

Scholastic Inc.

English Phonics, 1

Ready4Reading Grade One

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781546184775	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>23</u>	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	23 out of 28	82%
2. Progress Monitoring	17 out of 26	65%
3. Supports for All Learners	24 out of 27	89%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	105 out of 108	97%

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>12</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	The materials do not include pacing for at least two instructional calendars.	1/2
1.1c	The materials do not connect concepts throughout the course.	1/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	TOTAL	10/12

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

In the *Ready4Reading Implementation Guide*, the materials include a scope and sequence that provides a week-by-week continuum of lessons and necessary learning materials from the *Wiley Blevins Teaching Phonics*, "Short Reads Decodables," and "Read to Know Text Sets" components.

The *Ready4Reading Implementation Guide* includes *Weekly Planning and Pacing Guides*, which include "systematic instruction, targeted practice and application." For example, the Week 1, Day 5 lesson instructs teachers to complete Step 1 and 2 of that module, which covers "phonemic awareness" and "blending." This guide includes the grade-level TEKS.

The *Ready4Reading Daily Planning and Pacing Guide* provides a structured outline for daily lessons, including specific phonics activities, read-aloud suggestions, and vocabulary words to introduce each day.

The materials include a document titled "A Correlation of Ready 4 Reading to Texas ELPS, Grade 1." This document outlines how the program strives to align to the ELPS across the different modules and components.

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 *Ready4Reading Daily Planning and Pacing Guide* provides a 150-day (30-week) pacing guide with explicit and systematic phonics instruction and activities. For example, the Week 4 lessons focus on

consonant blends along with guidance for tier 1 instruction, small groups using decodable readers, and independent work time in text sets.

While the *Ready4Reading Daily Planning and Pacing Guide* does include suggested daily pacing and lesson overviews, it does not support various instructional calendars as the materials do not provide guidance for adjusting the provided calendars beyond their set 150-day (30-week) format.

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 scope and sequence noted within the *Ready4Reading System Implementation Guide* states that the materials "[introduce] targeted elements from the simple to the complex and incrementally targets individual and aggregated sound-spelling." This guide explains the unit order; however, there is no explicit rationale provided that explains how concepts that are to be learned connect to one another throughout the course. Instead, all skills and units are taught in silos and do not call back to one another.

The *Wiley Blevins Teaching Phonics Program Guide* provides a rationale for the order of the modules. The guide recommends "building mastery/fluency [before] applying these skills to increasingly larger numbers of multisyllabic words and more complex texts." However, there is no explicit connection as to how the concepts taught in each module connect to previous or future modules.

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

Each lesson within the unit provides guidance for lesson internalization. For example, the *Ready4Reading Daily Planning and Pacing Guide* has each lesson broken down into explicit instructional steps. For example, the Week 1, Day 1 lesson instructs the teacher to complete Step 1: Develop Phonemic Awareness, Explicitly Teach the Letter Name and Sound, Write the Letter to Transfer Sound to Spelling, before moving onto Step 2: Sort by Letter-Sound, Introduce High Frequency Words.

The first page of each *Wiley Blevins Teaching Phonics* module provides an overview of all the steps included in the lesson along with the corresponding "Lesson Materials" and "Ready4Reading Connections to Lessons" activities.

The materials provide guidance for unit internalization within the *Daily Planning and Pacing Guide*. The guide outlines a four-step process for unit internalization.

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

The materials include a Padlet designed to help instructional leaders support teachers with implementation. The materials prompt instructional leaders to "follow this guide to learn all about the

Ready4Reading and how you can implement each module into your classroom." The Padlet is a one-stop shop of resources to support implementation.

The Padlet includes multiple sections that support implementation of the materials. For example, three sections focus on the different modules: "Wiley Blevins Teaching Phonics Module," "Short Reads Decodable Module," and "Reading to Know Text Sets Module."

