optional activities. Suggested time allotments are provided for each lesson component. These are recommendations and meant to provide guidance as teacher's map out weekly lessons and instructional time frames. The program is designed to be met within one school year per grade level. Teachers have autonomy to adjust the timing of lessons to meet students' needs and allow for interruptions to the schedule.</p> <p>Direct Link: See Scope and Sequence: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=8k0lcr2ijd167ejqri6ujavh5b&suffix=pdf&print=0#page=1</p> <p>See Overview of Lesson Structure: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0#page=15</p> <p>Impact on Score: 2/2</p>
Grade 2	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program materials meet a diverse set of needs of both student and teachers in phonics instruction. The program supports and encourages responsive flexibility and individualizing pacing for a variety of instructional calendars. The program materials follow a scope and sequence with 25 lessons for Kindergarten and 30 lessons for each of Grades 1–5. Each lesson is designed to last for about 30 minutes per day. The teacher's edition provides guidance on how to pace the lessons according to the school year and the students' progress. The program also allows for flexibility in pacing by providing review lessons, cumulative assessments, and optional activities</p> <p>Exact Text to be Added to the Report: 95 Phonics Core Program materials follow a scope and sequence with 25 lessons for Kindergarten and 30 lessons for each of Grades 1–3. Each</p>

	<p>lesson is designed to last for about 30 minutes per day. The teacher’s edition provides guidance on how to pace the lessons according to the school year and the students’ progress. The program also allows for flexibility in pacing by providing review lessons, cumulative assessments, and optional activities. Suggested time allotments are provided for each lesson component. These are recommendations and meant to provide guidance as teacher’s map out weekly lessons and instructional time frames. The program is designed to be met within one school year per grade level. Teachers have autonomy to adjust the timing of lessons to meet students’ needs and allow for interruptions to the schedule.</p> <p>Direct Link: Direct Link:</p> <p>See Scope and Sequence: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=8mo5jaje396ir2b2hp6kesi90v&suffix=pdf&print=0#page=1</p> <p>See Overview of Lesson Structure: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0#page=15</p> <p>Impact on Score: 2/2</p>
Grade 3	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program materials meet a diverse set of needs of both student and teachers in phonics instruction. The program supports and encourages responsive flexibility and individualizing pacing for a variety of instructional calendars. The program materials follow a scope and sequence with 25 lessons for Kindergarten and 30 lessons for each of Grades 1–5. Each lesson is designed to last for about 30 minutes per day. The teacher’s edition provides guidance on how to pace the lessons according to the school year and the students’ progress. The program also allows for flexibility in</p>

	<p>pacing by providing review lessons, cumulative assessments, and optional activities</p> <p>Exact Text to be Added to the Report: 95 Phonics Core Program materials follow a scope and sequence with 25 lessons for Kindergarten and 30 lessons for each of Grades 1–3. Each lesson is designed to last for about 30 minutes per day. The teacher’s edition provides guidance on how to pace the lessons according to the school year and the students’ progress. The program also allows for flexibility in pacing by providing review lessons, cumulative assessments, and optional activities. Suggested time allotments are provided for each lesson component. These are recommendations and meant to provide guidance as teacher’s map out weekly lessons and instructional time frames. The program is designed to be met within one school year per grade level. Teachers have autonomy to adjust the timing of lessons to meet students’ needs and allow for interruptions to the schedule.</p> <p>Direct Link: See Scope and Sequence: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=7ma015remt3cje39adp4h1mm10&suffix=pdf&print=0#page=1</p> <p>See Overview of Lesson Structure: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0#page=15</p> <p>Impact on Score: 2/2</p>
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1.1d Materials include guidance, protocols, and/or templates for unit and lesson internalization.

✓ **Grades K-3 Response**

Response/Rebuttal & Explanation OR Omission

1.) Labeling of factual errors or omissions.



- 2). Exact text to be added to the report.
- 3). The location of evidence in the materials and direct link to the location.
- 4). Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	<p>Response/Rebuttal & Explanation: An overview of lessons and the lesson structure of the curriculum with explanations of each component's connection to phonics instruction is provided in the Introduction in Volume 1. And before the first lesson begins, there is a detailed Teacher Tip callout box (Volume 1: Teacher's Edition) that provides further explanation and instructional notes around Lesson 1 and provides a quick map out of each Lesson's focus. Additional Teacher Tips and Notes to Teachers are scattered throughout the Teacher's Edition; providing additional guidance and offering explanations related to the nearby part of the lesson and its phonics instruction.</p> <p>Exact Text to be Added to Report: An overview of lessons and the lesson structure of the phonics curriculum with explanations of each component's connection to research-based phonics instruction is provided in the Introduction to Volume 1: Teacher's Edition for grades K–3. Before the first lesson begins for each grade, there is a detailed Teacher Tip callout box that provides further explanation and instructional notes around Lesson 1, along with a quick map out of the phonics area/s of focus in all lessons. Additional Teacher Tips and Notes to Teachers occur throughout the Teacher's Editions (grades K–3), which offer additional guidance and explicit explanation on the lesson, its activity, and its connection to phonics instruction.</p> <p>Direct Link: See Overview of Lesson Structure: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549rf16oufpoq240&suffix=pdf&print=0#page=14</p> <p>Impact on Score: 2/2</p>
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Grade 1	<p>Response/Rebuttal & Explanation: An overview of lessons and the lesson structure of the curriculum with explanations of each component's connection to phonics instruction is provided in the Introduction in Volume 1. And before the first lesson begins, there is a detailed Teacher Tip callout box (Volume 1: Teacher's Edition) that provides further explanation and instructional notes around Lesson 1 and provides a quick map out of each Lesson's focus. Additional Teacher Tips and Notes to Teachers are scattered throughout the Teacher's Edition; providing additional guidance and offering explanations related to the nearby part of the lesson and its phonics instruction.</p> <p>Exact Text to be Added to Report: An overview of lessons and the lesson structure of the phonics curriculum with explanations of each component's connection to research-based phonics instruction is provided in the Introduction to Volume 1: Teacher's Edition for grades K–3. Before the first lesson begins for each grade, there is a detailed Teacher Tip callout box that provides further explanation and instructional notes around Lesson 1, along with a quick map out of the phonics area/s of focus in all lessons. Additional Teacher Tips and Notes to Teachers occur throughout the Teacher's Editions (grades K–3), which offer additional guidance and explicit explanation on the lesson, its activity, and its connection to phonics instruction.</p> <p>Direct Link:</p> <p>Taken care of in google doc.</p> <p>Impact on Score: 2/2</p>
Grade 2	<p>Response/Rebuttal & Explanation: An overview of lessons and the lesson structure of the curriculum with explanations of each component's connection to phonics instruction is provided in the Introduction in Volume 1. And before the first lesson begins, there is a detailed Teacher Tip callout box (Volume 1: Teacher's Edition) that provides further explanation and instructional notes around Lesson 1 and provides a quick map out of each Lesson's focus. Additional Teacher Tips and Notes to Teachers are scattered</p>

	<p>throughout the Teacher’s Edition; providing additional guidance and offering explanations related to the nearby part of the lesson and its phonics instruction.</p> <p>Exact Text to be Added to Report: An overview of lessons and the lesson structure of the phonics curriculum with explanations of each component’s connection to research-based phonics instruction is provided in the Introduction to Volume 1: Teacher’s Edition for grades K–3. Before the first lesson begins for each grade, there is a detailed Teacher Tip callout box that provides further explanation and instructional notes around Lesson 1, along with a quick map out of the phonics area/s of focus in all lessons. Additional Teacher Tips and Notes to Teachers occur throughout the Teacher’s Editions (grades K–3), which offer additional guidance and explicit explanation on the lesson, its activity, and its connection to phonics instruction.</p> <p>Direct Link: Taken care of in google doc.</p> <p>Impact on Score: 2/2</p>
Grade 3	<p>Response/Rebuttal & Explanation: An overview of lessons and the lesson structure of the curriculum with explanations of each component’s connection to phonics instruction is provided in the Introduction in Volume 1. And before the first lesson begins, there is a detailed Teacher Tip callout box (Volume 1: Teacher’s Edition) that provides further explanation and instructional notes around Lesson 1 and provides a quick map out of each Lesson’s focus. Additional Teacher Tips and Notes to Teachers are scattered throughout the Teacher’s Edition; providing additional guidance and offering explanations related to the nearby part of the lesson and its phonics instruction.</p> <p>Exact Text to be Added to Report: An overview of lessons and the lesson structure of the phonics curriculum with explanations of each component’s connection to research-based phonics instruction</p>

	<p>is provided in the Introduction to Volume 1: Teacher’s Edition for grades K–3. Before the first lesson begins for each grade, there is a detailed Teacher Tip callout box that provides further explanation and instructional notes around Lesson 1, along with a quick map out of the phonics area/s of focus in all lessons. Additional Teacher Tips and Notes to Teachers occur throughout the Teacher’s Editions (grades K–3), which offer additional guidance and explicit explanation on the lesson, its activity, and its connection to phonics instruction.</p> <p>Direct Link:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=1#page=15</p> <p>Impact on Score: 2/2</p>
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1.1e Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

✓ **Grades K-3 Response**

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	<p>Response/Rebuttal & Explanation AND Omission: All of the implementation guidance and resources including but not limited to professional learning and training is designed to be used by both teachers and administrators and instructional coaches.</p>
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	<p>Exact text to be added: Please see the implementation guidance in Volume 1, along with the professional learning pdfs. Please note that the One95 Literacy Platform is an online hub where educators can access the 95 PCP’s digital TEs, assessments, resources, and ancillary materials, such as</p> <ul style="list-style-type: none"> • “ Admin Look for” PDF • “How to Prep for a Phonics Core Program Lesson in Under 10 Minutes” PDF • 95 Phonics Core Program Self-Reflection PDF <p>Direct Links:</p> <p>Admin: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=u7c2ebj2915jrdhqs2q8jc795e&suffix=pdf&print=1#page=1</p> <p>How to Prep: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=dndklj7kql3j1a73c7c53pql7q&suffix=pdf&print=0#page=1</p> <p>Self-Reflection: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=aciiiv68fcd441a3c7shemcis0k&suffix=pdf&print=1#page=1</p> <p>Impact on Score: 4/4</p>
Grade 1	<p>Response/Rebuttal & Explanation AND Omission: All of the implementation guidance and resources including but not limited to professional learning and training is designed to be used by both teachers and administrators and instructional coaches.</p> <p>Exact text to be added: Please see the implementation guidance in Volume 1, along with the professional learning pdfs. Please note that the One95 Literacy Platform is an online hub where educators can access the 95 PCP’s digital TEs,</p>

	<p>assessments, resources, and ancillary materials, such as</p> <ul style="list-style-type: none"> • Admin Look for PDF • How to Prep for a Phonics Core Program Lesson in Under 10 Minutes PDF • 95 Phonics Core Program Self-Reflection PDF <p>Direct Link: TK</p> <p>Impact on Score: 4/4</p>
Grade 2	<p>Response/Rebuttal & Explanation AND Omission: All of the implementation guidance and resources including but not limited to professional learning and training is designed to be used by both teachers and administrators and instructional coaches.</p> <p>Exact text to be added: Please see the implementation guidance in Volume 1, along with the professional learning pdfs. Please note that the One95 Literacy Platform is an online hub where educators can access the 95 PCP’s digital TEs, assessments, resources, and ancillary materials, such as</p> <ul style="list-style-type: none"> • Admin Look for PDF • How to Prep for a Phonics Core Program Lesson in Under 10 Minutes PDF • 95 Phonics Core Program Self-Reflection PDF <p>Direct Link: TK</p> <p>Impact on Score: 4/4</p>
Grade 3	<p>Response/Rebuttal & Explanation AND Omission: All of the implementation guidance and resources including but not limited to professional learning and training is designed to be used by both teachers and administrators and instructional coaches.</p>

	<p>Exact text to be added: Please see the implementation guidance in Volume 1, along with the professional learning pdfs. Please note that the One95 Literacy Platform is an online hub where educators can access the 95 PCP's digital TEs, assessments, resources, and ancillary materials, such as</p> <ul style="list-style-type: none"> • Admin Look for PDF • How to Prep for a Phonics Core Program Lesson in Under 10 Minutes PDF • 95 Phonics Core Program Self-Reflection PDF <p>Direct Link: TK</p> <p>Impact on Score: 4/4</p>
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1.2 Unit-Level Design

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.

✓ **Grades K-3 Response**

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	<p>Response/Rebuttal & Explanation: An overview of lessons and the lesson structure on the phonics curriculum with explanations of each component's connection to research-based phonics instruction is provided in the Introduction to Volume 1:</p>
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Teacher's Edition for grades K–3. Please see "How to Use 95 Phonics Core Program" in the Introduction for more information on what teachers need to prepare for instruction. Before the first lesson begins for each grade, there is also a detailed Teacher Tip callout box that provides further explanation, definitions, and instructional notes around Lesson 1, along with a quick map out of the phonics area/s of focus in all lessons. Additional Teacher Tips and Notes to Teachers occur throughout the Teacher's Editions (grades K–3), which offer additional guidance and explicit explanation on the lesson, its activity, and its connection to phonics instruction. Implicit in these overviews and throughout lessons is providing necessary guidance to teachers around potential background knowledge, content knowledge, and explanations and definitions for teachers to use as needed to be responsive to the knowledge, skills, and understandings of the students in their classroom. Throughout lessons, further guidance is given for teachers around knowledge needed, knowledge and concepts to be introduced, and explained, along with language to introduce new knowledge, concepts, and definitions where appropriate in specific lessons.

Exact Text to be Added to the Report: Implicit in the lesson overviews and the lesson structure, and the scope and sequence detailing out the skills and understandings introduced and taught in lesson is providing necessary guidance to teachers around potential background knowledge, content knowledge, and explanations and definitions for teachers to use as needed to be responsive to the knowledge, skills, and understandings of the students in their classroom.

Direct Link:

See Overview of Lesson Structure:
<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b>

	<p>1549rf16oufpsq240&suffix=pdf&print=0#page=14</p> <p>Score: 2/2</p>
<p>Grade 1</p>	<p>Response/Rebuttal & Explanation: An overview of lessons and the lesson structure on the phonics curriculum with explanations of each component's connection to research-based phonics instruction is provided in the Introduction to Volume 1: Teacher's Edition for grades K–3. Please see "How to Use 95 Phonics Core Program" in the Introduction for more information on what teachers need to prepare for instruction. Before the first lesson begins for each grade, there is also a detailed Teacher Tip callout box that provides further explanation, definitions, and instructional notes around Lesson 1, along with a quick map out of the phonics area/s of focus in all lessons. Additional Teacher Tips and Notes to Teachers occur throughout the Teacher's Editions (grades K–3), which offer additional guidance and explicit explanation on the lesson, its activity, and its connection to phonics instruction. Implicit in these overviews and throughout lessons is providing necessary guidance to teachers around potential background knowledge, content knowledge, and explanations and definitions for teachers to use as needed to be responsive to the knowledge, skills, and understandings of the students in their classroom. Throughout lessons, further guidance is given for teachers around knowledge needed, knowledge and concepts to be introduced, and explained, along with language to introduce new knowledge, concepts, and definitions where appropriate in specific lessons.</p> <p>Exact Text to be Added to the Report: Implicit in the lesson overviews and the lesson structure, and the scope and sequence detailing out the skills and understandings introduced and taught in lesson is providing necessary guidance to teachers around potential background knowledge, content knowledge, and explanations and definitions for teachers to use as needed to be responsive to the knowledge, skills, and understandings of the students in their classroom.</p>

	<p>Direct Link: See Overview of Lesson Structure: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0#page=15</p> <p>Score: 2/2</p>
<p>Grade 2</p>	<p>Response/Rebuttal & Explanation: An overview of lessons and the lesson structure on the phonics curriculum with explanations of each component's connection to research-based phonics instruction is provided in the Introduction to Volume 1: Teacher's Edition for grades K–3. Please see "How to Use 95 Phonics Core Program" in the Introduction for more information on what teachers need to prepare for instruction. Before the first lesson begins for each grade, there is also a detailed Teacher Tip callout box that provides further explanation, definitions, and instructional notes around Lesson 1, along with a quick map out of the phonics area/s of focus in all lessons. Additional Teacher Tips and Notes to Teachers occur throughout the Teacher's Editions (grades K–3), which offer additional guidance and explicit explanation on the lesson, its activity, and its connection to phonics instruction. Implicit in these overviews and throughout lessons is providing necessary guidance to teachers around potential background knowledge, content knowledge, and explanations and definitions for teachers to use as needed to be responsive to the knowledge, skills, and understandings of the students in their classroom. Throughout lessons, further guidance is given for teachers around knowledge needed, knowledge and concepts to be introduced, and explained, along with language to introduce new knowledge, concepts, and definitions where appropriate in specific lessons.</p> <p>Exact Text to be Added to the Report: Implicit in the lesson overviews and the lesson structure, and the scope and sequence detailing out the skills and understandings introduced and taught in lesson is providing necessary guidance to teachers around potential background knowledge, content knowledge, and explanations and definitions for teachers to use as needed to be responsive to the</p>

	<p>knowledge, skills, and understandings of the students in their classroom.</p> <p>Direct Link:</p> <p>See Overview of Lesson Structure: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vk m054vf4odtgjm51jf3u&suffix=pdf&print=0#page=15</p> <p>Score: 2/2</p>
Grade 3	<p>Response/Rebuttal & Explanation: An overview of lessons and the lesson structure on the phonics curriculum with explanations of each component's connection to research-based phonics instruction is provided in the Introduction to Volume 1: Teacher's Edition for grades K–3. Please see "How to Use 95 Phonics Core Program" in the Introduction for more information on what teachers need to prepare for instruction. Before the first lesson begins for each grade, there is also a detailed Teacher Tip callout box that provides further explanation, definitions, and instructional notes around Lesson 1, along with a quick map out of the phonics area/s of focus in all lessons. Additional Teacher Tips and Notes to Teachers occur throughout the Teacher's Editions (grades K–3), which offer additional guidance and explicit explanation on the lesson, its activity, and its connection to phonics instruction. Implicit in these overviews and throughout lessons is providing necessary guidance to teachers around potential background knowledge, content knowledge, and explanations and definitions for teachers to use as needed to be responsive to the knowledge, skills, and understandings of the students in their classroom. Throughout lessons, further guidance is given for teachers around knowledge needed, knowledge and concepts to be introduced, and explained, along with language to introduce new knowledge, concepts, and definitions where appropriate in specific lessons.</p> <p>Exact Text to be Added to the Report: Implicit in the lesson overviews and the lesson structure, and</p>

	<p>the scope and sequence detailing out the skills and understandings introduced and taught in lesson is providing necessary guidance to teachers around potential background knowledge, content knowledge, and explanations and definitions for teachers to use as needed to be responsive to the knowledge, skills, and understandings of the students in their classroom.</p> <p>Direct Link:</p> <p>See Overview of Lesson Structure: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0#page=15</p> <p>Score: 2/2</p>
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1.3 Lesson-Level Design

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.

✓ **Grades K-3 Response**

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials-

Kindergarten	Response/Rebuttal & Explanation: 95 Phonics Core Program includes a scope and sequence for
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	<p>each grade level providing a comprehensive overview of all lessons and the skills addressed. The Teacher’s Edition indicates each daily lesson component that is carefully planned to follow a sequence of instruction that is similar to a builder’s well-thought-out step-by-step building plans. All materials in 95 Phonics Core Program are clearly outlined and provide additional teacher notes for clarification of content. Lessons are presented logically and the Teacher’s Edition aligns with the Student Workbooks and animated Digital Presentations. Teacher tips and additional knowledge can be found throughout the lessons. Materials follow a logical sequence of foundational skills instruction which are based on a vertical progression of foundational skills) while providing abundant opportunities for every student to become proficient in each of those skills. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that include repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p> <p>All lesson plans follow the same explicit, structured instructional design that is explained in the Overview of Lesson section in the Introduction. The first Teacher Tip Call-Out Box provides further details. The Assessment Overviews provide the map out of the phonics skills and understandings of specific lessons that are being assessed. This overview provides information on when each unit assessment should be administered and what content is being assessed. Each grade level has a scope and sequence document that functions as a roadmap for that grade level. Included in the document are details about the order in which specific phonics skills, high-frequency words, and morphology patterns are taught. Following the order of instruction prescribed in this document ensures students’ logical and sequential accumulation of knowledge. Educators can use this document to help them plan instruction and anticipate student learning needs throughout the program.</p> <p>Exact Text to be Added to the Report: The teacher and student materials necessary to</p>
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	<p>effectively deliver the lesson can be found in the Materials section in the Introduction, in the Lesson Structure Overview, and are explicitly called out in each lesson section. There are images in the text that refer to the specific materials used, along with callout boxes that remind, restate materials being used.</p> <p>Direct Link:</p> <p>See Scope and Sequence: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=76tdm8t0316steebejjg1j5q5e&suffix=pdf&print=0#page=1</p> <p>Impact on Score: 30/30</p>
<p>Grade 1</p>	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program includes a scope and sequence for each grade level providing a comprehensive overview of all lessons and the skills addressed. The Teacher’s Edition indicates each daily lesson component that is carefully planned to follow a sequence of instruction that is similar to a builder’s well-thought-out step-by-step building plans. All materials in 95 Phonics Core Program are clearly outlined and provide additional teacher notes for clarification of content. Lessons are presented logically and the Teacher’s Edition aligns with the Student Workbooks and animated Digital Presentations. Teacher tips and additional knowledge can be found throughout the lessons. Materials follow a logical sequence of foundational skills instruction which are based on a vertical progression of foundational skills) while providing abundant opportunities for every student to become proficient in each of those skills. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that include repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p> <p>All lesson plans follow the same explicit, structured instructional design that is explained in the</p>

	<p>Overview of Lesson section in the Introduction. The first Teacher Tip Call-Out Box provides further details. The Assessment Overviews provide the map out of the phonics skills and understandings of specific lessons that are being assessed. This overview provides information on when each unit assessment should be administered and what content is being assessed. Each grade level has a scope and sequence document that functions as a roadmap for that grade level. Included in the document are details about the order in which specific phonics skills, high-frequency words, and morphology patterns are taught. Following the order of instruction prescribed in this document ensures students' logical and sequential accumulation of knowledge. Educators can use this document to help them plan instruction and anticipate student learning needs throughout the program.</p> <p>Exact Text to be Added to the Report: The teacher and student materials necessary to effectively deliver the lesson can be found in the Materials section in the Introduction, in the Lesson Structure Overview, and are explicitly called out in each lesson section. There are images in the text that refer to the specific materials used, along with callout boxes that remind, restate materials being used.</p> <p>Direct Link:</p> <p>See Scope and Sequence: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=76tdm8t0316steebejjg1j5q5e&suffix=pdf&print=0#page=1</p> <p>Impact on Score: 30/30</p>
Grade 2	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program includes a scope and sequence for each grade level providing a comprehensive overview of all lessons and the skills addressed. The Teacher's Edition indicates each daily lesson component that is carefully planned to follow a sequence of instruction that is similar to a builder's well-thought-out step-by-step building plans. All</p>

	<p>materials in 95 Phonics Core Program are clearly outlined and provide additional teacher notes for clarification of content. Lessons are presented logically and the Teacher's Edition aligns with the Student Workbooks and animated Digital Presentations. Teacher tips and additional knowledge can be found throughout the lessons. Materials follow a logical sequence of foundational skills instruction which are based on a vertical progression of foundational skills) while providing abundant opportunities for every student to become proficient in each of those skills. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that include repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p> <p>All lesson plans follow the same explicit, structured instructional design that is explained in the Overview of Lesson section in the Introduction. The first Teacher Tip Call-Out Box provides further details. The Assessment Overviews provide the map out of the phonics skills and understandings of specific lessons that are being assessed. This overview provides information on when each unit assessment should be administered and what content is being assessed. Each grade level has a scope and sequence document that functions as a roadmap for that grade level. Included in the document are details about the order in which specific phonics skills, high-frequency words, and morphology patterns are taught. Following the order of instruction prescribed in this document ensures students' logical and sequential accumulation of knowledge. Educators can use this document to help them plan instruction and anticipate student learning needs throughout the program.</p> <p>Exact Text to be Added to the Report: The teacher and student materials necessary to effectively deliver the lesson can be found in the Materials section in the Introduction, in the Lesson Structure Overview, and are explicitly called out in each lesson section. There are images in the text that refer to the specific materials used, along with</p>
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	<p>callout boxes that remind, restate materials being used.</p> <p>Direct Link:</p> <p>See Scope and Sequence: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=76tdm8t0316steebejjg1j5q5e&suffix=pdf&print=0#page=1</p> <p>Impact on Score: 30/30</p>
<p>Grade 3</p>	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program includes a scope and sequence for each grade level providing a comprehensive overview of all lessons and the skills addressed. The Teacher’s Edition indicates each daily lesson component that is carefully planned to follow a sequence of instruction that is similar to a builder’s well-thought-out step-by-step building plans. All materials in 95 Phonics Core Program are clearly outlined and provide additional teacher notes for clarification of content. Lessons are presented logically and the Teacher’s Edition aligns with the Student Workbooks and animated Digital Presentations. Teacher tips and additional knowledge can be found throughout the lessons. Materials follow a logical sequence of foundational skills instruction which are based on a vertical progression of foundational skills) while providing abundant opportunities for every student to become proficient in each of those skills. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that include repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p> <p>All lesson plans follow the same explicit, structured instructional design that is explained in the Overview of Lesson section in the Introduction. The first Teacher Tip Call-Out Box provides further details. The Assessment Overviews provide the map out of the phonics skills and understandings of specific lessons that are being assessed. This overview provides information on when each unit assessment should be administered and what</p>

	<p>content is being assessed. Each grade level has a scope and sequence document that functions as a roadmap for that grade level. Included in the document are details about the order in which specific phonics skills, high-frequency words, and morphology patterns are taught. Following the order of instruction prescribed in this document ensures students' logical and sequential accumulation of knowledge. Educators can use this document to help them plan instruction and anticipate student learning needs throughout the program.</p> <p>Exact Text to be Added to the Report: The teacher and student materials necessary to effectively deliver the lesson can be found in the Materials section in the Introduction, in the Lesson Structure Overview, and are explicitly called out in each lesson section. There are images in the text that refer to the specific materials used, along with callout boxes that remind, restate materials being used.</p> <p>Direct Link:</p> <p>See Scope and Sequence: https://95percentgroup.canto.com/pdfviewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=76tdm8t0316steebejjg1j5q5e&suffix=pdf&print=0#page=1</p> <p>Impact on Score: 30/30</p>
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1.3c Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

✓ **Grades K-3 Response**

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.



4). Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

<p>Kindergarten</p>	<p>Response/Rebuttal & Explanation: The teacher and student materials are the same for each lesson, specific to the lesson component. They are mapped out in the Introduction to Volume 1 and are called out in each lesson section.</p> <p>Exact Text to be Added to the Report: The teacher and student materials necessary to effectively deliver the lesson can be found in the Materials section in the Introduction, in the Lesson Structure Overview, and are explicitly called out in each lesson section. There are images in the text that refer to the specific materials used, along with callout boxes that remind, restate materials being used.</p> <p>Direct Link:</p> <p>See Materials List: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549f16oufpsq240&suffix=pdf&print=0#page=7</p> <p>Impact on Score: 2/2</p>
<p>Grade 1</p>	<p>Response/Rebuttal & Explanation: The teacher and student materials are the same for each lesson, specific to the lesson component. They are mapped out in the Introduction to Volume 1 and are called out in each lesson section.</p> <p>Exact Text to be Added to the Report: The teacher and student materials necessary to effectively deliver the lesson can be found in the Materials section in the Introduction, in the Lesson Structure Overview, and are explicitly called out in each lesson section. There are images in the text that refer to the specific materials used, along with callout boxes that remind, restate materials being used.</p>

	<p>Direct Link:</p> <p>See Materials List: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0#page=8</p> <p>Impact on Score: 2/2</p>
Grade 2	<p>Response/Rebuttal & Explanation: The teacher and student materials are the same for each lesson, specific to the lesson component. They are mapped out in the Introduction to Volume 1 and are called out in each lesson section.</p> <p>Exact Text to be Added to the Report: The teacher and student materials necessary to effectively deliver the lesson can be found in the Materials section in the Introduction, in the Lesson Structure Overview, and are explicitly called out in each lesson section. There are images in the text that refer to the specific materials used, along with callout boxes that remind, restate materials being used.</p> <p>Direct Link:</p> <p>See Materials List: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0#page=8</p> <p>Impact on Score: 2/2</p>
Grade 3	<p>Response/Rebuttal & Explanation: The teacher and student materials are the same for each lesson, specific to the lesson component. They are mapped out in the Introduction to Volume 1 and are called out in each lesson section.</p> <p>Exact Text to be Added to the Report: The teacher and student materials necessary to effectively deliver the lesson can be found in the</p>

	<p>Materials section in the Introduction, in the Lesson Structure Overview, and are explicitly called out in each lesson section. There are images in the text that refer to the specific materials used, along with callout boxes that remind, restate materials being used.</p> <p>Direct Link:</p> <p>See Materials List: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0#page=8</p> <p>Impact on Score: 2/2</p>
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2.1 Instructional Assessments

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.

✓ **Grades K-3 Response**

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	<p>Response/Rebuttal & Explanation; Omission: 95 PCP utilizes a two-pronged approach to assessing student progress:</p> <ol style="list-style-type: none"> 1. Phonics skills and understandings, specific to general standards, formative
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	<p>assessments, woven throughout the program, act as a constant pulse check on student understanding. Embedded activities, such as word sorts, sound matching games, and quick quizzes, enable teachers to identify areas of strength and weakness in real time. This creates a continuous feedback loop that empowers teachers to adjust their instruction or provide targeted interventions on the spot, ensuring no student falls behind.</p> <p>2. Summative assessments help teachers gauge students' mastery of skills following a unit of instruction. These end-of-unit assessments, downloadable from the One95 Literacy Platform, test students' acquisition of phonemic awareness, initial sound identification, sound-spelling mapping, and syllable identification skills, and include activities such as sentence dictation and answering comprehension questions about short decodable passages the students have read. These summative assessments help teachers track student progress and determine when instructional changes are needed.</p> <p>Each 95 PCP grade level has five or six End-of-Unit Assessments. These summative assessments are administered in a whole class setting and used to determine if students have mastered the targeted skills in a unit's lessons. For more information on the 95 PCP assessments, educators can use the One95 Literacy Platform to access the Assessment Overview document. This document provides details about when to administer each unit assessment, what content is included in each, and how to analyze assessment data once it has been gleaned. Educators can also use the platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting. (Note: One95 Literacy Platform is an online hub where educators can access the 95 PCP's digital TEs, assessments, resources, and ancillary materials.)</p>
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	<p>End-of-unit assessments are built into the end of 95 Phonics Core Program review lessons to determine the acquisition and/or mastery of the specific set of skills taught during the recent four to five weeks. 95 Phonics Core Program also includes phonics skills-specific formative assessments designed to identify each child's literacy gaps and help teachers implement a prescriptive plan for addressing their needs. These assessments measure a child's phonological awareness skills and assess where readers are struggling with their phonics and decoding skills. They also map the screeners to specific lessons to efficiently group students and close skill gaps.</p> <p>95 Phonics Core Program includes the option to administer weekly spelling tests. 95 Phonics Core Program features weekly spelling tests, which provide immediate feedback on a student's learning of phonics patterns. Complimentary Diagnostic Assessments</p> <p>If additional assessments are needed in phonological and phonemic awareness, our supplementary 95 Phonemic Awareness Screener for Intervention (PASI) can support the next data collection step. PASI (K-1) measures a student's phonological and phonemic awareness skills, which are the ability to hear and manipulate the sounds of spoken language. Phonemic awareness is a critical skill for learning to read and spell, and it is often one of the most challenging areas for struggling readers.</p> <p>Importantly, PASI assesses these critical skills:</p> <ul style="list-style-type: none">• Onset-rime skills: These are the skills that students need to manipulate the onset (the initial consonant or consonant cluster) and the rime (the vowel and any following consonants) in words, such as onset-rime blending, onset-rime segmentation, onset-rime deletion, and onset-rime substitution.• Phoneme skills: These are the most advanced skills that students need to manipulate individual sounds (phonemes) in words, such as phoneme blending,
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	<p>phoneme segmentation, phoneme deletion, phoneme addition, and phoneme substitution.</p> <p>PASI helps teachers to identify the specific skill gaps a student possesses which can lead to additional targeted instruction to address these gaps. PASI also helps teachers to monitor a student's progress and adjust instruction as needed.</p> <p>Our supplementary 95 Phonics Screener for Intervention (PSI) for Grades 1–5 assesses:</p> <ul style="list-style-type: none">• Basic phonics: These are the skills that students need to read words with single consonants, short vowels, consonant blends, consonant digraphs, and final e patterns.• Advanced phonics: These are the skills that students need to read words with long vowels, vowel teams, r-controlled vowels, silent letters, and soft c and g patterns.• Multisyllable words: These are the skills that students need to read words with more than one syllable, using syllable types and syllable division rules. <p>Exact Text to be Added to the Report: 95 Phonics Core Program Classroom Kits include authentic, comprehensive, and aligned formative and summative assessment materials, and offers supplementary diagnostic assessments as needed.</p> <p>If additional diagnostic assessments are needed in phonological and phonemic awareness, our supplementary 95 Phonemic Awareness Screener for Intervention (PASI) can support the next data collection step. PASI (K–1) measures a student's phonological and phonemic awareness skills. Our supplementary 95 Phonics Screener for Intervention (PSI) for Grades 1–3 assesses: basic phonics, advanced phonics, multisyllable words.</p>
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	<p>Direct Link:</p> <p>PASI Manual: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=1#page=1</p> <p>PSI Manual: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=qlou4c3got6433cca1jd9on463&suffix=pdf&print=1#page=1</p> <p>Impact on Score: 12/12</p>
<p>Grade 1</p>	<p>Response/Rebuttal & Explanation; Omission:</p> <p>95 PCP utilizes a two-pronged approach to assessing student progress:</p> <ol style="list-style-type: none"> 2. Phonics skills and understandings, specific to general standards, formative assessments, woven throughout the program, act as a constant pulse check on student understanding. Embedded activities, such as word sorts, sound matching games, and quick quizzes, enable teachers to identify areas of strength and weakness in real time. This creates a continuous feedback loop that empowers teachers to adjust their instruction or provide targeted interventions on the spot, ensuring no student falls behind. <p>2. Summative assessments help teachers gauge students' mastery of skills following a unit of instruction. These end-of-unit assessments, downloadable from the One95 Literacy Platform, test students' acquisition of phonemic awareness, initial sound identification, sound-spelling mapping, and syllable identification skills, and include activities such as sentence dictation and answering comprehension questions about short decodable passages the students have read. These summative assessments help teachers track student progress and determine when instructional changes are needed.</p>

Each 95 PCP grade level has five or six End-of-Unit Assessments. These summative assessments are administered in a whole class setting and used to determine if students have mastered the targeted skills in a unit's lessons. For more information on the 95 PCP assessments, educators can use the One95 Literacy Platform to access the Assessment Overview document. This document provides details about when to administer each unit assessment, what content is included in each, and how to analyze assessment data once it has been gleaned. Educators can also use the platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting. (Note: One95 Literacy Platform is an online hub where educators can access the 95 PCP's digital TEs, assessments, resources, and ancillary materials.)

End-of-unit assessments are built into the end of 95 Phonics Core Program review lessons to determine the acquisition and/or mastery of the specific set of skills taught during the recent four to five weeks. 95 Phonics Core Program also includes phonics skills-specific formative assessments designed to identify each child's literacy gaps and help teachers implement a prescriptive plan for addressing their needs. These assessments measure a child's phonological awareness skills and assess where readers are struggling with their phonics and decoding skills. They also map the screeners to specific lessons to efficiently group students and close skill gaps.

95 Phonics Core Program includes the option to administer **weekly spelling tests**. 95 Phonics Core Program features weekly spelling tests, which provide immediate feedback on a student's learning of phonics patterns. Complimentary Diagnostic Assessments

If additional assessments are needed in phonological and phonemic awareness, our supplementary **95 Phonemic Awareness Screener for Intervention (PASI)** can support the next data collection step. PASI (K-1) measures a

	<p>student's phonological and phonemic awareness skills, which are the ability to hear and manipulate the sounds of spoken language. Phonemic awareness is a critical skill for learning to read and spell, and it is often one of the most challenging areas for struggling readers.</p> <p>Importantly, PASI assesses these critical skills:</p> <ul style="list-style-type: none">• Onset-rime skills: These are the skills that students need to manipulate the onset (the initial consonant or consonant cluster) and the rime (the vowel and any following consonants) in words, such as onset-rime blending, onset-rime segmentation, onset-rime deletion, and onset-rime substitution.• Phoneme skills: These are the most advanced skills that students need to manipulate individual sounds (phonemes) in words, such as phoneme blending, phoneme segmentation, phoneme deletion, phoneme addition, and phoneme substitution. <p>PASI helps teachers to identify the specific skill gaps a student possesses which can lead to additional targeted instruction to address these gaps. PASI also helps teachers to monitor a student's progress and adjust instruction as needed.</p> <p>Our supplementary 95 Phonics Screener for Intervention (PSI) for Grades 1–5 assesses:</p> <ul style="list-style-type: none">• Basic phonics: These are the skills that students need to read words with single consonants, short vowels, consonant blends, consonant digraphs, and final e patterns.• Advanced phonics: These are the skills that students need to read words with long vowels, vowel teams, r-controlled vowels, silent letters, and soft c and g patterns.• Multisyllable words: These are the skills that students need to read words with more
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	<p>than one syllable, using syllable types and syllable division rules.</p> <p>Exact Text to be Added to the Report: 95 Phonics Core Program Classroom Kits include authentic, comprehensive, and aligned formative and summative assessment materials, and offers supplementary diagnostic assessments as needed.</p> <p>If additional diagnostic assessments are needed in phonological and phonemic awareness, our supplementary 95 Phonemic Awareness Screener for Intervention (PASI) can support the next data collection step. PASI (K–1) measures a student’s phonological and phonemic awareness skills. Our supplementary 95 Phonics Screener for Intervention (PSI) for Grades 1–3 assesses: basic phonics, advanced phonics, multisyllable words.</p> <p>Direct Link:</p> <p>PASI Manual: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=1#page=1</p> <p>PSI Manual: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=qlou4c3got6433cca1jd9on463&suffix=pdf&print=1#page=1</p> <p>Impact on Score: 12/12</p>
Grade 2	<p>Response/Rebuttal & Explanation; Omission: 95 PCP utilizes a two-pronged approach to assessing student progress:</p> <ol style="list-style-type: none"> 3. Phonics skills and understandings, specific to general standards, formative assessments, woven throughout the program, act as a constant pulse check on student understanding. Embedded activities, such as word sorts, sound matching games, and quick quizzes, enable teachers to identify areas of

	<p>strength and weakness in real time. This creates a continuous feedback loop that empowers teachers to adjust their instruction or provide targeted interventions on the spot, ensuring no student falls behind.</p> <p>2. Summative assessments help teachers gauge students' mastery of skills following a unit of instruction. These end-of-unit assessments, downloadable from the One95 Literacy Platform, test students' acquisition of phonemic awareness, initial sound identification, sound-spelling mapping, and syllable identification skills, and include activities such as sentence dictation and answering comprehension questions about short decodable passages the students have read. These summative assessments help teachers track student progress and determine when instructional changes are needed.</p> <p>Each 95 PCP grade level has five or six End-of-Unit Assessments. These summative assessments are administered in a whole class setting and used to determine if students have mastered the targeted skills in a unit's lessons. For more information on the 95 PCP assessments, educators can use the One95 Literacy Platform to access the Assessment Overview document. This document provides details about when to administer each unit assessment, what content is included in each, and how to analyze assessment data once it has been gleaned. Educators can also use the platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting.</p> <p>(Note: One95 Literacy Platform is an online hub where educators can access the 95 PCP's digital TEs, assessments, resources, and ancillary materials.)</p> <p>End-of-unit assessments are built into the end of 95 Phonics Core Program review lessons to determine the acquisition and/or mastery of the specific set of skills taught during the recent four to</p>
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	<p>five weeks. 95 Phonics Core Program also includes phonics skills-specific formative assessments designed to identify each child's literacy gaps and help teachers implement a prescriptive plan for addressing their needs. These assessments measure a child's phonological awareness skills and assess where readers are struggling with their phonics and decoding skills. They also map the screeners to specific lessons to efficiently group students and close skill gaps.</p> <p>95 Phonics Core Program includes the option to administer weekly spelling tests. 95 Phonics Core Program features weekly spelling tests, which provide immediate feedback on a student's learning of phonics patterns. Complimentary Diagnostic Assessments</p> <p>If additional assessments are needed in phonological and phonemic awareness, our supplementary 95 Phonemic Awareness Screener for Intervention (PASI) can support the next data collection step. PASI (K-1) measures a student's phonological and phonemic awareness skills, which are the ability to hear and manipulate the sounds of spoken language. Phonemic awareness is a critical skill for learning to read and spell, and it is often one of the most challenging areas for struggling readers.</p> <p>Importantly, PASI assesses these critical skills:</p> <ul style="list-style-type: none">• Onset-rime skills: These are the skills that students need to manipulate the onset (the initial consonant or consonant cluster) and the rime (the vowel and any following consonants) in words, such as onset-rime blending, onset-rime segmentation, onset-rime deletion, and onset-rime substitution.• Phoneme skills: These are the most advanced skills that students need to manipulate individual sounds (phonemes) in words, such as phoneme blending, phoneme segmentation, phoneme deletion, phoneme addition, and phoneme substitution.
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	<p>PASI helps teachers to identify the specific skill gaps a student possesses which can lead to additional targeted instruction to address these gaps. PASI also helps teachers to monitor a student's progress and adjust instruction as needed.</p> <p>Our supplementary 95 Phonics Screener for Intervention (PSI) for Grades 1–5 assesses:</p> <ul style="list-style-type: none">• Basic phonics: These are the skills that students need to read words with single consonants, short vowels, consonant blends, consonant digraphs, and final e patterns.• Advanced phonics: These are the skills that students need to read words with long vowels, vowel teams, r-controlled vowels, silent letters, and soft c and g patterns.• Multisyllable words: These are the skills that students need to read words with more than one syllable, using syllable types and syllable division rules. <p>Exact Text to be Added to the Report: 95 Phonics Core Program Classroom Kits include authentic, comprehensive, and aligned formative and summative assessment materials, and offers supplementary diagnostic assessments as needed.</p> <p>If additional diagnostic assessments are needed in phonological and phonemic awareness, our supplementary 95 Phonemic Awareness Screener for Intervention (PASI) can support the next data collection step. PASI (K–1) measures a student's phonological and phonemic awareness skills. Our supplementary 95 Phonics Screener for Intervention (PSI) for Grades 1–3 assesses: basic phonics, advanced phonics, multisyllable words.</p> <p>Direct Link:</p> <p>PASI Manual: https://95percentgroup.canto.com/pdfviewer/viewe</p>
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	<p>r/viewer.html?column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=1#page=1</p> <p>PSI Manual: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=qlou4c3got6433cca1jd9on463&suffix=pdf&print=1#page=1</p> <p>Impact on Score: 12/12</p>
<p>Grade 3</p>	<p>Response/Rebuttal & Explanation; Omission: 95 PCP utilizes a two-pronged approach to assessing student progress:</p> <ol style="list-style-type: none"> 4. Phonics skills and understandings, specific to general standards, formative assessments, woven throughout the program, act as a constant pulse check on student understanding. Embedded activities, such as word sorts, sound matching games, and quick quizzes, enable teachers to identify areas of strength and weakness in real time. This creates a continuous feedback loop that empowers teachers to adjust their instruction or provide targeted interventions on the spot, ensuring no student falls behind. <p>2. Summative assessments help teachers gauge students' mastery of skills following a unit of instruction. These end-of-unit assessments, downloadable from the One95 Literacy Platform, test students' acquisition of phonemic awareness, initial sound identification, sound-spelling mapping, and syllable identification skills, and include activities such as sentence dictation and answering comprehension questions about short decodable passages the students have read. These summative assessments help teachers track student progress and determine when instructional changes are needed.</p> <p>Each 95 PCP grade level has five or six End-of-Unit Assessments. These summative assessments are administered in a whole class setting and used</p>

to determine if students have mastered the targeted skills in a unit's lessons. For more information on the 95 PCP assessments, educators can use the One95 Literacy Platform to access the Assessment Overview document. This document provides details about when to administer each unit assessment, what content is included in each, and how to analyze assessment data once it has been gleaned. Educators can also use the platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting.

(Note: One95 Literacy Platform is an online hub where educators can access the 95 PCP's digital TEs, assessments, resources, and ancillary materials.)

End-of-unit assessments are built into the end of 95 Phonics Core Program review lessons to determine the acquisition and/or mastery of the specific set of skills taught during the recent four to five weeks. 95 Phonics Core Program also includes phonics skills-specific formative assessments designed to identify each child's literacy gaps and help teachers implement a prescriptive plan for addressing their needs. These assessments measure a child's phonological awareness skills and assess where readers are struggling with their phonics and decoding skills. They also map the screeners to specific lessons to efficiently group students and close skill gaps.

95 Phonics Core Program includes the option to administer **weekly spelling tests**. 95 Phonics Core Program features weekly spelling tests, which provide immediate feedback on a student's learning of phonics patterns. Complimentary Diagnostic Assessments

If additional assessments are needed in phonological and phonemic awareness, our supplementary **95 Phonemic Awareness Screener for Intervention (PASI)** can support the next data collection step. PASI (K–1) measures a student's phonological and phonemic awareness

	<p>skills, which are the ability to hear and manipulate the sounds of spoken language. Phonemic awareness is a critical skill for learning to read and spell, and it is often one of the most challenging areas for struggling readers.</p> <p>Importantly, PASI assesses these critical skills:</p> <ul style="list-style-type: none">• Onset-rime skills: These are the skills that students need to manipulate the onset (the initial consonant or consonant cluster) and the rime (the vowel and any following consonants) in words, such as onset-rime blending, onset-rime segmentation, onset-rime deletion, and onset-rime substitution.• Phoneme skills: These are the most advanced skills that students need to manipulate individual sounds (phonemes) in words, such as phoneme blending, phoneme segmentation, phoneme deletion, phoneme addition, and phoneme substitution. <p>PASI helps teachers to identify the specific skill gaps a student possesses which can lead to additional targeted instruction to address these gaps. PASI also helps teachers to monitor a student's progress and adjust instruction as needed.</p> <p>Our supplementary 95 Phonics Screener for Intervention (PSI) for Grades 1–5 assesses:</p> <ul style="list-style-type: none">• Basic phonics: These are the skills that students need to read words with single consonants, short vowels, consonant blends, consonant digraphs, and final e patterns.• Advanced phonics: These are the skills that students need to read words with long vowels, vowel teams, r-controlled vowels, silent letters, and soft c and g patterns.• Multisyllable words: These are the skills that students need to read words with more
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	<p>than one syllable, using syllable types and syllable division rules.</p> <p>Exact Text to be Added to the Report: 95 Phonics Core Program Classroom Kits include authentic, comprehensive, and aligned formative and summative assessment materials, and offers supplementary diagnostic assessments as needed.</p> <p>If additional diagnostic assessments are needed in phonological and phonemic awareness, our supplementary 95 Phonemic Awareness Screener for Intervention (PASI) can support the next data collection step. PASI (K–1) measures a student’s phonological and phonemic awareness skills. Our supplementary 95 Phonics Screener for Intervention (PSI) for Grades 1–3 assesses: basic phonics, advanced phonics, multisyllable words.</p> <p>Direct Link:</p> <p>PASI Manual: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=1#page=1</p> <p>PSI Manual: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=qlou4c3got6433cca1jd9on463&suffix=pdf&print=1#page=1</p> <p>Impact on Score: 12/12</p>
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2.1b Materials include the definition and intended purpose for the types of instructional assessments included.

✓ **Grades K-3 Response**

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.



