

Just Right Reader, Inc.

English Phonics, 3

Just Right Reader 3rd Grade Decodables Plus

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798896543657	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%	Compliant	Flags Not in Report	<u>25</u>	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	28 out of 28	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	28 out of 28	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	107 out of 107	100%

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	<u>19</u>
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	All criteria for guidance met.	4/4
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	12/12

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

The materials provide a scope and sequence that outlines the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and concepts taught in the course. The overview is organized by week, emphasizing phonics structures, integrating high-frequency words and vocabulary development, and enhancing fluency, comprehension, and vocabulary skills. The *Teacher Edition* lists materials for curriculum implementation and includes a "Scope and Sequence" with a weekly overview of student expectations and instructional plans. For example, the "Student Expectations" of the "Unit/Module Overview" includes the following standards: "2A: Demonstrate and apply phonetic knowledge" and "2B: Demonstrate and apply spelling knowledge."

The *Teacher Edition* includes a key that outlines the specific skills each lesson addresses, allowing educators to see how instruction supports ELPS-aligned language growth. For example, ELPS Speaking A, B, C, D, E, and F are listed with hyperlinks to access the full description of the ELPS.

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 materials include pacing guides for grade 3 that support effective implementation of various instructional calendars. The guides accommodate a four- or five-day school week, and a 160- or 180-day school year. The weekly overview summarizes the material's pacing across 36 instructional weeks.

The grade 3 *Phonics Program Pacing Guide* for 36 instructional weeks provides teachers with a roadmap to introduce and reinforce grade-level phonics standards for reading development. The roadmap provides tools for weekly planning, resources, and materials to deliver the lesson (including reviews and cumulative reviews) in line with various 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 materials provide a rationale for the unit order or explain how the concepts and skills connect throughout the course. The *Teacher Edition* explains that instructional methodology is based in the Science of Reading: "The Just Right Reader lesson plans are grounded in the principles of the Science of Reading, focusing on explicit phonics instruction and a systematic approach to literacy." The grade 3 phonics "Scope and Sequence" includes a rationale, which explains how the materials "move students from mastery of basic syllable patterns into fluent decoding and encoding of increasingly complex multisyllabic words."

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

The materials include resources, such as a *Getting Started* guide, teacher resources, extending instruction into the home, and lesson plans to support teachers. The *Teacher Edition* includes a section, "Lesson Implementation Guide for Teachers," that details how teachers can access the materials and states that "it is beneficial to review these lesson plans in advance of your teaching sessions." The lessons are structured and outlined by weeks and grouped as units to target overall skills.

The *Teacher Edition*, "Lesson Plan Internalization" guidance includes a scripted checklist for teachers to understand and prepare each lesson. The guidance is broken into sections: "Launch," "See It," "Name It," and "Do It." The "Lesson Plan Internalization" template provides steps and detailed descriptions to follow during the implementation of each section. For example, the "See It" section guides how to deconstruct the lesson standard, identify the ways the standard will be assessed, identify the bite-sized lesson "teaching point," and determine the lesson flow and pacing.

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

The materials include an *Instructional Coach Support Guide* to help teachers implement them. The guide includes steps and strategies to facilitate weekly discussions with teachers and support lesson delivery. For example, "Step 1: Getting Started," includes "Familiarize Yourself with the Guide" and lists the following steps: "Review the Lesson Implementation Guide for Teachers; Review the specific skills targeted in each lesson, such as phonemic awareness, phonics, fluency, comprehension, and vocabulary

located in the Unit/Module Overview section; and Highlight how these skills progress throughout the curriculum and how they connect to the TEKS."

The materials include resources and guidance to support administrators in implementing them. For example, an online *Administrators Resources* tab includes an "Administrator Welcome Letter" that explains how to access the *Professional Development Resources*, *Curriculum Alignments*, and *Lesson Plans*.

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.

The materials include a unit overview that provides text-dependent lesson plans and lists the lessons for each unit. Each lesson provides teachers with the background knowledge and vocabulary to teach the material. For example, in the lesson "The Fort," the background knowledge prompts the teacher to say: "The title of this book is The Fort. Have you ever built a fort before? Sometimes kids build small forts inside using pillows and blankets. Other times, they build forts outside using sticks or planks of wood. In this book, two friends work together to build a fort in the forest." The vocabulary words included in the lesson are *adorn*, *gather*, *platform*, and *support*. Additionally, the materials include explicit connection to previous content by having teachers state, "We've been reading and spelling multisyllabic words with different syllable types," and "We've been learning about prefixes and suffixes to help us read and understand the meaning of words," before the current learning objectives. These additions explicitly connect previously learned concepts and strategies to new content. The materials provide *Grade 3 Additional Resources*, featuring a "Vocabulary Routine" that guides students through six steps to acquire new vocabulary: "1. Introduce the word, 2. Apply phonics and morphological skills, 3. Connect the word to meaning, 4. Use the word in context, 5. Check understanding, and 6. Integrate reading and writing." The vocabulary routine is applicable to each lesson, but is not included in the "Unit Overviews" for teachers to teach the concepts.

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 materials extend instruction into the home with the *Take-Everywhere Literacy Packs*. The books include a QR code to a lesson in English and Spanish, allowing students to watch a phonics lesson independently or with their families. The materials include a "Family Welcome Letter" in English and Spanish with the following suggestions: "1. Watch a fun phonics video lesson together. 2. Read the books together as a family. 3. Encourage your student to reread the books. 4. Talk about the book. 5. Participate in a fun activity with your student."

The materials offer tools to communicate student progress to families. The guide, *My Literacy Journey Trackers*, can be used during parent-teacher conferences to ensure parent engagement and involvement

in their child's learning. The materials also include a "Home Reading Bingo" activity in English and Spanish that reinforces classroom concepts and skills, promoting active family involvement in student learning. Bingo activities provide opportunities for families to practice with students the skills they are currently learning in the classroom.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	All criteria for guidance met.	8/8
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	12/12

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 materials present comprehensive, structured, and detailed lesson plans for each decodable included in the *Third Grade English Library*. Each plan specifies learning objectives, materials and preparation, teacher information, and teacher resources. For instance, the lesson plan for "Ginger's Homework" includes the following bullets under "Materials and Preparation:" "Copy of Ginger's Homework for each student, whiteboard and marker or paper and pencil, and Vocabulary Notebook (optional)." The "Lesson Overview" outlines the ELPS to support teachers in implementation.

The materials provide instructional assessments that align with the content standards of the phonics lessons. They categorize assessments as diagnostic (administered before instruction), formative (conducted during instruction), and summative (administered following instruction). The assessment chart details the components of summative assessments, which include: "Directions for Administration, Standards/Skills Assessed, Teacher Directions, Assessment Items, Scoring Guide, and Progress Monitoring." For instance, the Decodable Plus Set 4 Summative: "Multisyllabic words with vowel team Syllables (oo, au, augh, aw, Long u), and z" includes the "Teacher Directions:" "Say: I will say a word two times. First, you are going to repeat the word after me. Then, you will write the word in the correct space."

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 materials provide structured lesson overviews detailing the necessary materials for each lesson, promoting organized and effective instructional delivery for teachers and students. Lesson plans outline recommended time allocations for each component, ensuring structured pacing and effective classroom management. For example, in the grade 3 lesson, "Rachel's voice (Set 1)," the recommended materials and preparation include a copy of "Rachel's voice" for each student, a whiteboard and marker or paper and pencil, and a vocabulary notebook (optional).

The lesson overview outlines recommended time allocations for each of the lesson's components. For instance, the grade 3 lesson, "Retreat at the Creek (Set 3)," provides specific time suggestions: "Phonics Review" for 10 minutes, "Reading the Decodable" for 10 minutes, "Comprehension and Extension Activities" for 10 minutes, and "Closing" for one minute.

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

The materials include guidance on effectively using lesson materials for extended practice. They incorporate a QR code, allowing families to access phonics mini-lessons at home, enhancing opportunities for extended learning beyond the lessons. The QR codes provide students with access to lessons targeted to practice and reinforce the specific skills they have learned in the classroom. For example, the *Take-Everywhere Literacy Packs* provide additional practice and extension activities that students can use at school and home.

Lesson plans provide "Comprehension Extension Activities," such as "Written Response to Reading," enabling students to practice and apply their understanding of texts. Teacher resources include a "Family Welcome Letter" that offers various ideas to encourage reading practice at home, strengthening the connection between school and family in supporting students' literacy development. For example, one of the ideas in the letter on "How to Support Your Student at Home" states: "Watch a fun phonics video lesson together. Scan the QR code on the book for fun phonics lessons available in English and Spanish. Each book has a unique video lesson!"

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	All criteria for guidance met.	9/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	All criteria for guidance met.	2/2
—	TOTAL	21/21

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.

The materials provide a comprehensive and structured assessment system, which includes diagnostic, formative, and summative assessments. Appendix A features diagnostic assessments that focus on phonics and word knowledge, offering tasks that progress in complexity from simple multisyllabic words with closed syllables to those with prefixes and suffixes. Figure 2.2 in the *Teacher Edition* outlines the "Third Grade Assessment Overview," including hyperlinks to tools like the *Baseline Assessment: Connected Text Fluency* where teachers can access sheets and checklists to support instruction and interventions based on student performance.

The materials include assessment types and scheduling detailed in Figure 2.3, which maps out when diagnostic, formative, and summative assessments occur throughout the units. For example, teachers administer a diagnostic baseline at the beginning of each unit, follow up with formative assessments during instruction, and conclude with summative assessments to evaluate mastery. These summative assessments include varied task types, such as encoding, decoding, and spelling. The assessment tools—including checklists, student prompts, and feedback routines—allow the ongoing tracking of student learning, aligned with phonics instruction and grade-level expectations.