The Padlet includes a "Getting Started" section and a "Ready4Reading Classroom" section. These sections provide background information on the program, as well as guidance for the different components in the program.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	The materials do not include comprehensive unit overviews that provide the background content knowledge, nor academic vocabulary necessary to effectively teach the concepts in the unit.	0/2
1.2b	All criteria for guidance met.	2/2
—	TOTAL	2/4

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 provide an *Implementation Guide: Program Overview* that discusses the essential components of the program, such as "Ready4Reading: Three Modules," "Four-Part Instructional Framework: Teach, Practice, Apply, Prove," "Ready4Reading in the Classroom," "Explicit and Systematic Instruction," and "Decodable Texts." These components serve as headers for different sections in the guide and provide information about the component and its purposes for use in the classroom.

The "Ready4Reading in the Classroom" provides a map and a suggested classroom schematic design for optimal use of the materials and student groupings.

The "Decodable Text" section describes the genres of the included text and the differences between the two formats of decodable texts.

The materials do not provide a comprehensive unit overview that provides background content knowledge or academic vocabulary needed to teach the units.

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 provide support for families in either English or Spanish for each unit with a template letter that provides fill-in-the-blank information about the current unit, as well as general information about the program.

The template letter includes suggestions on supporting the progress of their student(s) in the "Tips for Encouraging Your Child's Reading at Home" section. The template also includes an open section for the teacher to write in additional tips.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials do not include questions to promote the use of language to meet language objectives, or a reference to how mastery of the content standards of the lesson will be assessed.	7/8
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	11/12

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).

In *Wiley Blevins Teaching Phonics*, the Lesson "Short *i*" asks students to blend words by whisper reading and chorally reading the words. There is guidance for the teacher to build word fluency by assigning partners to read the word lists independently while they meet with small groups.

In the *Wiley Blevins Teaching Phonics Assessments* includes instructional assessment. For example, the module section contains an assessment for the skill "Short *i*" provided for teachers to have students take independently in which they underline the short *i* spelling in each word and then read the words to a friend in one minute.

In *Wiley Blevins Teaching Phonics*, teachers can find daily objectives and materials in lesson plans. The materials also align with the Texas Essential Knowledge and Skills (TEKS) or English Language Proficiency Standards (ELPS). For example, in grade 1, the consonant digraph lesson, "Digraph *sh*," the daily objective is provided in the overview section (Digraph *sh* - /sh/ as in *shell*). Additionally, the lesson includes a materials list for each step of the lesson. The materials list includes several resources for this lesson, such as a "Sound-Spelling Word Sort: Digraph *sh*" (digital activity), "Printable Independent Activity: Digraph *sh*" (resource), "Articulation Video /sh/" (video), and "Interactive Story: At the Shop."

To promote mastery of the lesson's objectives, students "work with partners to sort the words by their sound-spellings." Additionally, in Step 5, the "Interactive Story: At the Shop," students read a short passage and complete tasks such as, "Draw a box around the words that rhyme with *dish* or *dishes*."

The "Read to Know Short Text" materials provide daily tasks and instructional resources, such as reading activities and word practice (e.g., "First Reading," "Second Reading," and "Build Comprehension"). The lessons do not contain questions to promote the use of language to meet lesson objectives nor guidance on how mastery of the content standards of the lesson will be assessed.

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 *Wiley Blevins Teaching Phonics Program Guide* includes a lesson overview detailing the required teacher and student materials, such as alphabet cards and decodable texts. For example, the overview for the "Contractions" lesson includes teacher and student materials, such as a digital activity called "Checkers: Contractions" and the interactive text, "Could've, Would've, Should've." Additionally, the overview provides suggested timing for each lesson activity to support pacing and instructional flow.

In the *Daily Planning and Pacing Guide: Grade 1*, the materials include materials and a detailed weekly overview to support timing for each lesson component. The guide specifically notes the teacher and student resources within each instructional step as well as the suggested timing (e.g., 20–30 minutes per lesson) to support lesson pacing and delivery.

In the *Wiley Blevins Teaching Phonics*, teachers can view an overview of the steps for each lesson along with the visuals of manipulatives, materials, and resources that are necessary to effectively teach that lesson. For example, in the "Short *a*" lesson for grade 1, the overview includes five steps that cover phonemic awareness, lending words, high-frequency words, spelling words, and connecting to reading. Each step includes visuals of the specific materials needed to deliver instruction.