- 3). The location of evidence in the materials and direct link to the location.
- 4). Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

<p>Kindergarten</p>	<p>Omission</p> <p>Exact text to be added to the Report: Explanations and details of the types of instructional assessments can be found in the Introduction in Volume 1, Teacher-Tip callout boxes related to assessments, the assessment overview and teacher directions, and other ancillary materials related to materials.</p> <p>Direct Link:</p> <p>Kindergarten Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=dm9j5gohsp5j9cisaujp77b53t&suffix=pdf&print=1#page=1</p> <p>Example of Formative Assessment Opportunity: Grade K, Lesson 1, Day 1: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549rf16oufpsq240&suffix=pdf&print=0#page=20</p> <p>PASI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=1#page=1</p> <p>PSI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=qlou4c3got6433cca1jd9on463&suffix=pdf&print=1#page=1</p> <p>Impact on Score: 2/2</p>
<p>Grade 1</p>	<p>Omission</p>

	<p>Exact text to be added to the Report: Explanations and details of the types of instructional assessments, can be found in the Introduction in Volume 1, Teacher-Tip callout boxes related to assessments, the assessment overview and teacher directions, and other ancillary materials related to materials.</p> <p>Direct Link:</p> <p>Grade 1 Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=nipko3h5md6bjejifc7b7tqf1v&suffix=pdf&print=0#page=1</p> <p>Example of Formative Assessment Opportunity: Grade 1, Lesson 1, Day 4, "Initial Sound Practice": https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0#page=34</p> <p>PASI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=1#page=1</p> <p>PSI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=qlou4c3got6433cca1jd9on463&suffix=pdf&print=1#page=1</p> <p>Impact on Score: 2/2</p>
Grade 2	<p>Omission</p> <p>Exact text to be added to the Report: Explanations and details of the types of instructional assessments, can be found in the Introduction in Volume 1, Teacher-Tip callout boxes related to assessments, the assessment overview and teacher directions, and other ancillary materials related to materials.</p>

	<p>Direct Link:</p> <p>Grade 2 Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=addh7g8r5526he6dddolm9he4f&suffix=pdf&print=0#page=1</p> <p>Example of Formative Assessment Opportunity: Grade 2, Lesson 2, Day 1, “Phonological Awareness Warm-Up”:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0#page=24</p> <p>PASI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=1#page=1</p> <p>PSI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=qlou4c3got6433cca1jd9on463&suffix=pdf&print=1#page=1</p> <p>Impact on Score: 2/2</p>
Grade 3	<p>Omission</p> <p>Exact text to be added to the Report: Explanations and details of the types of instructional assessments, can be found in the Introduction in Volume 1, Teacher-Tip callout boxes related to assessments, the assessment overview and teacher directions, and other ancillary materials related to materials.</p> <p>Direct Link:</p> <p>Direct Link:</p> <p>Grade 3 Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=9o0ptcju</p>



	<p>754of28ms0qk52mc2p&suffix=pdf&print=0#page=1</p> <p>Example of Formative Assessment Opportunity: Grade 3, Lesson 1, Day 1: “Sound-Spelling Mapping”:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0#page=22</p> <p>PASI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=1#page=1</p> <p>PSI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=qlou4c3got6433cca1jd9on463&suffix=pdf&print=1#page=1</p> <p>Impact on Score: 2/2</p>
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2.1d Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

✓ **Grades K-3 Response**

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program Classroom Kits include authentic, comprehensive, and aligned formative and summative assessment materials. End-of-unit assessments are built into the end of 95 Phonics Core Program review lessons to determine the acquisition and/or mastery of the specific set of skills taught during the recent four to five weeks.</p> <p>At this time, direct alignments to TEKS in assessments are in progress to be added throughout ALL 95 Phonics Core Program materials. Please see the TEKS correlations documents for explicit detail on how TEKS are addressed and assessed throughout 95 Phonics Core Program for all grades</p> <p>Exact text to be added to the Report: All assessments are aligned to the objectives of the course, unit, or lesson. All assessments will be aligned to TEKS,</p> <p>Direct Link:</p> <p>Kindergarten Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=dm9j5gohsp5j9cisaujp77b53t&suffix=pdf&print=1#page=1</p> <p>Impact on Score: 6/6</p>
Grade 1	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program Classroom Kits include authentic, comprehensive, and aligned formative and summative assessment materials. End-of-unit assessments are built into the end of 95 Phonics Core Program review lessons to determine the acquisition and/or mastery of the specific set of skills taught during the recent four to five weeks.</p> <p>At this time, direct alignments to TEKS in assessments are in progress to be added throughout ALL 95 Phonics Core Program materials. Please see the TEKS correlations documents for explicit detail on how TEKS are</p>

	<p>addressed and assessed throughout 95 Phonics Core Program for all grades</p> <p>Exact text to be added to the Report: All assessments are aligned to the objectives of the course, unit, or lesson. All assessments will be aligned to TEKS,</p> <p>Direct Link:</p> <p>Grade 1 Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=nipko3h5md6bjejfc7b7tqf1v&suffix=pdf&print=0#page=1</p> <p>Impact on Score: 6/6</p>
Grade 2	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program Classroom Kits include authentic, comprehensive, and aligned formative and summative assessment materials. End-of-unit assessments are built into the end of 95 Phonics Core Program review lessons to determine the acquisition and/or mastery of the specific set of skills taught during the recent four to five weeks.</p> <p>At this time, direct alignments to TEKS in assessments are in progress to be added throughout ALL 95 Phonics Core Program materials. Please see the TEKS correlations documents for explicit detail on how TEKS are addressed and assessed throughout 95 Phonics Core Program for all grades</p> <p>Exact text to be added to the Report: All assessments are aligned to the objectives of the course, unit, or lesson. All assessments will be aligned to TEKS,</p> <p>Direct Link:</p> <p>Grade 2 Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=addh7g8</p>

	<p>r5526he6dddolm9he4f&suffix=pdf&print=0#page=1</p> <p>Impact on Score: 6/6</p>
<p>Grade 3</p>	<p>Response/Rebuttal & Explanation: 95 Phonics Core Program Classroom Kits include authentic, comprehensive, and aligned formative and summative assessment materials. End-of-unit assessments are built into the end of 95 Phonics Core Program review lessons to determine the acquisition and/or mastery of the specific set of skills taught during the recent four to five weeks.</p> <p>At this time, direct alignments to TEKS in assessments are in progress to be added throughout ALL 95 Phonics Core Program materials. Please see the TEKS correlations documents for explicit detail on how TEKS are addressed and assessed throughout 95 Phonics Core Program for all grades</p> <p>Exact text to be added to the Report: All assessments are aligned to the objectives of the course, unit, or lesson. All assessments will be aligned to TEKS,</p> <p>Direct Link:</p> <p>Grade 3 Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=9o0ptcju754of28ms0qk52mc2p&suffix=pdf&print=0#page=1</p> <p>Impact on Score: 6/6</p>

2.2 Data Analysis and Progress Monitoring

2.2b Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.



✓ **Grades K-3 Response**

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	<p>Response/Rebuttal & Explanation: End-of-unit assessments in 95 Phonics Core Program determine the acquisition and/or mastery of the specific skills taught during the past four to five weeks.</p> <p>End-of-unit assessments are used to inform instructional decisions and monitor student progress. If students are not successful, additional practice may be required during small group instruction related to the specific skills</p> <p>95 Phonics Core Program also includes phonics skill-specific formative assessments designed to identify each child’s literacy gaps and help teachers implement a prescriptive plan for addressing their needs. These assessments measure a child’s phonological awareness skills and assess where readers are struggling with their phonics and decoding skills. They also map the screeners to specific lessons to efficiently group students and close skill gaps.</p> <p>Assessment overviews provide details about when to administer each unit assessment, what content is included in each, and how to analyze assessment data once it has been gleaned. Educators can also use the One95 Literacy Platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting.</p>
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	<p>Exact Text to be added to the Report: 95 Phonics Core Program materials and resources provide guidance on the tasks and activities (phonics skills to be re-taught and revisited) to focus on in response to student data on assessments.</p> <p>Direct Link:</p> <p>Kindergarten Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=dm9j5gohsp5j9cisaujp77b53t&suffix=pdf&print=1#page=1</p> <p>Example of Formative Assessment Opportunity: Grade K, Lesson 1, Day 1: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549rf16oufpoq240&suffix=pdf&print=0#page=20</p> <p>PASI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=1#page=1</p> <p>PSI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=qlou4c3got6433cca1jd9on463&suffix=pdf&print=1#page=1</p> <p>Impact on Score: 1/1</p>
Grade 1	<p>Response/Rebuttal & Explanation: End-of-unit assessments in 95 Phonics Core Program determine the acquisition and/or mastery of the specific skills taught during the past four to five weeks.</p> <p>End-of-unit assessments are used to inform instructional decisions and monitor student progress. If students are not successful, additional practice may be required during small group instruction related to the specific skills</p> <p>95 Phonics Core Program also includes phonics skill-specific formative assessments designed to identify each child’s literacy gaps and help teachers implement a prescriptive plan for</p>

addressing their needs. These assessments measure a child's phonological awareness skills and assess where readers are struggling with their phonics and decoding skills. They also map the screeners to specific lessons to efficiently group students and close skill gaps.

Assessment overviews provide details about when to administer each unit assessment, what content is included in each, and how to analyze assessment data once it has been gleaned. Educators can also use the One95 Literacy Platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting.

Exact Text to be added to the Report: 95 Phonics Core Program materials and resources provide guidance on the tasks and activities (phonics skills to be re-taught and revisited) to focus on in response to student data on assessments.

Direct Link:

Grade 1 Assessment Overview (Summative):
<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=nipko3h5md6bjejfc7b7tqf1v&suffix=pdf&print=0#page=1>

Example of Formative Assessment Opportunity:
Grade 1, Lesson 1, Day 4, "Initial Sound Practice":
<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0#page=34>

PASI Manual (Diagnostic):
<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=1#page=1>

PSI Manual (Diagnostic):
<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=qlou4c3got6433cca1jd9on463&suffix=pdf&print=1#page=1>

	<p>Impact on Score: 1/1</p>
<p>Grade 2</p>	<p>Response/Rebuttal & Explanation: End-of-unit assessments in 95 Phonics Core Program determine the acquisition and/or mastery of the specific skills taught during the past four to five weeks.</p> <p>End-of-unit assessments are used to inform instructional decisions and monitor student progress. If students are not successful, additional practice may be required during small group instruction related to the specific skills</p> <p>95 Phonics Core Program also includes phonics skill-specific formative assessments designed to identify each child’s literacy gaps and help teachers implement a prescriptive plan for addressing their needs. These assessments measure a child’s phonological awareness skills and assess where readers are struggling with their phonics and decoding skills. They also map the screeners to specific lessons to efficiently group students and close skill gaps.</p> <p>Assessment overviews provide details about when to administer each unit assessment, what content is included in each, and how to analyze assessment data once it has been gleaned. Educators can also use the One95 Literacy Platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting.</p> <p>Exact Text to be added to the Report: 95 Phonics Core Program materials and resources provide guidance on the tasks and activities (phonics skills to be re-taught and revisited) to focus on in response to student data on assessments.</p> <p>Direct Link:</p> <p>Grade 2 Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2</p>



	<p>FHUC8AVTUKA&column=document&id=addh7g8r5526he6dddolm9he4f&suffix=pdf&print=0#page=1</p> <p>Example of Formative Assessment Opportunity: Grade 2, Lesson 2, Day 1, “Phonological Awareness Warm-Up”:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0#page=24</p> <p>PASI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=1#page=1</p> <p>PSI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=qlou4c3got6433cca1jd9on463&suffix=pdf&print=1#page=1</p> <p>Impact on Score: 1/1</p>
Grade 3	<p>Response/Rebuttal & Explanation: End-of-unit assessments in 95 Phonics Core Program determine the acquisition and/or mastery of the specific skills taught during the past four to five weeks.</p> <p>End-of-unit assessments are used to inform instructional decisions and monitor student progress. If students are not successful, additional practice may be required during small group instruction related to the specific skills</p> <p>95 Phonics Core Program also includes phonics skill-specific formative assessments designed to identify each child’s literacy gaps and help teachers implement a prescriptive plan for addressing their needs. These assessments measure a child’s phonological awareness skills and assess where readers are struggling with their phonics and decoding skills. They also map the</p>

	<p>screeners to specific lessons to efficiently group students and close skill gaps.</p> <p>Assessment overviews provide details about when to administer each unit assessment, what content is included in each, and how to analyze assessment data once it has been gleaned. Educators can also use the One95 Literacy Platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting.</p> <p>Exact Text to be added to the Report: 95 Phonics Core Program materials and resources provide guidance on the tasks and activities (phonics skills to be re-taught and revisited) to focus on in response to student data on assessments.</p> <p>Direct Link:</p> <p>Grade 3 Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=9o0ptcju754of28ms0qk52mc2p&suffix=pdf&print=0#page=1</p> <p>Example of Formative Assessment Opportunity: Grade 3, Lesson 1, Day 1: “Sound-Spelling Mapping”:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0#page=22</p> <p>PASI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=1#page=1</p> <p>PSI Manual (Diagnostic): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=qlou4c3got6433cca1jd9on463&suffix=pdf&print=1#page=1</p>
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	Impact on Score: 1/1
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2.2c Materials include tools for students to track their own progress and growth.

✓ **Grades K-3 Response**

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

<p>Kindergarten</p>	<p>Response/Rebuttal & Explanation: Assessment materials provide teachers AND students with information concerning students' current skills/level of understanding of phonics. 95 PCP's design ensures that students are supported to progress at their own pace as they work toward skill mastery. The use of the Gradual Release Instructional Model (I Do, We Do, You Do) throughout the 95 Phonics Core Program lessons allows teachers to guide students until there is a level of mastery allowing students to apply their learning to the task independently. Students then apply their newly acquired knowledge by completing written tasks supported with manipulatives in the accompanying Student Workbook. 95 Phonics Core Program includes grade-level Student Workbooks for each school year. Every lesson has student workbook practice activities that correlate with teacher instruction provided in the Teacher's Editions. This independent work implicitly supports students to self-reflect and self-monitor as they apply their new knowledge and understanding. Students are implicitly encouraged and supported to monitor their own understanding, following the I DO, WE DO, YOU DO model.</p> <p>Exact Text to be Added to the Report: Student Workbooks provide meaningful opportunities for</p>
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	<p>students to actively practice and apply their learned phonics skills through sound-spelling mapping, word building, word sorting, word chaining, fluency practice, and comprehension tasks as a group and independently. And to review and correct their work as a group and independently and to track their own progress and growth. Students are able to self-correct their workbook tasks immediately following completion using the answer keys found in the Presentation File. Students are encouraged to identify and correct any errors during this process.</p> <p>Direct Link:</p> <p>Kindergarten Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?column=document&id=dm9j5gohsp5j9cisaujp77b53t&suffix=pdf&print=1#page=1</p> <p>I DO, WE DO, YOU DO differentiation: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549rf16oufpsq240&suffix=pdf&print=0#page=15</p> <p>Impact on Score: 1/1</p>
Grade 1	<p>Response/Rebuttal & Explanation: Assessment materials provide teachers AND students with information concerning students' current skills/level of understanding of phonics. 95 PCP's design ensures that students are supported to progress at their own pace as they work toward skill mastery. The use of the Gradual Release Instructional Model (I Do, We Do, You Do) throughout the 95 Phonics Core Program lessons allows teachers to guide students until there is a level of mastery allowing students to apply their learning to the task independently. Students then apply their newly acquired knowledge by completing written tasks supported with manipulatives in the accompanying Student Workbook. 95 Phonics Core Program includes grade-level Student</p>

	<p>Workbooks for each school year. Every lesson has student workbook practice activities that correlate with teacher instruction provided in the Teacher's Editions. This independent work implicitly supports students to self-reflect and self-monitor as they apply their new knowledge and understanding. Students are implicitly encouraged and supported to monitor their own understanding, following the I DO, WE DO, YOU DO model.</p> <p>Exact Text to be Added to the Report: Student Workbooks provide meaningful opportunities for students to actively practice and apply their learned phonics skills through sound-spelling mapping, word building, word sorting, word chaining, fluency practice, and comprehension tasks as a group and independently. And to review and correct their work as a group and independently and to track their own progress and growth. Students are able to self-correct their workbook tasks immediately following completion using the answer keys found in the Presentation File. Students are encouraged to identify and correct any errors during this process.</p> <p>Direct Link:</p> <p>Grade 1 Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=nipko3h5md6bjefjfc7b7tqf1v&suffix=pdf&print=0#page=1</p> <p>I DO, WE DO, YOU DO differentiation: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0#page=16</p> <p>Impact on Score: 1/1</p>
Grade 2	<p>Response/Rebuttal & Explanation: Assessment materials provide teachers AND students with information concerning students' current skills/level of understanding of phonics. 95 PCP's design ensures that students are supported to progress at</p>

their own pace as they work toward skill mastery. The use of the Gradual Release Instructional Model (I Do, We Do, You Do) throughout the 95 Phonics Core Program lessons allows teachers to guide students until there is a level of mastery allowing students to apply their learning to the task independently. Students then apply their newly acquired knowledge by completing written tasks supported with manipulatives in the accompanying Student Workbook. 95 Phonics Core Program includes grade-level Student Workbooks for each school year. Every lesson has student workbook practice activities that correlate with teacher instruction provided in the Teacher's Editions. This independent work implicitly supports students to self-reflect and self-monitor as they apply their new knowledge and understanding. Students are implicitly encouraged and supported to monitor their own understanding, following the I DO, WE DO, YOU DO model.

Exact Text to be Added to the Report: Student Workbooks provide meaningful opportunities for students to actively practice and apply their learned phonics skills through sound-spelling mapping, word building, word sorting, word chaining, fluency practice, and comprehension tasks as a group and independently. And to review and correct their work as a group and independently and to track their own progress and growth. Students are able to self-correct their workbook tasks immediately following completion using the answer keys found in the Presentation File. Students are encouraged to identify and correct any errors during this process.

Direct Link:

Grade 2 Assessment Overview (Summative):
<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=addh7g8r5526he6dddolm9he4f&suffix=pdf&print=0#page=1>

	<p>I DO, WE DO, YOU DO differentiation: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0#page=16</p> <p>Impact on Score: 1/1</p>
<p>Grade 3</p>	<p>Response/Rebuttal & Explanation: Assessment materials provide teachers AND students with information concerning students' current skills/level of understanding of phonics. 95 PCP's design ensures that students are supported to progress at their own pace as they work toward skill mastery. The use of the Gradual Release Instructional Model (I Do, We Do, You Do) throughout the 95 Phonics Core Program lessons allows teachers to guide students until there is a level of mastery allowing students to apply their learning to the task independently. Students then apply their newly acquired knowledge by completing written tasks supported with manipulatives in the accompanying Student Workbook. 95 Phonics Core Program includes grade-level Student Workbooks for each school year. Every lesson has student workbook practice activities that correlate with teacher instruction provided in the Teacher's Editions. This independent work implicitly supports students to self-reflect and self-monitor as they apply their new knowledge and understanding. Students are implicitly encouraged and supported to monitor their own understanding, following the I DO, WE DO, YOU DO model.</p> <p>Exact Text to be Added to the Report: Student Workbooks provide meaningful opportunities for students to actively practice and apply their learned phonics skills through sound-spelling mapping, word building, word sorting, word chaining, fluency practice, and comprehension tasks as a group and independently. And to review and correct their work as a group and independently and to track their own progress and growth. Students are able to self-correct their workbook tasks immediately following completion using the answer keys found in the Presentation File. Students are encouraged</p>

	<p>to identify and correct any errors during this process.</p> <p>Direct Link:</p> <p>Grade 3 Assessment Overview (Summative): https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=9o0ptcju754of28ms0qk52mc2p&suffix=pdf&print=0#page=1</p> <p>I DO, WE DO, YOU DO differentiation: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0#page=16</p> <p>Impact on Score: 1/1</p>
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3.1 Differentiation and Scaffolds

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.

✓ Grades K-3 Response

NEW CONTENT

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2). Exact text to be added to the report.
- 3). The location of evidence in the materials and direct link to the location.
- 4). Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	
Grade 1	
Grade 2	



Grade 3	
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3.1b Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language).

✓ Grades K-3

NEW CONTENT

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	Omission: Exact Text to be Added: Direct Link: TK Score: 2/2
Grade 1	
Grade 2	
Grade 3	

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.

✓ Grades K-3 Response

New Content

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.



- 2). Exact text to be added to the report.
- 3). The location of evidence in the materials and direct link to the location.
- 4). Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	
Grade 1	
Grade 2	
Grade 3	

3.2 Instructional Methods

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.

✓ **Grades K-3 Response**

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2). Exact text to be added to the report.
- 3). The location of evidence in the materials and direct link to the location.
- 4). Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	Response/Rebuttal & Explanation; Omission: 95 Phonics Core Program is designed for whole class and small group instruction, along with independent practice. Explicit directions and language around the type of instruction and practice is embedded throughout all components of lessons, for all lessons, throughout all Teacher's Editions. Please see Introduction for an Overview of the Lesson Structure Components and the
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	<p>explanation around Getting Started for more information.</p> <p>Exact Text to be Added to the report: 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.</p> <p>Direct Link: TK</p> <p>Impact on Score: 3/3</p>
Grade 1	<p>Response/Rebuttal & Explanation; Omission: 95 Phonics Core Program is designed for whole class and small group instruction, along with independent practice. Explicit directions and language around the type of instruction and practice is embedded throughout all components of lessons, for all lessons, throughout all Teacher's Editions. Please see Introduction for an Overview of the Lesson Structure Components and the explanation around Getting Started for more information.</p> <p>Exact Text to be Added to the report: 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.</p> <p>Direct Link: TK</p> <p>Impact on Score: 3/3</p>
Grade 2	<p>Response/Rebuttal & Explanation; Omission: 95 Phonics Core Program is designed for whole class and small group instruction, along with independent practice. Explicit directions and language around the type of instruction and practice is embedded throughout all components of lessons, for all lessons, throughout all Teacher's Editions. Please see Introduction for an Overview of the Lesson Structure Components and the explanation around Getting Started for more information.</p>

	<p>Exact Text to be Added to the report: 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.</p> <p>Direct Link: TK</p> <p>Impact on Score: 3/3</p>
Grade 3	<p>Response/Rebuttal & Explanation; Omission: 95 Phonics Core Program is designed for whole class and small group instruction, along with independent practice. Explicit directions and language around the type of instruction and practice is embedded throughout all components of lessons, for all lessons, throughout all Teacher's Editions. Please see Introduction for an Overview of the Lesson Structure Components and the explanation around Getting Started for more information.</p> <p>Exact Text to be Added to the report: 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.</p> <p>Direct Link: TK</p> <p>Impact on Score: 3/3</p>

3.3 Supports for Emergent Bilingual Students

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.

✓ **Grades K-3**

NEW Content

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	
Grade 1	
Grade 2	
Grade 3	

3.3b Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

✓ **Grades K-3 Response**

NEW Content

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	
Grade 1	
Grade 2	
Grade 3	

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.

✓ **Grades K-3 Response**

New Content

Response/Rebuttal & Explanation OR Omission

- 1.) Labeling of factual errors or omissions.
- 2.) Exact text to be added to the report.
- 3.) The location of evidence in the materials and direct link to the location.
- 4.) Publisher-identified impact on the scoring of materials according to the rubric and current scoring of materials.

Kindergarten	
Grade 1	
Grade 2	
Grade 3	

4.1 Explicit (Direct) and Systematic Phonics Instruction

- ✓ **Kindergarten Score**
9/9; No additional steps needed.

- ✓ **Grade 1 Score**
9/9; No additional steps needed!

- ✓ **Grade 2**
9/9; No additional steps needed!

- ✓ **Grade 3**
9/9; No additional steps needed!

4.2 Daily Instructional Sequence and Routines

- ✓ **Kindergarten Score**
4/8

to respond to/address

4.2b (1/3)

4.2c (2/4)

- ✓ **Grade 1 Score**
4/8

to respond to/address

4.2b (1/3)

4.2c (2/4)

- ✓ **Grade 2 Score**
4/8



to respond to/address

4.2b (1/3)

4.2c (2/4)

✓ **Grade 3 Score**

4/8

to respond to/address

4.2b (1/3)

4.2c (2/4)

✓ **4.2b Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.**

1/3

GRADE	COMMENT FOR GOOGLE DOC.
Kindergarten	Omission: 95 Phonics Core Program's instruction involves using timely corrective feedback to create a solid foundation for fluent reading. During teacher-led discussions, students are provided clear explanations and alternative strategies for decoding and pronouncing words correctly. Additionally, hands-on activities with manipulatives (phonics chips) are set up to provide students with immediate feedback as they build words or segment sounds. Ample opportunities and routines for providing corrective feedback help ensure that students' misconceptions are addressed promptly, which leads them to a deeper grasp of phonics concepts and a smoother path toward reading fluency. Instructional design includes support during I DO modeling, guidance through WE DO practice, and immediate, responsive feedback during YOU DO practice. Embedded activities, such as word sorts, sound matching games, and quick quizzes, enable teachers to identify areas of strength and weakness in real time. All instruction involves ongoing teacher-student

	<p>interaction that frequently incorporates physical responses, such as gesturing and pointing, so that teachers can effectively track student progress, promptly address any misunderstandings, and foster accuracy in students' skill development.</p> <p>Language for Report: Materials and daily lessons include opportunities for immediate and corrective feedback.</p> <p>Direct Link: For examples, please see Kindergarten Teacher's Edition, Volume 1, Lesson 5, Day 5 (p. 137) in Letter formation section. https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549rf16oufsoq240&suffix=pdf&print=0</p> <p>Kindergarten Teacher's Edition, Volume 1, Lesson 5, Day 5 (p. 138) in Writing section. https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549rf16oufsoq240&suffix=pdf&print=0</p> <p>Kindergarten Teacher's Edition, Volume 1, Lesson 7, Day 4 (p. 182) in Letter Formation section. https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549rf16oufsoq240&suffix=pdf&print=0</p> <p>Impact on Score: 3/3</p>
Grade 1	<p>Omission: 95 Phonics Core Program's instruction involves using timely corrective feedback to create a solid foundation for fluent reading. During teacher-led discussions, students are provided clear explanations and</p>

alternative strategies for decoding and pronouncing words correctly. Additionally, hands-on activities with manipulatives (phonics chips) are set up to provide students with immediate feedback as they build words or segment sounds. Ample opportunities and routines for providing corrective feedback help ensure that students' misconceptions are addressed promptly, which leads them to a deeper grasp of phonics concepts and a smoother path toward reading fluency. Instructional design includes support during I DO modeling, guidance through WE DO practice, and immediate, responsive feedback during YOU DO practice. Embedded activities, such as word sorts, sound matching games, and quick quizzes, enable teachers to identify areas of strength and weakness in real time. All instruction involves ongoing teacher-student interaction that frequently incorporates physical responses, such as gesturing and pointing, so that teachers can effectively track student progress, promptly address any misunderstandings, and foster accuracy in students' skill development.