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

The materials provide clear and detailed definitions and purposes for the types of instructional assessments in the *Teacher Edition*, specifically addressing diagnostic, formative, and summative assessments. For instance, the Diagnostic Assessment is described as a tool that "gauges students'

knowledge and skills before learning and teaching occurs," serving as a formal, standardized measure to establish baseline phonics skills for grade 3 students. The material further emphasizes the diagnostic assessment's role in informing instructional decisions. For example, if a student scores below 50 percent on a decoding subsection, the assessment is discontinued, whereas scores of 50 percent or higher prompt administration of increasingly complex subsections.

In the materials, formative assessments are designed to monitor student progress during the instructional process, enabling educators to use the data to adjust teaching strategies accordingly. Conversely, summative assessments evaluate student mastery following instruction, and teachers use the results to report proficiency relative to the standards taught. Each "Summative Assessment" includes a "Purpose of Assessment" section that articulates its intent, exemplified by Summative Set 54, which "gauges student knowledge and skills after teaching and learning have taken place" to measure mastery of specific standards. This structure enables teachers to understand not only what to assess but also why and how to act on the data, making the assessment system both meaningful and actionable.

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

The materials provide detailed and consistent guidance for administering assessments, ensuring reliability and ease of use for teachers. The *Teacher Edition* includes an "Administration Guide" in Appendix A for "Diagnostic Assessments (Phonics & Word Knowledge)" that outlines clear steps for preparation, administration, scoring, and data analysis. For example, it guides teachers on how to respond when a student struggles, by prompting or skipping a word, and how to mark observations if the student becomes frustrated. Similarly, Appendix C offers structured guidance for summative assessments across all decodable sets, including clearly stated purposes, standards assessed, step-by-step teacher directions, and scoring rubrics to support progress monitoring.

The materials support consistent assessment practices through scripted teacher language and targeted instructional moves. Teachers receive specific phrasing for diagnostic and summative tasks, such as saying, "I will say a word two times. First, you are going to repeat the word after me. Then, you will write the word in the correct space." This scripting supports standardized assessment delivery, ensuring that all students are evaluated under the same conditions. Additionally, the guide offers tailored progress monitoring instructions for various syllable types, including r-controlled and vowel teams, aligning student scores with reading proficiency levels. These elements collectively empower educators to implement assessments with accuracy and purpose, while also gathering meaningful data to guide instruction.

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

The materials align assessments and instructional objectives to the TEKS, as evidenced in Figure 2.2 in the *Teacher Edition*, which includes a dedicated "TEKS Standards" column for each assessment. For instance, Decodable Set 7 targets the skill, "demonstrate and apply phonetic knowledge by decoding compound words." At the same time, lesson plans, such as the one for the story "Race Day," explicitly include the objective, "Students will read and spell compound multisyllabic words." The materials also offer *Additional Lessons: Compound Words* to support mastery through informal and formal formative assessments.

The materials show strong alignment to the TEKS by consistently addressing decoding, encoding, and fluency skills across diagnostic, formative, and summative assessments. For example, the diagnostic assessments focus on decoding multisyllabic words with affixes such as *un-* and *-ful*, while the summative assessments evaluate a broader set of phonics and fluency skills. Decodable Sets 1–55 include checklists that track mastery of phonics and word knowledge skills, such as encoding and decoding, aligned with instruction on open and closed syllables. Set 3 in the "Summative Assessment" addresses TEKS 2.A.v and 2.A.xvi by measuring decoding of vowel teams and high-frequency words.

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

The materials provide instructional assessments at varying levels of complexity through summative and formative tools. Summative assessments include encoding tasks, where the teacher reads a word twice and students write it down, and decoding tasks, where students read real and nonsense words aloud. A "Phonics Assessment Checklist" focuses on foundational decoding skills such as reading multisyllabic words with prefixes and suffixes. The baseline assessment evaluates blending sound skills and fluency.

The materials include summative assessments that evaluate encoding and decoding skills, addressing varying levels of complexity. "Summative Assessments" are organized into "Part A: Encoding" and "Part B: Decoding" and are aligned with the TEKS. Additionally, "Reading Workouts" provide varied formative assessment opportunities, such as in "Decodable Plus Set 7," where activities like "4 Steps," "Root Word Trees," "Charades," and "Crosswords" help students engage with vocabulary at different complexity levels.

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 materials include a comprehensive system for scoring, interpreting, and responding to student assessment data, supporting both accuracy and instructional flexibility. The *Summative Assessment Scoring Guide* outlines the following criteria: one point for each correct response in encoding and decoding, with no partial credit. It also directs teachers to update the *Phonics & Word Knowledge Checklist* after each assessment to reflect mastery. Diagnostic tools, such as phonics graphs and baseline checklists, further help identify initial skill levels and inform small-group instruction based on student needs.

The materials offer diagnostic and progress monitoring tools that inform instruction over time. Baseline assessments, including phonics graphs and checklists, help determine students' initial skill levels and guide the flexible grouping of students. The *Mastery Measure Student Response* tool tracks specific skills, such as decoding multisyllabic words with silent *e* syllables, allowing students multiple opportunities to demonstrate mastery. The *Teacher's Edition* includes a weekly assessment plan—such as "Phonics" on Monday, "Fluency" on Wednesday, and "Comprehension" on Friday—and a "Next Steps: Actionable Instructional Strategies" guide that helps educators interpret data and adjust instruction accordingly.

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

The materials provide a data-informed framework that allows teachers to track student performance, form flexible groups, and deliver targeted instruction based on assessment results. Tools such as the TEKS-aligned "Decoding and Encoding Checklists," and the "Diagnostic Phonics & Word Knowledge Graph," allow educators to monitor mastery of specific skills. Teachers use these tools to group students by learning needs and plan instruction accordingly, with support from clear scoring guidance for assessments like "Oral Reading Fluency."

The materials include scaffolded lessons and instructional strategies that address specific skill gaps and are informed by ongoing assessment data. Resources such as "Next Steps: Actionable Instructional Strategies and Immediate Feedback and Error Correction Guide" equip teachers to respond to student needs during planning and instruction. For example, decodable lessons such as Set 53: "Venus" include

phonics routines that align with identified gaps, ensuring instruction is responsive and focused. Instructional coach guidance further supports data collection and group planning, reinforcing a cohesive cycle of assessment-driven teaching and learning.

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 materials provide a comprehensive system for tracking student progress in phonics and word knowledge, featuring editable checklists, diagnostic tools, and self-monitoring resources. Teachers use tools like the "Student Response Chart" and "Phonics & Word Knowledge Decoding & Encoding Checklist" to document individual and class performance across TEKS-aligned skills, such as decoding nonsense words or multisyllabic words with a silent *e*. These charts, paired with diagnostic graphs, allow educators to monitor mastery, identify trends, and adjust instruction accordingly.

The materials encourage student engagement in their own learning through self-monitoring tools. The "Self-Monitoring Checklist" helps students track their performance and growth in an Excel table that includes skills such as "Multisyllabic Words with Closed, Open, and Silent *e* Syllables" and "R-Controlled vowels, Silent *e*, and Long *e* Vowel Teams." These resources promote student accountability, build independence in the learning process, and help them track their growth and mastery of skills.

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 materials include explicit teacher guidance for differentiated instruction, scaffolded activities, and paired lessons that support students who have not yet reached proficiency on grade-level content and skills. Each lesson includes a differentiation section with links to resources such as "Reading Workouts," which provide targeted strategies for decoding and comprehension challenges. For example, in the decodable text "The Fort," a QR code links to a short video that reinforces decoding r-controlled multisyllabic words, and a printable "Story Map" graphic organizer supports comprehension. Lessons incorporate "Turn and Talk" routines, sentence stems, and structured phonics activities, such as "Syllable Sorting" and "Word Hunts," to scaffold instruction and encourage student engagement with foundational skills.

The materials provide a comprehensive *Differentiation Guide* with scaffolded instructional strategies that support students who have not yet reached proficiency on grade-level content and skills. For fluency support, the guide recommends "Echo Reading," "Choral Reading," "Cloze Reading," and "Partner Reading." For decoding and encoding, teachers can utilize tools such as letter tiles, whiteboards, and sound boxes to reinforce phonics skills. Lesson plans follow a consistent structure that includes "Phonics Review," "Reading the Decodable," and "Comprehension Extension Activities," each embedded with strategies tailored to varying proficiency levels. For instance, teachers model phrase-cued reading to help students improve pacing and expression. Additionally, paired lessons and "Intermediate Reading Workouts" target key skills, such as multisyllabic word recognition and morpheme analysis, ensuring that students who need additional practice receive appropriate support.

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)

The materials include embedded and pre-teaching supports to help students understand unfamiliar vocabulary and references in the text, including figurative language and academic terms. Each lesson plan features a "Vocabulary" section that prompts teachers to introduce key words using the "Just Right Reader Vocabulary Routine" or simple student-friendly definitions. For example, in the lesson "Race Day," the teacher introduces key terms such as *race*, *train*, and *prepare*, using relatable explanations like, "When people want to run a race, they usually do exercises and practice to prepare their bodies." Vocabulary words appear in a designated "New Vocabulary" section at the beginning of the decodable text, and teachers use the "Just Right Reader Vocabulary Routine" or simplified definitions to introduce the terms. Words such as *adorn*, *platform*, *gather*, and *support* are paired with illustrations to support comprehension.

The materials provide embedded support for comprehension through the "Lesson Plan Internalization" routine. This framework comprises four structured sections—"Launch," "See It," "Name It," and "Do It"—which guide teachers to develop background knowledge and address common misconceptions. For example, the "Name It" section helps identify prior knowledge gaps and suggests using visual, linguistic, and kinesthetic supports to promote understanding. Lessons like "Joy's Garden" incorporate academic vocabulary such as *sprout* and *bloom*, reinforced through illustrations and contextual explanations. Visuals embedded in each decodable book further enhance understanding by linking word meaning to imagery, supporting emergent bilinguals and all learners in accessing complex language and content.

