

95 Percent Group, LLC

English Phonics, 3

95 Phonics Core Program Classroom Kit for Grade 3

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781736545348	Both Print and Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Noncompliant	Flags Not in Report	2	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	25 out of 28	89%
2. Progress Monitoring	20 out of 26	77%
3. Supports for All Learners	24 out of 27	89%
4. Phonics Rule Compliance	27 out of 31	87%
5. Foundational Skills	95 out of 107	89%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	5
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course, unit, and lesson-level design.

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	The grade 3 materials include a scope and sequence that aligns with TEKS and concepts taught; however, there are no specific ELPS outlined.	3/4
1.1b	All criteria for guidance met.	2/2
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	TOTAL	11/12

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

The *95 Phonics Core Program Grade 3* materials include a scope and sequence outlining the concepts taught in the course in the "Texas Scope and Sequence" resource. The scope and sequence is divided into five sections: Lesson, Skill Focus, HFW, Morphology Focus, and Unit Overview and Academic Vocabulary. The concepts taught begin with consonant digraphs, followed by long vowel sounds, vowel teams, and ending with open and closed syllables.

The *95 Phonics Core Program Grade 3* Scope and Sequence Alignment to TEKS resource illustrates the connection between the scope and sequence of concepts taught and the TEKS. For example, Lesson 4 shows the standard ELA.3.2.A.ii (demonstrate and apply phonetic knowledge by: Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables) correlated to the phonic focus "Vowel-r (er, ir, ur)."

Although the *95 Phonics Core Program* materials include information regarding English Learners in the *Language in Literacy: Maximizing Outcomes with 95 Phonics Core Program* resource, a scope and sequence outlining the ELPS taught in the course is not present.

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).

The *95 Phonics Core Program Teacher's Guide for Implementation Success* includes an integrated pacing guide. This program consists of 25 to 30 weekly lessons designed to be taught for 30 minutes each day.

In Appendix A of the *Teacher's Guide for Implementation Success*, the materials offer varying instructional calendar modifications of 165, 180, and 210 days with instructional considerations.

In the calendar option for 165 days, the resource suggests 150 instructional days with 15 flex days. The "considerations" portion of Appendix A suggests that teachers "Begin instruction as soon as possible."

In the calendar option for 180 days, the resource suggests 150 instructional days with 30 flex days. In the calendar option for 210 days, the resource suggests 150 instructional days with 60 flex days. The "considerations" portion of Appendix A suggests that teachers "Begin instruction within 10–15 days of school starting" for these calendars.

1.1c – Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

The *95 Phonics Core Program Grade 3 Teacher's Edition* provides "teacher tips" that explain how each lesson builds on previous concepts, helping teachers support students in making connections between lessons. For example, in the Teacher Tip Overview of Lessons 1–5, the materials explain that "the critical phonics skills taught in grade 2 are reviewed in Lessons 1–5 in order to ensure success with the more complex skills in Lessons 6–30."

The grade 3 Background Content Knowledge Unit Overview also provides an "Overview by Unit" that describes the purpose of each unit as they progress, and also the logic behind that order. For example, the overview of Unit 1 provides the rationale that mastery of the grade 2 skills reviewed in the first 5 lessons ". . . along with a solid foundation in phonological awareness, are critical to a student's ability to move through the advanced skills included in the grade 3 curriculum."

1.1d – Materials include protocols with corresponding guidance for unit and lesson internalization.

In Appendix B "How to Prep for a 95 PCP® Instructional Unit" of the *95 Phonics Core Program Teacher's Guide for Implementation Success*, the materials provide a process for unit internalization including previewing the scope and sequence, the end of unit assessment, the unit, and previous unit assessments. For each of these steps in the process, the materials provide guiding questions for internalization, such

as "How are the skills under Other Skills building from previous units?" and "What skills should students be able to demonstrate by the end of the unit?"

Appendix C "How to Prep for a 95 PCP® Lesson in Under 10 Minutes" of the *95 Phonics Core Program Teacher's Guide for Implementation Success* provides a process for lesson internalization. The process includes guidance for previewing each lesson to understand the focus of the lesson and where it falls in the sequence of the unit. The process also provides questions that prepare teachers to consider potential misconceptions and how they will address them.

1.1e – Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.

In the Course Level Design of the *95 Phonics Core Program Teacher's Guide for Implementation Success*, the materials provide guidance for instructional leaders, including how to use the "Implementation Tracker" resource. The guidance includes developing a communication plan and scheduling weekly observations to see the fidelity of the resource being used.

The Implementation Tracker in Appendix C of the *Teacher's Guide for Implementation Success* is a resource for instructional leaders to utilize in supporting teachers with implementation. The Implementation Tracker provides instructional leaders with "Look fors" by weekly focus, including use of the *Teacher's Edition (TE)* and instructional dialogue.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	All criteria for guidance met.	2/2
—	TOTAL	4/4

1.2a – Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

Throughout the *95 Phonics Core Program Grade 3 Teacher's Edition*, there are embedded teacher tip boxes that provide further guidance and background content knowledge to give educators a broader understanding of how the lessons are sequenced and what is needed to provide instruction in future lessons. For instance, Grade 3, Volume 1, the first teacher tip explains how the critical phonics skills taught in grade 2 are reviewed in Lessons 1–5 in order to ensure success with the more complex skills in Lessons 6–30.

The grade 3 Background Content Knowledge Overview provides unit overviews containing all the lesson instructions and knowledge in one place. For example, it begins with an overview of Unit 1, which includes a review of the critical phonics skills taught in grade 2. The materials then explain that the mastery of these skills "is critical to a student's ability to move through the advanced skills included in the grade 3 curriculum."

The *95 Phonics Core Program Grade 3 Scope and Sequence* outlines a unit overview along with the academic vocabulary used within each unit. For example, Unit 1 has academic vocabulary: *consonant, vowel, blend, digraph, complex, initial, final, phoneme, pronunciation, (verb) tense, inflected, alternative, syllable, multisyllable, chorally, phrase, substitution, prefix, suffix, affix, base, root*.

1.2b – Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

The Grade 3 Ancillary Instructional Materials (One95 Literacy Platform) include weekly Family Support Letters in both English and Spanish.

The letters in English provide English activities for families to support their students' learning at home and reinforce what they learn in class. For example, the first letter for Lesson 1 shares about consonants, vowels, consonant digraphs, initial blends, silent letters, and complex consonants.

Just as in English, the parent support letters in Spanish have the same content of phonological instruction as English but are translated for Spanish Family Support. For example, it still has the same word diction to pronounce "(p. ej., /t/ /r/ /ē/ /t/)."

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials include comprehensive, structured, detailed lesson plans required to meet content standards (aligned to the TEKS), but they do not meet language standards (aligned to the ELPS). Materials include daily objectives, questions to check for understanding of learning objectives, tasks, materials, and instructional assessments. The materials do not include questions to promote the use of language to meet language objectives.	6/8
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	10/12

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 (aligned with the TEKS and the ELPS).

The *95 Phonics Core Program Grade 3 Scope and Sequence Alignment to TEKS* resource illustrates how each lesson meets content standards and is aligned to the TEKS. For example, Lesson 4 shows the standard ELA.3.2.A.ii (demonstrate and apply phonetic knowledge by: Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables). However, the lesson plans do not address how language standards are met through alignment to the ELPS.

The *95 Phonics Core Program Grade 3 Lesson Overview of Lesson Plans Resource* includes the daily objectives, instructional activities, and tasks for students to practice to promote mastery, the materials needed for each lesson, and the assessment related to the lesson. For example, the daily objective in Lesson 1 is "Students demonstrate understanding of words with consonant blends, digraphs, silent letters, and complex consonants by correctly identifying, reading, and writing pattern words in isolation and in passages." The activities and tasks for students to practice to promote mastery include "Syllable Mapping." Materials required include a "Student Manipulatives Kit." The assessments include formative assessments.

The Grade 3—Assessment Overview contains a list of the assessments and what skills are taught. For example, Assessment 1 will cover "Review of Grade 2 skills; Syllable types – closed, open, long vowel silent-e, vowel teams, vowel r; and Prefixes and base words." According to the overview, this assessment covers the skills addressed in Lessons 1–5.