Language for Report: Materials and daily lessons include opportunities for immediate and corrective feedback.

Direct Link: For examples, please see Grade 1, Teacher's Edition, Volume 1: Lesson 2, Day 1, in Phonological Awareness section (pp. 40-41) with Note to teachers (p. 41).

Grade 1 Teacher's Edition, Volume 1: Lesson 2, Day 2 (pp. 49-50) in Writing section, with Note to teachers (p. 50).

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	<p>Grade 1 Teacher's Edition, Volume 1: Lesson 2, Day 2 (pp. 49-50) in Writing section, with Note to teachers (p. 50).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0</p> <p>Grade 1 Teacher's Edition, Volume 3: Lesson 21, Day 2 in Phonics Pattern section (pp. 517-519) with Note to teachers (p. 519).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=2dnc8661l551j4b2287jdard3d&suffix=pdf&print=0</p> <p>Impact on Score: 3/3</p>
<p>Grade 2</p>	<p>Omission: 95 Phonics Core Program's instruction involves using timely corrective feedback to create a solid foundation for fluent reading. During teacher-led discussions, students are provided clear explanations and alternative strategies for decoding and pronouncing words correctly. Additionally, hands-on activities with manipulatives (phonics chips) are set up to provide students with immediate feedback as they build words or segment sounds. Ample opportunities and routines for providing corrective feedback help ensure that students' misconceptions are addressed promptly, which leads them to a deeper grasp of phonics concepts and a smoother path toward reading fluency. Instructional design includes support during I DO modeling, guidance through WE DO practice, and immediate, responsive feedback during YOU DO practice. Embedded activities, such as word sorts, sound matching games, and quick quizzes, enable teachers to identify areas of strength and weakness in real time. All instruction involves ongoing teacher-student</p>

	<p>interaction that frequently incorporates physical responses, such as gesturing and pointing, so that teachers can effectively track student progress, promptly address any misunderstandings, and foster accuracy in students' skill development.</p> <p>Language for Report: Materials and daily lessons include opportunities for immediate and corrective feedback.</p> <p>Direct Link: For examples, please see Grade 2 Teacher's Edition, Volume 1: Lesson 3, Day 1 in Morphology Section (pp. 70-71) with notes to teachers in parentheses. (p. 71).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0</p> <p>Grade 2 Teacher's Edition, Volume 2: Lesson 13, Day 2 in Morphology section (pp. 328-329) with notes to teachers in parentheses (p. 329).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=pd7e67qthd0cf7ftegulug8a6n&suffix=pdf&print=0</p> <p>Grade 2 Teacher's Edition, Volume 3: Lesson 28, Day 1 (pp. 732-733) with notes to teachers in parentheses (732-733).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=mprsc3qj8d7fj1speamf7ged0q&suffix=pdf&print=0</p> <p>Impact on Score: 3/3</p>
Grade 3	<p>Omission: 95 Phonics Core Program's instruction involves using timely corrective feedback to create a solid foundation for fluent</p>

reading. During teacher-led discussions, students are provided clear explanations and alternative strategies for decoding and pronouncing words correctly. Additionally, hands-on activities with manipulatives (phonics chips) are set up to provide students with immediate feedback as they build words or segment sounds. Ample opportunities and routines for providing corrective feedback help ensure that students' misconceptions are addressed promptly, which leads them to a deeper grasp of phonics concepts and a smoother path toward reading fluency. Instructional design includes support during I DO modeling, guidance through WE DO practice, and immediate, responsive feedback during YOU DO practice. Embedded activities, such as word sorts, sound matching games, and quick quizzes, enable teachers to identify areas of strength and weakness in real time. All instruction involves ongoing teacher-student interaction that frequently incorporates physical responses, such as gesturing and pointing, so that teachers can effectively track student progress, promptly address any misunderstandings, and foster accuracy in students' skill development.

Language for Report: Materials and daily lessons include opportunities for immediate and corrective feedback.

Direct Link: For examples, please see Grade 3 Teacher's Edition, Vol. 1 in Morphology section (p. 23) notes to teachers in parentheses.

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0>

Grade 3 Teacher's Edition, Lesson 14, Day 2 Vol. 2 in Morphology section (pp. 348-349) notes to teachers in parentheses.

	<p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=v2er06lakl5a74io1sj09hmq06&suffix=pdf&print=0</p> <p>Grade 3 Teacher’s Edition, Lesson 24, Day 1 in Writing section (p. 620) notes to teachers in parentheses.</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=0796dahtvp1nt0u33rof38f919&suffix=pdf&print=0</p> <p>Impact on Score: 3/3</p>
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✓ **4.2c Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.**

2/4

GRADE	COMMENT FOR GOOGLE DOC.
Kindergarten	<p>Omission: 95 Phonics Core Program's lessons are structured in accordance with the gradual release model, which employs “I Do” teacher modeling, collaborative “We Do” practice, and independent “You Do” application of a skill. Students take part in a variety of activities, including group collaboration, hands-on learning with manipulatives, writing tasks, and the use of decodable reading materials. Students independently apply their knowledge in written tasks with manipulatives, encouraging self-reflection on their understanding. The program encourages student discussions and collaborative learning opportunities.</p> <p>Language for Report: Daily lessons include a variety of opportunities for students to practice</p>



through collaborative learning and independent practice.

Direct Link: For examples, please see Kindergarten Teacher's Edition, Volume 1: Lesson 10, Day 1 in High-Frequency Words (pp. 252-253) (collaborative learning)

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=eg5idipsv51gfaguqqi1cad524&suffix=pdf&print=0>

Kindergarten Teacher's Edition, Volume 3: Lesson 18, Day 1 in High-Frequency Words section (p. 446). (collaborative learning)

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=ousee42msp0o3260bj14aijd46&suffix=pdf&print=0>

Kindergarten Teacher's Edition, Volume 2: Lesson 9, Day 4 Letter-Sound Correspondence section (p. 238) (independent practice)

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=eg5idipsv51gfaguqqi1cad524&suffix=pdf&print=0>

Kindergarten Teacher's Edition, Volume 3: Lesson 25, Day 5 Letter-Sound Correspondence section (p. 603). (independent practice)

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=ousee42msp0o3260bj14aijd46&suffix=pdf&print=0>

Impact on score: 4/4

Grade 1

Omission: 95 Phonics Core Program's lessons are structured in accordance with the gradual release model, which employs "I Do" teacher modeling, collaborative "We Do" practice, and independent "You Do" application of a skill. Students take part in a variety of activities, including group collaboration, hands-on learning with manipulatives, writing tasks, and the use of decodable reading materials. Students independently apply their knowledge in written tasks with manipulatives, encouraging self-reflection on their understanding. The program encourages student discussions and collaborative learning opportunities.

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

Direct Link: For examples, please see Grade 1 Teacher's Edition, Volume 1: Lesson 2, Day 1 in Writing section (44-45) (collaborative learning AND independent practice).

Grade 1 Teacher's Edition, Volume 3: Lesson 21, Day 2 Phonics Pattern section (pp. 517-519). (collaborative learning)

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=2dnc8661l551j4b2287jdard3d&suffix=pdf&print=0>

Grade 1 Teacher's Edition, Volume 1: Lesson 16, Day 1 Writing section (pp. 392-394) (Now it's your turn (p. 394). (independent learning)

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=apoeodnf0t2a35jr5ondhpbj6k&suffix=pdf&print=0>

	Impact on score: 4/4
Grade 2	<p>Omission: 95 Phonics Core Program's lessons are structured in accordance with the gradual release model, which employs "I Do" teacher modeling, collaborative "We Do" practice, and independent "You Do" application of a skill. Students take part in a variety of activities, including group collaboration, hands-on learning with manipulatives, writing tasks, and the use of decodable reading materials. Students independently apply their knowledge in written tasks with manipulatives, encouraging self-reflection on their understanding. The program encourages student discussions and collaborative learning opportunities.</p> <p>Language for Report: Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.</p> <p>Direct Link: For examples, please see Grade 2 Teacher's Edition, Volume 1: Lesson 2, Day 3 Comprehension section (p. 51) (collaborative learning)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0</p> <p>Grade 2 Teacher's Edition, Volume 2, Lesson 11, Day 2 in Morphology section (pp. 274-275) (collaborative learning)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=pd7e67gthd0cf7ftegulug8a6n&suffix=pdf&print=0</p>

	<p>Grade 2 Teacher's Edition, Volume 1: Lesson 2, Day 4 Writing section (p. 57). (independent practice)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0</p> <p>Grade 2 Teacher's Edition, Volume 3: Lesson 11, Day 2 Phonics Pattern section (pp. 277-278), (How it's your turn) (p. 277) (independent practice)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=pd7e67gthd0cf7ftegulug8a6n&suffix=pdf&print=0</p> <p>Impact on score: 4/4</p>
<p>Grade 3</p>	<p>Omission: 95 Phonics Core Program's lessons are structured in accordance with the gradual release model, which employs "I Do" teacher modeling, collaborative "We Do" practice, and independent "You Do" application of a skill. Students take part in a variety of activities, including group collaboration, hands-on learning with manipulatives, writing tasks, and the use of decodable reading materials. Students independently apply their knowledge in written tasks with manipulatives, encouraging self-reflection on their understanding. The program encourages student discussions and collaborative learning opportunities.</p> <p>Language for Report: Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.</p> <p>Direct Link: For examples, please see Grade 3 Teacher's Edition: Lesson 2, Day 2 in Morphology section (pp. 46-47) with note for</p>

	<p>teachers in parentheses (p. 46). (collaborative learning)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0</p> <p>Grade 3 Teacher's Edition, Volume 1: Lesson 6, Day 2 in Comprehension section (p. 142) (collaborative learning)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0</p> <p>For examples, please see Grade 3 Teacher's Edition, Volume 2: Lesson 18, Day 4 in Phonics Pattern section (Now it's your turn) (pp. 476-477) (independent practice)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=v2er06lakl5a74io1sj09hmq06&suffix=pdf&print=0</p> <p>Grade 3 Teacher's Edition, Volume 3: Lesson 23, Day 2 in Phonics Pattern section (pp. 597-598) (Now it's your turn) (p. 598). (independent practice).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=0796dahtvp1nt0u33rof38f919&suffix=pdf&print=0</p> <p>Impact on score: 4/4</p>
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4.3 Ongoing Practice Opportunities

✓ Kindergarten Score

6/6; No additional steps needed!



- ✓ **Grade 1 Score**
6/6; No additional steps needed!

- ✓ **Grade 2**
6/6; No additional steps needed!

- ✓ **Grade 3**
6/6; No additional steps needed!

4.4. Assessment

- ✓ **Kindergarten Score**
3/7

4.4a (1/2)

4.4c (0/2)

4.4d (0/1)

- ✓ **Grade 1 Score**
3/7

4.4a (1/2)

4.4c (0/2)

4.4d (0/1)

- ✓ **Grade 2 Score**
3/7

4.4a (1/2)

4.4c (0/2)



4.4d (0/1)

✓ **Grade 3 Score**

3/7

4.4a (1/2)

4.4c (0/2)

4.4d (0/1)

✓ **4.4a Materials include a variety of assessment tools that are developmentally appropriate**

1/2

1. Factual Error; Omission; or Response/Rebuttal:
2. Language for Report
3. Direct Link: TK
4. Impact on score

95 Phonics Core Program utilizes a two-pronged approach to assessing student progress:

Formative assessments, woven throughout the program, act as a constant pulse check on student understanding. Embedded activities, such as word sorts, sound matching games, and quick quizzes, enable teachers to identify areas of strength and weakness in real time. This creates a continuous feedback loop that empowers teachers to adjust their instruction or provide targeted interventions on the spot, ensuring no student falls behind.

Summative assessments help teachers gauge students' mastery of skills following a unit of instruction. These end-of-unit assessments, downloadable from the One95 Literacy Platform, test students' acquisition of phonemic awareness, initial sound identification, sound-spelling mapping, and syllable identification skills, and include activities such as sentence dictation and answering comprehension questions about short decodable passages the students have read. These summative assessments help teachers track student progress and determine when instructional changes are needed.

Materials regularly and systematically offer assessment opportunities that measure student progress on skills as indicated by the program scope and sequence. Materials regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate students' progress toward mastery and independence. Assessment materials provide teachers and students with information concerning student current skills/ level of understanding. Materials support teachers with instructional suggestions for assessment-based steps to help students progress toward mastering.

GRADE	COMMENT FOR GOOGLE DOC.
<p>Kindergarten</p>	<p>Omission:</p> <p>Language for Report: Materials include a variety of assessment tools that are developmentally appropriate.</p> <p>For formative examples, please see Kindergarten Teacher’s Edition, Volume 1: Lesson 8, Day 5 Phonological Awareness Warm-Up (p. 212)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549rf16oufsoq240&suffix=pdf&print=0</p> <p>Kindergarten Teacher’s Edition, Volume 2: Lesson 10, Day 1 Phonological Awareness (pp. 248-249) (See note) (p. 249).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=eg5idipsv51gfaguqqj1cad524&suffix=pdf&print=0</p> <p>Impact on Score: 2/2</p>
<p>Grade 1</p>	<p>Omission:</p> <p>Language for Report: Materials include a variety of assessment tools that are developmentally appropriate.</p> <p>Direct Link: For examples of formative assessment, please see Grade 1 Teacher’s Edition, Volume 1: Lesson 2, Day 1 Phonological Awareness Warm-Up (pp. 40-41) (see note: page 41)</p>

	<p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0</p> <p>Grade 1 Teacher’s Edition, Volume 2: Lesson 16, Day 5 Spelling test (p. 411). https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=apoeodnf0t2a35jr5ondhpbj6k&suffix=pdf&print=0</p> <p>Impact on Score: 2/2</p>
<p>Grade 2</p>	<p>Omission</p> <p>Language for Report: Materials include a variety of assessment tools that are developmentally appropriate.</p> <p>Direct Link: For examples formative assessment examples, please see Grade 2, Teacher’s Edition, Volume 1: Lesson 9, Day 4 Phonological Awareness Warm-Up, (p. 227).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0</p> <p>Grade 2 Teacher’s Edition, Volume 2: Lesson 18, Day 5 Spelling Test (p. 482)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=pd7e67qthd0cf7ftegulug8a6n&suffix=pdf&print=0</p> <p>Impact on Score: 2/2</p>
<p>Grade 3</p>	<p>Omission</p>

	<p>Language for Report: Materials include a variety of assessment tools that are developmentally appropriate.</p> <p>Direct Link: For formative examples, please see Grade 3 Teacher's Edition, Volume 2: Lesson 19, Day 1 Phonics Pattern (pp. 484-485)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=v2er06lakl5a74io1sj09hmq06&suffix=pdf&print=0</p> <p>Grade 3 Teacher's Edition, Volume 3: Lesson 23, Day 5 Spelling Test (p. 613)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=0796dahtvp1nt0u33rof38f919&suffix=pdf&print=0</p> <p>Impact on Score: 2/2</p>
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✓ **4.4c Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.**

0/2

Assessment Overview provides details about when to administer each unit assessment, what content is included in each, and how to analyze assessment data once it has been gleaned. Educators can also use the One95 Literacy Platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting.

Additional data-management tools include 95 Phonics Core Program Unit Assessment Data Tracker and the 95 Phonics Core Program Weekly Spelling Tests Data Tracker are custom-designed spreadsheets that offer teachers a means to document both class and individual student progress. The spreadsheets can be shared with district and school personnel requiring insight into students' performance over the course of the year. Teachers have the capability to organize columns and utilize the collected data to form small groups and develop lessons customized to address each student's needs and abilities.

The unit assessments administered every 5- 6 lessons, provide insight into student progress and whole-class progress and overall growth. Spelling assessments are included at the end of each lesson that can also serve to determine student understanding of the target skills and patterns. The assessment scores can be entered into a spreadsheet by composite score and separate component scores. This



information is used to determine students who are **acquiring critical** information and those who require additional instruction and/or practice. The unit assessments are divided into specific components that allow the formation of small groups for differentiated instruction.

GRADE	COMMENT FOR GOOGLE DOC.	
Kindergarten	<p>Omission:</p> <p>Language for report: Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=dm9j5gohsp5j9cisaujp77b53t&suffix=pdf&print=0</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=0</p>	<p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=nipko3h5md6bjejifc7b7tqf1v&suffix=pdf&print=0</p>

	Impact on score: 2/2	
Grade 1	<p>Omission:</p> <p>Language for report: Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.</p> <p>Direct Link: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=dm9j5gohsp5j9cisauj77b53t&suffix=pdf&print=0 https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=0</p> <p>Impact on score: 2/2</p>	
Grade 2	<p>Omission:</p> <p>Language for report: Materials include progress monitoring tools that systematically and accurately measure students' acquisition of</p>	

	<p>grade-level phonics skills.</p> <p>Direct Link:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=addh7g8r5526he6dddolm9he4f&suffix=pdf&print=0</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=0</p> <p>Impact on score: 2/2</p>
<p>Grade 3</p>	<p>Omission:</p> <p>Language for report: Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.</p> <p>Direct Link:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=9o0ptcju754of28ms0qk</p>

	<p>52mc2p&suffix=pdf&print=0</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=5q9n7n956p4mfbn75uibhf8821&suffix=pdf&print=0</p> <p>Impact on score: 2/2</p>
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✓ **4.4d Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.**

0/1

Materials regularly and systematically offer assessment opportunities that measure student progress of phonics and phonemic awareness as indicated by the program scope and sequence, which is for the instructional year/school year. The assessment materials provide teachers and students with information concerning student current skills/ level of understanding of phonics and phonemic awareness. And material support teachers with instructional suggestions for assessment-based steps to help students progress toward mastering finding awareness.

As noted earlier, 95 PCP utilizes a two-pronged approach to assessing student progress:

Formative assessments, woven throughout the program, act as a constant pulse check on student understanding. Embedded activities, such as word sorts, sound matching games, and quick quizzes, enable teachers to identify areas of strength and weakness in real time. This creates a continuous feedback loop that empowers teachers to adjust their instruction or provide targeted interventions on the spot, ensuring no student falls behind.

Summative assessments help teachers gauge students' mastery of skills following a unit of instruction. These end-of-unit assessments, downloadable from the One95 Literacy Platform, test students' acquisition of phonemic awareness, initial sound identification, sound-spelling mapping, and syllable identification skills, and include activities such as sentence dictation and answering comprehension questions about short decodable passages the students have read. These summative assessments help teachers track student progress and determine when instructional changes are needed.

Additional data-management tools include 95 Phonics Core Program Unit Assessment Data Tracker and the 95 Phonics Core Program Weekly Spelling Tests Data Tracker are custom-designed spreadsheets that offer teachers a means to document both class and individual student progress.

GRADE	COMMENT FOR GOOGLE DOC.
<p>Kindergarten</p>	<p>Omission:</p> <p>Language for Report: Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.</p> <p>Direct link: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=dm9j5gohsp5j9cisaujp77b53t&suffix=pdf&print=0</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=76tdm8t0316steebejjg1j5q5e&suffix=pdf&print=0</p> <p>Impact on score: 1/1</p>
<p>Grade 1</p>	<p>Omission:</p> <p>Language for Report: Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.</p> <p>Direct link: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=nipko3h5md6bjejfc7b7tqf1v&suffix=pdf&print=0</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=8k0lcr2ijid167eqri6ujavh5b&suffix=pdf&print=0</p> <p>Impact on score: 1/1</p>



<p>Grade 2</p>	<p>Omission:</p> <p>Language for Report: Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=addh7g8r5526he6dddolm9he4f&suffix=pdf&print=0</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=8mo5jaje396ir2b2hp6kesi90v&suffix=pdf&print=0</p> <p>Impact on score: 1/1</p>
<p>Grade 3</p>	<p>Omission:</p> <p>Language for Report: Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.</p> <p>Direct link:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=9o0ptcju754of28ms0qk52mc2p&suffix=pdf&print=0</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=7ma015remt3cje39adp4h1mm10&suffix=pdf&print=0</p>

Impact on score: 1/1

4.5 Progress Monitoring and Student Support

- ✓ **4.5a Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.**

0/1

Assessment Overview provides details about when to administer each unit assessment, what content is included in each, and how to analyze assessment data once it has been gleaned. Educators can also use the One95 Literacy Platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting.

Additional data-management tools include 95 Phonics Core Program Unit Assessment Data Tracker, and the 95 Phonics Core Program Weekly Spelling Tests Data Tracker are custom-designed spreadsheets that offer teachers a means to document both class and individual student progress. The spreadsheets can be shared with district and school personnel requiring insight into students' performance over the course of the year. Teachers have the capability to organize columns and utilize the collected data to form small groups and develop lessons customized to address each student's needs.

The unit assessments administered every 5- 6 lessons, provide insight into student progress and whole-class progress and overall growth. Spelling assessments are included at the end of each lesson that can also serve to determine student understanding of the target skills and patterns. The assessment scores can be entered into a spreadsheet by composite score and separate component scores. This information is used to determine students who are acquiring critical information and those who require additional instruction and/or practice. The unit assessments are divided into specific components that allow the formation of small groups for differentiated instruction.

GRADE	COMMENT FOR GOOGLE DOC.
Kindergarten	Omission: Language for Report: Materials include data-management tools for tracking individual

	<p>student progress to make appropriate instructional decisions to accelerate instruction.</p> <p>Direct Link:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=dm9j5gohsp5j9cisaujp77b53t&suffix=pdf&print=0</p> <p>Impact on Score: 1/1</p>
<p>Grade 1</p>	<p>Omission:</p> <p>Language for Report: Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.</p> <p>Direct Link:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=nipko3h5md6bjejfc7b7tqf1v&suffix=pdf&print=0</p> <p>Impact on Score: 1/1</p>
<p>Grade 2</p>	<p>Omission</p> <p>Language for Report: Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.</p> <p>Direct Link:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=addh7g8r5526he6dddolm9he4f&suffix=pdf&print=0</p>

	Impact on Score: 1/1
Grade 3	<p>Omission:</p> <p>Language for Report: Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.</p> <p>Direct Link: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=9o0ptcju754of28ms0qk52mc2p&suffix=pdf&print=0</p> <p>Impact on Score: 1/1</p>

✓ **4.5b Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.**

0/2

Assessment Overview provides details about when to administer each unit assessment, what content is included in each, and how to analyze assessment data once it has been gleaned. Educators can also use the One95 Literacy Platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting.

Additional data-management tools include 95 Phonics Core Program Unit Assessment Data Tracker, and the 95 Phonics Core Program Weekly Spelling Tests Data Tracker are custom-designed spreadsheets that offer teachers a means to document both class and individual student progress. The spreadsheets can be shared with district and school personnel requiring insight into students' performance over the course of the year. Teachers have the capability to organize columns and utilize the collected data to form small groups and develop lessons customized to address each student's needs.

The unit assessments administered every 5- 6 lessons, provide insight into student progress and whole-class progress and overall growth. Spelling assessments are included at the end of each lesson that can also serve to determine student understanding of the target skills and patterns. The assessment scores can be entered into a spreadsheet by composite score and separate component scores. This information is used to determine students who are acquiring critical information and those who require additional instruction and/or practice. The unit assessments are divided into specific components that allow the formation of small groups for differentiated instruction.



GRADE	COMMENT FOR GOOGLE DOC.
<p>Kindergarten</p>	<p>Omission:</p> <p>Language for Report: Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.</p> <p>Direct Link: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=dm9j5gohsp5j9cisaujp77b53t&suffix=pdf&print=0</p> <p>Impact on Score: 2/2</p>
<p>Grade 1</p>	<p>Omission:</p> <p>Language for Report: Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.</p> <p>Direct Link: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=nipko3h5md6bjejfc7b7tqf1v&suffix=pdf&print=0</p> <p>Impact on Score: 2/2</p>
<p>Grade 2</p>	<p>Omission:</p>

	<p>Language for Report: Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.</p> <p>Direct Link:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=addh7g8r5526he6ddolm9he4f&suffix=pdf&print=0</p> <p>Impact on Score: 2/2</p>
<p>Grade 3</p>	<p>Omission:</p> <p>Language for Report: Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.</p> <p>Direct Link:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=9o0ptcju754of28ms0qk52mc2p&suffix=pdf&print=0</p> <p>Impact on Score: 2/2</p>

✓ **4.5d Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.**

0/1

5. Factual Error; Omission; or Response/Rebuttal:
6. Language for Report
7. Direct Link: TK

Assessment Overview provides details about when to administer each unit assessment, what content is included in each, and how to analyze assessment data once it has been gleaned. Educators can also use the One95 Literacy Platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can



be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting.