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 materials include structured guidance for differentiated instruction and extension activities to support students who have demonstrated proficiency in grade-level content. Teachers receive direction through the "Comprehension Extension Activities" section, which includes opportunities for group discussions, Turn and Talk exercises, and written responses. For example, in the lesson "Retreat at the Creek," students explore character motivations and challenges through structured Turn and Talk activities. The teacher asks, "What decision did the characters make at the creek, and why was it important?" The teacher also provides sentence stems like "The characters decided to ____ because ____" to support students' oral responses. The *Lesson Plan Internalization* tool also provides suggestions to extend instruction, such as removing scaffolds for proficient readers or creating new word application tasks.

The materials include the *Differentiation Guide*, which provides targeted strategies for students who meet or exceed expectations. It advises teachers to reduce the use of support tools, such as "Elkonin boxes,"

and instead challenge students with more complex, grade-level texts. The materials enrich vocabulary development by encouraging students to explore Tier 2 and Tier 3 words through activities such as writing and illustrating definitions, as seen in "Under the Sea." The "Unit/Module Overview" links specific "Reading Workouts" to learning objectives, enabling students to progress in areas such as fluency, morphemes, and comprehension. Overall, the materials actively promote high-level thinking, language development, and personalized learning paths for advanced learners.

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 materials provide teachers with clear and explicit prompts to model and explain key literacy concepts. Each lesson includes scripts that guide teachers in introducing phonics concepts, such as syllable division and decoding multisyllabic words. For example, in the lesson "Nighttime Skies," the teacher says, "Today, we will read and spell multisyllabic words with the vowel teams ie and igh," and models with the word, *sunlight*, breaking it into syllables and blending them aloud. These direct prompts help make teacher modeling consistent and effective across lessons.

The materials include structured opportunities for guided practice to support the teacher, such as questioning strategies, sentence stems, and error correction prompts. For instance, in the "Immediate Feedback" section, the teacher might say, "Try reading these words as a group instead of one at a time. I will show you." Additionally, Turn and Talk routines encourage students to explain their thinking, while vocabulary and writing prompts include frames like, "Dakota and Mika said it was _____. I think they said it was _____ because _____." These embedded supports ensure that teachers can deliver instruction confidently and students can internalize the concepts with scaffolded practice.

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

The materials provide comprehensive teacher guidance and recommendations for delivering lessons using a variety of instructional approaches. Each lesson incorporates strategies such as Turn and Talk, "Think/Pair/Share," graphic organizers, and structured discussions to promote active engagement. For example, in the lesson "Rachel's Vote," students participate in a Turn and Talk to discuss their opinions and use text evidence to support their thinking. The teacher prompts with a question like: "Why do you think Rachel decided to speak up?" The teacher then provides an optional sentence stem: "I think Rachel spoke up because _____." The lesson also includes a "Topic Bubble" graphic organizer accessible via a QR code in the "Teacher Resources" box to help students identify main ideas or key details, either independently or collaboratively. The "Reading Workouts" link offers additional strategies, including "Reader's Theatre," "Summary Relays," and "Theme Boards," which teachers can implement during direct instruction or guided practice.

The materials support a gradual release model that includes teacher modeling, guided practice, and recommendations for effective lesson delivery. Each lesson follows a structured sequence: "Phonics Review, Reading the Decodable, Comprehension Extension Activities, and Differentiation," all embedded with prompts and scaffolds to accommodate varied learning levels. For instance, the lesson "Baseball with Grandfather," incorporates structured group discussions and oral-to-written response routines. Additional lesson plans recommend using visual supports and sentence stems to aid in abstract understanding, as seen in "The Puzzle," where students explain character actions using phrases like "I think ___ ate the waffles because ___." These instructional routines facilitate and support differentiated, student-centered learning.

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 types of practice through structured lesson plans and explicit teacher guidance. Each decodable text lesson includes labeled components such as "Guided Practice," "Turn and Talk," "Independent Reading," and "Group Discussion." Teachers pair these components with scripted prompts and sentence stems to help implement lessons in whole-group, small-group, or partner settings. For instance, in the lesson "Rachel's Vote," students begin with teacher-led decoding and comprehension. Students then engage in a Turn and Talk activity using the prompt, "Why do you think Rachel decided to speak up?" followed by an independent written reflection. The lesson plan indicates when to shift between formats, helping teachers manage transitions and maintain instructional flow.

The materials provide instructional tools for teachers and recommended structures and strategies. For instance, the "Reading Workouts" menu suggests weekly phonics-aligned activities, including Partner Reading, Word Building, and Summary Relay. These strategies address various learning modalities and instructional goals. For example, in "The Puzzle," students practice decoding and comprehension in a structured sequence: whole-group instruction, guided practice, and then an individual Turn and Talk followed by writing using the prompt, "I think ___ ate the waffles because ___." Lesson components, such as "Comprehension Extension Activities" and "Immediate Feedback," support collaborative learning and differentiated instruction. An "Implementation Guide" and "Unit Overview" further support teachers by outlining weekly structures and grouping recommendations to ensure effective lesson delivery across diverse classroom contexts.

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	All criteria for guidance met.	2/2
3.3b	All criteria for guidance met.	1/1
3.3c	All criteria for guidance met.	8/8
3.3d	All criteria for guidance met.	1/1
—	TOTAL	12/12

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 provide comprehensive teacher guidance on delivering linguistic accommodations that align with the ELPS. The "Emergent Bilingual Support Guide" provides linguistic accommodation strategies for each level of language proficiency: "Beginner, Intermediate, Advanced, and Advanced High." For example, for beginners, the guide recommends using gestures, visuals, and realia to support comprehension. The guide states that intermediate students benefit from graphic organizers and story maps. At more advanced levels, the materials encourage academic vocabulary through contextual clues and promote oral presentation and notetaking skills. Each proficiency level includes specific strategies to support engagement in academic language and scaffold student growth.

The materials include ELPS-aligned instructional activities across listening, speaking, reading, and writing domains. For instance, "Paraphrasing Pairs" prompts students to rephrase a partner's ideas using sentence stems, supporting oral language development. In listening tasks, students complete fill-in-the-blank worksheets while the teacher reads aloud, reinforcing comprehension and vocabulary. For reading, repeated read-alouds with predictable patterns help students internalize structure and language. Writing strategies, such as "Shared Writing," "Labeled Illustrations," and "Paragraph Frames," support emergent bilingual students at all stages. These accommodations equip teachers with practical, linguistically responsive tools that build students' academic language proficiency in a structured and meaningful way.

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

The materials provide implementation guidance to support teachers in effectively using the materials with the state-approved bilingual and ESL programs. The *Teacher Edition* includes an "Emergent Bilingual Support Guide" with a dedicated section titled "Implementation Guidance for English as a Second Language (ESL) Program." This section outlines instructional strategies that align with ESL program goals, including incorporating multisensory activities, contextualized vocabulary instruction, and integrating content area learning. For example, the guide recommends strategies such as teaching vocabulary within the context of decodable texts, reinforcing learning through visual supports, and providing repeated exposure to target words.

The materials provide specific tools for teachers to promote language development and academic vocabulary acquisition across all proficiency levels. The materials outline accommodations by proficiency level—"Beginner, Intermediate, Advanced, and Advanced High"—and provide strategies, such as "Sentence Frames," "Vocabulary Matching," and "Manipulatives for Phonics Practice." Additionally, the "Implementation Guide" includes suggestions for using initial assessments and decodable reader books with ESL objectives. The embedded videos in the decodable books further support instruction by visually reinforcing learning objectives, strengthening the home-to-school connection, and enhancing student comprehension and retention.

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 materials include embedded guidance for teachers to develop the academic vocabulary, comprehension, and background knowledge of emergent bilingual students through oral discourse. The "Emergent Bilingual Support Guide" provides strategies, including visual aids, open-ended questioning, and real-world examples, to reinforce vocabulary and enhance comprehension. For instance, "Think-Pair-Share" and oral summaries encourage students to share ideas verbally, while sentence stems and anchor charts scaffold academic conversations. The guide also emphasizes cross-curricular oral discourse, prompting teachers to explicitly identify connections across subjects, such as science or social studies, to enhance critical thinking and vocabulary use. Strategies, such as structured oral presentations and read-alouds, further help students engage in meaningful, content-rich discussions that promote academic language development.

The materials include embedded supports to help teachers guide written discourse that builds academic vocabulary and strengthens cross-linguistic connections of emergent bilingual students. The "Emergent Bilingual Support Guide" recommends Shared Writing, "Labeling Visuals" and using "Word Banks" to

support vocabulary acquisition. For comprehension and idea development, the guide suggests activities such as Paragraph Frames, "Sharing the Pen," and "Talk Long, Write Long," where students first verbalize their thoughts with peers before writing them. To reinforce cross-linguistic connections, the guide instructs teachers to use explicit comparisons between English and students' home languages. Tips include encouraging writing prompts that require cross-curricular thinking, integrating content vocabulary from multiple subjects, and allowing native language use for clarification. Cognate reviews and scaffolded Sentence Frames in lessons support these strategies, helping students transfer knowledge across languages while developing fluency and content mastery.

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.

The materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language in a dual language immersion program. The "Emergent Bilingual Support Guide" provides strategies for fostering cross-linguistic awareness, including identifying cognates, comparing grammatical structures, and utilizing familiar content to bridge the understanding gap. For example, the guide encourages educators to promote oral discourse, where students reflect on the similarities and differences between English and the partner language, to deepen their linguistic understanding.

The materials include guidance to support metalinguistic transfer from English to the partner language. Teachers receive suggestions to use Shared Writing, Sentence Frames, and Word Banks to help students connect written structures across languages. Activities such as metalinguistic journaling and structured class discussions help students recognize how English vocabulary or phonics patterns relate to the partner language. For instance, students may reflect on similarities in syntax or spelling when composing in the partner language.