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

The *Wiley Blevins Teaching Phonics* lessons provide opportunities for teachers to choose multiple resources to extend phonics knowledge in the final step of each lesson. For example, Lesson "Digraph *sh*" Step 5 includes printable materials to support extended practice of the phonics knowledge of digraph *sh*: "Digital Teacher-led Activity—Checkers: Digraph *sh*," "Printable Learning Center—Build a Word," and "Printable Independent Activity—Circle It."

The *Wiley Blevins Teaching Phonics* lessons provide opportunities for teachers to choose multiple resources to extend phonics knowledge in the final step of each lesson. For example, Lesson "Compound Words" Step 5 includes printable materials to support extended practice of the phonics knowledge of compound words: "Digital Teacher-Led Activity—Tap It: Compound Words," "Printable Learning Center Activity—Compound Match-Up," and "Printable Independent Activity—Connect It."

The *Wiley Blevins Teaching Phonics* materials in the Student Hub provided extended practice. For the "Compound Word" lesson, students can access a decodable text to practice reading compound words, "Summertime Fun."

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	The materials do not include traditional units, and, by extension, unit assessments.	5/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the objectives of the course; however, these assessments are not explicitly aligned to the TEKS, but do cover the content and skills associated with the TEKS.	3/6
2.1e	Instructional assessments vary in complexity; however, they are not explicitly aligned to the TEKS but do cover the content and skills associated with the TEKS.	0/2
—	TOTAL	12/21

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 structure of the materials includes three program modules (*Wiley Blevins Teaching Phonics*, "Short Reads Decodables," and "Read to Know Text Sets") with lessons and embedded instructional assessments (including diagnostic, formative, and summative). The *Weekly Pacing and Planning Guide* organizes the lessons for each module into a weekly plan (i.e., Week 1, Week 2, and so on), but the structure does not include overarching or unifying units with unit-level assessments. The weekly plan does include review weeks to allow teachers opportunities to review phonics skills and assess students with the program assessment tools (e.g., *Wiley Blevins Teaching Phonics Assessments*, *Letters2Meaning*, and the "Oral Reading Rubrics").

The "Read to Know Text Sets" module includes instructional assessments within each text set at the lesson level. The "Read to Know Text Sets Overview" notes the "lessons offer frequent opportunities for informal and embedded formative assessment that [the teacher] can use to strategically customize instruction and practice according to [the] student's needs." The assessments enable the teacher to determine a student's readiness for a text set as well as a student's phonics and comprehension progress. The collection of assessments in this module include a variety of formative assessments for the text sets at the lesson level: readiness checks, discussion questions for each book, response and writing

resources, and an oral reading rubric. These assessments vary in the types of tasks and questions used to assess students (e.g., word lists, rubrics, written response, discussion, and speech recognition). The module does include six Review Books placed after every three text sets and can serve as formative assessments to assess a student's phonics and comprehension progress. However, the module does not position them as unit-level assessments but rather as a consolidated review.

The "Short Reads Decodable" module includes ten Power-Up! cards designed to review previously taught and targeted skills within the lesson sequence. The "Short Reads Decodable Overview" suggests teachers can use the Review cards as formative assessments with the "Oral Reading Rubric" to assess the student's reading proficiency. The module does not position the Power Up! cards as unit-level assessments but rather as an aggregated review.

The lessons throughout the *Wiley Blevins Teaching Phonics* module embed a variety of instructional assessments at the lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. For example, teachers can assess a series of "Quick Checks" to assess a student's ability to decode specific phonics skills. The "Quick Check" asks students to read a list of words in 1 minute. Students can read the list prior to and post-instruction, allowing the task to serve as a diagnostic and formative assessment. Teachers can use the assessment multiple times to assess student progress on decoding specific phonics skills.

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

The intended purpose of the *Letters2Meaning (L2M) Assessment* is to assess a student's letter identification, letter sound identification, word reading, spelling, and comprehension skills. The *Using Letters2Meaning Assessment* guide states the purpose of the assessment: "This assessment—given five times a year, every 6–8 weeks—provides a metric for grouping students and a way for teachers to monitor growth and progress across the school year." The guide notes the data from L2M can be combined with other assessment data "to create a more comprehensive student profile."