Additional data-management tools include 95 Phonics Core Program Unit Assessment Data Tracker and the 95 Phonics Core Program Weekly Spelling Tests Data Tracker are custom-designed spreadsheets that offer teachers a means to document both class and individual student progress. The spreadsheets can be shared with district and school personnel requiring insight into students' performance over the course of the year. Teachers have the capability to organize columns and utilize the collected data to form small groups and develop lessons customized to address each student's needs and abilities.

The unit assessments administered every 5- 6 lessons, provide insight into student progress and whole-class progress and overall growth. Spelling assessments are included at the end of each lesson that can also serve to determine student understanding of the target skills and patterns. The assessment scores can be entered into a spreadsheet by composite score and separate component scores. This information is used to determine students who are acquiring critical information and those who require additional instruction and/or practice. The unit assessments are divided into specific components that allow the formation of small groups for differentiated instruction.

GRADE	COMMENT FOR GOOGLE DOC.
<p>Kindergarten</p>	<p>Omission:</p> <p>Language to Report: Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.</p> <p>Direct Link:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=dm9j5gohsp5j9cisaujp77b53t&suffix=pdf&print=0</p> <p>Impact on Report: 1/1</p>
<p>Grade 1</p>	<p>Omission:</p> <p>Language to Report: Materials include guidance on how to accelerate learning based</p>

	<p>on the progress monitoring data to reach mastery of specific concepts.</p> <p>Direct Link: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=nipko3h5md6bejifc7b7tqf1v&suffix=pdf&print=0</p> <p>Impact on Report: 1/1</p>
<p>Grade 2</p>	<p>Omission:</p> <p>Language to Report: Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.</p> <p>Direct Link:</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=addh7g8r5526he6dddolm9he4f&suffix=pdf&print=0</p> <p>Impact on Report: 1/1</p>
<p>Grade 3</p>	<p>Omission:</p> <p>Language to Report: Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.</p> <p>Direct Link: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=9o0ptcju754of28ms0qk52mc2p&suffix=pdf&print=0</p> <p>Impact on Report: 1/1</p>

✓ **4.5c Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.**

0/1

The instructional design and pacing of the unit assessments determines the frequency of progress monitoring. Assessments are administered every 5- 6 lessons, providing insight into student progress and whole-class progress and overall growth. The assessment scores can be entered into a spreadsheet by composite score and separate component scores. This information is used to determine students who are acquiring critical information and those who require additional instruction and/or practice. The unit assessments are divided into specific components that allow the formation of small groups for differentiated instruction.

- ✓ Spelling assessments are included at the end of each lesson that can also serve to determine student and whole class understanding of the target skills and patterns

GRADE	COMMENT FOR GOOGLE DOC.
<p>Kindergarten</p>	<p>Omission:</p> <p>Language for report: Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.</p> <p>Direct Link: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=dm9j5gohsp5j9cisaujp77b53t&suffix=pdf&print=0</p> <p>Impact on Score: 1/1</p>
<p>Grade 1</p>	<p>Omission:</p> <p>Language for report: Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.</p> <p>Direct Link: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=njpk03h5md6bjejfc7b7tqf1v&suffix=pdf&print=0</p> <p>Impact on Score: 1/1</p>

Grade 2	<p>Omission:</p> <p>Language for report: Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.</p> <p>Direct Link: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=adh7g8r5526he6dddolm9he4f&suffix=pdf&print=0</p> <p>Impact on Score: 1/1</p>
Grade 3	<p>Omission:</p> <p>Language for report: Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.</p> <p>Direct Link: https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=9o0ptcju754of28ms0qk52mc2p&suffix=pdf&print=0</p> <p>Impact on Score: 1/1</p>

5.B.1 Oral Language Development

- ✓ **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).**

0/8

95 Phonics Core Program addresses oral language development:

Phonology: the ability to recognize, produce, and manipulate sounds in spoken words/language. This occurs in 95 Phonics Core Program's warm-ups at the beginning of every daily lesson with a wrap-up in kindergarten. Students practice phonology skills when they use phonics chips and complete sound-spelling mapping tasks. This is the foundation 95 Phonics Core Program (Grades K–3).

Syntax: the way words are arranged to form sentences. Teachers model this during 95 Phonics Core Program's instructional dialogue and students "experience" syntax when reading the



sentences and passages. The understanding of syntax is important for students to complete the Response to Reading sections of each lesson.

Semantics: understanding the meanings of words/phrases/sentences and using words correctly based on the meanings. This can be found in the sections of the lessons when students are learning about affixes and morphemes in Grades 1-3. There are specific sections of the lessons in Grades 2–3 where there is instruction on about figurative language and multiple meaning words.

Morphology: understanding the smallest meaningful units of a word (affixes, morphemes). This is also spread throughout the lessons in Grades 1-3.

Pragmatics: norms for conversation; taking turns and responding to questions. Because of the important of pragmatics, 95 Phonics Core Program provides instructional dialogue not "scripts." This encourages the active, responsive back-and-forth conversation between teachers and students; active listening with appropriate responding.

The instructional design of 95 Phonics Core Program creates stimulating routines that supports strong oral language development in students and promotes phonemic awareness and phonological awareness proficiency. Instructional components that support oral language development include:

- Explicit instruction that follows the gradual release model of I DO, WE DO, and YOU DO progression across each weekly lesson. During the I DO and WE DO portions of the lesson, the visual and auditory sensory pathways of students are engaged simultaneously though teacher modeling and presentation with manipulatives such as sound chips, Elkonin boxes, word cards, and decodable texts. The WE DO portion of the lesson engages visual, auditory, and kinesthetic senses.
- Ample practice opportunities. In the YOU DO portions of each lesson, more than enough prompts are provided to ensure students can develop accuracy and automaticity.
- Oral repetition. The 95 PCP instructional routines provide ample opportunities for students to repeat language the teacher has modeled (e.g., sound articulation, word pronunciation, syntax in sentences, etc.). For example, the instructional dialogue format and how students are expected to repeat the syllable pattern is a key component of oral language development.
- Oral responses and discussion to texts as students demonstrate their comprehension, share their ideas and thoughts, and answers, and build their oral language skills.

GRADE	COMMENT FOR GOOGLE DOC.
Kindergarten	Omission: Language for Report: Materials include explicit (direct) and systematic instructional guidance

on developing oral language and oracy through a variety of methods.

Direct Link: For examples, please see Kindergarten Teacher's Edition Volume 1: Lesson 1, Day 2 Phonological awareness Warm-Up (p. 20).

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549rf16oufpoq240&suffix=pdf&print=0>

Kindergarten Teacher's Edition Volume 1: Lesson 1, Day 2 Phonological Awareness Wrap-Up (p. 24).

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Kindergarten Teacher's Edition, Volume 3: Lesson 24, Day 5 Letter-Sound Correspondence (p. 584).

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Kindergarten Teacher's Edition Volume 3: Lesson 25, Day 2 Letter-Sound Correspondence (p. 589).

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Kindergarten Teacher's Edition, Volume 3: lesson 18, Day 2 Reading (p. 447)

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	<p>e=v%2FHUC8AVTUKA&column=document&id=ousee42msp0o3260bj14ajjd46&suffix=pdf&print=0</p> <p>Impact on Score: 8/8</p>
<p>Grade 1</p>	<p>Omission:</p> <p>Language for Report: Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods.</p> <p>Direct Link: For examples, please see</p> <p>Grade 1 Teacher’s Edition Volume 2: Lesson 15, Day 2 Phonological Awareness Warm-Up (p. 367).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=apoeodnf0t2a35jr5ondhpbj6k&suffix=pdf&print=0</p> <p>Grade 1 Teacher’s Edition, Volume 1: Lesson 2, Day 2 Writing (p. 50).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0</p> <p>Grade 1 Teacher’s Edition Volume 2: Lesson 16, Day 5 Comprehension, p. 407.</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=apoeodnf0t2a35jr5ondhpbj6k&suffix=pdf&print=0</p> <p>Grade 1 Teacher’s Edition Volume 3: Lesson 21, Day 2 Comprehension (p. 523).</p>

	<p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=2dnc86611551j4b2287jdard3d&suffix=pdf&print=0</p> <p>Grade 1 Teacher's Edition Volume 3: Lesson 3, Day 2 Morphology (pp. 769-770).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=2dnc86611551j4b2287jdard3d&suffix=pdf&print=0</p> <p>Impact on Score: 8/8</p>
<p>Grade 2</p>	<p>Omission:</p> <p>Language for Report: Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods.</p> <p>Direct Link: For examples, please see Grade 2 Teacher's Edition, Volume 2: Lesson 11, Day 1 Phonological Awareness Warm-Up (p. 265).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=pd7e67gthd0cf7ftegulug8a6n&suffix=pdf&print=0</p> <p>Grade 2 Teacher's Edition Volume 1: Lesson 1 Day 3 Writing section (pp. 27-28).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0</p> <p>Grade 2 Teacher's Edition, Volume 3: Lesson 21, Day 1 Writing (pp. 540-541).</p>

	<p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=mprsc3qj8d7fj1speamf7ged0q&suffix=pdf&print=0</p> <p>Grade 2 Teacher's Edition Volume 1, Lesson 1, Day 4 Comprehension, p. 33.</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0</p> <p>Grade 2 Teacher's Edition, Volume 1: Lesson 2, Day 3 Comprehension (p. 51).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0</p> <p>Teacher's Edition Volume 1: Lesson 5, Day 2 Morphology (pp. 125-126)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0</p> <p>Impact on Score: 8/8</p>
<p>Grade 3</p>	<p>Omission:</p> <p>Language for Report: Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods.</p> <p>Direct Link: For examples, please see Grade 3 Teacher's Edition, Volume 2: Lesson 12, Day 1 Phonological Awareness Warm-Up. (p. 290)</p>

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Grade 3 Teacher's Edition Volume 3, Lesson 21: Day 2 Phonological Awareness Warm-Up (p. 543).

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Grade 3 Teacher's Edition Volume 1: Lesson 2, Day 2 Sound-Spelling Mapping (pp. 47-48).

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0>

Grade 3 Teacher's Edition Volume 1: Lesson 2, Day 2 Morphology (pp. 46-47)

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0>

Grade 3 Teacher's Edition, Volume 1: Lesson 1, Day 5 Comprehension, p. 33.

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0>

Grade 3 Teacher's Edition Volume 3: Lesson 30, Day 5 Comprehension, p. 792.

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	www.95percentgroup.com/pdfviewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=0796dahtvp1nt0u33rof38f919&suffix=pdf&print=0 Impact on Score: 8/8
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✓ **5.B.1b Materials include opportunities for students to engage in social and academic communication for different purposes and audiences.**

0/4

Throughout all sections of lessons, students are given the opportunity to ask and answer questions (some more social, e.g., when a teacher asks a general question to engage with students before beginning instruction; others more academic e.g., ask and answer text-dependent questions related to text; some social and academic, e.g., text discussions as a class).

Instruction and practice in the use of comprehension processes occurs through oral discussions of the text and students are encouraged during these discussions to share their opinions and thoughts and explain their ideas.

And students are also given the opportunity to share ideas, thoughts, and answers with the class as a whole or within a small-group, or with a partner.

GRADE	COMMENT FOR GOOGLE DOC.
Kindergarten	<p>Omission:</p> <p>Language for Report: Materials include opportunities for students to engage in social and academic communication for different purposes and audiences.</p> <p>Direct Link: For examples, please see Kindergarten Teacher’s Edition, Volume 2: Lesson 13, Day 1 High-Frequency Words (p. 331)</p> <p>https://www.95percentgroup.com/pdfviewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=0796dahtvp1nt0u33rof38f919&suffix=pdf&print=0</p>

	<p>=eg5idipsv51gfaguqqi1cad524&suffix=pdf&print=0</p> <p>Kindergarten Teacher's Edition, Volume 2: Lesson 16, Day 4 Reading Section (p. 417). https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=eg5idipsv51gfaguqqi1cad524&suffix=pdf&print=0</p> <p>Kindergarten Teacher's Edition, Volume 2: Lesson 12, Day 3 Reading section (p. 315). https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=eg5idipsv51gfaguqqi1cad524&suffix=pdf&print=0</p> <p>Impact on Score: 4/4</p>
<p>Grade 1</p>	<p>Omission:</p> <p>Language for Report: Materials include opportunities for students to engage in social and academic communication for different purposes and audiences.</p> <p>Direct Link: For examples, please see Grade 1 Teacher's Edition, Volume 1: Lesson 7, Day 4 Passage Reading section (p. 178-179). https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0</p> <p>Grade 1 Teacher's Edition, Volume 2: Lesson 13, Day 2 Comprehension (p. 323). https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=eg5idipsv51gfaguqqi1cad524&suffix=pdf&print=0</p>

	<p>=apoeodnf0t2a35jr5ondhpbj6k&suffix=pdf&print=0</p> <p>Grade 1 Teacher's Edition, Volume 2: Lesson 15, Day 1 Morphology section (p. 365-366).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=apoeodnf0t2a35jr5ondhpbj6k&suffix=pdf&print=0</p> <p>Teacher's Edition, Volume 3: Lesson 21, Day 4 Comprehension section (p. 531-532).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=2dnc8661l551j4b2287jdard3d&suffix=pdf&print=0</p> <p>Impact on Score: 4/4</p>
<p>Grade 2</p>	<p>Omission:</p> <p>Language for Report: Materials include opportunities for students to engage in social and academic communication for different purposes and audiences.</p> <p>Direct Link: For examples, please see Grade 2 Teacher's Edition, Volume 1, Lesson 3, Day 1 Passage Reading (pp. 71-72).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0</p> <p>Grade 1 Teacher's Edition, Volume 1: Lesson 3, Day 2 Writing section (pp. 77-78)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=</p>

	<p>v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0</p> <p>Grade 1 Teacher's Edition, Volume 3: Lesson 28, Day 5 Comprehension (p. 751).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=mp_rsc3qj8d7fj1speamf7ged0q&suffix=pdf&print=0</p> <p>Impact on Score: 4/4</p>
<p>Grade 3</p>	<p>Omission:</p> <p>Language for Report: Materials include opportunities for students to engage in social and academic communication for different purposes and audiences.</p> <p>Direct Link: For examples, please see Grade 3 Teacher's Edition Volume 3, Lesson 19, Day 3 Comprehension section (p. 495)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=v2er06lakl5a74io1sj09hmq06&suffix=pdf&print=0</p> <p>Grade 3 Teacher's Edition Volume 1: Lesson 10, Day 2 Passage Reading (pp. 245-246).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0</p> <p>Grade 3 Teacher's Edition Volume 2: Lesson 11, Day 5 (p. 285).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id</p>

	=v2er06lakl5a74io1sj09hmq06&suffix=pdf&print=0 Impact on Score: 4/4
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✓ **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.**

0/9

95 Percent Group lessons follow a format that is designed to enhance student engagement, as throughout all lessons students have the opportunity to ask and answer questions. Students also are supported to explain their thinking because when students process their thoughts aloud, they recognize the strategies they use which helps to solidify their understanding.

95 Phonics Core Program also routinely provides students with sufficient opportunities to ask and answer text-dependent questions throughout the weekly lessons. Instruction and practice in the use of comprehension processes occurs through oral discussions.

And students are also given the opportunity to share ideas, thoughts, and answers with the class as a whole or within a small-group, or with a partner.

GRADE	COMMENT FOR GOOGLE DOC.
Kindergarten	<p>Omission:</p> <p>Language for Report: Materials include authentic opportunities to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.</p> <p>Direct Link: For examples, please see Kindergarten Teacher’s Edition, Volume 1: Leson 1, Day 5 Phonological Awareness: Syllables (pp. 32-33). (listen actively)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549rf16oufpoq240&suffix=pdf&print=0</p>



	<p>Kindergarten Teacher's Edition, Volume 2: Lesson 10, Day 2 High-Frequency Words (p. 259) (ask questions).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=eg5idipsv51gfaguqqi1cad524&suffix=pdf&print=0</p> <p>Kindergarten Teacher's Edition Volume 3: Lesson 25, Day 4 Reading (p. 600). (engage in discussion)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=ousee42msp0o3260bj14aijd46&suffix=pdf&print=0</p> <p>Kindergarten Teacher's Edition Volume 1: Lesson 3, Day 4 High-Frequency Words (p. 80). (share info/ideas)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=be8bjl9b1549rf16oufsoq240&suffix=pdf&print=0</p> <p>Impact on Score: 9/9</p>
<p>Grade 1</p>	<p>Omission:</p> <p>Language for Report: Materials include authentic opportunities to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.</p> <p>Direct Link: For examples, please see</p> <p>Grade 1 Teacher's Edition Volume 1: Lesson 6, Day 1 Phonological Awareness Warm- Up (p. 140). (listen actively)</p>

	<p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0</p> <p>Grade 1 Teacher's Edition, Volume 3, Lesson 21, Day 4 Comprehension (pp. 531-532) (engage in discussion)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=2dnc8661l551j4b2287jdard3d&suffix=pdf&print=0</p> <p>Grade 1 Teacher's Edition Volume 2: Lesson 15, Day 1 Morphology section (pp. 365-366) (share info)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=apoeodnf0t2a35jr5ondhpbj6k&suffix=pdf&print=0</p> <p>Impact on Score: 9/9</p>
<p>Grade 2</p>	<p>Omission:</p> <p>Language for Report: Materials include authentic opportunities to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.</p> <p>Direct Link: For examples, please see Grade 2 Lesson 5, Day 3 Morphology section (pp. 128-129). (listen actively)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0</p>

	<p>Grade 2 Teacher's Edition, Volume 2: Lesson 16, Day 2 Morphology section (pp. 411-412). (engage in discussion)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=pd7e67gthd0cf7ftegulug8a6n&suffix=pdf&print=0</p> <p>Grade 2 Teacher's Edition, Volume 10, Day 2 Comprehension section (p. 247). (share information)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0</p> <p>Impact on Score: 9/9</p>
<p>Grade 3</p>	<p>Omission:</p> <p>Language for Report: Materials include authentic opportunities to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.</p> <p>Direct Link: For examples, please see</p> <p>Grade 3 Teacher's Edition, Volume 1: Lesson 4, Day 4 Morphology section (pp. 101-102) (listen actively)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0</p> <p>Grade 3 Teacher's Edition, Volume 1: Lesson 4, Day 3 Morphology (pp. 98-99) (engage in discussion)</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0</p>

	<p>=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0</p> <p>Grade 3 Teacher's Edition Volume 3, Lesson 28, Day 3 Comprehension (p. 731) (share info/ideas)</p> <p>Impact on Score: 9/9</p>
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5.C.1 Alphabet Knowledge (K Only)

✓ **Kindergarten Score**

22/22; No additional steps needed.

5.C.2 Letter-Sound Correspondence

✓ **Kindergarten Score**

28/30

5.C.2b (0/2)

✓ **Grade 1 Score**

28/30

5.C.2b (0/2)

✓ **Grade 2 Score**

28/30

5.C.2b (0/2)

✓ **Grade 3 Score**

28/30



5.C.2b (0/2)

- ✓ **5.C.2 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.**

0/2

8. Factual Error; Omission; or Response/Rebuttal:
9. Language for Report
10. Direct Link: TK
11. Impact on score

GRADE	COMMENT FOR GOOGLE DOC.
Kindergarten	Omission: From the outset of the kindergarten program, students are instructed to focus on how the letters in words correspond with sounds. This approach includes teaching students how to blend and segment a word's individual phonemes, so they will have a solid foundation for learning encoding and decoding skills. 95 Phonics Core Program's instruction involves teaching students to connect graphemes to their corresponding phonemes and applying new and previously learned letter-sound correspondence through reading and writing tasks. Students swiftly integrate phoneme skills with letter knowledge, through activities such as blending routines, sound-spelling mapping, and word chains. Daily phonemic awareness instruction correlates to the phonics portion of the lesson and includes letters (phoneme-grapheme correspondence). Materials include opportunities for students to practice connecting sounds to letters. All 95 PCP instruction involves ongoing teacher-student interaction that frequently incorporates physical responses, such as gesturing and pointing, so that teachers can effectively track student progress, promptly address any

misunderstandings, and foster accuracy in students' skill development

Language for report: Materials include explicit instruction on connecting phonemes to letters within words, along with recommended explanatory feedback based on common errors and misconceptions.

Direct Link (connecting phonemes to letters within words): For examples, please see Kindergarten Teacher's Edition, Volume 2: Lesson 9, Day 3 in Letter-Sound Correspondence section (pp. 231-232)

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=eg5idipsv51gfaguqqi1cad524&suffix=pdf&print=0>

Kindergarten Teacher's Edition, Volume 3: Lesson 21, Day 3 Letter-Sound Correspondence (pp. 513-514).

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=ousee42msp0o3260bj14aijd46&suffix=pdf&print=0>

Direct Link (feedback based on common errors and misconceptions): For an example, please see "Note: under Letter-Sound Correspondence heading in Kindergarten Teacher's Edition, Volume 2, Lesson 9, Day 3, p. 231.

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=eg5idipsv51gfaguqqi1cad524&suffix=pdf&print=0>

Impact on Score: 2/2

Grade 1

Omission: From the outset of the kindergarten program, students are instructed to focus on how the letters in words correspond with sounds. This approach includes teaching students how to blend and segment a word's individual phonemes, so they will have a solid foundation for learning encoding and decoding skills. 95 Phonics Core Program's instruction involves teaching students to connect graphemes to their corresponding phonemes and applying new and previously learned letter-sound correspondence through reading and writing tasks. Students swiftly integrate phoneme skills with letter knowledge, through activities such as blending routines, sound-spelling mapping, and word chains. Daily phonemic awareness instruction correlates to the phonics portion of the lesson and includes letters (phoneme-grapheme correspondence). Materials include opportunities for students to practice connecting sounds to letters. All 95 PCP instruction involves ongoing teacher-student interaction that frequently incorporates physical responses, such as gesturing and pointing, so that teachers can effectively track student progress, promptly address any misunderstandings, and foster accuracy in students' skill development

Language for report: Materials include explicit instruction on connecting phonemes to letters within words, along with recommended explanatory feedback based on common errors and misconceptions.

Direct Link (connecting phonemes to letters within words): For examples, please see Grade 1 Teacher's Edition, Volume 1: Lesson 3, Day 2, Writing section (pp. 76-77).

<https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id>

	<p>=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0</p> <p>Grade 1 Teacher's Edition, Volume 2: Lesson 13, Day 1 Phonics Pattern section (pp. 312-314).</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=apoeodnf0t2a35jr5ondhpbj6k&suffix=pdf&print=0</p> <p>Direct Link (feedback based on common errors and misconceptions): For an example, please see Grade 1 Teacher's Edition, Volume 1: Lesson 7, Day 1 "Note" in Writing section, p. 166.</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0</p> <p>Impact on Score: 2/2</p>
<p>Grade 2</p>	<p>Omission: From the outset of the kindergarten program, students are instructed to focus on how the letters in words correspond with sounds. This approach includes teaching students how to blend and segment a word's individual phonemes, so they will have a solid foundation for learning encoding and decoding skills. 95 Phonics Core Program's instruction involves teaching students to connect graphemes to their corresponding phonemes and applying new and previously learned letter-sound correspondence through reading and writing tasks. Students swiftly integrate phoneme skills with letter knowledge, through activities such as blending routines, sound-spelling mapping, and word chains. Daily phonemic awareness instruction correlates to the phonics portion of the lesson and includes letters (phoneme-grapheme correspondence).</p>

Materials include opportunities for students to practice connecting sounds to letters. All 95 PCP instruction involves ongoing teacher-student interaction that frequently incorporates physical responses, such as gesturing and pointing, so that teachers can effectively track student progress, promptly address any misunderstandings, and foster accuracy in students' skill development

Language for report: Materials include explicit instruction on connecting phonemes to letters within words, along with recommended explanatory feedback based on common errors and misconceptions.

Direct Link (connecting phonemes to letters within words): For examples, please see Grade 2 Teacher's Edition, Volume 1: Lesson 2, Day 1 in Writing section (pp. 42-43).
<https://95percentgroup.canto.com/pdfviewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0>

Grade 2 Teacher's Edition, Volume 2: Lesson 11, Day 1 Phonics Pattern section (pp. 264-266).
<https://95percentgroup.canto.com/pdfviewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=pd7e67qthd0cf7ftegulug8a6n&suffix=pdf&print=0>

Direct Link (feedback based on common errors and misconceptions): For an example, please see Grade 2 Teacher's Edition, Volume 2, Lesson 10, Day 4 "Note" in Writing section.

<https://95percentgroup.canto.com/pdfviewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0>

Impact on Score: 2/2

Grade 3

Omission: From the outset of the kindergarten program, students are instructed to focus on how the letters in words correspond with sounds. This approach includes teaching students how to blend and segment a word's individual phonemes, so they will have a solid foundation for learning encoding and decoding skills. 95 Phonics Core Program's instruction involves teaching students to connect graphemes to their corresponding phonemes and applying new and previously learned letter-sound correspondence through reading and writing tasks. Students swiftly integrate phoneme skills with letter knowledge, through activities such as blending routines, sound-spelling mapping, and word chains. Daily phonemic awareness instruction correlates to the phonics portion of the lesson and includes letters (phoneme-grapheme correspondence). Materials include opportunities for students to practice connecting sounds to letters. All 95 PCP instruction involves ongoing teacher-student interaction that frequently incorporates physical responses, such as gesturing and pointing, so that teachers can effectively track student progress, promptly address any misunderstandings, and foster accuracy in students' skill development.