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 materials provide systematic and sequenced instruction of phonics (sound-symbol correspondence) skills through routines that support decoding and encoding. Each lesson follows a structured sequence: "Review Phonics Skill (Decoding), Phonics Skill Practice (Decoding), Review Phonics Skill (Encoding), Phonics Skill Practice (Encoding), and High-Frequency Word Review." For instance, in the lesson "Joy's Garden," the teacher introduces diphthongs *oi* and *oy* by saying, "Today, we will read and spell multisyllabic words with the diphthongs *oi* and *oy*; remember, a diphthong is two letters combined to spell a vowel sound where one sound slides into the other," linking prior knowledge to new instruction and modeling how students should decode these patterns. Lessons follow a sequence of skills that increase in complexity from foundational phonics to more advanced structures such as vowel teams, diphthongs, trigraphs, r-controlled vowels, and affixes. This routine is consistently applied across lessons and reinforced in decodable texts.

The materials follow a sequenced progression of phonics instruction that builds in complexity across the program's eight instructional sets. The "Scope and Sequence" begin with short vowels and consonant blends, gradually advancing to multisyllabic words, diphthongs, and morphological patterns, such as prefixes and suffixes. For example, Set 1 begins with foundational skills in "Fossil at the Cove," Set 4 focuses on vowel teams, and Set 8 teaches final stable syllables in "The Puzzle." High-Interest Sets 51–55 continue this sequence by revisiting and expanding on skills like affixation and compound words. Each decodable lesson scaffolds learning by beginning with isolated skill practice, followed by vocabulary development, and the application of connected text.

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 materials provide explicit instruction and ongoing practice opportunities for phonics, both in isolation and through decodable texts. Each lesson begins with teacher-guided activities that include scripts and modeling strategies to teach phonics concepts directly. For example, in Set 3, the "Nighttime Skies" lesson introduces vowel teams *ie* and *igh*, with the script, "Today, we will read and spell multisyllabic words with the vowel teams *ie* and *igh* . . . these spell the long vowel sound /ī/." Students then apply this skill in isolation through decoding practice, such as reading the word *highway* using a syllable division strategy. The materials provide structured routines such as guided Choral Reading, Partner Reading, or independent "Whisper Reading" to ensure students receive continued, scaffolded practice.

The materials include phonics instruction through decodable texts to support and reinforce skills in context. For example, in the lesson "Rachel's Vote," the teacher revisits the silent *e* pattern and prompts students to apply that knowledge to multisyllabic words. During the "Reading the Decodable" section, the teacher guides the class with explicit direction: "As we read, we will sound out any words we do not know, read with expression, and pause at punctuation." Students continue with independent practice using their syllable division strategies, and the teacher provides immediate feedback using structured guidance from the lesson plan. Additional activities, such as those focusing on compound words and vowel-consonant-vowel (VCV) syllable division, reinforce skills in isolated word work and connected reading, allowing students to transfer phonics knowledge fluidly between decoding and encoding tasks.

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	All criteria for guidance met.	4/4
—	TOTAL	8/8

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

The materials include daily lessons with explicit phonics instruction with teacher modeling. Each lesson provides clear, structured guidance to help teachers demonstrate phonics skills in a step-by-step approach. For example, the lesson objective for "The Missing Jewel" focuses on vowel team syllables with *ew*, *ue*, and *ui*. The teacher says, "Show the word *fondue*. Watch as I break this word into syllables to read it . . . I see the vowel 'o' and the vowel team 'ue', so this word has two syllables . . . Next, I read each syllable: fon - due. Finally, I blend the syllables to read the word: fondue." This modeling supports students in understanding both the structure and pronunciation of multisyllabic words. Additional lessons, such as "Vowel Team Syllables in Multisyllabic Words," follow a similar routine, providing consistent and direct instruction aligned with daily phonics objectives.

The materials provide explicit instruction through modeling across decodable sets. In Decodable Set Plus 1, the teacher models how to decode a word with a silent *e*: "I see the silent *e* in the second syllable, so I know that vowel sound is long. . . . Finally, I blend the syllables to read the word: postpone." In "High-Interest Set 51," the teacher explains how prefixes affect word meaning: "The prefix *bi* means two, like in *bicycle* . . . *tri* means three, like in *triangular*." These examples illustrate how the materials guide teachers to model decoding strategies, word analysis, and comprehension, providing students with repeated exposure to phonics concepts before they practice independently.

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

The materials include daily lessons that offer explicit, guided instruction with structured opportunities for immediate and corrective feedback. Each lesson incorporates scripted language for teachers to model phonics skills and guide students through decoding and encoding activities. For example, in the text "The Missing Jewel," the teacher models encoding multisyllabic words with vowel teams by saying, "Now let's spell some multisyllabic words with the vowel teams *ew*, *ue*, and *ui*. Watch as I spell *rescue*. First, I clap the syllables: res – cue." The teacher then models segmenting and spelling each syllable while explaining how vowel teams function in word construction. Students not only hear how to decode and encode but also observe each step in real time with clear verbal cues.

The materials in daily lessons include structured feedback routines to support accurate phonics practice. Each decodable text lesson includes an "Immediate Feedback & Error Correction Guide" with targeted prompts for addressing common reading errors. For example, if a student reads word-by-word, the teacher says, "Try reading these words as a group instead of one at a time. I'll show you." In Set 6: "Roy and Joy Go to Market," the lesson includes a dedicated section for feedback strategies and references a broader "Feedback and Error Correction Guide" for expanded support.

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

The materials include daily lessons that provide a variety of opportunities for students to practice phonics skills through collaborative learning. For example, in the lesson "The Missing Jewel," students participate in a group discussion to answer the question, "Why did Rue ask Lana for her help?" Students then engage in a structured Turn and Talk activity to explain how Lana helped Rue, using Sentence Frames such as "First, Lana ____, Then, she ____. Finally, ____." These structured peer interactions promote oral language development and comprehension while reinforcing phonics-based decoding within context. Similarly, in "Roy and Joy Go to Market," students collaborate during the "Comprehension Extension Activities" section through group discussions and Turn and Talk routines. Students also support written responses, using sentence stems to organize their ideas and apply previously taught phonics knowledge to connected text.

The materials provide daily opportunities for students to independently practice phonics skills through decoding, encoding, and fluency tasks. For example, in the lesson "Baseball with Grandfather," students apply phonics knowledge during the "Independent Reading" section by reading a decodable text and using syllable division strategies to decode multisyllabic words. The lesson also includes individual spelling practice during the "Phonics Skill Practice (Encoding)" portion, where students spell target words aligned with the phonics focus. In the "High Frequency Word Review," students practice reading words chorally, independently, or with a partner, supporting fluency and automaticity. Students consistently engage with phonics instruction across multiple modalities and apply their learning collaboratively and independently.

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 materials include intentional cumulative phonics review throughout the curriculum by integrating previously taught skills into daily lessons and decodable texts. Each "Decodable Plus" book highlights focus skill words, high-frequency words, and previously introduced phonics skills. For example, in the text "Rachel's Vote," of the 45 total words, 11 target the current phonics skill, 14 are previous high-frequency words, and 15 reinforce earlier phonics skills. The left page of each book clearly labels these categories to support instructional focus. The *Pacing Guide* outlines a consistent cumulative review cycle every three weeks, such as introducing silent *e* syllables in Weeks 1 and 2, followed by a cumulative review in Week 3.

The materials provide cumulative phonics practice activities through decoding and encoding tasks across multiple text sets and supplemental resources. For instance, students first encounter compound words in "Decodable Plus Set 7: Race Day," where they decode multisyllabic compound words using syllable division strategies. They extend this learning using "Activity Sheet 1" from the *Third Grade Additional Resources*, where they highlight compound words and identify their smaller parts. Similarly, the program introduces r-controlled vowels in "Decodable Plus Set 2" and revisits them later in "R-Controlled Syllables in Multisyllabic Words" under the "Additional Resources" section. In "High-Interest Sets Wading Birds," students continue to practice new and previously taught patterns, including morphology.

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

The materials provide practice opportunities that focus exclusively on phonics skills that have been explicitly taught. For example, in the lesson "Rachel's Vote," students learn to read and spell multisyllabic words with silent *e* syllables. In the "Skill Practice" section, they decode words using the silent *e* pattern and extend learning by writing three additional silent *e* words not found in the text. The encoding activity prompts students to spell words like *lunchtime* one syllable at a time, reinforcing the target phonics skill through guided practice. Each decodable lesson begins with a review of the specific phonics skill, supporting students in applying only what they have been taught.

The materials maintain practice opportunities that include only phonics skills that have been explicitly taught across its "Scope and Sequence." For instance, in Set 7, students receive instruction on compound words and then apply that knowledge using words like *breathhtaking* and *unmatched* in decoding and vocabulary practice. Similarly, Set 2 introduces r-controlled syllables, which are later revisited for further practice in Set 51, ensuring continuity and reinforcement of explicitly taught content. In a consonant-le syllable lesson, the teacher explains, "This syllable appears at the end of a word . . . we separate the word into syllables right before the consonant-le." Students then apply the concept in decoding and encoding activities, such as spelling *maple*. Each decodable text incorporates focus skill words, maintaining consistency in phonics practice and ensuring that students engage only with previously introduced concepts and skills.

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

The materials include cumulative practice of taught phonics skills by incorporating them consistently across decodable texts. Each text targets a newly introduced phonics concept while simultaneously reinforcing previously taught patterns. For example, in "Rachel's Vote," the lesson focuses on silent e syllables, and students decode and spell multisyllabic words using that pattern. The book supports this instruction by including skill-specific word lists such as "Skill Words with One Syllable" and "Skill Words with More Than One Syllable," which reinforce decoding strategies in a structured context. In "The Fort," students learn r-controlled syllables, but the text also integrates review of earlier skills like the silent e, as seen in the sentence, "Yikes! she said. Those thorns are dangerous!" This combination of new and previously taught skills within a single decodable text promotes cumulative learning.