The *95 Phonics Core Program Grade 3 Teacher's Edition* includes comprehensive, structured, detailed lesson plans that provide a script with questions to check for understanding over the course of each lesson, materials needed for the lesson on the right-hand side, and Learning Objectives. For example, in Lesson 1, Day 1, after introducing the students to reading and spelling closed syllable words with consonant blends, the teacher checks for understanding by displaying a word, asking for the vowels, syllable type, and gesture, and probing students, "How do we know?" There are, however, no questions that promote the use of language to meet language objectives.

1.3b – Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.

The *95 Phonics Core Program Grade 3 Lesson Overview of Lesson Plans Resource* includes the teacher materials and student materials needed for each individual lesson. For example, in Lesson 1, the teacher needs the *Teacher Edition* and presentation files, while the student needs their student workbook and manipulative kit.

The *95 Phonics Core Program Grade 3 Teacher's Edition* includes timing allocations at the beginning of each lesson. For example, Lesson 1, Day 1 allocates two minutes for the "Phonological Awareness Warm-Up," five minutes for "Phonics Pattern," eight minutes for "Writing," and five minutes for "Passage Reading."

1.3c – Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

The *95 Phonics Core Program Assessment Guide* provides "Decision Trees for Instructional Response" to "provide educators with clear, actionable guidance for interpreting results and implementing targeted instructional responses" for additional practice or extension with certain skills. The *Assessment Guide* provides "Strategies for Accelerated Learning" in fluency, comprehension, vocabulary, morphology, and writing as opportunities for extension.

The *95 Phonics Core Program Assessment Guide* also provides an observation tracker for independent practice (Appendix A), so that teachers can track skills (such as sound-spelling mapping or passage reading) that require reinforcement.

Appendix G of the *95 Phonics Core Program Assessment Guide* is an example of a choice board for grade 1 and grade 4 that teachers can adapt as a "flexible learning tool that offers students various enrichment activities."

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	The materials include a variety of instructional assessments at designated stages of learning progression. Materials include diagnostic and summative assessments at the unit level that vary in types of tasks but not in types of questions. Materials include formative assessments at the lesson level that vary in types of tasks but not in types of questions. Materials do not include summative assessments at the lesson level.	4/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	The materials include formative and summative assessments aligned to the TEKS and objectives of the course, unit, or lesson. The materials include diagnostic assessments aligned to the objectives of the course, but they do not include TEKS aligned to the course.	5/6
2.1e	All criteria for guidance met.	2/2
—	TOTAL	15/21

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.

In the Types of Assessments section of the *95 Phonics Core Program Assessment Guide*, the materials outline diagnostic assessments (95 Phonemic Awareness Screener for Intervention and 95 Phonics Screener for Intervention), formative assessments like weekly spelling tests, and summative assessments at the end of each unit.

At the unit level, the diagnostic and summative assessments vary in types of task. For example, in the Grade 3 Unit 1 summative assessment, Section C requires students to identify words with closed, long vowel silent-*e*, open, vowel team, or vowel-*r* syllables, and Section D requires students to read a prefix and its meaning and then define the underlined word in the sentence based on the morphology.

At the lesson level, the formative assessments vary in types of task. For example, the grade 3 *Teacher's Edition* includes spelling tests given every week in addition to tasks teachers can use to check for understanding and monitor student progress, such as having students complete dictation sentences on lined paper, complete writing word chains, or have students complete application tasks in their

workbooks. The formative assessments at the lesson level do not vary in types of questions. There are no summative assessments provided at the lesson level.

2.1b – Materials include the definition and intended purpose for the types of instructional assessments included.

The *95 Phonics Core Program Assessment Guide* provides definitions for different types of instructional assessments. For example, the Formative Assessment subheading describes formative assessments as flexible and informal ways to gather real-time data and monitor students' ongoing learning. In the Diagnostic Assessments subheading, diagnostic assessments are defined as providing baseline data regarding a student's foundational knowledge or proficiency.

The *95 Phonics Core Program Assessment Guide* also states the intended purpose of different types of instructional assessments. The Formative Assessment subheading explains that the purpose is to help the teacher determine whether to reteach, practice, or extend the current lesson. The *Assessment Guide* states that the purpose of the Phonemic Awareness Screener is to "help teachers quickly identify phonemic awareness skill gaps and pinpoint precisely where to begin instruction," and the purpose of the Phonics Screener is to "provide insight into a student's ability to read single-syllable and multisyllable words with specific phonics patterns."

2.1c – Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

The *95 Phonics Core Program Assessment Guide* provides guidance and key practices to ensure consistent and accurate administration of assessments in the section entitled "Ensuring Consistency and Reliability." The practices suggested are assessment trainings, clear administration protocols, collaborative scoring, observation and feedback, and data verification. The *Assessment Guide* also includes a section entitled "Assessment Administration" that offers an assessment timeline for when the assessments should be administered throughout the school year, guidance for teachers on preparing to administer assessments, and grade-specific guidelines. For example, the grades 2 and 3 guidelines state that "By second and third grade, students should be capable of completing assessments in a whole-group setting with minimal support."

Each *95 Phonics Core Program (PCP)* Unit Assessment includes detailed "Teacher Directions" available on the One95 platform that offers a script for educators to follow to ensure that the administration of the assessments remains accurate and consistent among different examiners. For instance, at the beginning of the Grade 3 – Unit 1 Assessment Teacher Directions, the script says, "You are going to write two sentences on your paper using correct spelling and punctuation. I will say the sentence and you will repeat it. Then, you will have time to write the sentence on your paper. Here's the first sentence: The blackbird screeched as it flew by. Say it with me. Repeat the sentence one more time. Now write it. If you forget a word, raise your hand, and I will tell you."

2.1d – Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

The "Diagnostic Assessment" section of the *95 Phonics Core Program Assessment Guide* details how the screeners are aligned to the objectives of the course. For example, the *Assessment Guide* states that the Phonemic Awareness Screener "helps teachers quickly identify phonemic awareness skill gaps and pinpoint precisely where to begin instruction," and the Phonics Screener "provides insight into a student's ability to read single-syllable and multisyllable words with specific phonics patterns." There are no TEKS outlined in alignment with the diagnostic assessments.

The *95 Phonics Core Program Grade 3 Scope and Sequence Alignment to TEKS* resource outlines the TEKS and objectives of each lesson along with how students can demonstrate their learning through formative assessments. For example, in Lesson 4, the formative assessment entails "Students demonstrate understanding of the vowel-r patterns er, ir, and ur by correctly identifying, reading, and writing pattern words in isolation and in passages," which corresponds with TEKS ELA.3.2.B.i "Demonstrate and apply phonetic knowledge by: Spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables" and the lesson objective "Vowel-r er, ir, ur."

Each *95 Phonics Core Program (PCP)* Unit Assessment includes detailed "Teacher Directions" available on the One95 platform that lists the relevant TEKS and objectives for each section of the assessment in correlation with the unit. For example, Section D of the Grade 3 – Unit 1 Assessment Teacher Directions assesses students in correspondence with the objective "Morphology" and the TEKS 3.2.A.i, 3.2.A.ii, 3.2.A.iii, 3.2.A.v, and 3.3.C.

2.1e – Instructional assessments include TEKS-aligned items at varying levels of complexity.

Each *95 Phonics Core Program (PCP)* Unit Assessment includes TEKS-aligned items at more than two levels of text complexity. For example, the Grade 3—Unit 1 Assessment includes items that require students to read words, spell words, write sentences, and sort words.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	2/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	TOTAL	5/5

2.2a – Instructional assessments and scoring information provide guidance for interpreting student performance.