Language for report: Materials include explicit instruction on connecting phonemes to letters within words, along with recommended explanatory feedback based on common errors and misconceptions.

Direct Link (connecting phonemes to letters within words): For examples, please see Grade 3, Volume 1: Lesson 3, Day 1 Phonics Pattern section (pp. 62-64).

<https://95percentgroup.canto.com/pdfviewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0>

	<p>Grade 3 Teacher's Edition, Volume 3: Lesson 22, Day 3 in Writing section (p. 578).</p> <p>Direct Link (feedback based on common errors and misconceptions): For an example, please see Grade 3 Teacher's Edition Vol. 1, Lesson 9, Day 1 "Note" in Writing section.</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=0796dahtvp1nt0u33rof38f919&suffix=pdf&print=0</p> <p>https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0</p> <p>Impact on Score: 2/2</p>
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**Planned Deletions of Common Core State Standards Mentions
from 95 Phonics Core Program**

Existing references to Common Core State Standards will be removed from the following grade-level Teacher's Editions of 95 Phonics Core Program.

95 Phonics Core Program Kindergarten: Teacher's Edition, Vols. 1-3

- pp. 5, 485

95 Phonics Core Program Grade 1: Teacher's Edition, Vols. 1-3

- pp. 5, 9, 11, 53, 60, 64, 78, 85, 85, 89, 101, 109, 113, 126, 133, 137, 149, 156, 161, 186, 200, 207, 211, 231, 235, 348, 255, 259, 272, 283, 297, 305, 309, 323, 329, 333, 346, 357, 372, 382, 387, 400, 407, 411, 424, 435, 447, 455, 459, 472, 478, 483, 496, 502, 507, 523, 526, 531, 538, 553, 560, 564, 578, 585, 589, 602, 609, 613, 646, 647, 662, 669, 673, 687, 694, 698, 714, 720, 725, 739, 746, 751, 753, 767, 774, 779

95 Phonics Core Program Grade 2: Teacher's Edition, Vols. 1-3

- pp. 5, 9, 11, 25, 33, 38, 51, 58, 62, 78, 87, 91, 104, 111, 115, 127, 135, 139, 151, 159, 163, 175, 183, 187, 199, 207, 211, 223, 231, 235, 247, 257, 261, 275, 285, 289, 303, 311, 315, 329, 339, 343, 357, 366, 370, 386, 395, 399, 413, 422, 427, 442, 452, 456, 470, 478, 482, 496, 505, 509, 522, 531, 535, 548, 559, 563, 577, 585, 589, 603, 612, 616, 630, 639, 642-643, 656, 668, 672, 687, 695, 699, 712, 720, 724, 739, 747, 751, 765, 778, 791, 799, 803,

95 Phonics Core Program Grade 3: Teacher's Edition, Vols. 1-3

- pp. 5, 9, 11, 24, 33, 37, 48, 56, 59, 72, 82, 85, 96, 104, 107, 118, 125, 129, 143, 151, 155, 167, 178, 181, 195, 203, 207, 220, 228, 231, 246, 254, 258, 275, 284, 287, 301, 310, 313, 326, 335, 339, 354, 364, 367, 384, 393, 397, 411, 420, 423, 437, 447, 451, 467, 481, 495, 505, 509, 522, 531, 534, 549, 559, 563, 575, 583, 587, 601, 610, 627, 635, 639, 653, 662, 665, 679, 687, 691, 705, 713, 717, 731, 739, 743, 756, 764, 768, 783, 792



Current 95 Phonics Core Program Lesson
References to Common Core State Standards Highlighted

Short Vowel, Short o

Teacher Copies of the Passages



Passage 1 – Literary

My Funny Dog Bob

1 Bob is my top dog. Bob is a funny dog. He plays with my
2 pig, Dot. She is a little tot. Bob and Dot play with Tom the cat.
3 Tom is funny too.

4 The cat and pig got under a log and hid. The dog, Bob,
5 did not see Dot and Tom. It was hot under the log so Tom and
6 Dot pop up and jog. Bob hops on top of the log to get a good
7 look to find the cat and pig. Then, Bob finds Tom and Dot on
8 top of the sod.

9 Bob, Dot, and Tom want to have a nap. The three pals
10 nap on a cot on top of the mat.

Note: The word *of* is not considered a pattern word because this word does not have a short o vowel sound. The word *of* is considered a heart word because of the unexpected spelling for the vowel pronunciation.

Short Vowel, Short o		
Bob	hot	sod
cot	jog	Tom
dog	log	top
Dot	not	tot
got	on	
hop	pop	

Word Count*
120
Pattern Words
44 (37%)

* including title

Passage 2 – Informational

The Job of a Top Cop

1 A cop has a lot of jobs. One of the top jobs of a cop is
 2 to help a kid find her mom and dad. If there is fog, a cop can
 3 help you find a van in a lot. Cops can have dogs that help.

4 Cops do not want kids to be sad. Cops do not like to see
 5 a tot sob. A cop can sit a sad tot on his lap. A cop can get a
 6 kid a hot dog and a can of pop.

7 Top cops are not all dads. Moms can be cops too. A cop
 8 is a good job for a mom.

9 If you see a top cop, please be good and nod at
 10 the cop.

Note: The words *of* and *for* are not considered pattern words because these words do not have the short o vowel sound. The word *of* is considered a heart word due to the unexpected spelling for the vowel pronunciation. The word *for* is a vowel-r syllable because the vowel is affected by the consonant *r*.

Short Vowel, Short o			Word Count*
cop	mom	top	127
dog	nod	tot	Pattern Words
fog	not		40 (31%)
hot	on		* including title
job	pop		
lot	sob		

**Learning Objective**

Students demonstrate understanding of the closed syllable, short o pattern by correctly identifying, reading, and writing pattern words in isolation and in passages.

DAY 1**Phonological Awareness Warm-Up****2 min**

Today we are going to practice the addition of an onset to a rime. Let's review the instructions:

- I'll say a rime, or the last part of a word, and you repeat it.
- Next, I'll tell you the onset, or first sound, to add to the rime.
- Then, tell me the word. Ready?


Say at: (at) Add /k/ to the beginning. Word?	cat
Say ap: (ap) Add /m/ to the beginning. Word?	map
Say ip: (ip) Add /l/ to the beginning. Word?	lip
Say et: (et) Add /s/ to the beginning. Word?	set
Say ib: (ib) Add /b/ to the beginning. Word?	bib
Say ot: (ot) Add /p/ to the beginning. Word?	pot
Say ub: (ub) Add /t/ to the beginning. Word?	tub
Say op: (op) Add /m/ to the beginning. Word?	mop
Say at: (at) Add /s/ to the beginning. Word?	sat
Say it: (it) Add /f/ to the beginning. Word?	fit
Say un: (un) Add /r/ to the beginning. Word?	run
Say ad: (ad) Add /s/ to the beginning. Word?	sad
Say og: (og) Add /l/ to the beginning. Word?	log
Say at: (at) Add /r/ to the beginning. Word?	rat
Say ig: (ig) Add /d/ to the beginning. Word?	dig
Say ed: (ed) Add /r/ to the beginning. Word?	red



6 min

Phonics Pattern

Today we are learning to read and spell words with the short o pattern. The vowel letter *o* represents the /*ŏ*/ sound, which is a short vowel sound. When a word has 1 vowel letter followed by 1 or more consonants, the vowel sound is short. It is a closed syllable.

Repeat it with me: **Closed syllable words have 1 vowel letter** (hold pointer finger up) **followed by 1 or more consonants** (scoop with finger), **and the vowel sound is short.** 
(closed fist gesture)



The gesture for the closed syllable is a closed fist.

Practice the gesture with me.  **closed**

SHORT WORDS


(Display hot.)

I'm going to look for the short o pattern. Watch the steps I use:

1. I find the vowel letter and touch under it. There is a single letter *o* followed by 1 consonant.
2. This word **HAS** the short *o* pattern. The vowel sound is /*ŏ*/.
3. The gesture looks like this. 
(Gesture and say "closed.")
4. I place the word under the /*ŏ*/ octopus column. 
(Don't read the word yet.)

Let's sort the next word together. I'll answer and gesture with you.

(Display hit.)

- Look at this word. What do I do first? **find the vowel letter**
 - Yes, let's pretend to touch the vowel letter.
- How many vowel letters? **1**
- Is the 1 vowel letter an *o*? **no**
- Syllable type?  **closed** How do we know? **1 vowel letter followed by 1 or more consonants**



hot 

hot



hit 

hit





- Vowel sound? /i/
- Where does this word go? **Other Short Vowels** **under the other short vowels column**



Now it's your turn. Turn to page 20 in your Student Workbook. Decide if each word has the short o pattern or not. Then write the word under the /*ō*/ octopus or other short vowels column.

Answer Key

<i>ō</i> 	Other Short Vowels
hot	hit
cot	cat
dog	dig
job	jab
pot	pit
rob	rib

<i>ō</i> 	Other Short Vowels
hot	hit



Routine for Word Sorting:

- Find the vowels.
- How many vowel letters?
- Is it followed by 1 or more consonants?
- Syllable type?
- Vowel sound?
- Pattern or not pattern?
- Where does this word go?

Writing



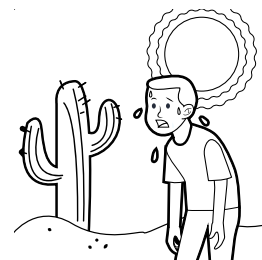
7 min

WORD COMPLETION WITH PICTURES

Now we're going to fill in the missing sound in words. Look at each picture. Fill in the correct sound to complete the word. After you write the word, whisper read it.

I'll do the first one. This picture is hot.

- I finger-stretch hot. /h/ /*ō*/ /t/
- I tap the letters and line while saying the sounds to see what sound is missing. (Tap the letter *h*, the line, and the letter *t*)
 - The middle sound /*ō*/ is missing. The sound /*ō*/ is spelled with the letter *o*.
- Next, I write the letter *o* in the middle space.
- Finally, I slide a finger under the word and whisper "hot."



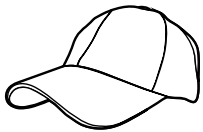
h o t



Now it's your turn. Turn to page 20 in your Student Workbook. Here are the steps:

1. Finger-stretch the sounds.
2. Tap the letters and line while saying the sounds.
3. Write the letter for the missing sound.
4. Whisper read the word.

Answer Key



cap



mom



cab



dig



bag



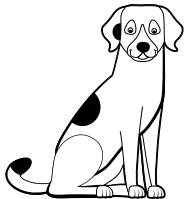
cop



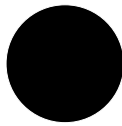
mop



dad



dog



dot

Passage Reading

5 min

PASSAGE 1 – UNDERLINE PATTERN WORDS

Now we'll practice finding short o words in a passage. Our story today is about a funny dog named Bob. How many of you have a dog?

Today we are going to look for words that have the short o pattern and underline them.

Let's look at the title of the passage. (Do not read the title.) The word *Dog* follows the short o pattern, so I make the closed syllable gesture and underline it. Help me find more words with the short o pattern. Hold up the closed syllable gesture when you see another one, and I'll underline it. (Continue underlining the short o pattern words above the black line.)



Now it's your turn. Turn to page 21 in your Student Workbook. Here are the steps:

1. Begin at the black line and continue to the end of the passage.
2. Use your finger to find the vowel.
3. If you find a short o pattern word, underline it.

I'll give you a few minutes and we'll check them together.

DAY 2



2 min

Phonological Awareness Warm-Up

Today we are going to practice deletion of an onset from a rime. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the onset, or first sound, to delete from the rime.
- Then, tell me what is left. Ready?

Say cat: (cat) Delete /k/ from the beginning. What's left?	at
Say bin: (bin) Delete /b/ from the beginning. What's left?	in
Say map: (map) Delete /m/ from the beginning. What's left?	ap
Say lip: (lip) Delete /l/ from the beginning. What's left?	ip
Say set: (set) Delete /s/ from the beginning. What's left?	et
Say bib: (bib) Delete /b/ from the beginning. What's left?	ib
Say pot: (pot) Delete /p/ from the beginning. What's left?	ot
Say tub: (tub) Delete /t/ from the beginning. What's left?	ub
Say mop: (mop) Delete /m/ from the beginning. What's left?	op
Say sat: (sat) Delete /s/ from the beginning. What's left?	at
Say fit: (fit) Delete /f/ from the beginning. What's left?	it
Say log: (log) Delete /l/ from the beginning. What's left?	og
Say big: (big) Delete /b/ from the beginning. What's left?	ig
Say rat: (rat) Delete /r/ from the beginning. What's left?	at
Say dig: (dig) Delete /d/ from the beginning. What's left?	ig
Say red: (red) Delete /r/ from the beginning. What's left?	ed



Teacher Tip

Onset-rime is included as the PA warm-up in this lesson. Asking a student to add or delete an onset that contains a single sound (as opposed to 2 sounds in a consonant blend) is a great warm-up for phoneme addition and deletion later in this program.

Phonics Pattern




2 min

READING PATTERN WORDS

Review the Pattern

We're continuing to read and spell words with the short o pattern.

Repeat after me: **Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.**

- Which letter spells the /**ŏ**/ sound? **o**
- Show me the gesture and say the syllable type.  **closed**
- What is the vowel sound? **/**ŏ**/**

Read Pattern Words

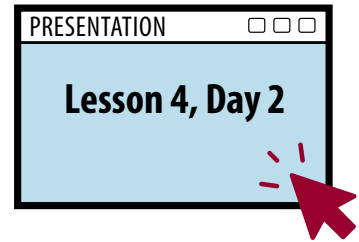
Now, we're going to read closed syllable words. When I show you a word, follow these steps:

1. Point to the vowel. Say the number of vowels.
2. Is the vowel followed by 1 or more consonants?
3. Say the syllable type and show the gesture.
4. Say the vowel sound.
5. Read the word.

Answer Key

Words on Presentation

1. (1, yes, closed, / ŏ /) - bog	6. (1, yes, closed, / ŏ /) - top
2. (1, yes, closed, / ĭ /) - rid	7. (1, yes, closed, / ă m/) - ham
3. (1, yes, closed, / ŏ /) - hog	8. (1, yes, closed, / ă /) - cab
4. (1, yes, closed, / ĭ /) - tip	9. (1, yes, closed, / ŏ /) - rod
5. (1, yes, closed, / ŏ /) - cob	10. (1, yes, closed, / ĭ /) - big


 Routine for Word Reading:

- Find the vowels.
- How many vowel letters?
- Is it followed by 1 or more consonants?
- Syllable type and gesture?
- Vowel sound?
- Word?

1. bog
2. rid
3. hog
4. tip
5. cob
6. top
7. ham
8. cab
9. rod
10. big

Writing




3 min

PATTERN AND CONTRAST WORDS

Let's practice identifying words that fit the pattern and words that do not.

Watch what I do.

The first word is top.

- First, I find the vowel and identify the syllable type.
- I see 1 vowel letter *o*, followed by 1 consonant.
- This word follows the closed syllable pattern.
- I whisper "closed" while making the closed syllable gesture.
- Then, I whisper the vowel sound /*ŏ*/.
- I place the word *top* under the /*ŏ*/ octopus column. 
- Finally, I slide a finger under the word and whisper "top."





Turn to page 22 in your Student Workbook. Write the words under the correct column. Let's review the steps.

1. Look at the word to decide if the closed syllable has the /*ŏ*/ sound or another short vowel sound.
2. Whisper the syllable type and gesture.
3. Write the word under the correct column.
4. Whisper read the word.

I'll check back with you in a few minutes and then you can check your answers.

Answer Key

<i>ŏ</i> 	Other Short Vowels
top	tip
pod	pad
nod	nap
con	can
mop	map
rod	rid

<i>ŏ</i> 	Other Short Vowels
top	tip

Writing



9 min

SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS

Today we're going to practice moving sound chips into boxes and then writing the letters to spell the words.

Let's do one together. Watch me move the chips and write the letters.

The first word is gob. Word? **gob**

Chips

- Finger-stretch gob. /g/ /ō/ /b/
- How many sounds? **3** How many boxes should I dot? **3**
- First sound? /g/ Chip? **blue**
- Middle sound? /ō/ Chip? **red**
- Last sound? /b/ Chip? **blue**
- Sounds? /g/ /ō/ /b/ Word? **gob**
- Vowel sound? /ō/ Is it a short vowel sound? **yes**

Letters

- Which letter spells the /g/ sound? **g**
- Which letter spells the /ō/ sound? **o**
- Which letter spells the /b/ sound? **b**
- Is this a short o pattern word? **yes**
- Sounds? /g/ /ō/ /b/
- Word? **gob**

Now it's your turn. Get your chips and mat ready. Remember to place the blue consonant chips on the left side and the red short vowel chip on the right side. Lay out the following chips on your mat:

- 3 blue chips
- 1 red chip

Does your mat look like this?

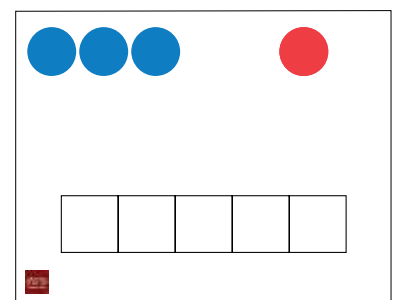
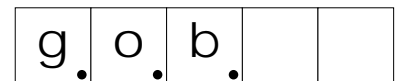
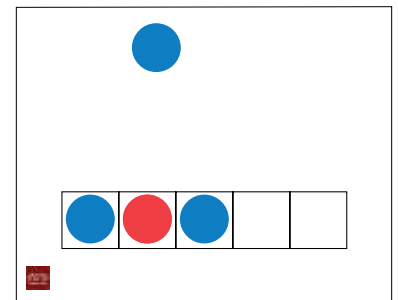
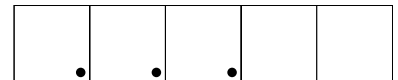
What type of sound do the blue chips represent? **consonants**

What type of sound does the red chip represent? **short vowels**



Turn to page 22 in your Student Workbook. Here are the steps:

1. I'm going to say a word.
2. You'll finger-stretch it and place dots in your workbook.
3. Then, move chips on your mat.
4. Write the letters in your workbook.
5. Finally, whisper read the word.



Answer Key

Words to Dictate	Placement of Phonics Chips on Mat	Correct Answers in Student Workbook
gob		
1. on		
2. cot		
3. nod		
4. did		
5. sob		

Routine for Chip Movement:

- Finger-stretch sounds.
 - How many sounds?
 - How many boxes?
 - Dot boxes in workbook.
- Sound? Chip? (repeat for each sound)
- Which letter spells the / / sound? (repeat for each sound)
- Word?

Passage Reading



2 min

PASSAGE 1 – READ PASSAGE

Now we'll read the passage we underlined yesterday. The story is about a dog. Does anyone remember the dog's name? **Bob** Today we will learn more about the dog named Bob.



Turn to page 21 in your Student Workbook. Place your finger at the beginning of the row with the number 1 in front of it. Read the pattern words with me. Remember to read only the words that are underlined.

Now it's your turn. Notice that the pattern words are underlined from yesterday. Beginning with the title, slide your finger under a word as you whisper read ONLY the underlined words. Then, go back to the beginning and whisper read the story.

Comprehension



2 min

ORAL RESPONSE

Now that you've read the story, let's talk about it.

- Where did Bob, Dot, and Tom nap? **(RL.1.1)** (on a cot)

DAY 3



2 min

Phonological Awareness Warm-Up

Today we are going to practice the addition of an onset to a rime.

Let's review the instructions:

- I'll say a rime, or the last part of a word, and you repeat it.
- Next, I'll tell you the onset, or first sound, to add to the rime.
- Then, tell me the word. Ready?

Say ag: (ag) Add /b/ to the beginning. Word?	bag
Say an: (an) Add /m/ to the beginning. Word?	man
Say it: (it) Add /l/ to the beginning. Word?	lit
Say et: (et) Add /g/ to the beginning. Word?	get
Say ig: (ig) Add /b/ to the beginning. Word?	big
Say ot: (ot) Add /h/ to the beginning. Word?	hot
Say ut: (ut) Add /k/ to the beginning. Word?	cut
Say op: (op) Add /t/ to the beginning. Word?	top
Say at: (at) Add /h/ to the beginning. Word?	hat
Say in: (in) Add /f/ to the beginning. Word?	fin
Say ip: (ip) Add /d/ to the beginning. Word?	dip
Say ad: (ad) Add /m/ to the beginning. Word?	mad
Say og: (og) Add /l/ to the beginning. Word?	log
Say im: (im) Add /r/ to the beginning. Word?	rim
Say id: (id) Add /d/ to the beginning. Word?	did
Say ed: (ed) Add /f/ to the beginning. Word?	fed



Teacher Tip

You may have noticed that starting in lesson 4 we are now using 3 blue chips in the Sound-Spelling mapping. While students were learning to use the mat and chips we kept it simple. However, they are ready to be stretched more now. Having an extra chip requires more analysis than when there are only the exact number needed to build the word.

Phonics Pattern

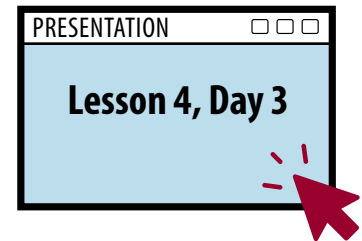


2 min

WORD READING ACCURACY

Look at the words. Let's read them together. As you read each word, hold up the closed gesture.

bop	sob	him	pot
fog	ban	on	kid
pop	dot	top	cot
job	mop	not	mad
got	did	hog	win



Writing



11 min

SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS

Today we're going to practice moving sound chips into boxes and then writing the letters to spell the words.

Let's do one together. Watch me move the chips and write the letters.

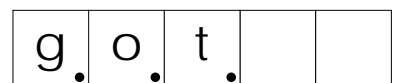
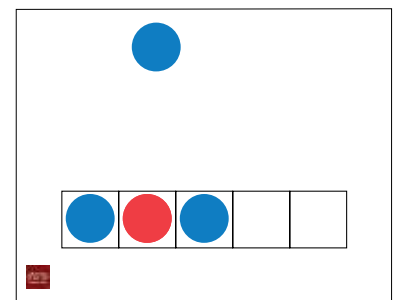
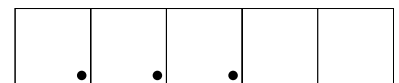
The first word is got. Word? **got**

Chips

- Finger-stretch got. /g/ /ō/ /t/
- How many sounds? **3** How many boxes should I dot? **3**
- First sound? /g/ Chip? **blue**
- Middle sound? /ō/ Chip? **red**
- Last sound? /t/ Chip? **blue**
- Sounds? /g/ /ō/ /t/ Word? **got**
- Vowel sound? /ō/ Is it a short vowel sound? **yes**

Letters

- Which letter spells the /g/ sound? **g**
- Which letter spells the /ō/ sound? **o**
- Which letter spells the /t/ sound? **t**
- Is this a short o pattern word? **yes**
- Sounds? /g/ /ō/ /t/
- Word? **got**



Now it's your turn. Get your chips and mat ready. Remember to place the blue consonant chips on the left side, and the red short vowel chip on the right side. Lay out the following chips on your mat:

- 3 blue chips
- 1 red chip

Does your mat look like this?

What type of sound do the blue chips represent? **consonants**

What type of sound does the red chip represent? **short vowels**

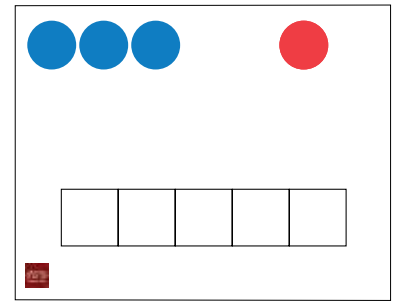


Turn to page 23 in your Student Workbook. Here are the steps:

1. I'm going to say a word.
2. You'll finger-stretch it and place dots in your workbook.
3. Then, move chips on your mat.
4. Write the letters in your workbook.
5. Finally, whisper read the word.

Answer Key

Words to Dictate	Placement of Phonics Chips on Mat	Correct Answers in Student Workbook
got		
1. job		
2. bit		
3. hop		
4. pot		
5. an		



Routine for Chip Movement:

- **Finger-stretch sounds.**
 - How many sounds?
 - How many boxes?
 - **Dot boxes in workbook.**
- **Sound? Chip?** (repeat for each sound)
- **Which letter spells the /_/ sound?** (repeat for each sound)
- **Word?**

Passage Reading

5 min

PASSAGE 2 – UNDERLINE PATTERN WORDS

Now it's time to practice with a new passage today. This passage is about a top cop. How many of you know what cops do?