The materials provide cumulative practice of taught phonics skills across multiple sets, including "High-Interest Sets" and "Additional Lessons." For example, Set 52 introduces prefixes and suffixes while incorporating compound words from Set 7 and Set 51, providing students with layered practice of skills across time. Similarly, Set 5 focuses on diphthongs *oi* and *oy*, but also includes multisyllabic words like *destroy* and *rejoice*, and r-controlled vowels such as *yard* and *are*, reinforcing a variety of earlier-taught phonics structures. In "Ginger's Homework," the focus on r-controlled vowels is supported with words like *dinner*, *folder*, and *after*. Each decodable text is designed to reflect the targeted phonics skill while providing ongoing exposure to prior concepts, ensuring cumulative and coherent phonics instruction throughout the curriculum.

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

The materials include cumulative practice of taught phonics skills by incorporating them consistently across decodable texts. Each text targets a newly introduced phonics concept while simultaneously reinforcing previously taught patterns. For example, in "Rachel's Vote," the lesson focuses on silent e syllables, and students decode and spell multisyllabic words using that pattern. The book supports this

instruction by including skill-specific word lists such as "Skill Words with One Syllable" and "Skill Words with More Than One Syllable," which reinforce decoding strategies in a structured context. In "The Fort," students learn r-controlled syllables, but the text also integrates review of earlier skills like the silent *e*, as seen in the sentence, "Yikes! she said. Those thorns are dangerous!" This combination of new and previously taught skills within a single decodable text promotes cumulative learning.

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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 materials include developmentally appropriate assessment tools designed to measure student progress through diagnostic, formative, and summative assessments. Summative assessments include a phonics progression—from "Silent E and R-Controlled Vowels" to "Vowel Teams and Diphthongs"—and assess both decoding and encoding skills. For instance, in the story "Joy's Garden," students encounter diphthongs like *oi* and *oy* in words such as *avoid* and *overjoyed*, while the assessment includes encoding tasks with words like *noisy* and *destroyed*. Similarly, the Set 7 "Summative Assessment," tied to the story "Baseball with Grandfather," evaluates compound multisyllabic words such as *milkshake* and *brainstorm*, reflecting a meaningful increase in task complexity that remains accessible for third graders.

The materials also include formal and informal formative assessments embedded in daily instruction. For example, the lesson "Out of Thin Air" from "Decodable Plus Set 6" targets the learning objective, "Students will read and spell multisyllabic words with the multiple sounds of ough." Teachers use the "Immediate Feedback & Error Correction" section and the "Reading Observation Form," as noted in Figure 2.2, to monitor student progress in real time. A *Differentiation Guide* supports instructional flexibility by enabling educators to add or remove scaffolds based on the individual needs of students, including those of multilingual learners. Additionally, the "Baseline Assessment Sheet" evaluates core skills such as phonics, fluency, and comprehension, while other summative sets (e.g., Set 3 and Set 4) assess specific vowel team patterns, ensuring a robust evaluation of foundational literacy development.

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

The materials include a TEKS-aligned progress monitoring that systematically tracks students' development of grade-level phonics skills. The *Mastery Measure Guide* assesses phonics development in a structured sequence, beginning with multisyllabic words containing closed syllables and progressing through open syllables to silent *e* syllables. These assessments are closely aligned with the TEKS and incorporate evidence-based practices, including systematic phonics instruction, phonemic awareness, fluency, vocabulary development, and comprehension. For example, the Progress Monitoring Appendix

offers word lists such as *vebkin*, *danpit*, and *lunfid*, to assess decoding of multisyllabic words with various syllable types.

The *Progress Monitoring Guide* also includes tools like the "Phonics & Word Knowledge Decoding/Encoding Checklist (3G)," which allows teachers to track student mastery across targeted phonics skills, such as vowel teams, prefixes, suffixes, and multisyllabic words. Additionally, the "Oral Fluency Tracker" helps educators monitor students' reading fluency over time. A "Weekly Monitoring Protocol" provides step-by-step guidance to assess decoding and encoding skills, particularly those involving multisyllabic words and affixes. These features offer teachers accurate, ongoing data to inform instruction and differentiate support based on student performance.

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

The materials provide consistent and structured assessment opportunities that span the entire school year. Teachers can administer progress monitoring tools, such as the "Phonics Knowledge and Fluency Skills Checklist," "Diagnostic (Phonics and Word Knowledge) Graph," and "Phonics and Word Knowledge Skills Checklist (3G)," on a biweekly, weekly, or twice-weekly basis, depending on student needs. These tools assess recurring skills through 10 aligned probes designed to support ongoing data collection. Additionally, the "Third Grade Assessment Timetable" provides a clear schedule and frequency for assessments throughout the year, enabling educators to track progress and adjust instruction accordingly.

The assessments are integrated into the school year through screeners and diagnostics administered at the beginning, middle, and end of the year. Beginning-of-year screeners establish a baseline, while midyear assessments, such as fluency checks and running records, monitor growth. End-of-year assessments and review activities provide final data on student mastery. Appendix E provides a library of individual decodable lessons that include checks for understanding, aligned with progress monitoring tools, to reinforce the retention of phonics skills. Figure 2.3: "The Third Grade Assessment Timetable" provides educators with a clear overview of the scheduling and frequency of each assessment. The materials suggest using formative and summative assessments intentionally to guide instruction and document student progress throughout the academic year.

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	All criteria for guidance met.	2/2
4.5c	All criteria for guidance met.	2/2
4.5d	All criteria for guidance met.	1/1
—	TOTAL	6/6

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

The materials include a data-driven system that supports flexible grouping, targeted instruction, and progress monitoring based on student performance in phonics and fluency. Teachers use visual graph reports from diagnostic assessments to group students by their most complex, unmet skill, such as closed syllables, silent *e*, or *r*-controlled vowels, ensuring instruction is focused and responsive. Fluency probes and scoring guides help identify common reading challenges, such as skipping or misordering words, guiding teachers in effectively adjusting small-group instruction.

The materials include "Diagnostic Reports," "Oral Fluency Trackers," and structured lessons that target specific skill gaps to support further learning. While checklists track mastery by recording dates, tools like the *Differentiation Guide* provide instructional strategies—such as Elkonin boxes—to help students who are struggling. The materials also include scoring responses and fluency probe examples that help identify specific reading challenges, such as skipping or switching words, incorrectly blending phonemes, or unnecessary repetition.

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

The materials provide a comprehensive data-management system that enables teachers to track and respond to student progress in phonics through TEKS-aligned tools and visual performance reports. Editable charts, such as the "Decoding/Encoding Checklist" and the "Diagnostic Phonics and Word Knowledge Graph," allow teachers to document mastery of specific skills—such as closed and open syllables or silent *e* in multisyllabic words—by recording student names and marking the dates of mastery. These tools help identify students' learning gaps, support flexible grouping, and reveal class-wide trends.

To guide instructional responses, the materials include resources such as the "Small Group Reading Observation Form" and the "3rd Grade Progress Monitoring and Instructional Guidance" sheet, which

offer space for skill-specific notes and provide actionable teaching strategies. Teachers also use tools like the "Summative Assessment Class Score Graph" to analyze class averages by assessment set, further informing instruction and reteaching. Together, these tools provide a system that supports targeted, skill-based instruction.

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

The materials include a structured progress monitoring system that aligns assessment frequency with student performance levels, enabling targeted and responsive instruction. Teachers receive guidance on how often to assess students based on their mastery: twice weekly for those scoring below 60 percent, weekly for those scoring 61–80 percent, and biweekly for those scoring 81–91 percent. Detailed timetables in resources such as Figure 2.3 and Appendix B support this system, which draws on data from "Decodable Plus Sets 1–8" and "High-Interest Sets 51–55." To prevent cognitive overload, the program recommends assessing one skill per week. "Mastery Measures" further personalize the monitoring schedule across five-, 10-, or 20-week intervals, depending on student needs.

The materials provide a consistent weekly progress monitoring routine to track decoding, fluency, and comprehension. A step-by-step guide in the *Teacher Edition* organizes assessments across the week—"Phonics" on Mondays, "Fluency" on Wednesdays, and "Comprehension" on Fridays—allowing timely instructional adjustments. Tools such as the "Progress Monitoring Instructional Guide" and skill-specific trackers help teachers monitor development in areas such as decoding multisyllabic words. This ongoing data collection supports dynamic small-group regrouping throughout the curriculum.

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

The materials provide a responsive, data-driven instructional framework that supports both remediation and acceleration through targeted strategies and real-time interventions. Teachers use tools such as the "Next Steps: Actionable Instructional Strategies" to tailor instruction based on phonics skill gaps, incorporating multisensory techniques, Word Building, and fluency practice. For students ready to advance, the materials offer acceleration strategies such as chunking multisyllabic words, affix sorting, and explicit instruction in complex syllable types. These strategies are reinforced through systematic guides that align with progress monitoring data and lesson objectives.

The materials include an "Accelerated Learning" tool and a *Differentiation Guide* that utilize progress monitoring data to tailor instruction to meet individual student needs. Teachers implement explicit modeling for decoding multisyllabic words and teaching morphological structures, covering all major syllable types, including closed, open, silent *e*, and diphthongs. The *Differentiation Guide* provides a progression of support strategies, ranging from most intensive to least intensive, and includes guidance

on addressing the linguistic needs of diverse learners. These tools provide structured pathways for adjusting instruction based on student performance and linguistic needs.