The *95 Phonics Core Program Assessment Guide* includes a section titled "Decision Trees For Instructional Responses" within the *Assessment Guide* that provides guidance for interpreting student performance on assessments. The decision trees provide steps for analyzing individual student performance on predetermined critical drivers, class-wide performance data, and the need for additional assessment. For example, the Individual Student Decision Tree begins with Step 1: Evaluate Proficiency on Critical Drivers and the guiding question "Is the student proficient (80%+) on the Word Sort and Sound-Spelling Mapping?" How the teacher responds to each step determines what they do next: if they answer "no" to Step 1, the scoring information guides them to "Implement Tier 1 small-group instruction focused on the specific phonics patterns where the student demonstrated difficulty."

The Unit Assessments include scoring rubrics with examples for each section of the assessment. For example, the Grade 3 Unit 1 Teacher Directions gives teachers examples on how many points to award depending on the answer a student gives.

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

The *95 Phonics Core Program Assessment Guide* includes a section titled "Responding Effectively" that outlines tasks and activities to respond to student trends in performance on assessments, such as "Differentiated Tier I Small Groups" with steps for implementation and resources. For example, the section guides teachers to utilize "'Small-Group Reteach Templates' for critical drivers such as letter-sound correspondence, phonics, and fluency."

The *Assessment Guide* also includes a section titled "Critical Drivers" that guides teachers to prioritize "key components that align with the unit's primary objectives." The section includes a table that provides recommendations by grade level and time of year. For example, the table recommends that grade 3 prioritizes "Sound-Spelling Mapping," "Syllable Mapping," and "Word Sort" at the beginning of the year (Units 1–2). These examples demonstrate that the materials provide clear, actionable guidance aligned to student performance trends.

2.2c – Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.

The *95 Phonics Core Program Assessment Guide* includes an "Observation Tracker for Independent Practice" for grades 1–3. The tracker allows a teacher to track student progress and growth at the teacher's discretion on "Encoding Application" and "Decoding Application." There is also a section to make notes and set goals for each student.

The *Assessment Guide* also includes a "Student Learning Log." Students use the log weekly to record scores on tests, reflect on learning, and set goals.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	3/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	TOTAL	7/7

3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The *95 Phonics Core Program Grade 3* materials provide clear guidance for supporting students who have not yet reached proficiency. The *Assessment Guide* includes a "Responding Effectively" section and Appendix D, which offers a small group reteach template that follows a scaffolded approach. Teachers are guided to begin with explicit instruction and gradually release responsibility using the I Do, We Do, You Do model for targeted encoding and phonics skills.

Daily lessons include scaffolded, multisyllabic word-reading activities and encoding practice. For example, in Lesson 14, Days 1–5, students practice identifying, reading, and writing open-syllable pattern words using syllable mapping in isolation and connected text. Additional supports include adapting passage length and applying a Multisyllable Word-Reading Routine to reinforce decoding skills.

The program includes companion lessons (e.g., Lesson 13a and 13b) that build on core lessons and offer practice in applying new skills, such as contractions, in isolation and in connected text. In the *Teacher's Edition*, the "transfer of text" scaffold guides students to read underlined pattern words before reading the full passage to support transfer of phonics skills. The *Implementation Guide* also advises teachers to preview lessons for areas that may require scaffolding, helping them adjust instruction before the lesson begins.

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

Appendix E's PLUSS Framework Template Guide in the *Language in Literacy* guide provides support strategies for unfamiliar academic vocabulary and lesson component vocabulary, such as using visuals and graphic organizers, realia, and the Total Physical Response strategy.

The *95 Phonics Core Program Grade 3 Teacher's Edition* also uses embedded supports such as hand gestures to help students understand unfamiliar academic vocabulary. For instance, the teacher uses V-shaped fingers to introduce and reinforce the "silent-e syllable" with students.

The *Teacher's Edition* and *Language in Literacy* guide also include background knowledge and questioning to support students' understanding of unfamiliar references in text. For example, to support students' understanding of a reference to germs in a decodable text, the lesson in the *Teacher's Edition* provides the teacher with a script to activate prior knowledge and build background information: "This passage has factual information about germs. What are some ways you can stay safe from germs?" The grade 3 sample of PCP Planning using the PLUSS Framework accounts for priming background knowledge in Lesson 6: "Passage 1: concept of playing tag" and "Build background."

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.

The *95 Phonics Core Program Assessment Guide* provides clear indicators for identifying students ready for differentiated instruction, such as 90+ percent accuracy on key concepts, automatic decoding, two or more weeks of strong spelling performance, and independent phonics use. Teachers are supported with strategies like advanced fluency practice and continuous progress monitoring to accelerate learning for proficient students.

Grade 3 materials include enrichment tasks such as reader's theater, literature circles, guided reading projects, and choice boards (Appendix G). Students may engage in academic vocabulary studies, word family tree creation, or fluency tracking with personalized goals. These enrichment activities are designed for use during the first 15–20 minutes of Tier 1 instruction or during independent work time.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
—	TOTAL	9/9

3.2a – Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.

The grade 3 *Teacher's Edition* includes scripted black-print prompts that guide teachers in modeling phonics concepts. For example, in a Phonics Pattern lesson, teachers are prompted to say: "The gesture for the closed syllable is a closed fist. Practice the gesture with me." When sorting words with the long vowel silent-*e* pattern, teachers follow a script with modeled steps, such as: "Identify the vowel letters: *e* and silent *e*, with a consonant in between—gesture and say 'silent-*e*' . . ."

Teachers are guided with specific language to explain phonics concepts. For example, when introducing suffixes, the script includes: "The suffix *-less* means 'without.' So, 'careless' means 'without care.'" In vowel team instruction, prompts guide teachers to explain how the vowel pair *o* and *e* represent the /ō/ sound using gestures and word placement routines.

The *Teacher's Edition* includes instructional notes that direct teachers to model pronunciation, gestures, and routines. For example, during consonant blend practice, a prompt advises teachers to model and then have students repeat. Additionally, teachers model reading multisyllabic words using a syllable table to support decoding strategies.

Visual aids such as sound-spelling cards and word visuals (e.g., *doe*) support the teacher in explaining phonics patterns. Teachers are prompted to display visuals and describe the syllable type and vowel sound, reinforcing concepts through multisensory explanation and repeated exposure.

3.2b – Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

The grade 3 *Teacher's Edition* supports effective lesson delivery using a variety of instructional approaches, including modeling, guided practice, choral reading, gestures, and written word sorts. For example, in a Phonics Pattern lesson, the teacher models pronunciation, students orally practice while using hand gestures, and then complete a word sort in their student workbook. Teacher prompts are clearly scripted, such as having students repeat after the teacher while distinguishing voiced and unvoiced /th/ sounds.

The materials incorporate more than two instructional strategies across lessons, such as direct instruction, partner sharing, small-group differentiation, and interactive vocabulary routines. In vowel team and long vowel silent-e lessons, the teacher begins with explicit modeling ("Watch the steps I use"), followed by guided practice ("Let's sort the next word together"). Additional instructional methods include choral reading of multisyllabic words and partner sharing, such as discussing student-generated sentences using inflected endings. The *Assessment Guide* provides further support by outlining how to implement and monitor differentiated small-group instruction during Tier 1, ensuring varied and effective delivery across classroom settings.

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.

The materials support multiple (more than two) types of student practice, including guided, independent, and collaborative learning. For example, in the Phonics Pattern lesson, students first engage in oral practice using hand gestures, then complete a written word sort activity in their workbook. In another lesson, students begin by orally reviewing consonant blends and digraphs before identifying matching words during workbook practice. These varied methods reinforce concept development through repeated exposure and different learning modalities.

The materials include clear guidance for teachers to support effective implementation. The Implementation Guide provides detailed explanations of the gradual release model—I Do, We Do, You Do—as a foundational structure for instruction. The *Assessment Guide* supplements this with scripted routines for decoding and syllable practice, equipping teachers with concrete examples and prompts to facilitate instruction.