We'll underline only the short o pattern words like we've done before. Let's begin with the title. Which is the first word to underline? **job**

(Continue with the rest of the title.)

Help me find the short o pattern words. If you see a word with the short o pattern, hold up the closed syllable gesture and I'll underline it. (Continue underlining the short o pattern words to the black line.)



Now it's your turn. Turn to page 23 in your Student Workbook. Here are the steps:

1. Begin below the black line where none of the words are underlined.
2. Look at each word and point to the vowel.
3. If the word has the short o pattern, draw a line under it.

I'll give you a few minutes to continue underlining through the end of the passage and then we'll check them together.

DAY 4

Phonological Awareness Warm-Up



2 min

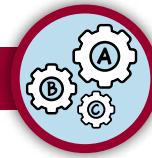
Today we are going to practice deletion of an onset from a rime. Let's review the instructions:

- I'll say a syllable or word and you repeat it.
- Next, I'll tell you the onset, or first sound, to delete from the word.
- Then, tell me what is left. Ready?

Say bat: (bat) Delete /b/ from the beginning. What's left?	at
Say tap: (tap) Delete /t/ from the beginning. What's left?	ap
Say hip: (hip) Delete /h/ from the beginning. What's left?	ip
Say let: (let) Delete /l/ from the beginning. What's left?	et
Say bid: (bid) Delete /b/ from the beginning. What's left?	id
Say hot: (hot) Delete /h/ from the beginning. What's left?	ot
Say rub: (rub) Delete /r/ from the beginning. What's left?	ub
Say ham: (ham) Delete /h/ from the beginning. What's left?	am
Say mop: (mop) Delete /m/ from the beginning. What's left?	op
Say mat: (mat) Delete /m/ from the beginning. What's left?	at
Say dog: (dog) Delete /d/ from the beginning. What's left?	og
Say pin: (pin) Delete /p/ from the beginning. What's left?	in
Say wig: (wig) Delete /w/ from the beginning. What's left?	ig
Say fed: (fed) Delete /f/ from the beginning. What's left?	ed
Say pup: (pup) Delete /p/ from the beginning. What's left?	up
Say hat: (hat) Delete /h/ from the beginning. What's left?	at

Fluency

3 min

HIGH-FREQUENCY WORDS

Display the high-frequency word grid. Prompt students by saying “Word?” at each box.

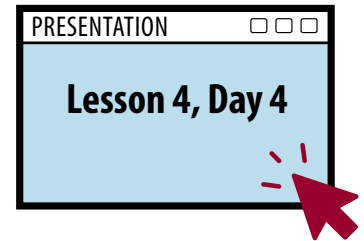
as	then	had	some
her	him	of	his
this	too	there	well
find	into	who	will



Now it's your turn. Turn to page 24 in your Student Workbook. When I say “begin,” tap under the first word and whisper read it. Read across the rows until I say “stop.” Circle the last word you read. If you finish before I say “stop,” go up to the top and read the words again.

Note: Time students for 1 minute. Say “stop” and ask students to circle the last word that was read.

his	find	too	some
her	into	well	who
as	him	this	had
of	will	then	there



Writing

8 min

FIND PATTERN WORDS IN SENTENCES

Now we're going to look for pattern words in sentences. First, I'll read the sentence and then go back and circle the words with the short o closed syllable pattern. Then, I'll write the short o words on the lines below.

Watch what I do. (Display sentence.)

Don is hot when he mops the mat.

The short o words that I circle are Don, hot, and mops.

Then, I write those 3 words on the lines below the sentence.

Don is hot when he mops the mat.

Don hot mops _____



Now it's your turn. Turn to page 24 in your Student Workbook. Let's review the steps.

1. Read the sentence.
2. Circle the short o words.
3. Write the short o words on the lines below the sentence.

I'll give you a few minutes and then we'll check them together.

1. Bob has three black dogs that play with the hogs.

Answer Key: Bob dogs hogs

2. Play hop the log with Dot and me.

Answer Key: hop log Dot

3. Jon Zops likes to play with the hogs and the dogs.

Answer Key: Jon Zops hogs dogs

4. Mom hops in the cab of the yellow and red hot rod.

Answer Key: Mom hops hot rod

Passage Reading



5 min

PASSAGE 2 – READ PASSAGE

Now it's time to read a passage. This story is about a cop's job. Today we will learn more about what a cop does on the job.

First we'll read some of the underlined words together. When you see the short o pattern in the underlined words, what is the vowel sound? /ō/ What are the underlined words in the title? **job, top, cop** Read with me just the underlined words above the black line.



Now it's your turn. Turn to page 23 in your Student Workbook. Here are the steps:

1. First, whisper read all the underlined words in the rest of the passage.
2. Then, go back to the beginning and whisper read the story.



Comprehension

2 min

ORAL RESPONSE

Now that you've read the story, let's talk about it.

- What can cops do to help you feel happy? (RI.1.2) (find parents, find car, give food)

DAY 5



Phonological Awareness Warm-Up

2 min

Today we are going to practice the addition and deletion of an onset from a rime. Let's review the instructions:

- I'll say a rime or a word and you repeat it.
- Next, I'll tell you the onset, or first sound, to add or delete from the rime.
- Then, tell me the word or what is left. Ready?

Say ig: (ig) Add /f/ to the beginning. Word?	fig
Say ran: (ran) Delete /r / from the beginning. What's left?	an
Say tip: (tip) Delete /t/ from the beginning. What's left?	ip
Say eg: (eg) Add /l/ to the beginning. Word?	leg
Say od: (od) Add /p/ to the beginning. Word?	pod
Say am: (am) Add /r/ to the beginning. Word?	ram
Say beg: (beg) Delete /b/ from the beginning. What's left?	eg
Say dot: (dot) Delete /d/ from the beginning. What's left?	ot
Say un: (un) Add /r/ to the beginning. Word?	run
Say id: (id) Add /d/ to the beginning. Word?	did
Say rut: (rut) Delete /r/ from the beginning. What's left?	ut
Say ix: (ix) Add /f/ to the beginning. Word?	fix
Say fox: (fox) Delete /f/ from the beginning. What's left?	ox
Say ap: (ap) Add /k/ to the beginning. Word?	cap
Say et: (et) Add /m/ to the beginning. Word?	met
Say lip: (lip) Delete /l/ from the beginning. What's left?	ip

Writing



4 min

HIGH-FREQUENCY WORDS

Today we are working with high-frequency words. We'll decide how many letters are in each word and write the words under the correct column. Let's do one together.

The first word is who. (Display who.)

- How many letters? **3**
- I'll write the word under the column labeled "3 Letters." Say the letters as I write them. **w-h-o**
- Word? **who**

2 Letters	3 Letters	4 Letters
	who	

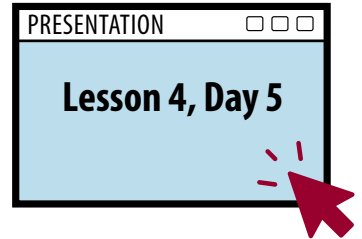


Turn to page 25 in your Student Workbook. For each word, follow these steps:

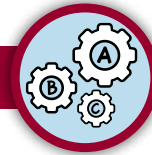
1. Read the word.
2. Count the letters.
3. Write the word under the correct column, saying the letters as you write them.
4. Read the word.

Answer Key

2 Letters	3 Letters	4 Letters
as	who	into
	him	some
	her	then
		find



1. into
2. him
3. some
4. as
5. then
6. her
7. find

Fluency**3 min****WORDS**

We've been learning to read words with the short o pattern. The vowel sound is /*ō*/.

Look at this word grid. Please read it aloud chorally as a class. Ready?

not	cop	fog	dot
jog	nod	rot	Tom



Now it's your turn. Turn to page 25 in your Student Workbook. When I say "begin," point to the first word.

Whisper read across the page. If you finish before I say "stop," start at the top and read the words again.

Note: Time students for 1 minute. Say "stop" and ask students to circle the last word that was read.

Tom	pop	hot	rod
jog	dot	mop	tot
cop	pod	fog	nod
rot	not	cot	job

PHRASES

Next we're going to read phrases. Let's practice 4 phrases together.

see the dog	mom will go	look at the dot	is my hot rod
-------------	-------------	-----------------	---------------



Now it's your turn. Turn to page 25 in your Student Workbook. When I say "begin," point to the first phrase and whisper it. Continue reading across the page. If you finish before I say "stop," start at the top and read the phrases again.

Note: Time students for 1 minute. Say "stop" and ask students to circle the last phrase that was read.

under the pod	look at the dot	a good job	on the cot
mom will go	said to hop	is my hot rod	dogs can jump
on the sod	for my mom	under the log	what a jog
the white fog	on this lot	three on top	see the dog

Writing



5 min

SENTENCE DICTATION



On page 26 of your Student Workbook, there are some lines to write sentences. I'll tell you a sentence. Repeat it. Then write it and we'll check it together.

(Choose 1 sentence for sentence dictation. Complete other sentences as time permits.)

First sentence: Bob is a dog. Repeat it with me. Now write it.

Now let's correct it. Look at the sentence. Place a dot under each letter and punctuation mark if you got it right. Correct it, if needed.

Second sentence: My dog is on the cot. Repeat it with me. Now write it.

(Repeat the correction procedure above.)

Third sentence: Tom and Dot have a dog. Repeat it with me. Now write it. (Repeat the correction procedure above.)

Passage Reading

3 min

PASSAGES 1 & 2 – READ PASSAGES

Today, you are going to practice reading 1 of the passages. One was about a funny dog named Bob. The second was about cops.

Passage 1 is on page 21 and passage 2 is on page 23.

Comprehension

3 min

WRITTEN RESPONSE

Turn to page 26 in your Student Workbook. Find the 2 questions for the passage you just read, and write the answers in your book.

Passage 1: *My Funny Dog Bob* on page 21

1. Who is Bob? (RL.1.3) (a funny dog)
2. What did Tom and Dot do under the log? (RL.1.1) (hid)

Passage 2: *The Job of a Top Cop* on page 23

1. What is one job of a cop? (RI.1.1) (help a kid find her mom and dad, find a van)
2. What did the cop get the kid to eat? (RI.1.1) (a hot dog and a pop)

Spelling Test

5 min

This week we learned to read, spell, and write words with the short o pattern. Now it's time for a spelling test.

- | | |
|--------|----------|
| 1. hot | 6. hop |
| 2. not | 7. pot |
| 3. cop | 8. mop |
| 4. dog | 9. as |
| 5. cob | 10. then |



Beginning of Proposed 95 Phonics Core Program Lesson for Texas
References to Common Core State Standards Removed

Short Vowel, Short o

Teacher Copies of the Passages



Passage 1 – Literary

My Funny Dog Bob

1 Bob is my top dog. Bob is a funny dog. He plays with my
2 pig, Dot. She is a little tot. Bob and Dot play with Tom the cat.
3 Tom is funny too.

4 The cat and pig got under a log and hid. The dog, Bob,
5 did not see Dot and Tom. It was hot under the log so Tom and
6 Dot pop up and jog. Bob hops on top of the log to get a good
7 look to find the cat and pig. Then, Bob finds Tom and Dot on
8 top of the sod.

9 Bob, Dot, and Tom want to have a nap. The three pals
10 nap on a cot on top of the mat.

Note: The word *of* is not considered a pattern word because this word does not have a short o vowel sound. The word *of* is considered a heart word because of the unexpected spelling for the vowel pronunciation.

Short Vowel, Short o		
Bob	hot	sod
cot	jog	Tom
dog	log	top
Dot	not	tot
got	on	
hop	pop	

Word Count*
120
Pattern Words
44 (37%)

* including title

Passage 2 – Informational

The Job of a Top Cop

1 A cop has a lot of jobs. One of the top jobs of a cop is
 2 to help a kid find her mom and dad. If there is fog, a cop can
 3 help you find a van in a lot. Cops can have dogs that help.

4 Cops do not want kids to be sad. Cops do not like to see
 5 a tot sob. A cop can sit a sad tot on his lap. A cop can get a
 6 kid a hot dog and a can of pop.

7 Top cops are not all dads. Moms can be cops too. A cop
 8 is a good job for a mom.

9 If you see a top cop, please be good and nod at
 10 the cop.

Note: The words *of* and *for* are not considered pattern words because these words do not have the short o vowel sound. The word *of* is considered a heart word due to the unexpected spelling for the vowel pronunciation. The word *for* is a vowel-r syllable because the vowel is affected by the consonant *r*.

Short Vowel, Short o		
cop	mom	top
dog	nod	tot
fog	not	
hot	on	
job	pop	
lot	sob	

Word Count*
127
Pattern Words
40 (31%)

* including title

**Learning Objective**

Students demonstrate understanding of the closed syllable, short o pattern by correctly identifying, reading, and writing pattern words in isolation and in passages.

DAY 1**Phonological Awareness Warm-Up****2 min**

Today we are going to practice the addition of an onset to a rime. Let's review the instructions:

- I'll say a rime, or the last part of a word, and you repeat it.
- Next, I'll tell you the onset, or first sound, to add to the rime.
- Then, tell me the word. Ready?

Say at: (at) Add /k/ to the beginning. Word?	cat
Say ap: (ap) Add /m/ to the beginning. Word?	map
Say ip: (ip) Add /l/ to the beginning. Word?	lip
Say et: (et) Add /s/ to the beginning. Word?	set
Say ib: (ib) Add /b/ to the beginning. Word?	bib
Say ot: (ot) Add /p/ to the beginning. Word?	pot
Say ub: (ub) Add /t/ to the beginning. Word?	tub
Say op: (op) Add /m/ to the beginning. Word?	mop
Say at: (at) Add /s/ to the beginning. Word?	sat
Say it: (it) Add /f/ to the beginning. Word?	fit
Say un: (un) Add /r/ to the beginning. Word?	run
Say ad: (ad) Add /s/ to the beginning. Word?	sad
Say og: (og) Add /l/ to the beginning. Word?	log
Say at: (at) Add /r/ to the beginning. Word?	rat
Say ig: (ig) Add /d/ to the beginning. Word?	dig
Say ed: (ed) Add /r/ to the beginning. Word?	red



6 min


Phonics Pattern

Today we are learning to read and spell words with the short o pattern. The vowel letter o represents the /*ŏ*/ sound, which is a short vowel sound. When a word has 1 vowel letter followed by 1 or more consonants, the vowel sound is short. It is a closed syllable.

Repeat it with me: **Closed syllable words have 1 vowel letter** (hold pointer finger up) **followed by 1 or more consonants** (scoop with finger), **and the vowel sound is short.** (closed fist gesture)





The gesture for the closed syllable is a closed fist.

Practice the gesture with me.  **closed**

SHORT WORDS


(Display hot.)

I'm going to look for the short o pattern. Watch the steps I use:

1. I find the vowel letter and touch under it. There is a single letter o followed by 1 consonant.
2. This word HAS the short o pattern. The vowel sound is /*ŏ*/.
3. The gesture looks like this.  (Gesture and say "closed.")
4. I place the word under the /*ŏ*/ octopus column.  (Don't read the word yet.)

Let's sort the next word together. I'll answer and gesture with you.

(Display hit.)

- Look at this word. What do I do first? **find the vowel letter**
 - Yes, let's pretend to touch the vowel letter.
- How many vowel letters? **1**
- Is the 1 vowel letter an o? **no**
- Syllable type?  **closed** How do we know? **1 vowel letter followed by 1 or more consonants**



hot 

hot



hit 

hit





- Vowel sound? /i/
- Where does this word go? **Other Short Vowels** **under the other short vowels column**



Now it's your turn. Turn to page 20 in your Student Workbook. Decide if each word has the short o pattern or not. Then write the word under the /ō/ octopus or other short vowels column.

Answer Key

 ō	Other Short Vowels
hot	hit
cot	cat
dog	dig
job	jab
pot	pit
rob	rib

 ō	Other Short Vowels
hot	hit



Routine for Word Sorting:

- Find the vowels.
- How many vowel letters?
- Is it followed by 1 or more consonants?
- Syllable type?
- Vowel sound?
- Pattern or not pattern?
- Where does this word go?

Writing



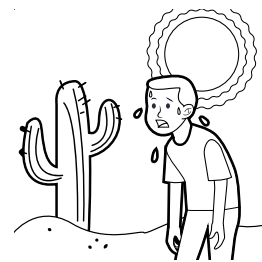
7 min

WORD COMPLETION WITH PICTURES

Now we're going to fill in the missing sound in words. Look at each picture. Fill in the correct sound to complete the word. After you write the word, whisper read it.

I'll do the first one. This picture is hot.

- I finger-stretch hot. /h/ /ō/ /t/
- I tap the letters and line while saying the sounds to see what sound is missing. (Tap the letter *h*, the line, and the letter *t*)
 - The middle sound /ō/ is missing. The sound /ō/ is spelled with the letter *o*.
- Next, I write the letter *o* in the middle space.
- Finally, I slide a finger under the word and whisper "hot."



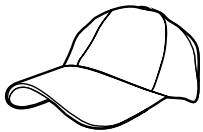
hot



Now it's your turn. Turn to page 20 in your Student Workbook. Here are the steps:

1. Finger-stretch the sounds.
2. Tap the letters and line while saying the sounds.
3. Write the letter for the missing sound.
4. Whisper read the word.

Answer Key



cap



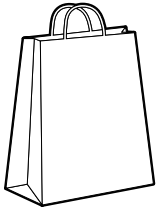
mom



cab



dig



bag



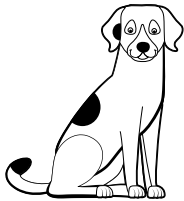
cop



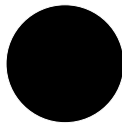
mop



dad



dog



dot

Passage Reading

5 min

PASSAGE 1 – UNDERLINE PATTERN WORDS

Now we'll practice finding short o words in a passage. Our story today is about a funny dog named Bob. How many of you have a dog?

Today we are going to look for words that have the short o pattern and underline them.

Let's look at the title of the passage. (Do not read the title.) The word *Dog* follows the short o pattern, so I make the closed syllable gesture and underline it. Help me find more words with the short o pattern. Hold up the closed syllable gesture when you see another one, and I'll underline it. (Continue underlining the short o pattern words above the black line.)



Now it's your turn. Turn to page 21 in your Student Workbook. Here are the steps:

1. Begin at the black line and continue to the end of the passage.
2. Use your finger to find the vowel.
3. If you find a short o pattern word, underline it.

I'll give you a few minutes and we'll check them together.

DAY 2



2 min

Phonological Awareness Warm-Up

Today we are going to practice deletion of an onset from a rime. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the onset, or first sound, to delete from the rime.
- Then, tell me what is left. Ready?

Say cat: (cat) Delete /k/ from the beginning. What's left?	at
Say bin: (bin) Delete /b/ from the beginning. What's left?	in
Say map: (map) Delete /m/ from the beginning. What's left?	ap
Say lip: (lip) Delete /l/ from the beginning. What's left?	ip
Say set: (set) Delete /s/ from the beginning. What's left?	et
Say bib: (bib) Delete /b/ from the beginning. What's left?	ib
Say pot: (pot) Delete /p/ from the beginning. What's left?	ot
Say tub: (tub) Delete /t/ from the beginning. What's left?	ub
Say mop: (mop) Delete /m/ from the beginning. What's left?	op
Say sat: (sat) Delete /s/ from the beginning. What's left?	at
Say fit: (fit) Delete /f/ from the beginning. What's left?	it
Say log: (log) Delete /l/ from the beginning. What's left?	og
Say big: (big) Delete /b/ from the beginning. What's left?	ig
Say rat: (rat) Delete /r/ from the beginning. What's left?	at
Say dig: (dig) Delete /d/ from the beginning. What's left?	ig
Say red: (red) Delete /r/ from the beginning. What's left?	ed



Teacher Tip

Onset-rime is included as the PA warm-up in this lesson. Asking a student to add or delete an onset that contains a single sound (as opposed to 2 sounds in a consonant blend) is a great warm-up for phoneme addition and deletion later in this program.

Phonics Pattern




2 min

READING PATTERN WORDS

Review the Pattern

We're continuing to read and spell words with the short o pattern.

Repeat after me: **Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.**

- Which letter spells the /**ŏ**/ sound? **o**
- Show me the gesture and say the syllable type.  **closed**
- What is the vowel sound? **/**ŏ**/**

Read Pattern Words

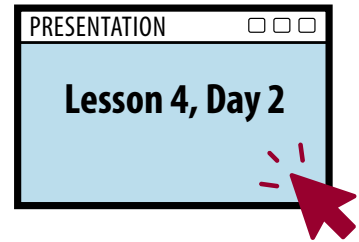
Now, we're going to read closed syllable words. When I show you a word, follow these steps:

1. Point to the vowel. Say the number of vowels.
2. Is the vowel followed by 1 or more consonants?
3. Say the syllable type and show the gesture.
4. Say the vowel sound.
5. Read the word.

Answer Key

Words on Presentation

1. (1, yes, closed, / ŏ /) - bog	6. (1, yes, closed, / ŏ /) - top
2. (1, yes, closed, / ĭ /) - rid	7. (1, yes, closed, / ă m/) - ham
3. (1, yes, closed, / ŏ /) - hog	8. (1, yes, closed, / ă /) - cab
4. (1, yes, closed, / ĭ /) - tip	9. (1, yes, closed, / ŏ /) - rod
5. (1, yes, closed, / ŏ /) - cob	10. (1, yes, closed, / ĭ /) - big


 Routine for Word Reading:

- Find the vowels.
- How many vowel letters?
- Is it followed by 1 or more consonants?
- Syllable type and gesture?
- Vowel sound?
- Word?

1. bog
2. rid
3. hog
4. tip
5. cob
6. top
7. ham
8. cab
9. rod
10. big

Writing



3 min

PATTERN AND CONTRAST WORDS

Let's practice identifying words that fit the pattern and words that do not.

Watch what I do.

The first word is top.

- First, I find the vowel and identify the syllable type.
- I see 1 vowel letter *o*, followed by 1 consonant.
- This word follows the closed syllable pattern.
- I whisper "closed" while making the closed syllable gesture.
- Then, I whisper the vowel sound /*ŏ*/.
- I place the word *top* under the /*ŏ*/ octopus column.
- Finally, I slide a finger under the word and whisper "top."





Turn to page 22 in your Student Workbook. Write the words under the correct column. Let's review the steps.

1. Look at the word to decide if the closed syllable has the /*ŏ*/ sound or another short vowel sound.
2. Whisper the syllable type and gesture.
3. Write the word under the correct column.
4. Whisper read the word.

I'll check back with you in a few minutes and then you can check your answers.

Answer Key

<i>ŏ</i> 	Other Short Vowels
top	tip
pod	pad
nod	nap
con	can
mop	map
rod	rid

<i>ŏ</i> 	Other Short Vowels
top	tip

Writing



9 min

SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS

Today we're going to practice moving sound chips into boxes and then writing the letters to spell the words.

Let's do one together. Watch me move the chips and write the letters.

The first word is gob. Word? **gob**

Chips

- Finger-stretch gob. /g/ /ō/ /b/
- How many sounds? **3** How many boxes should I dot? **3**
- First sound? /g/ Chip? **blue**
- Middle sound? /ō/ Chip? **red**
- Last sound? /b/ Chip? **blue**
- Sounds? /g/ /ō/ /b/ Word? **gob**
- Vowel sound? /ō/ Is it a short vowel sound? **yes**

Letters

- Which letter spells the /g/ sound? **g**
- Which letter spells the /ō/ sound? **o**
- Which letter spells the /b/ sound? **b**
- Is this a short o pattern word? **yes**
- Sounds? /g/ /ō/ /b/
- Word? **gob**

Now it's your turn. Get your chips and mat ready. Remember to place the blue consonant chips on the left side and the red short vowel chip on the right side. Lay out the following chips on your mat:

- 3 blue chips
- 1 red chip

Does your mat look like this?

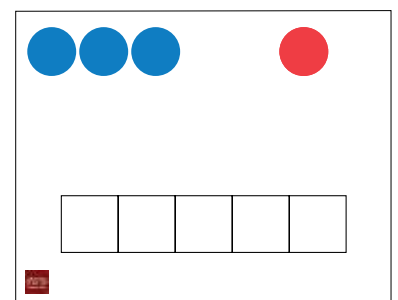
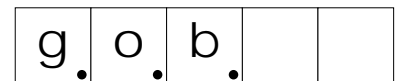
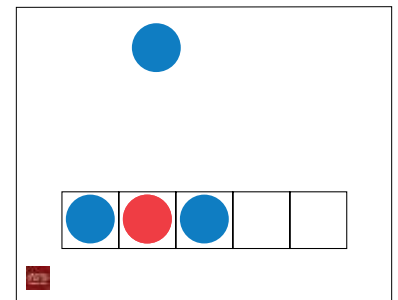
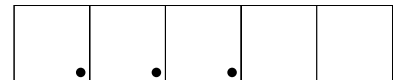
What type of sound do the blue chips represent? **consonants**

What type of sound does the red chip represent? **short vowels**



Turn to page 22 in your Student Workbook. Here are the steps:

1. I'm going to say a word.
2. You'll finger-stretch it and place dots in your workbook.
3. Then, move chips on your mat.
4. Write the letters in your workbook.
5. Finally, whisper read the word.