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	All criteria for guidance met.	8/8
5.B.1b	All criteria for guidance met.	4/4
5.B.1c	All criteria for guidance met.	4/4
—	TOTAL	16/16

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 provide explicit and systematic instructional guidance to develop oral language through a variety of structured methods, including modeling, guided practice, and feedback. Lessons consistently incorporate Sentence Frames, vocabulary routines, and discussion questions that help students produce complete and coherent oral responses. For example, in "Crocodiles and Alligators," students compare the two animals using a graphic organizer and Sentence Frames such as, "Crocodiles and alligators are similar because ____." At the same time, the teacher monitors progress and offers feedback. In "Ginger's Homework," students participate in structured group discussions using prompts like, "I think Ginger will find her computer project ____ because ____." These tasks support and guide students in making pertinent comments and speaking coherently, using the conventions of oral language.

The materials provide explicit and systematic instructional guidance to develop oracy through a variety of structured methods, including modeling, guided practice, and feedback. In the lesson "The Missing Jewel," students respond to the prompt, "Why did Rue ask Lana for her help?" using the Sentence Frame, "Rue asked for help because ____." During guided practice, the teacher reads aloud with expression and pauses at punctuation to model fluency and phrasing, thereby helping students communicate their ideas effectively. Lessons like "Kaitlyn's Birthday" include Turn and Talk prompts such as, "How is this story similar to another story you've read?" with structured responses that reinforce thoughtful discourse. Graphic organizers included in "The Planet Series: Neptune" help students organize ideas for deeper discussions, while teachers provide coaching and feedback to refine communication skills. These approaches allow students to actively develop oracy through authentic, scaffolded practice aligned with grade-level expectations.

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

The materials provide opportunities for students to engage in social communication for different purposes and audiences by encouraging personal reflection, peer interaction, and dialogue. For example, in the lesson "Maya and Kara Visit the Farmhouse," students participate in a Turn and Talk to answer, "What do you think Maya and Kara will do next? Why?" using the Sentence Frame, "I think Maya and Kara will ___ because ___." This activity invites students to express predictions and opinions in a conversational setting. In the lesson "Baseball with Grandfather," students discuss how Gracelynn's grandfather feels about baseball and share how the characters might have won stadium tickets.

The materials include explicit opportunities for students to engage in academic communication for different purposes and audiences by using structured prompts, Sentence Frames, and content-specific vocabulary to respond to text-based questions. In the lesson "Joy's Garden," students use the Sentence Frame, "Joy demonstrated responsibility by ___," to explain character traits with academic precision. In "Not Just Lunch," students analyze Myrtle's motivations using frames like, "Myrtle wanted to bring lunch from home because ___." Students also recount events in sequence: "First, Myrtle found ___. Then, she found ___. Finally, ___." These tasks prompt students to use academic vocabulary such as *puzzled* and *trickle*. In "Race Day," students explain plot events in context. In science-focused lessons, students compare ecosystems by responding to questions like, "How are tropical and temperate rainforests similar? How are they different?" Through these varied formats—oral discussion, group tasks, and written responses—students learn to communicate clearly and appropriately in academic settings.

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 materials provide authentic opportunities for students to listen actively, engage in structured discussions, and share ideas to enhance comprehension. Each decodable text lesson includes components such as Turn and Talk, Written Response to Reading, and Think/Pair/Share that guide students to reflect on and discuss key ideas. For example, after reading "Rachel's Vote," students respond to the question, "How do you think participating in the class election will help Rachel become a good citizen?" using text evidence. Similarly, in "Brook's Books," students write about how they would cope with a gloomy mood, encouraging personal reflection and connection to the text. These strategies allow students not only to engage with the content but also to internalize and apply key language skills across contexts.

The materials include authentic opportunities for students to listen actively, engage in structured discussions, and share ideas to enhance comprehension. In "Rainforests," the teacher introduces text structure and vocabulary before reading and poses comparison questions during reading that prompt

students to listen for key details. In "The Missing Jewel," students ask their peers how the character helped resolve the problem, promoting inquiry and interaction. Lessons such as "Joe and Marlow at Camp" and "Paul is an Author" feature group and partner discussions centered on meaningful comprehension questions, reinforcing students' abilities to build on others' ideas and articulate their thinking. The "Intermediate Reading Workouts" offer additional strategies such as Think/Pair/Share and vocabulary games like "Charades," which support student comprehension through movement, peer interaction, and active engagement with language.

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	All criteria for guidance met.	2/2
5.C.2c	All criteria for guidance met.	12/12
—	TOTAL	18/18

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

The materials explicitly introduce letter-sound relationships to allow for immediate application to basic decoding and encoding. Each lesson includes step-by-step teacher modeling and clear explanations of how phonics patterns work in both reading and spelling. For example, in "Paul is an Author," the teacher explicitly teaches that the vowel teams *au*, *aw*, and *ough* spell the /aw/ sound. Students then decode the word *astronaut* by identifying and underlining the vowel teams and dividing the word into syllables before blending them. The lesson then transitions to encoding as the teacher models how to spell multisyllabic words with the same vowel patterns, such as *daughter*, by clapping syllables and writing one syllable at a time. These instructional routines give students immediate opportunities to apply phonics knowledge to decoding and encoding.

The materials systematically introduce letter-sound relationships in a deliberate sequence that builds upon previously taught skills, providing cumulative and structured learning of basic decoding and encoding. The "Scope and Sequence Overview" outlines how students begin with foundational syllable types, such as closed and open syllables, and progress to more advanced structures, including silent *e*, vowel teams, and r-controlled syllables. For example, in "Brook's Books," students decode the word *bedroom* by clapping syllables, identifying the vowel team *oo*, and applying their knowledge to read the word accurately. The lesson then extends to encoding, where students use the same process to spell *cookbook* and other multisyllabic words with *oo*. This systematic approach ensures students revisit and reinforce prior knowledge while gradually applying it to increasingly complex words in reading and writing.

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 materials include teacher guidance to provide explicit instruction focused on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common errors. Each decodable lesson includes an "Immediate Feedback & Error Correction Guide" to help teachers address errors as they occur during decoding or encoding tasks. For example, when a student reads *cap* instead of *cape*, the teacher follows a script: "That was close! You read the short vowel sound /a/ for this letter. There is a silent e at the end of this word. That silent e makes the vowel spell its long sound, /ā/. Make the long vowel sound, /ā/. What sound does this letter spell? Great, let us try again!" Teachers also use visual and auditory cues to clarify errors, such as directing students to look at their mouths in a mirror to compare correct articulation. These targeted corrections allow students to receive immediate feedback that directly supports accurate decoding and encoding.

The materials provide explicit teacher guidance to address common misconceptions related to phoneme-grapheme correspondence within words, with recommended explanatory feedback for students. For instance, if a student confuses voiced and unvoiced consonants—such as reading *fan* for *van*—the teacher is guided to say: "That was close! You read the sound /f/ for this letter. This letter spells the /v/ sound. Make the /v/ sound as you feel your throat. We feel a vibration when we make the /v/ sound." Similarly, the guide addresses misconceptions involving r-controlled vowels, such as *fram* for *farm*, by prompting teachers to explain how the *r* affects the vowel sound. These scripted supports help clarify misunderstandings by prompting students to reflect on sound-symbol patterns, encouraging them to articulate and apply accurate phonics rules during reading and spelling tasks.

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 materials include a variety of activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. The *Differentiation Guide* provides structured supports, such as Elkonin boxes with letter tiles and tapping routines. For example, students use sound boxes to push chips or finger-tap each phoneme before spelling a word, reinforcing phoneme-grapheme connections. Teachers guide students to spell each syllable on a separate line, enabling them to visually and kinesthetically process multisyllabic words. Lessons also include targeted routines for decoding complex syllable types like r-controlled vowels and silent e syllables, using tools such as whiteboards and visual aids for syllable division and spelling practice.

The materials provide multiple opportunities for students to apply letter-sound correspondence when decoding one-syllable and multisyllabic words in decodable connected text. For example, in the lesson "Nighttime Skies," the teacher models reading and spelling multisyllabic words with vowel teams *ie* and *igh*, explaining how these teams spell the long /ī/ sound. Students then practice decoding words such as *flight* and *skies* within the context of the story. Similarly, in "Kaitlyn's Birthday," the teacher demonstrates how to decode and blend the syllables in *railway* using vowel teams *ai* and *ay*. Students continue practicing these patterns as they encounter them repeatedly in connected text, supported by high-frequency word lists and cumulative review embedded in the *Pacing Guide*.

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 materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The grade 3 *Phonics Program Pacing Guide* presents a sequenced progression, beginning with "Silent e Syllables (Weeks 1–2)," advancing through "R-Controlled Syllables (Weeks 4–5)," and continuing with "Vowel Teams and Compound Words (Weeks 7–20)." For example, in the lesson "Rachel's Vote," students spell and decode both single-syllable words, such as *vote* and *make*, as well as multisyllabic words, like *propose* and *candidates*, reinforcing spelling and decoding in context. Additional lesson plans focus on specific syllable types and provide explicit modeling of these structures. This systematic approach supports mastery of decoding across increasingly complex spelling and phonics concepts.

The materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Each lesson builds on previously taught patterns and aligns with grade-level TEKS by revisiting and reinforcing skills in a structured progression. For example, "Roy and Joy Go to the Market" introduces the *igh* spelling pattern before progressing to words with *ough*. The lesson "Maya and Kara Visit the Farmhouse," guides students through decoding the word *flower* by identifying diphthongs and r-controlled syllables and breaking the word into syllables. Lessons such as "Ginger's Homework" review one-syllable r-controlled words like *germ* and *hurt* before transitioning to multisyllabic words like *dinner* and *person*. This consistent and spiraled design enables students to develop decoding proficiency through repeated exposure and cumulative review of sound-spelling patterns aligned with the TEKS.