The materials include recommended instructional structures such as whole-group, small-group, and individual learning. The grade 3 *Unit Implementation Guide* outlines necessary materials and instructional flow, supporting planning and classroom organization. The *Assessment Guide* also recommends small-group models, including scripts for word chain activities that focus on identifying and manipulating syllables (e.g., "Which syllable changes?" and "Write word y under word x"), promoting targeted practice and differentiation.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	The materials do not 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 academic language.	0/2
3.3b	The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3c	All criteria for guidance met.	8/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	8/11

3.3a – Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

The materials do not support increasingly more academic language at even one level of language proficiency. While the *Language in Literacy* guide offers general scaffolds and instructional strategies for supporting emergent bilingual (EB) students, it lacks specificity aligned to the ELPS. The guidance is generic and does not differentiate accommodations by proficiency level. For instance, the grade 3 Background Overview includes occasional Teacher Tips, but there is no consistent or embedded support for beginning, intermediate, or advanced EB students within daily instruction.

The materials also fail to provide increasingly more academic language across an additional level of language proficiency. Although a *Cross-Linguistic Connections* document is available to help teachers recognize linguistic transfer opportunities, it does not offer concrete, leveled instructional supports aligned to the ELPS. The *Language in Literacy* handbook references multiple phases of language acquisition but it lacks structured, lesson-embedded accommodations for varying proficiency levels. Without explicit and leveled language supports throughout lessons, the materials fall short of meeting expectations for differentiated academic language development.

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

The materials do not include implementation guidance to support teachers in effectively using the program in state-approved bilingual or ESL programs. While the *95 Phonics Core Program* provides a *Language in Literacy* guide and a *Cross-Linguistic Connections* document, these resources are limited to general strategies such as using visuals, cognates, and comparing linguistic features across languages (e.g., silent letters in English vs. Spanish). Appendix F of the *Assessment Guide* offers broad scaffolds for supporting English learners, but these are not aligned with the ELPS or differentiated by language proficiency level. There is no explicit mention of how to implement the program within a bilingual or ESL instructional model, nor are there embedded supports that reflect the structures or requirements of state-approved language programs.

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.

The *Language in Literacy* guide (Appendix C: Support for Elevating Oracy) provides strategies to support emergent bilingual students in oral discourse. Instructional moves include using visuals, requiring complete sentence responses, and contextual word use, with sample teacher prompts and examples. In the grade 3 *Teacher's Edition*, oral discussion is prompted through partner-based comprehension questions, such as: "What problem did Abbot have with his tandem bike shape? How was this problem solved?" These opportunities help build both comprehension and vocabulary through conversation.

The *Cross-Linguistic Connections* appendix offers comparisons of English and Spanish phonological systems. For example, it highlights that both languages share the /f/ sound and explains its articulation. Teachers are guided to give students practice producing /f/ in final word positions (e.g., puff, staff, loaf), helping them make linguistic connections between languages through oral practice.

The grade 3 *Teacher's Edition* embeds writing tasks into lessons. Students respond to prompts in their workbooks such as writing summaries or answering comprehension questions with teacher guidance. Example: "Write a summary of this story with the important details from the beginning, middle, and end." These activities are supported by sentence stems and visual aids that link writing to phonics patterns and story elements.

Appendix D of the *Language in Literacy* guide supports teachers in helping students recognize spelling and pronunciation differences across languages. For instance, students explore how Spanish has five vowel sounds while English has 15 vowel sounds plus three r-controlled vowels. This contrast encourages

discussion and reflection during written tasks, fostering awareness of how phonological and orthographic patterns differ between languages.

3.3d – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

4. Phonics Rule Compliance

Materials comply with state requirements for explicit (direct) and systematic phonics instruction.

4.1 Explicit (Direct) and Systematic Phonics Instruction

19 TAC §74.2001(b)(1)(C) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	4/4
—	TOTAL	6/6

4.1a – Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills.

The *95 Phonics Core Program Grade 3 Scope and Sequence* demonstrates how the objectives follow a structured phonics progression. This progression begins with a review of second grade skills (such as blends, digraphs, and r-controlled vowels), and then progresses to closed multisyllable words, followed by long vowel silent-e multisyllables, open syllables, vowel teams, and building fluency with all six syllable types.

The *95 Phonics Core Program Grade 3 Teacher's Edition* demonstrates a systematic progression of phonics skills. This progression begins with a review of phonological awareness skills, then moves into application of a previously taught phonics skill (e.g., decoding words with vowel teams in isolation), then sound-spelling mapping words with the same phonics skill, and finally applying decoding skills by reading that phonics pattern in connected, decodable text. This structured progression ensures students build toward mastery by applying previously taught phonics skills in increasingly complex contexts.

4.1b – Materials include explicit (direct) and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts.

The *95 Phonics Core Program Grade 3 Teacher's Edition* provides whole-group lessons with explicit instruction of phonics skills. For example, a teacher might model how to spell words using knowledge of taught letter-sound correspondences and syllable patterns using a script that demonstrates how to separate syllables and isolate each sound in that syllable (e.g., 'frost' → /f/ /r/ /ō/ /s/ /t/) before writing the letters that represent each sound and then support students with ongoing practice in their *Student Workbook*.

The *95 Phonics Core Program Grade 3 Teacher's Edition* also includes lessons that provide teacher-led instruction and practice opportunities for phonics skills through connected, decodable texts. The scripts

include teacher guidance on locating and decoding a focus phonics skill in connected text (e.g., words with consonant blends), and then giving students the opportunity to practice reading the stories on their own. After reading, the teacher checks in with a comprehension question.

4.2 Daily Instructional Sequence and Routines

19 TAC §74.2001(b)(1)(D) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	3/3
4.2c	The materials include a variety of opportunities for students to practice phonics skills through independent practice, but they do not include opportunities to practice through collaborative learning.	2/4
—	TOTAL	6/8

4.2a – Daily lessons include explicit (direct) phonics instruction with teacher modeling.

The *95 Phonics Core Program Grade 3 Teacher's Edition* provides daily lessons that include direct whole-group phonics instruction with teacher modeling. Each time a new phonics pattern is introduced, the teacher uses scripted modeling to explain the pattern, how it is pronounced, and how to decode words using knowledge of the phonics pattern (e.g., "Today we will practice reading and spelling words with the long vowel silent-e syllable type. Long vowel silent-e syllables have one vowel, one consonant, an e at the end, and the vowel sound is long," followed by a model of how to decode the nonsense word *plame*). This modeling structure is consistent and predictable across daily lessons, reinforcing decoding routines for students.

4.2b – Daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback.

The *95 Phonics Core Program Grade 3 Teacher's Edition* includes guidance for corrective and immediate feedback with specific phrasing. The teacher script for modeling is coded in black and bolded font, with expected student responses in blue. The *Teacher's Edition* also includes a model of any manipulatives on the side of the text for the teacher to reference during instruction. For example, one lesson includes the teacher script and expected student responses for syllable mapping the multisyllabic word *explode*:

"First syllable? ex

First sound? /ě/ Letter? e

Next sounds? /k/ /s/ Letter? x

Syllable type and gesture? closed

Syllable? ex

Second syllable? plode

First sound? /p/ Letter? p

Second sound? /l/ Letter? l

Third sound? /ō/ Letter or letters? o and silent-e after the next consonant

Fourth sound? /d/ Letter? d followed by e

How do I mark the silent-e? draw a V connecting the o and e

Syllable type and gesture? silent-e

Syllable? plode

Word? explode."

4.2c – Daily lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice.

The *95 Phonics Core Program Grade 3 Teacher's Edition* includes daily lessons with a variety of opportunities for students to practice phonics skills through independent practice. For example, students might independently practice reading and spelling long e, i, and o sounds using the long vowel silent-e, open, and vowel team syllable patterns by using phonics chips and elkonin boxes to map the sounds in words after watching the teacher model, encoding those words in their *Student Workbook*, and identifying words with that same phonics skill in a decodable, connected text.

Daily lessons in the *Teacher's Edition* do not include opportunities for collaborative practice of daily phonics skills. While the gradual release model ("I Do, We Do, You Do") is utilized throughout the lessons, the "We Do" component is done whole group, instead of in small groups, pairs, or groups of three for collaborative practice. While independent practice is robust, the materials do not offer paired or small-group collaborative routines aligned to daily phonics instruction.