Answer Key

Words to Dictate	Placement of Phonics Chips on Mat	Correct Answers in Student Workbook
gob		
1. on		
2. cot		
3. nod		
4. did		
5. sob		

Routine for Chip Movement:

- Finger-stretch sounds.
 - How many sounds?
 - How many boxes?
 - Dot boxes in workbook.
- Sound? Chip? (repeat for each sound)
- Which letter spells the / / sound? (repeat for each sound)
- Word?

Passage Reading



2 min

PASSAGE 1 – READ PASSAGE

Now we'll read the passage we underlined yesterday. The story is about a dog. Does anyone remember the dog's name? **Bob** Today we will learn more about the dog named Bob.



Turn to page 21 in your Student Workbook. Place your finger at the beginning of the row with the number 1 in front of it. Read the pattern words with me. Remember to read only the words that are underlined.

Now it's your turn. Notice that the pattern words are underlined from yesterday. Beginning with the title, slide your finger under a word as you whisper read ONLY the underlined words. Then, go back to the beginning and whisper read the story.

Comprehension



2 min

ORAL RESPONSE

Now that you've read the story, let's talk about it.

- Where did Bob, Dot, and Tom nap? (on a cot)

DAY 3

Phonological Awareness Warm-Up



2 min

Today we are going to practice the addition of an onset to a rime.

Let's review the instructions:

- I'll say a rime, or the last part of a word, and you repeat it.
- Next, I'll tell you the onset, or first sound, to add to the rime.
- Then, tell me the word. Ready?

Say ag: (ag) Add /b/ to the beginning. Word?	bag
Say an: (an) Add /m/ to the beginning. Word?	man
Say it: (it) Add /l/ to the beginning. Word?	lit
Say et: (et) Add /g/ to the beginning. Word?	get
Say ig: (ig) Add /b/ to the beginning. Word?	big
Say ot: (ot) Add /h/ to the beginning. Word?	hot
Say ut: (ut) Add /k/ to the beginning. Word?	cut
Say op: (op) Add /t/ to the beginning. Word?	top
Say at: (at) Add /h/ to the beginning. Word?	hat
Say in: (in) Add /f/ to the beginning. Word?	fin
Say ip: (ip) Add /d/ to the beginning. Word?	dip
Say ad: (ad) Add /m/ to the beginning. Word?	mad
Say og: (og) Add /l/ to the beginning. Word?	log
Say im: (im) Add /r/ to the beginning. Word?	rim
Say id: (id) Add /d/ to the beginning. Word?	did
Say ed: (ed) Add /f/ to the beginning. Word?	fed



Teacher Tip

You may have noticed that starting in lesson 4 we are now using 3 blue chips in the Sound-Spelling mapping. While students were learning to use the mat and chips we kept it simple. However, they are ready to be stretched more now. Having an extra chip requires more analysis than when there are only the exact number needed to build the word.

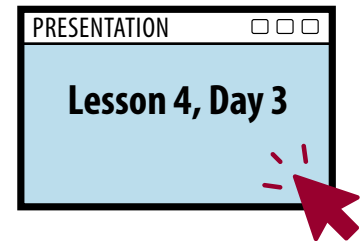
Phonics Pattern

2 min

**WORD READING ACCURACY**

Look at the words. Let's read them together. As you read each word, hold up the closed gesture.

bop	sob	him	pot
fog	ban	on	kid
pop	dot	top	cot
job	mop	not	mad
got	did	hog	win

**Writing**

11 min

**SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS**

Today we're going to practice moving sound chips into boxes and then writing the letters to spell the words.

Let's do one together. Watch me move the chips and write the letters.

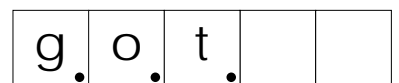
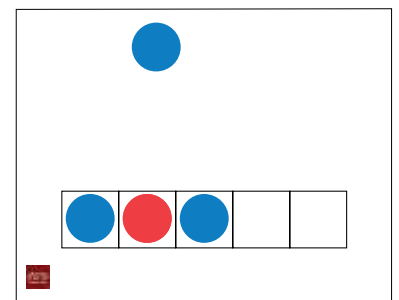
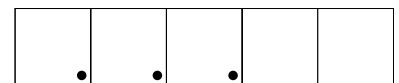
The first word is got. Word? **got**

Chips

- Finger-stretch got. /g/ /ō/ /t/
- How many sounds? **3** How many boxes should I dot? **3**
- First sound? /g/ Chip? **blue**
- Middle sound? /ō/ Chip? **red**
- Last sound? /t/ Chip? **blue**
- Sounds? /g/ /ō/ /t/ Word? **got**
- Vowel sound? /ō/ Is it a short vowel sound? **yes**

Letters

- Which letter spells the /g/ sound? **g**
- Which letter spells the /ō/ sound? **o**
- Which letter spells the /t/ sound? **t**
- Is this a short o pattern word? **yes**
- Sounds? /g/ /ō/ /t/
- Word? **got**



Now it's your turn. Get your chips and mat ready. Remember to place the blue consonant chips on the left side, and the red short vowel chip on the right side. Lay out the following chips on your mat:

- 3 blue chips
- 1 red chip

Does your mat look like this?

What type of sound do the blue chips represent? **consonants**

What type of sound does the red chip represent? **short vowels**

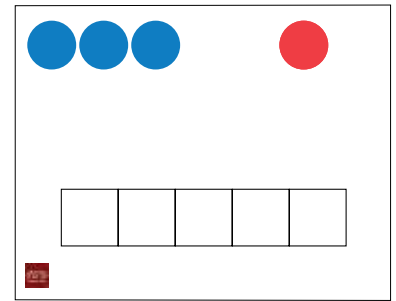


Turn to page 23 in your Student Workbook. Here are the steps:

1. I'm going to say a word.
2. You'll finger-stretch it and place dots in your workbook.
3. Then, move chips on your mat.
4. Write the letters in your workbook.
5. Finally, whisper read the word.

Answer Key

Words to Dictate	Placement of Phonics Chips on Mat	Correct Answers in Student Workbook
got		
1. job		
2. bit		
3. hop		
4. pot		
5. an		



Routine for Chip Movement:

- **Finger-stretch sounds.**
 - How many sounds?
 - How many boxes?
 - **Dot boxes in workbook.**
- **Sound? Chip?** (repeat for each sound)
- **Which letter spells the /_/ sound?** (repeat for each sound)
- **Word?**

Passage Reading

5 min

PASSAGE 2 – UNDERLINE PATTERN WORDS

Now it's time to practice with a new passage today. This passage is about a top cop. How many of you know what cops do?

We'll underline only the short o pattern words like we've done before. Let's begin with the title. Which is the first word to underline? **job**

(Continue with the rest of the title.)

Help me find the short o pattern words. If you see a word with the short o pattern, hold up the closed syllable gesture and I'll underline it. (Continue underlining the short o pattern words to the black line.)



Now it's your turn. Turn to page 23 in your Student Workbook.

Here are the steps:

1. Begin below the black line where none of the words are underlined.
2. Look at each word and point to the vowel.
3. If the word has the short o pattern, draw a line under it.

I'll give you a few minutes to continue underlining through the end of the passage and then we'll check them together.

DAY 4

Phonological Awareness Warm-Up



2 min

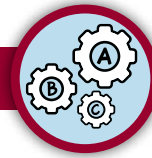
Today we are going to practice deletion of an onset from a rime. Let's review the instructions:

- I'll say a syllable or word and you repeat it.
- Next, I'll tell you the onset, or first sound, to delete from the word.
- Then, tell me what is left. Ready?

Say bat: (bat) Delete /b/ from the beginning. What's left?	at
Say tap: (tap) Delete /t/ from the beginning. What's left?	ap
Say hip: (hip) Delete /h/ from the beginning. What's left?	ip
Say let: (let) Delete /l/ from the beginning. What's left?	et
Say bid: (bid) Delete /b/ from the beginning. What's left?	id
Say hot: (hot) Delete /h/ from the beginning. What's left?	ot
Say rub: (rub) Delete /r/ from the beginning. What's left?	ub
Say ham: (ham) Delete /h/ from the beginning. What's left?	am
Say mop: (mop) Delete /m/ from the beginning. What's left?	op
Say mat: (mat) Delete /m/ from the beginning. What's left?	at
Say dog: (dog) Delete /d/ from the beginning. What's left?	og
Say pin: (pin) Delete /p/ from the beginning. What's left?	in
Say wig: (wig) Delete /w/ from the beginning. What's left?	ig
Say fed: (fed) Delete /f/ from the beginning. What's left?	ed
Say pup: (pup) Delete /p/ from the beginning. What's left?	up
Say hat: (hat) Delete /h/ from the beginning. What's left?	at

Fluency

3 min

HIGH-FREQUENCY WORDS

Display the high-frequency word grid. Prompt students by saying “Word?” at each box.

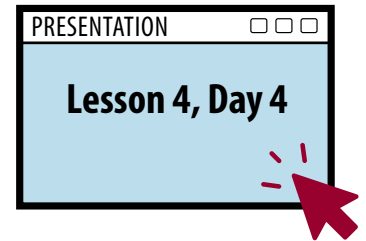
as	then	had	some
her	him	of	his
this	too	there	well
find	into	who	will



Now it's your turn. Turn to page 24 in your Student Workbook. When I say “begin,” tap under the first word and whisper read it. Read across the rows until I say “stop.” Circle the last word you read. If you finish before I say “stop,” go up to the top and read the words again.

Note: Time students for 1 minute. Say “stop” and ask students to circle the last word that was read.

his	find	too	some
her	into	well	who
as	him	this	had
of	will	then	there



Writing

8 min

FIND PATTERN WORDS IN SENTENCES

Now we're going to look for pattern words in sentences. First, I'll read the sentence and then go back and circle the words with the short o closed syllable pattern. Then, I'll write the short o words on the lines below.

Watch what I do. (Display sentence.)

Don is hot when he mops the mat.

The short o words that I circle are Don, hot, and mops.

Then, I write those 3 words on the lines below the sentence.

Don is hot when he mops the mat.

Don hot mops _____



Now it's your turn. Turn to page 24 in your Student Workbook. Let's review the steps.

1. Read the sentence.
2. Circle the short o words.
3. Write the short o words on the lines below the sentence.

I'll give you a few minutes and then we'll check them together.

1. Bob has three black dogs that play with the hogs.

Answer Key: Bob dogs hogs

2. Play hop the log with Dot and me.

Answer Key: hop log Dot

3. Jon Zops likes to play with the hogs and the dogs.

Answer Key: Jon Zops hogs dogs

4. Mom hops in the cab of the yellow and red hot rod.

Answer Key: Mom hops hot rod

Passage Reading



5 min

PASSAGE 2 – READ PASSAGE

Now it's time to read a passage. This story is about a cop's job. Today we will learn more about what a cop does on the job.

First we'll read some of the underlined words together. When you see the short o pattern in the underlined words, what is the vowel sound? /ō/ What are the underlined words in the title? **job, top, cop** Read with me just the underlined words above the black line.



Now it's your turn. Turn to page 23 in your Student Workbook. Here are the steps:

1. First, whisper read all the underlined words in the rest of the passage.
2. Then, go back to the beginning and whisper read the story.



Comprehension

2 min

ORAL RESPONSE

Now that you've read the story, let's talk about it.

What can cops do to help you feel happy? (find parents, find car, give food)

DAY 5

Phonological Awareness Warm-Up



2 min

Today we are going to practice the addition and deletion of an onset from a rime. Let's review the instructions:

- I'll say a rime or a word and you repeat it.
- Next, I'll tell you the onset, or first sound, to add or delete from the rime.
- Then, tell me the word or what is left. Ready?

Say ig: (ig) Add /f/ to the beginning. Word?	fig
Say ran: (ran) Delete /r / from the beginning. What's left?	an
Say tip: (tip) Delete /t/ from the beginning. What's left?	ip
Say eg: (eg) Add /l/ to the beginning. Word?	leg
Say od: (od) Add /p/ to the beginning. Word?	pod
Say am: (am) Add /r/ to the beginning. Word?	ram
Say beg: (beg) Delete /b/ from the beginning. What's left?	eg
Say dot: (dot) Delete /d/ from the beginning. What's left?	ot
Say un: (un) Add /r/ to the beginning. Word?	run
Say id: (id) Add /d/ to the beginning. Word?	did
Say rut: (rut) Delete /r/ from the beginning. What's left?	ut
Say ix: (ix) Add /f/ to the beginning. Word?	fix
Say fox: (fox) Delete /f/ from the beginning. What's left?	ox
Say ap: (ap) Add /k/ to the beginning. Word?	cap
Say et: (et) Add /m/ to the beginning. Word?	met
Say lip: (lip) Delete /l/ from the beginning. What's left?	ip

Writing



4 min

HIGH-FREQUENCY WORDS

Today we are working with high-frequency words. We'll decide how many letters are in each word and write the words under the correct column. Let's do one together.

The first word is who. (Display who.)

- How many letters? **3**
- I'll write the word under the column labeled "3 Letters." Say the letters as I write them. **w-h-o**
- Word? **who**

2 Letters	3 Letters	4 Letters
	who	

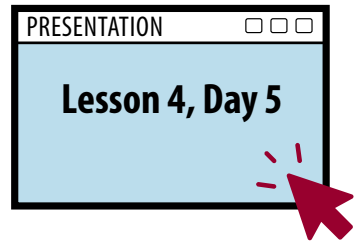


Turn to page 25 in your Student Workbook. For each word, follow these steps:

1. Read the word.
2. Count the letters.
3. Write the word under the correct column, saying the letters as you write them.
4. Read the word.

Answer Key

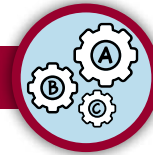
2 Letters	3 Letters	4 Letters
as	who	into
	him	some
	her	then
		find



1. into
2. him
3. some
4. as
5. then
6. her
7. find

Fluency

3 min

**WORDS**

We've been learning to read words with the short o pattern. The vowel sound is /ō/.

Look at this word grid. Please read it aloud chorally as a class. Ready?

not	cop	fog	dot
jog	nod	rot	Tom



Now it's your turn. Turn to page 25 in your Student Workbook. When I say "begin," point to the first word.

Whisper read across the page. If you finish before I say "stop," start at the top and read the words again.

Note: Time students for 1 minute. Say "stop" and ask students to circle the last word that was read.

Tom	pop	hot	rod
jog	dot	mop	tot
cop	pod	fog	nod
rot	not	cot	job

PHRASES

Next we're going to read phrases. Let's practice 4 phrases together.

see the dog	mom will go	look at the dot	is my hot rod
-------------	-------------	-----------------	---------------



Now it's your turn. Turn to page 25 in your Student Workbook. When I say "begin," point to the first phrase and whisper it. Continue reading across the page. If you finish before I say "stop," start at the top and read the phrases again.

Note: Time students for 1 minute. Say "stop" and ask students to circle the last phrase that was read.

under the pod	look at the dot	a good job	on the cot
mom will go	said to hop	is my hot rod	dogs can jump
on the sod	for my mom	under the log	what a jog
the white fog	on this lot	three on top	see the dog

Writing



5 min

SENTENCE DICTATION



On page 26 of your Student Workbook, there are some lines to write sentences. I'll tell you a sentence. Repeat it. Then write it and we'll check it together.

(Choose 1 sentence for sentence dictation. Complete other sentences as time permits.)

First sentence: Bob is a dog. Repeat it with me. Now write it.

Now let's correct it. Look at the sentence. Place a dot under each letter and punctuation mark if you got it right. Correct it, if needed.

Second sentence: My dog is on the cot. Repeat it with me. Now write it.

(Repeat the correction procedure above.)

Third sentence: Tom and Dot have a dog. Repeat it with me. Now write it. (Repeat the correction procedure above.)

Passage Reading

3 min

PASSAGES 1 & 2 – READ PASSAGES

Today, you are going to practice reading 1 of the passages. One was about a funny dog named Bob. The second was about cops.

Passage 1 is on page 21 and passage 2 is on page 23.

Comprehension

3 min

WRITTEN RESPONSE

Turn to page 26 in your Student Workbook. Find the 2 questions for the passage you just read, and write the answers in your book.

Passage 1: *My Funny Dog Bob* on page 21

1. Who is Bob? (a funny dog)
2. What did Tom and Dot do under the log? (hid)

Passage 2: *The Job of a Top Cop* on page 23

1. What is one job of a cop? (help a kid find her mom and dad, find a van)
2. What did the cop get the kid to eat? (a hot dog and a pop)

Spelling Test

5 min

This week we learned to read, spell, and write words with the short o pattern. Now it's time for a spelling test.

- | | |
|--------|----------|
| 1. hot | 6. hop |
| 2. not | 7. pot |
| 3. cop | 8. mop |
| 4. dog | 9. as |
| 5. cob | 10. then |

RE: Suitability Question - Future Edition

From Macha, Sarah <Sarah.Macha@tea.texas.gov>
Date Fri 2024-11-08 4:28 PM
To Kimberly Gottlieb <kgottlieb@95percentgroup.com>
Cc Alex Kent <akent@95percentgroup.com>

External Email: This email originated from outside of the organization. Please review carefully before clicking links or opening attachments.

Perfect! Thank you. I will update these responses and include the link.

We appreciate the quick communication on this issue and wish you and your team a great weekend.



Sarah Macha

Instructional Materials Review and Approval (IMRA) Specialist
District Operations, Technology, and Sustainability Supports
sarah.macha@tea.texas.gov
TEA.Texas.gov



Feedback is a gift!

Complete a [short survey](#) about the support provided today.

From: Kimberly Gottlieb <kgottlieb@95percentgroup.com>
Sent: Friday, November 8, 2024 4:26 PM
To: Macha, Sarah <Sarah.Macha@tea.texas.gov>
Cc: Alex Kent <akent@95percentgroup.com>
Subject: Re: Suitability Question - Future Edition

[EXTERNAL EMAIL]

Of course! Here is the link: <https://acrobat.adobe.com/id/urn:aaid:sc:va6c2:f0094011-1358-4f5f-abf9-0f5936efcc22>

And again thank you so much for all your help with this. It is much appreciated!

From: Macha, Sarah <Sarah.Macha@tea.texas.gov>
Sent: Friday, November 8, 2024 3:20 PM
To: Kimberly Gottlieb <kgottlieb@95percentgroup.com>
Cc: Alex Kent <akent@95percentgroup.com>
Subject: RE: Suitability Question - Future Edition

External Email: This email originated from outside of the organization. Please review carefully before clicking links or opening attachments.

Thank you, Kimberly. Can you make the PDF a public link and then we can add it to the report?



Sarah Macha

Instructional Materials Review and Approval (IMRA) Specialist
District Operations, Technology, and Sustainability Supports
sarah.macha@tea.texas.gov
TEA.Texas.gov



Feedback is a gift!

Complete a [short survey](#) about the support provided today.

From: Kimberly Gottlieb <kgottlieb@95percentgroup.com>

Sent: Friday, November 8, 2024 4:17 PM

To: Macha, Sarah <Sarah.Macha@tea.texas.gov>

Cc: Alex Kent <akent@95percentgroup.com>

Subject: Re: Suitability Question - Future Edition

[EXTERNAL EMAIL]

Hi Sarah,

Our response to the Suitability flags in the Suitability Smartsheet is as follows:

"All references and mentions to Common Core will be removed/deleted from 95 Phonics Core Program Teacher's Editions for Grades K-3. For further information, please see the 'Deletions PDF' provided."

NOTE: Not every mention of Common Core throughout the Teacher's Editions for Grades K-3 was flagged in the Suitability Smartsheet; I'm attaching a "Deletions" PDF that details out all the deletions and edits we will be making for the March 24 deadline.

Thank you as always!

- Kimberly

From: Macha, Sarah <Sarah.Macha@tea.texas.gov>

Sent: Friday, November 8, 2024 2:45 PM

To: Kimberly Gottlieb <kgottlieb@95percentgroup.com>

Cc: Alex Kent <akent@95percentgroup.com>

Subject: RE: Suitability Question - Future Edition

External Email: This email originated from outside of the organization. Please review carefully before clicking links or opening attachments.

Thank you, Kimberly. For each of the flags, we ask that there be responses giving specific changes that will be made. You can email me directly those responses and I will enter them into the report.

We can extend you time to respond to Sunday by noon, if needed.



Sarah Macha

Instructional Materials Review and Approval (IMRA) Specialist
District Operations, Technology, and Sustainability Supports
sarah.macha@tea.texas.gov
TEA.Texas.gov



Feedback is a gift!

Complete a [short survey](#) about the support provided today.

From: Kimberly Gottlieb <kgottlieb@95percentgroup.com>
Sent: Friday, November 8, 2024 3:20 PM
To: Macha, Sarah <Sarah.Macha@tea.texas.gov>
Cc: Alex Kent <akent@95percentgroup.com>
Subject: Re: Suitability Question - Future Edition

[EXTERNAL EMAIL]

Hi Sarah,

We just confirmed with our product team that we will produce the modified, non-Common Core edition of 95 Phonics Core Program for the March 24th deadline for IMRA 24.

Thank you so much and please let me know if there is anything else I can help with!

- Kimberly Gottlieb

From: Macha, Sarah <Sarah.Macha@tea.texas.gov>
Sent: Friday, November 8, 2024 10:52 AM
To: Kimberly Gottlieb <kgottlieb@95percentgroup.com>
Cc: Alex Kent <akent@95percentgroup.com>
Subject: RE: Suitability Question - Future Edition

External Email: This email originated from outside of the organization. Please review carefully before clicking links or opening attachments.

Hi Kimberly,

I just discussed this with the team and the March 24th deadline is the hard deadline in which to make this change. You can reference pages 19-20 of the RFIM for clarification of the specifics for that March 24th deadline. Please know that if your team may be unable to make the changes, working towards making those changes could serve as a foundation for your products going through a possible IMRA 25 review. If you would like me to change the responses to the suitability flags, I can do so manually (i.e., specifying the changes will be made for IMRA 25).



Sarah Macha

Instructional Materials Review and Approval (IMRA) Specialist
District Operations, Technology, and Sustainability Supports
sarah.macha@tea.texas.gov
TEA.Texas.gov



Feedback is a gift!

Complete a [short survey](#) about the support provided today.

From: Kimberly Gottlieb <kgottlieb@95percentgroup.com>
Sent: Friday, November 8, 2024 9:41 AM
To: Macha, Sarah <Sarah.Macha@tea.texas.gov>
Cc: Alex Kent <akent@95percentgroup.com>
Subject: Re: Suitability Question - Future Edition

[EXTERNAL EMAIL]

Good morning, Sarah and Happy Friday!

We appreciate the question, and we are working hard internally to get you an answer ASAP.

We would like to clarify our understanding of when you expect us to produce a modified, non-Common Core edition of 95 Phonics Core Program.

To participate in the IMRA24 cycle, we understand that we must provide this updated non-Common Core edition by the following dates:

- Available Feb. 3, 2025, as a PDF and approved by NIMAS.
- Available March 24, 2025, as a corrected print product. (How many copies will we need to send TEA on that date?)

Is this what our company needs to do in order to participate in IMRA24?

These changes will take time, and we want to make sure our product team understands the clear deadlines for delivery.

Thank you as always!

Kimberly Gottlieb

From: Macha, Sarah <Sarah.Macha@tea.texas.gov>
Sent: Friday, November 8, 2024 8:21 AM
To: Kimberly Gottlieb <kgottlieb@95percentgroup.com>
Subject: FW: Suitability Question - Future Edition

External Email: This email originated from outside of the organization. Please review carefully before clicking links or opening attachments.

Hi, Kimberly,

My apologies. I sent this email to just the generic email address for 95 Percent Group and didn't include your email. I am forwarding to you the email sent on Wednesday. Please let me know the answer below.



Sarah Macha

Instructional Materials Review and Approval (IMRA) Specialist
District Operations, Technology, and Sustainability Supports

sarah.macha@tea.texas.gov

TEA.Texas.gov



Feedback is a gift!

Complete a [short survey](#) about the support provided today.

From: IMRA <IMRA@tea.texas.gov>
Sent: Wednesday, November 6, 2024 10:06 AM

To: rfp@95percentgroup.com

Subject: Suitability Question - Future Edition

Good morning,

Our IMRA team is reviewing suitability flags and responses. We had a question regarding the suitability flags identifying Common Core. We see you accepted it and stated: "95 Percent Group intends to produce a future edition of 95 Phonics Core Program that does not contain references to Common Core standards."

Is this future edition in this response for IMRA24 or a future cycle? If it is for a future cycle, then we will need to count it as a rejection. If it is for IMRA24, then it can be accepted.



Sarah Macha

Instructional Materials Review and Approval (IMRA) Specialist

District Operations, Technology, and Sustainability Supports

sarah.macha@tea.texas.gov

TEA.Texas.gov



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