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

The materials include teacher guidance to provide explicit instruction for grade-level sound-spelling patterns. Each decodable text lesson contains detailed modeling instructions that support teachers in

introducing new phonics patterns. For example, in "Paul is an Author," the teacher script directs instruction on vowel teams *au*, *aw*, and *ough* by demonstrating how to decode the word *astronaut* step-by-step: segmenting the syllables as *as-tro-naut*, identifying vowel teams, and blending the parts. In the lesson "Brooks's Books," the guidance includes modeling and practicing the *oo* sound through structured routines in both decoding and encoding tasks. These routines provide teachers with the language and steps needed to deliver direct instruction aligned to the target sound-spelling patterns.

The materials provide teacher guidance through scripted teacher models that focus on grade-level sound-spelling patterns. In "Kaitlyn's Birthday," for instance, the teacher models how to spell the word *driveway* by breaking it into syllables and selecting appropriate long *a* vowel teams. The teacher says, "First syllable: drive, spelled d-r-i-v-e. Second syllable: way, spelled w-a-y." In another lesson focused on closed syllables, the teacher spells *contact* by segmenting it into *con* and *tact*, explaining each sound-spelling match. These examples illustrate how the materials provide clear, direct teacher guidance for grade-level sound-spelling patterns, both in decoding and encoding words.

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)

The materials include a variety of activities and resources for students to practice and reinforce grade-level sound-spelling patterns through cumulative review. Interactive resources, such as "Reading Workouts," offer engaging options like Elkonin boxes, "T-Chart sorts," and letter tiles, which allow students to visualize and manipulate sound-spelling patterns. For example, the QR code-linked phonics videos embedded in decodable texts like "Race Day" provide auditory modeling of vowel combinations, such as *ough* in *rough*, *through*, and *dough*, supporting auditory learners. Additional games like "Phonics Go Fish" give students opportunities to revisit and solidify phonics patterns in a playful context. The lessons also include Word Building activities using whiteboards, where students practice spelling by identifying syllables, clapping them out, and writing them in parts. These cumulative review strategies ensure students consistently apply their phonics knowledge across varied formats, enhancing both fluency and accuracy in decoding and encoding.

The materials include a variety of activities and resources for students to develop and practice grade-level sound-spelling patterns through cumulative review. Teachers use a structured progression that consists of two weeks of instruction on a new phonics skill, followed by one week of cumulative review using additional lessons. For example, in the lesson on "R-Controlled Vowel Syllables," students spell words like *thirsty* by clapping syllables, segmenting sounds, and writing each syllable in sequence. Similarly, in "Crocodiles and Alligators," students spell multisyllabic words with prefixes, such as *interrupt*, by identifying the prefix (*inter-*) and root (*rupt*) and connecting their meanings. The materials also provide word lists and connected texts aligned with each learning objective, allowing review activities to build

upon previously taught skills. This intentional review structure supports long-term retention and deepens students' understanding of sound-spelling pattern relationships.

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 materials provide a variety of activities and resources to support students in decoding and encoding words that include taught syllable correlations in isolation. For example, in the lesson "Ginger's Homework," students decode r-controlled syllables such as *ar*, *or*, *er*, *ir*, and *ur* using explicit instruction and targeted word lists. The encoding section, titled "Phonics Skill Practice," guides students in spelling these same r-controlled syllables, reinforcing the sound-spelling patterns in a structured routine. Similarly, in the lesson "Roy and Joy Go to Market," the teacher models how to decode and encode words like *neighbor* by breaking the word into syllables and identifying the vowel team *igh* and the r-controlled syllable *bor*. Additional lessons like those on VCV syllable division allow students to isolate and write words such as *calendar* and *uniform* one syllable at a time using whiteboards, allowing them to internalize vowel-consonant patterns. These activities provide students with repeated practice in decoding and encoding skills, building a strong foundation for reading multisyllabic words.

The materials also include connected decodable texts and sentence-level activities that build on previously taught syllable correlations to reinforce decoding and encoding in context. For example, in "Baseball with Grandfather," students decode and encode previously learned skills, such as vowel team syllables (e.g., *sunscreen*, *peanut*) and r-controlled syllables (e.g., *shortstop*, *purchased*), using the "Skill Practice" box and letter tiles. In "The Fort," students apply syllable division strategies while reading multisyllabic words with r-controlled vowels, with teacher-led guidance and options for Choral or Partner Reading. The materials use a "Gradual Release Model"—modeling, guided practice, and independent application—to ensure that students transfer isolated skills to connected text. Each lesson also includes additional resources such as observation forms, feedback prompts, and decodable word lists, which contribute to cumulative learning and increased automaticity.

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 materials include a systematic sequence for introducing regular high-frequency words that follow common sound-spelling patterns within lesson plans and texts. For example, in the lesson "Rachel's Vote," students learn words like *made* and *like*, which follow predictable phonetic rules. Teachers use explicit instruction and guided routines, such as "Listen, Spell, Read, and Cover & Repeat," to model and reinforce decoding strategies. Lesson sets include word lists that appear consistently in both instructional routines and decodable texts, allowing students to practice and review regular high-frequency words across multiple lessons.

The materials provide a systematic sequence for introducing irregular high-frequency words. Lessons highlight these exceptions through targeted instruction and repeated exposure in connected text. For instance, the high-frequency word *said* appears in Set 1 alongside regular words, and the teacher script provides clarification that such words may not be decoded phonetically. In "Fossils at the Cove," the lesson introduces irregular words like *once* and *those*, with the teacher prompting students to recognize these words before reading. The "Scope and Sequence" highlights irregular words for intentional instruction, and checklists help teachers track students' mastery of these challenging words.

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 materials include teacher guidance to provide explicit (direct) instruction for decoding regular and irregular high-frequency words through modeled routines and structured practice. Teachers implement the "Listen, Spell, Read, and Cover & Repeat" routine to introduce high-frequency words before students read them in connected text. For example, in the lesson "Kaitlyn's Birthday," teachers guide students to decode words by prompting them to say the word aloud, tap out the sounds, and identify familiar spelling patterns. This routine supports students in decoding both regular and irregular high-frequency words with teacher modeling and scaffolded practice embedded in the lesson.

The materials also include teacher guidance to provide explicit instruction for encoding regular and irregular high-frequency words using detailed lesson plans and phonics routines. For instance, in "The Fort," students spell the words *done* and *more* by identifying known spelling patterns and applying phonics knowledge with teacher prompts such as, "Let us fill in the spelling patterns we know. For the sound ___, what letter(s) do we use to spell that?" In "Maya and Kara Visit the Farmhouse," the lesson highlights the irregular word *hour*, and the teacher explains the unconventional spelling pattern, guiding students to memorize the spelling for future use. These encoding tasks and activities reinforce phonics knowledge and support accurate spelling of high-frequency words.

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 materials include a variety of activities and resources for students to develop, practice, and reinforce decoding of regular and irregular high-frequency words through cumulative review. Lessons consistently embed high-frequency words within decodable texts and reinforce them using structured routines. For example, in the lesson "Mrs. Hough's Inn," students decode words such as *many*, *tell*, and *would* through teacher modeling and guided practice. Activities like "Go Fish," "Racetrack," and "Find It" engage students by prompting them to identify, read, and match high-frequency words in varied contexts. The "Prompting Guide" also supports decoding by offering targeted teacher prompts, such as "The letters ___ make the sound ___," to help students apply phonics knowledge during reading.

The materials also provide a variety of activities and resources for students to develop, practice, and reinforce encoding of regular and irregular high-frequency words through cumulative review. Each decodable lesson integrates explicit encoding routines within the review of high-frequency words. For example, in "The Fort," students spell words like *done* and *more* by applying known sound-spelling correspondences. Teachers guide the process by saying, "Let us fill in the spelling patterns we know. For the sound ___, what letter(s) do we use to spell that?" These routines appear in both guided and independent practice sections, providing students with repeated opportunities to apply their phonics knowledge in writing tasks. This consistent structure helps reinforce the accurate spelling of high-frequency words across multiple lessons.

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 materials include a variety of activities and resources, including memory-building strategies, for students to read and write high-frequency words in isolation. For example, the "Listen, Spell, Read, Cover & Repeat" routine engages students in a four-step process to decode and spell words using visual,

auditory, and kinesthetic strategies. In the lesson "Brook's Books," students practice the words *read*, *were*, and *would* using chart paper, whiteboards, or paper as they repeat, spell, and write the words. The "High-Frequency Words Checklist" includes 80 words divided into sets of 1–40 and 41–80 and allows students to track mastery through "Yes" and "Not Yet" indicators for decoding and encoding. These resources provide repeated opportunities for independent and guided practice with high-frequency words in isolation.

The materials provide a variety of activities and resources, including memory-building strategies, for students to read and write high-frequency words in connected text. For example, in the decodable text "Out of Thin Air," students read and write words such as *been*, *though*, and *point* within sentences like "John-Luke sketched sharks and jellyfish throughout the afternoon, even though he ought to have been doing homework." Similarly, in "Joy's Garden," students review high-frequency words such as *front*, *grow*, *though*, and *work* before reading, then apply them in oral and written tasks. These connected-text activities reinforce both recognition and application of high-frequency words in meaningful contexts.

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 materials include a systematic sequence for introducing grade-level syllable types aligned with the TEKS. Instruction begins with foundational syllable types—closed, open, and silent *e*—and progresses to more complex types, such as vowel teams, r-controlled syllables, and final stable syllables. For example, in Set 3: "Joy's Garden," students decode and spell words with vowel team syllables, such as *soybean* and *avoid*. Later in Set 4, instruction is extended to long vowel teams and complex vowel combinations, such as *oo* and *au*. Lessons use consistent routines, word lists, and teacher modeling to help students decode and encode new and previously taught syllable types.