4.3 Ongoing Practice Opportunities

19 TAC §74.2001(b)(1)(E) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	2/2
4.3b	All criteria for guidance met.	1/1
4.3c	All criteria for guidance met.	1/1
4.3d	All criteria for guidance met.	2/2
—	TOTAL	6/6

4.3a – Materials include intentional cumulative phonics review and practice activities throughout the curriculum.

The *95 Phonics Core Program Grade 3 Teacher's Edition* includes regular review lessons within the units in which previously taught skills are reviewed and practiced. For example, the materials introduce closed syllables and long vowel silent-e patterns in Lessons 6–11, while Lesson 12 reviews these patterns and gives students the opportunity to read and write words with previously taught phonics skills (such as spelling the word *shameful* or reading the word *enclose*).

The *Teacher's Edition* also outlines routines to introduce and review phonics skills that include different learning methods, such as syllable mapping, sentence dictation, word sorts, and reading words in decodable, connected text. Review lessons are intentionally placed to reinforce previously taught syllable types, ensuring students have multiple exposures to core phonics patterns.

4.3b – Practice opportunities include only phonics skills that have been explicitly taught.

The *95 Phonics Core Program Grade 3 Teacher's Edition* includes lessons in which students apply the focus skill for the lesson (or skills from previous lessons in the materials) during guided practice. For example, in Lesson 1, Day 1, the teacher utilizes the script to provide direct instruction and modeling of reading and writing words with consonant blends: "I am going to look for an initial or final consonant blend pattern. Watch the steps I use:" and "Now we are going to spell closed syllable words with a consonant blend. Watch how I use the Sound-Spelling Mapping paper, which has boxes to map the sounds in a word. Each box holds only 1 sound." In Lesson 1, Day 2, the teacher reviews the pattern and supports students in reading consonant blends as well as sorting words with the pattern. In Lesson 1, Days 3–5, students continue reviewing and practicing the phonics pattern.

4.3c – Decodable texts incorporate cumulative practice of taught phonics skills.

The *95 Phonics Core Program Grade 3 Teacher's Edition* and *Student Workbook* provide instruction with decodable, connected texts. These decodable texts include words that use only letter-sound

correspondences and high-frequency words that have been previously taught. For example, the decodable text "Gene's Bike Ride" used in Lesson 2 focuses on long vowel silent-e words (the focus of instruction for the corresponding lesson) along with previously taught phonics skills and high-frequency words such as *they*, *their*, and *when*.

4.3d – Lessons include an instructional focus with opportunities for practice in isolation and decodable, connected text.

The *95 Phonics Core Program Grade 3 Teacher's Edition* and *Student Workbook* provide instruction with decodable, connected texts. These decodable texts include words that use only letter-sound correspondences and high-frequency words that have been previously taught. For example, the decodable text "Gene's Bike Ride" used in Lesson 2 focuses on long vowel silent-e words (the focus of instruction for the corresponding lesson) along with previously taught phonics skills and high-frequency words such as *they*, *their*, and *when*.

4.4 Assessments

19 TAC §74.2001(b)(1)(F) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.4a	All criteria for guidance met.	2/2
4.4b	All criteria for guidance met.	2/2
4.4c	All criteria for guidance met.	1/1
—	TOTAL	5/5

4.4a – Materials include a variety of assessment tools that are developmentally appropriate.

The *95 Phonics Core Program (PCP)* Unit Assessments are summative assessments that are developmentally appropriate and progress from simpler to more complex tasks throughout the course. For example, the Grade 3—Unit 1 summative assessment requires students to sort single-syllable words by syllable type in the "Word Sort" section, while the Grade 3—Unit 3 summative assessment requires students to sort multisyllabic words by syllable types.

The *95 Phonics Core Program Grade 3 Teacher's Edition* includes a variety of formative assessments that are developmentally appropriate and progress from simpler to more complex tasks throughout the course. For example, the Lesson 1, Day 1 Phonological Awareness task assesses students in phoneme addition, while the Lesson 21, Day 1 Phonological Awareness task assesses the more complex phonological awareness skill of substituting medial sounds.

4.4b – Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

The *95 Phonics Core Program Assessment Guide* includes an Observation Tracker for Independent Practice. In grade 3, the observation tracker supports teachers in systematically and accurately measuring students' acquisition of grade-level phonics skills by checking word chains, syllable separation, decoding, and encoding.

The *Assessment Guide* also suggests using the weekly spelling tests to help monitor students' acquisition of that week's phonics pattern. For example, in Volume 1 of the *Teacher's Edition*, Lesson 1, Day 5 offers a spelling test on words with consonant blends, digraphs, silent letters, and complex consonants.

4.4c – Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

The *95 Phonics Core Program Grade 3* Scope and Sequence provides a timeline for assessments at the end of each unit. In grade 3, students will take seven assessments after Units 5, 8, 12, 15, 20, 24, and 30.

The *95 Phonics Core Program Grade 3 Teacher's Edition* also embeds formative assessment opportunities during daily or weekly instruction to determine if students are making adequate progress with the provided instruction. For example, Lesson 1, Day 1 assesses students' ability to spell closed syllable words with consonant blends by having them independently spell in their workbooks.

4.5 Progress Monitoring and Student Support

19 TAC §74.2001(b)(1)(G) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.5a	All criteria for guidance met.	1/1
4.5b	The materials do not include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	0/2
4.5c	All criteria for guidance met.	2/2
4.5d	All criteria for guidance met.	1/1
—	TOTAL	4/6

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

The *95 Phonics Core Program Assessment Guide* includes an "Observation Tracker for Independent Practice" for grades 1–3 for teachers to use as a data-management tool to track individual student progress. For example, the tracker allows teachers to track progress in encoding and decoding skills.

Within the "Fluency Practice," the materials also include a "Teacher Fluency Tracking Chart (2–5)" that allows teachers to monitor student progress in fluency passages for students in grades 2–5.

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

There is no data-management tool to enable teachers in documenting whole-class student data regarding progress on taught phonological awareness and phonics skills. In the "Responding Effectively" section of the *95 Phonics Core Program Assessment Guide*, teachers are provided with the benefits of implementing differentiated Tier 1 small-group instruction as a way of responding to trends in student performance and goes on to list steps for implementation. The suggested grades 1–3 small-group activities include: a phonemic awareness warm-up, a letter-sound drill, decoding (reading) practice, encoding (spelling) practice, application, and a closing question. However, there are no reports by skill, TEK, or student that analyzes needs or patterns.

The *Assessment Guide* does not provide teachers with a tool for tracking whole-class progress, but does explain what to do with one if a teacher were to create one. The "Whole-Class" Decision Tree for Instructional Response graphic guides teachers to analyze class-wide performance data by assessing overall proficiency, evaluating "critical drivers," and targeting specific skill gaps.

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

The *95 Phonics Core Program Assessment Guide* recommends "more frequent progress monitoring (e.g., end of a three-week cycle)" for students in Tier 2: Strategic Intervention who "consistently score below 80% on unit assessments despite strong core instruction," and weekly progress monitoring for students in Tier 3: Intensive Intervention who "show minimal response to Tier 2 interventions" and may require more support.

The "Fluency Practice" resource includes the section "How Often Should I Progress Monitor?" which advises that "the frequency at which a student is monitored should be in proportion with the teacher's level of concern for the student" and gives the example of progress monitoring a student who is "reading 6–12 months below grade level" once or twice a month.

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

The *95 Phonics Core Program Assessment Guide* includes a "Strategies for Accelerating Learning" chart with enrichment activities to motivate proficient readers and develop their literacy skills. For example, if a student is scoring 90 percent accuracy in critical drivers, showing consistent automaticity in decoding, strong performance on two weekly spelling tests consecutively, and showing independent application of phonics skills based on progress monitoring, he or she should be provided with enrichment opportunities such as maintaining reading response journals to improve comprehension.

5. Foundational Skills

Materials include guidance for explicit (direct) and systematic instruction in foundational skills, instructional routines, student practice, and cumulative review.

5.B Oral Language

5.B.1 Oral Language Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 5E – Oral Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	The materials do not 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
5.B.1b	The materials include opportunities for students to engage in academic communication for different purposes and audiences. Materials do not include opportunities for students to engage in social communication for different purposes and audiences.	2/4
5.B.1c	The materials include authentic opportunities for students to listen actively, engage in discussion to understand information, and share information and ideas, but they do not include opportunities for students to ask questions.	3/4
—	TOTAL	5/16

5.B.1a – Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

The materials do not include explicit or systematic instructional guidance on developing oral language and oracy. *The 95 Core Phonics Program Teacher's Edition for Grade 3* includes an "Oral Response" section in the lessons with discussion prompts and possible student responses—such as "Now that you have read the passage, let us talk about it. Why does the writer think it might be fun to live on a ranch? (The writer felt joy around the animals and liked tending to them.)"—to support comprehension of the decodable texts, but they do not include systematic and explicit guidance for how the teacher should use the prompts to build oral language development and oracy.

5.B.1b – Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

The *95 Core Phonics Program Teacher's Edition for Grade 3* includes academic tasks in which the teacher prompts students to use academic vocabulary and respond to text-based questions. For example, the

teacher asks, "Why do you think Joan's class went to Hawks Trail? Use text evidence to support your response," to assess comprehension after reading the connected decodable text "Joan's Class Trip." The materials might also ask students to orally process newly taught morphology, such as by asking students to identify which word is a base and which is a root and to orally justify their thinking.

The materials lack opportunities for social communication that fosters strategic communication skills.

5.B.1c – Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

The *95 Core Phonics Program Teacher's Edition for Grade 3* includes authentic oral language tasks where students are expected to listen, discuss, and share information and ideas in order to better understand the learning objective. The lessons are structured based on the gradual release model ("I Do, We Do, You Do"), and the "We Do" component of each lesson "engages visual, auditory, and kinesthetic senses." For example, in Lesson 5, Day 3, the students actively listen to sounds in order to practice phoneme addition in words, discuss the meaning of prefixes, and share out the sound-symbol correspondence in multisyllabic words with the vowel-*r* pattern.

The *95 Core Phonics Program Teacher's Edition for Grade 3* does not include opportunities for students to ask questions within the lessons.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E - Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	The materials include teacher guidance to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors but not on common misconceptions.	1/2
5.C.2c	All criteria for guidance met.	12/12
—	TOTAL	17/18

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

The *95 Core Phonics Program Teacher's Edition for Grade 3* provides explicit instruction on the introduction of letter-sound relationships in order for students to both decode and encode. For example, the teacher models how to read the word *brass* by finding the vowel letters by pointing to them, identifying the syllable type and gesture, reading the vowel sound, checking to see if there is a consonant blend before or after the vowel, and reading the word. The teacher also explicitly models application to encoding using Sound-Spelling Mapping paper: "First, I figure out how many boxes I need. I finger-stretch and say the sounds: /f/ /r/ /ō/ /s/ /t/—5 sounds. I need 5 boxes. I tap and place a dot in the corner for each sound I hear: /f/ /r/ /ō/ /s/ /t/. Now, I spell the sounds. Letter f in the first box. Letter r in the second box. Letter o in the third box. Letter s in the fourth box. Letter t in the fifth box."

The *95 Phonics Core Program Grade 3 Scope and Sequence* outlines how the materials systematically teach short vowels before introducing long vowels in decoding and encoding. Lessons 1–5 are a review of the letters and sounds learned in grade 2. The remaining lessons build in complexity from closed multisyllable words to words with vowel team syllables, ending with building fluency with all six syllable types. The *95 Core Phonics Program Teacher's Edition for Grade 3* includes opportunities for students to decode words like *construct* and encode words like *instruct* in Lesson 6, while Lesson 25 includes the decoding and encoding of words and nonsense words with the vowel team pattern, such as *craze* and *incomplete*.

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

The *95 Phonics Core Program Teacher's Guide for Implementation Success* includes Appendix D: "Corrective Feedback for Positive Achievement." This guide supports teachers in "delivering consistent and immediate corrective feedback" on common errors with sound identification, letter-sound correspondence, word reading, word sorting, and word writing using a script to support students in connecting phonemes to letters within words. For example, the corrective feedback for multisyllable word reading is "Let's read the word together. Touch the vowel letters. (Use 2 hands.) Look at the first syllable. Syllable type and gesture? Vowel sound? (Say the vowel sound with the student.) Syllable? Repeat the steps above for the second syllable. Word? (Read the word with the student.)"

The materials do not provide teacher guidance for recommended explanatory feedback based on misconceptions, but the *95 Core Phonics Program Teacher's Edition for Grade 3* does provide notes for the teacher, such as "As with all rules in the English language, there are exceptions to the Soft c/g/ Rule. There are more exceptions for soft g than soft c." While this may address errors in reading the words *cat* and *circus*, it does not provide adequate explanatory feedback around the misconception for the students.

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

The *95 Core Phonics Program Teacher's Edition for Grade 3* provides opportunities for students to develop, practice, and reinforce applying letter-sound correspondence to decoding one-syllable words in isolation. For example, the teacher develops this skill by explicitly modeling the process for decoding a simple one-syllable word, e.g., *doe*, in isolation: point to the vowel(s), identify the syllable type and gesture, and read the word. The teacher then facilitates practice with the skill by having students apply the same process to decode words such as *sight*, *bleed*, and *boat*. Opportunities for reinforcement through cumulative review comes in a later lesson in the section "Reading Pattern Words," in which students decode words with the patterns *ee*, *igh*, *oa*, and *oe* in addition to words with the newly taught patterns *ai*, *ay*, *oi*, *oy*, *au*, and *aw*.

The *95 Core Phonics Program Teacher's Edition for Grade 3* provides opportunities for students to develop, practice, and reinforce applying letter-sound correspondence to decoding one-syllable words in decodable connected text. For example, the teacher develops the skill of decoding words within connected text by guiding students to read the underlined pattern words within the passage. The teacher facilitates practice with this skill by having students whisper reading the underlined words and then the passage as a whole. Opportunities for reinforcement through cumulative review come as the students

read later passages with both newly taught phonics patterns as well as previously taught phonics patterns, such as the words *loud* and *sea* within the text "Elroy's Draft Book" which focuses on multisyllabic words with predictable vowel teams.

The *95 Core Phonics Program Teacher's Edition for Grade 3* provides opportunities for students to develop, practice, and reinforce applying letter-sound correspondence to decoding multisyllabic syllable words in isolation. For example, the teacher develops this skill by explicitly modeling the process for decoding a multisyllabic word, e.g., *exactly*, in isolation: find the vowels, underline the vowels, draw a line between the syllables, identify and read each syllable using syllable bars, and read the word. The teacher then facilitates practice with the skill by having students apply the same process to decode multisyllabic words such as *prevented*, *unjustly*, and *withstand*. Opportunities for reinforcement through cumulative review comes in a later lesson in a "3-Syllable Challenge" in which the students "read longer words by using [their] knowledge of decoding affixes, roots, and previously learned syllable types."

The *95 Core Phonics Program Teacher's Edition for Grade 3* provides opportunities for students to develop, practice, and reinforce applying letter-sound correspondence to decoding multisyllabic words in decodable connected text. For example, the teacher develops the skill of decoding words within connected text by guiding students to read the underlined pattern words within the passage. The teacher facilitates practice with this skill by having students whisper reading the underlined words and then the passage as a whole. Opportunities for reinforcement through cumulative review come as the students read later passages with both newly taught phonics patterns as well as previously taught phonics patterns, such as the words *hunters* and *insects* within the text "Ravens" which focuses on multisyllabic words with open syllables.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.1a	All criteria for guidance met.	1/1
5.E.1b	All criteria for guidance met.	1/1
5.E.1c	All criteria for guidance met.	3/3
5.E.1d	All criteria for guidance met.	4/4
—	TOTAL	9/9

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

The *95 Phonics Core Program Grade 3* Scope and Sequence Alignment to TEKS shows a systematic sequence for introducing grade-level sound-spelling patterns in accordance with grade 3 TEKS. The sound-spelling patterns grow in complexity as the program progresses. For example, Lesson 6 introduces closed, simple multisyllabic patterns before introducing closed, complex multisyllabic patterns in Lesson 7.