The materials provide a systematic sequence for introducing grade-level syllable division principles aligned with the TEKS. Lessons include decoding and encoding routines where students clap syllables, draw syllable boundaries, and spell each syllable part. For instance, students learn to divide and write multisyllabic words such as *helicopter*, *vacation*, and *hospital* through structured practice. In Set 8: "Not Just Lunch," students apply the final stable syllable instruction with words like *sparkle* and *apple*. Weekly lesson components include decoding and encoding word lists that target specific syllable division patterns, ensuring students have repeated opportunities to apply these principles across texts and practice formats.

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 materials include teacher guidance to provide explicit instruction for applying knowledge of syllable types and syllable division principles to decode one-syllable or multisyllabic words. Lessons include modeled routines where teachers demonstrate how to identify syllables and decode unfamiliar words. For example, in "Retreat at the Creek," the teacher introduces vowel team syllables such as *ea*, *ee*, and *ey*, and models how to decode the word *weekend*. The teacher identifies the vowel sounds, divides the word between the *k* and *e*, and reads each syllable—*week* and *end*—before blending them. Similarly, in Set 6,

students decode words like *eighteen* and *neighbor* by clapping syllables, drawing dividing lines, and reading each part aloud. Teachers explicitly reference syllable types—such as vowel teams and silent e—to help students apply decoding strategies.

The materials also include teacher guidance to provide explicit instruction for applying knowledge of syllable types and syllable division principles to encode one-syllable or multisyllabic words. Lessons follow a Gradual Release Model, prompting students to spell each syllable based on phonics patterns. For instance, in "The Missing Jewel," teachers model how to spell *rescue* by clapping syllables (res-cue), writing each syllable separately, and explaining that *ue* spells the /yū/ sound. Word lists and instructional notes reinforce concepts such as vowel-consonant-e patterns and final stable syllables, supporting accurate encoding through repeated practice with multisyllabic words.

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 materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode one-syllable or multisyllabic words through cumulative review. Decodable text lessons, word lists, and "Reading Workouts" support repeated practice with phonics patterns and syllable division. For example, in "Joy's Garden," students decode multisyllabic words with diphthongs such as *avoid* by identifying vowel sounds, dividing the word into syllables, and blending them to read the whole word. In Set 6, students continue to decode words like *thunderstorms* and *milkshake*, while Set 7 reinforces these same skills for continued practice. Activities like clapping syllables and using T-chart Sorts further strengthen decoding strategies in isolated practice and within connected text.

The materials provide a variety of activities and resources for students to develop, practice, and reinforce skills to encode one-syllable or multisyllabic words through cumulative review. Lessons and spelling routines guide students in breaking words into syllables and applying phonics rules as they write. For example, in "Ginger's Homework," students practice spelling multisyllabic words using syllable types such as r-controlled and closed syllables, with routines that include clapping, dividing, and writing each syllable separately. In Set 3: "Lemonade," students encode words like *lemonade* by applying VCV syllable division patterns, spelling each syllable one at a time, and then writing the complete word. Additional activities, such as "Building Words" and writing from T-charts, allow students to manipulate phonemes, apply spelling patterns, and extend their encoding practice across various instructional contexts.

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 materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words using knowledge of syllable types and division principles in isolation. For example, in the lesson "Out of Thin Air," students read and spell multisyllabic words that contain the *ough* pattern, which represents multiple sounds. The teacher models decoding the word *doughnut* by breaking it into syllables, identifying vowel patterns, and blending the syllables. Students then apply this strategy with the word *although*. The encoding portion follows a similar routine using the word *throughout*, prompting students to clap syllables, write each syllable separately, and spell it as a whole. The "Word List" provided includes target words such as *although*, *thoughtful*, and *breakthrough* for independent practice. Additional activities such as T-Chart Sorts and "Secret Word" deepen phonemic awareness and reinforce pattern recognition through sorting and segmentation routines.

The materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words within decodable connected texts that build on previous instruction. For instance, in the lesson "Snakes," the teacher introduces prefixes such as *a-*, *mis-*, and *pre-*, and demonstrates how they modify base word meanings. Students in the following lessons decode words like *preview* and encode words such as *misjudge*, reinforcing the morphological components of multisyllabic words. In Set 51: "Under the Sea," students decode words like *smaller* and *harmful* using syllable division strategies before applying them in reading. These structured routines ensure that students apply previously taught syllable knowledge in increasingly complex, meaningful contexts.

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 materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS, through structured lessons that build from simple to more complex affixes. The instruction begins with common prefixes and suffixes such as *dis-*, *re-*, *un-*, *-ent*, *-er*, *-ful*, and *-ive*, and gradually introduces more complex morphemes like *a-*, *mis-*, *pre-*, *-sion*, *-tion*, *-ous*, and *-ious*. For example, in the lesson "Snakes," the teacher introduces *a-*, *mis-*, and *pre-* with contextual examples such as *asocial*, *mistake*, and *prevent*, supporting students in understanding how each prefix alters word meaning. Lessons follow a consistent format that includes explicit instruction and guided practice, with opportunities to encounter the morphemes in connected texts.

The materials also include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS, by integrating affix instruction into a structured sequence. The "Scope and Sequence" ensures that morphemes are introduced incrementally and revisited over time to support mastery. For instance, in the lesson "Errant Compass," students learn the meanings of suffixes such as *-ent*, *-er*, *-ful*, and *-ive* through explicit examples like *different*, *faster*, *joyful*, and *active*. In Set 53: "Caves," instruction focuses on suffixes like *-sion*, *-tion*, *-ite*, and *-ly*, using words such as *confusion*, *excite*, and *gently* to deepen understanding. The materials build on prior knowledge by sequencing morphemes from foundational forms to more advanced, supporting vocabulary development and word analysis in alignment with grade-level TEKS.

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 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 and reading comprehension. In the lesson "Wading Birds," the teacher introduces the prefixes

dis-, *re-*, and *un-* using clear explanations and examples such as *disrupt*, *restore*, and *unknown*, helping students understand how prefixes alter base word meaning. Teacher-facing resources such as the QR code-linked video and "Vocabulary Routine" provide step-by-step guidance to highlight morphemes, identify word parts, and model how to connect morphology to meaning during reading. These supports help teachers deliver consistent, TEKS-aligned instruction that builds students' decoding and comprehension skills through morpheme analysis.

The 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 encoding and reading comprehension. The *Pacing Guide* equips teachers with a sequenced plan for introducing affixes across the year, including *dis-*, *re-*, *un-*, *a-*, *mis-*, *pre-*, *-ent*, *-er*, *-ful*, *-ive*, *-ion*, and *-ly*. In lessons such as "Neptune" and "Under the Sea," teacher scripts guide instruction by defining affixes and demonstrating how to construct and spell words using them. For example, teachers model how to spell *patient* by segmenting the base word and suffix and explaining their meanings. The "Vocabulary Routine" further supports encoding by directing teachers to display target words, identify morphemes, and guide students in using the words in context. Lessons such as "Manatees" pair word work with comprehension questions, allowing teachers to help students apply morpheme knowledge when writing or discussing text content. These instructional resources provide teachers with clear and consistent support for developing students' encoding and comprehension skills through morpheme-based instruction.

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 materials include a variety of activities and resources for students that reinforce grade-level morphological skills through decodable texts. For example, the "Suffix -ed" lesson provides guided instruction on spelling patterns with examples like *filled*, *skipped*, and *tried*, along with independent word list practice for error correction and feedback. Similarly, the lesson "Deserts" includes a "Morpheme Warm Up" on prefixes *im-*, *post-*, and *pro-*, using modeling and spelling routines that highlight affix meaning. Instructional tools, such as QR code-linked "Phonics Videos," "Reading Workouts," and affix sorts, offer repeated exposure to morphemes across multiple instructional formats. These resources support students in applying morphological knowledge to decoding, encoding, and comprehension tasks across the year.

The materials include activities, high-interest texts, and additional instructional resources that reinforce morphological skills through cumulative review. For instance, in the lesson "Deserts," students engage in a "Morpheme Warm-Up" focused on prefixes *im-*, *post-*, and *pro-*. The teacher models and guides word analysis, spelling, and application using connected text and word lists to deepen understanding. In the "Suffix -ed" lesson, students receive direct instruction on spelling patterns and morphological changes, followed by guided and independent practice using a targeted word list (e.g., *needed*, *snowed*, *talked*).

Additional resources, such as "Reading Workouts" and affix-based Word Hunts, support consistent reinforcement of grade-level morphemes across different formats and contexts.

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 materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation. For example, the lesson "Morphemes Reading and Spelling (Decoding and Encoding)" guides students in decoding multisyllabic words with suffixes such as *-ent*, *-er*, *-ful*, and *-ive*, using structured word lists that include words like *smaller*, *harmful*, *independent*, and *protective*. For encoding, students use word lists that contain *different*, *larger*, *active*, and *colorful*. Additional student-facing activities from "Reading Workouts" include "Blend It," where students blend segmented sounds into words, and T Chart Sorts, where students categorize words based on specific phonics or morphemic patterns. The "Find It" activity invites students to search for words with target morphemes in classroom texts or print materials, reinforcing morpheme recognition in various contexts.

The materials also include a variety of activities and resources for students to decode and encode words with morphemes in decodable connected text that builds on previous instruction. For example, in the decodable text "Under the Sea," students encounter words like *incident*, *swimmer*, *respectful*, and *aggressive* that contain the suffixes *-ent*, *-er*, *-ful*, and *-ive*. These morphemes build on earlier-taught prefixes such as *un-*, *re-*, and *dis-*, which appear in the same text with words like *unable*, *recreate*, and *discover*. The materials guide teachers to use morpheme warm-up routines and reading strategies like Choral Reading and word annotation, allowing students to connect morphemes to meaning and apply skills within the context of connected reading. Additional resources such as the "Cabin Jam" lesson extend encoding practice with suffixes like *-ery*, *-ity*, *-ize*, and *-ment*, integrating both spelling routines and contextual application to reinforce learning.