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

The *95 Core Phonics Program Teacher's Edition for Grade 3* provides explicit teacher guidance through daily lesson scripts that support instruction of grade-level sound-spelling patterns in alignment with the TEKS. For example, on Lesson 1, Day 3, the teacher script states, "Today we are learning to read and spell words with the silent letter patterns k-n, g-n, w-r, and m-b. Silent letter patterns have 2 consonants side by side with 1 consonant remaining silent."

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

To develop sound-spelling knowledge, the *95 Core Phonics Program Teacher's Edition for Grade 3* engages students in whole-group phonics lessons where the teacher introduces a phonics pattern using hand gestures and visual aids, like Sound Spelling Cards. For practice, students participate in hands-on activities, like sorting patterns and contrast words and "Sound Spelling Mapping" with elkonin boxes. To reinforce these patterns, the *Teacher's Edition* includes cumulative review activities, such as reading and writing word routines with previously taught sounds and decodable readers containing a mix of new and previously taught sound-spelling patterns.

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

The *95 Core Phonics Program Teacher's Edition for Grade 3* provides a variety of activities to support students in decoding words, both in isolation and in decodable connected text that builds on previous instruction. For example, Lesson 2, Day 2 supports students in reading words with closed syllables, long vowel silent-*e* syllables, and open syllables, such as *chime*, *crash*, and *cry*. In Lesson 2, students read the passages "Gene's Bike Ride" and "TGermes," which incorporate previously taught phonics patterns.

The *Teacher's Edition* also provides a variety of activities to support students in encoding words in both isolation and decodable connected text that builds on previous instruction. For example, Lesson 6, Day 5 supports students in writing multisyllable words with the closed-closed syllable pattern, such as *conduct* and *commit*. In Lesson 7, Day 5, students write sentences with previously taught phonics patterns, such as "What happens when you confront the problem?"

5.E.2 Regular and Irregular High Frequency Words

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.2a	All criteria for guidance met.	2/2
5.E.2b	All criteria for guidance met.	4/4
5.E.2c	All criteria for guidance met.	12/12
5.E.2d	All criteria for guidance met.	4/4
—	TOTAL	22/22

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

The *95 Phonics Core Program* includes a scope and sequence for grade 3 for introducing both regular and irregular high-frequency words aligned with the Dolch list of high-frequency words. According to the *95 Phonics Core Program Grade 3 Scope and Sequence*, the regular high-frequency words *light* and *keep* are introduced in Lesson 3 in conjunction with instruction on predictable and unpredictable vowel teams, while the irregular high-frequency word *eight* is introduced in Lesson 7.

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

The *95 Phonics Core Program Grade 3 Teacher's Edition* includes the Dolch sequence for learning and mastering the reading and spelling of high-frequency words with guidance such as scripts, the "heart word" strategy, and sound-spelling mapping. For example, in Lesson 2, Day 5, the script includes guidance for dissecting and spelling a regular high-frequency word: "Watch how I use the Sound-Spelling Mapping paper. Remember, each box holds only 1 sound. The word is write. Word? write. This word is the one in the sentence 'I will write a note to my teacher.' Finger-stretch write. /r/ /ī/ /t/ How many sounds? 3. How many boxes? 3. I place a dot in the corner of 3 boxes. Watch me write the letter or letters that spell each sound. What is the first sound? /r/ Which letter or letters? w-r. Which box? First. The letters w and r go in the same box because the w is silent. Next sound? /ī/ Which letter or letters? i and silent-e. Which box? The i in the second box and the silent-e in the bottom right corner of the third box. I mark a V connecting the vowels. Third sound? /t/ Which letter? t. Which box? Third. Word? write." In Lesson 1, Day 5, the script includes guidance for dissecting and spelling an irregular high-frequency word: "Today we will spell words that do not fit the patterns we've learned. Watch how I use the Sound-Spelling Mapping paper. Remember, each box holds only 1 sound. The word is friend. Word? friend Finger-stretch friend. /f/ /r/ /ē/ /n/ /d/ How many sounds? 5. How many boxes? 5. I place a dot in the corner of 5 boxes. Watch me write the letter or letters that spell each sound. What is the first sound? /f/ Which letter? f. Which box? First. Second sound? /r/ Which letter? r. Which box? Second. Third sound? /ē/ The /ē/ vowel sound is

spelled with the vowels i-e. I write these letters in the third box. I draw a heart in the box for this unexpected spelling. Fourth sound? /n/ Which letter? n. Which box? Fourth. Fifth sound? /d/ Which letter? d. Which box? Fifth. Word? friend."

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

The *95 Phonics Core Program Grade 3 Teacher's Edition* provides a recursive routine through the daily lessons to develop, practice, and reinforce decoding and encoding both regular and irregular high-frequency words. The routine develops these skills through explicit instruction: the teacher displays the high-frequency word, leads the students through decoding the word by "finger-stretching" it and determining the number of sounds, then leads the students through encoding the word by writing the corresponding sound-spelling patterns. The routine then engages the students in practicing these skills in their *Student Workbook*. Finally, the routine allows for reinforcement and cumulative review through resources and activities such as fluency practice, sentence dictation, reading decodable connected texts, and spelling tests. For example, in Lesson 3, Day 5, the teacher develops the high-frequency words *light* and *keep* and allows students to practice the words through sentence dictation: "This light will glow bright at night" and reading the decodable text "Joan's Class Trip." The words *light* and *keep* are then on the spelling test at the end of that day. In Lesson 5, Day 4 students read *light* and *keep* in fluency practice along with other high-frequency words, and in Lesson 5, Day 5 students read phrases such as "This bark will keep."

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

The scripts in *95 Phonics Core Program Grade 3 Teacher's Edition* provide activities and resources, such as high-frequency word grids, sentence dictation, and decodable passages, for students to engage in reading and writing high-frequency words both in isolation and connected text. For example, Lesson 9, Day 3 engages students in reading high-frequency words in isolation, such as *together*, *ten*, and *about*, using a high-frequency word grid. Lesson 4, Day 5 provides a script to teach students to write the high-frequency word *show* in isolation: "The word is show. Finger-stretch show. /sh/ /ō/ How many sounds? 2. How many boxes? 2. I place a dot in the corner of 2 boxes. Watch me write the letter or letters that spell each sound. What is the first sound? /sh/ Which letter or letters? s-h. Which box? First. Next sound? /ō/ The /ō/ vowel sound is spelled with the vowel team o-w. I write these letters in the second box. Word? show." Lesson 5, Day 5 provides the opportunity for students to write the high-frequency words *to*, *get*, and *the* in the sentence "Marta flew far to get to the porch." Lesson 6 provides students with multiple opportunities to read high-frequency words in the passages "Marta's Nest" and "World Sea Turtle Day."

5.E.3 Decoding and Encoding One Syllable or Multisyllabic Words

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.3a	All criteria for guidance met.	2/2
5.E.3b	All criteria for guidance met.	8/8
5.E.3c	All criteria for guidance met.	12/12
5.E.3d	All criteria for guidance met.	8/8
—	TOTAL	30/30

5.E.3a – Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)

The *95 Phonics Core Program Grade 3 Teacher's Edition* includes a "Teacher Tip" in the introduction that outlines the sequence of grade 3 syllable types: Lessons 1–5 are a review of grade 2, Lessons 6–8 cover "closed syllable lessons; simple, complex, and schwa," Lessons 9–12 cover "long vowel silent-e syllable lessons; single, simple, and complex," Lessons 13–15 cover "open syllable lessons; single, simple, and complex," Lessons 16–20 cover "vowel team syllable lessons; single, simple, and complex," Lessons 21–25 cover "consonant-le and vowel -r syllable lessons; single, simple, and complex," and Lessons 26–30 focus on "building fluency with all 6 syllable types."

Additionally, the *Teacher's Edition* provides a systematic sequence for instruction based on syllable division principles. For example, the VCCV syllable division principle is covered beginning in Lesson 5 before the VCCCV syllable division principles is covered in Lesson 7 and dividing after the silent-e in multisyllabic words where the first syllable is VCe in Lesson 11.

5.E.3b – Materials include teacher guidance to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)

The scripts in *95 Phonics Core Program Grade 3 Teacher's Edition* provide explicit guidance for teaching students to apply knowledge of syllable types when decoding and encoding one-syllable words. For example, the script on Lesson 1, Day 1 states "Let's review the closed syllable pattern. Words with the closed syllable pattern have (repeat it with me): 1 vowel letter followed by 1 or more consonants." The teacher then models using knowledge of closed syllables having a short vowel pattern to decode the words *brass* and *risk*. In Lesson 1, Day 2, the teacher models encoding a word using knowledge of syllable types by finding the vowel and whispering the syllable type, making the closed syllable gesture, whispering the correct vowel sound, and spelling the word in the correct column.

The scripts in *95 Phonics Core Program Grade 3 Teacher's Edition* also provide explicit guidance for teaching students to apply knowledge of syllable types and syllable division principles when decoding and encoding multisyllabic words. For example, the script on Lesson 4, Day 3 states "Today we are going to practice spelling multisyllable words with the closed-closed syllable pattern. Watch how I use the Syllable Mapping paper. Each box holds 1 syllable. The word is magnet. I tap 1 box for each syllable I hear: mag/net (Place your hand under your chin while saying the syllables. Point out that your chin drops as you say each syllable.) There are 2 syllables. Now, I write the letters that spell the sounds in each syllable." The teacher then models using knowledge of the closed syllable type to encode each syllable and write the word *magnet*. Lesson 5, Day 3 includes a routine for students to decode multisyllabic words: find the vowels, underline the vowels, draw a line between the syllables, read each syllable, and read the word. The teacher models this routine to decode the word *border*.

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

The *95 Phonics Core Program Grade 3 Teacher's Edition* includes a variety of activities and resources such as word sorts, pattern word lists, and decodable texts to support students in developing and practicing the decoding of one-syllable and multisyllabic words. For example, each lesson includes decodable passages that align with the target phonics skill for the week, such as closed, simple multisyllabic words ("The Pool Shindig" and "Fitness Contests" in Lesson 6). These texts also incorporate cumulative review, allowing students to decode previously taught patterns alongside new ones, reinforcing continued mastery.

The *95 Phonics Core Program Grade 3 Teacher's Edition* also includes a variety of activities and resources such as writing pattern and contrast words, sound-spelling mapping with elkonin boxes, and sentence dictation to support students in developing and practicing the encoding of one-syllable and multisyllabic words. For example, the lessons include writing pattern and contrast words that align with the target phonics skill for the week, such as the vowel-r syllable pattern. These sorts also incorporate cumulative review, allowing students to encode previously taught patterns alongside new ones, reinforcing continued mastery. For example, the sort in Lesson 4, Day 2 has students sorting and spelling words with the vowel-r syllable pattern from words with previously taught syllable patterns.

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

The *95 Phonics Core Program Grade 3 Teacher's Edition* includes a variety of activities and resources such as word sorts, pattern word lists using Syllable Mapping Mats and syllable bars, and decodable texts to support students in using knowledge of syllable types and syllable division patterns to decode words in both isolation and connected text. For example, in Lesson 11, Day 2, students read long vowel silent-e, complex multisyllabic words in isolation from a pattern word list. The students must first divide the syllables using knowledge of syllable division, read each syllable using knowledge of syllable types and the syllable bars, then blend the syllables to read the word. The students also read long vowel silent-e, complex multisyllabic words in connected text in Lesson 11 when they read the decodable passages "Pineland Lakeside Trip" and "Fishing in Sunshine."

The *95 Phonics Core Program Grade 3 Teacher's Edition* includes a variety of activities and resources such as writing pattern and contrast words, sound-spelling mapping with elkonin boxes, and sentence dictation to support students in using knowledge of syllable types and syllable division patterns to encode words both in isolation and connected text. For example, in Lesson 11, Day 1, students encode long vowel silent-e, complex multisyllabic words in isolation when they engage in syllable mapping words such as *milestone*. In Lesson 11, Day 5, the students encode multisyllabic words in connected text when they write the sentence "Ling used flagstone to customize her concrete sidewalk."

5.E.4 Morphological Awareness (1–3)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.4a	All criteria for guidance met.	1/1
5.E.4b	All criteria for guidance met.	4/4
5.E.4c	All criteria for guidance met.	3/3
5.E.4d	All criteria for guidance met.	4/4
—	TOTAL	12/12

5.E.4a – Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)

The *95 Phonics Core Program Grade 3 Scope and Sequence* outlines a clearly defined scope and sequence for the introduction of grade 2 morphemes, as outlined in the TEKS (ELA.2.2.B.vi Demonstrate and apply phonetic knowledge by: Decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; and Demonstrate and apply spelling knowledge by: Spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.). The sequence begins with instruction on the prefixes *un-*, *re-*, and *dis-* in Unit 1 and suffixes *-est* and *-er* in Unit 3 and is reviewed throughout the remainder of the lessons in conjunction with base words that incorporate the phonics pattern for the lesson.

5.E.4b – Materials include teacher guidance to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

The *95 Phonics Core Program Grade 3 Teacher's Edition* provides explicit teacher guidance through scripts to help students use the meaning of morphemes to support encoding, decoding, and reading comprehension. For example, the script for Lesson 21 Day 1 states "(Display *-ure/-ture*.) The suffix is *-ture*. It is spelled 2 ways: u-r-e and t-u-r-e. Although these suffixes look like silent-e syllables, they are most often pronounced as a vowel-r. The pronunciation for this suffix can change depending on the letters before it. The vowel sound is /er/. This suffix can be pronounced as /er/, like in the word measure. Say it with me. /er/. It can also be pronounced as /yer/, as in the word figure. Say it with me. /yer/. When the suffix *-ure* follows the letter t, the most common pronunciation is /cher/. Say it with me. /cher/. This is what we hear in the word adventure. The definition of the Latin suffix *-ure/-ture* is 'state of, process, or function.'" The teacher then models reading and spelling the words *denture* and *venture* and using context and morphological knowledge to determine the meanings of those words.

5.E.4c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

The *95 Phonics Core Program Grade 3 Teacher's Edition* provides a variety of activities and resources such as Morphology Tables, Morpheme Cards, Morphology Mats, and Morphology Keys to develop, practice, and reinforce grade 3 morphological skills. For example, Lesson 22, Day 1 develops the root *port* and suffixes *-able/-ible*, displaying them and providing explicit instruction. Students then practice the morphemes by building words and sentences that include them and then completing their Morphology Keys with definitions of unknown words using morphology knowledge in their *Student Workbook*. In Lesson 22, Day 2, the skills are reinforced using the Morphology Tables to decode words with the same root and suffixes. In Lesson 22, Day 3, students have the opportunity for cumulative review by constructing words using the Morphology Mats and Morpheme Cards—both with the focus root *port* and suffixes *-able/-ible* as well as previously taught morphemes *vis-*, *im-*, *re-*, *trans-*, *-ion*, and *-er*.

5.E.4d – Materials include a variety of activities and/or resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

The *95 Phonics Core Program Grade 3 Teacher's Edition* provides a variety of activities and resources to encode and decode words with morphemes in isolation as well as connected text that builds on previous instruction. For example, students encode and decode words with morphemes in isolation using a morphology table in Lesson 15, Day 2 (*oddity* and *truancy*) and using morpheme cards and morphology mats in Lesson 15, Day 3 (*imposition*, etc.). Students read words with morphemes in connected text by reading sentences in Lesson 15, Day 1 ("If the police impound a car, the owner must pay to get it out of the lot.") and phrases in Lesson 15, Day 5 ("deflate the ball"). Students encode words with morphemes in connected text in Lesson 15, Day 5 when they encode the sentence "A compound word is 2 words put together" in their *Student Workbook* and engage in sentence dictation practice ("How can we be better at preventing a crisis?").