The "Short Reads Decodable Overview" notes the intended purpose of the "Short Reads Decodables" is to "provide early readers an opportunity to practice and apply their developing decoding skills in context." The overview defines the purpose of the decodables as "short, highly decodable texts of varied genres and informational text types [designed] to boost and refine their decoding skills and acquire automaticity with previously taught high-frequency words." The series of decodables includes Review cards designed "to measure children's progress at regular intervals." The Review cards serve as a formative assessment, measuring decoding skills and automaticity.

The "Assessment Overview" section in the *Wiley Blevins Teaching Phonics Program Guide* provides a detailed description of the nine assessments within the program. The assessments serve the purpose "to evaluate children's mastery of specific skills or a cluster of skills [and] to determine where in the materials

to start individual children." These assessments may also serve as a program placement for individual students. The overview defines the focus of each assessment: phonemic awareness, alphabet, short vowels, consonant blends and digraphs, long vowels, complex vowels, word study, comprehensive phonics survey, and comprehensive spelling survey. The recommended assessment schedule defines the focus area of each assessment at the beginning of the year, middle of the year, and end of the year.

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

Letter2Meaning is a digital assessment tool teachers can access to determine student placement and track progress in the *Ready4Reading* system. The *Using Letters2Meaning Assessment* guide provides guidance on the frequency recommendations and understanding scoring for the assessment. The guidance suggests teachers give the assessment five times a year, every 6–8 weeks, in order to determine a metric for grouping students and to monitor growth and progress throughout the school year. The *Implementation Guide* provides additional insight into the assessment. Students access the assessment within the StudentHub and follow the assessment directions within the platform.

The *Wiley Blevins Teaching Phonics* program includes nine assessments to determine a student's mastery of specific phonics skills or a cluster of skills. The "Assessment Overview" section in the *Wiley Blevins Teaching Phonics Program Guide* provides a detailed description and purpose of the nine assessments within the program. The provides assessment directions and scoring guidance for each of the nine assessments, as well as a recommended assessment schedule for each of the assessments at the beginning, middle, and end of the year.

The *Wiley Blevins Teaching Phonics* program includes a series of "Quick Checks" to assess a student's ability to decode specific phonics skills. The "Quick Check" asks students to decode a list of words in a set amount of time (e.g., two minutes to underline the target sound-spelling). The *Wiley Blevins Teaching Phonics Program Guide* provides guidance on how to administer the "Quick Checks," as well as how to use the "Quick Checks" to build fluency. The *Wiley Blevins Teaching Phonics* lessons reference the "Quick Checks" that align to the lesson objective.

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

The structure of the materials includes three program modules (*Wiley Blevins Teaching Phonics*, "Short Reads Decodables," and "Read to Know Text Sets") with lessons and assessment tools (diagnostic, formative, and summative). The assessment tools align with lesson objectives within each module; however, the lesson objectives nor assessments explicitly reference the TEKS. The lesson objectives and assessment content do align with the grade-level TEKS content when directly compared.

The "Quick Checks" within the *Wiley Blevins Teaching Phonics* program serve as formative assessments and align with the objectives of the lesson. The *Wiley Blevins Teaching Phonics* lessons reference the specific "Quick Checks" that align to the lesson objective. The series of "Quick Checks" assesses a student's ability to decode specific phonics skills in a set amount of time (e.g., two minutes to underline the target sound-spelling).

The *Wiley Blevins Teaching Phonics* program includes nine assessments to determine a student's mastery of specific phonics skills or a cluster of skills. The nine assessments align with the lesson objectives within the program and provide a survey of the lesson content within nine key areas: phonemic awareness, alphabet, short vowels, consonant blends and digraphs, long vowels, complex vowels, word study, comprehensive phonics survey, and comprehensive spelling survey. For example, the program contains a series of lessons on consonant blends and digraphs. Teachers can use the consonant blends and digraphs assessment before, during, or after instruction to determine student mastery of consonant blends and digraphs.

The "Read to Know Text Sets" module includes a variety of aligned instructional assessments within each text set at the lesson level. The assessments enable the teacher to determine a student's readiness for a text set as well as a student's phonics and comprehension progress. The collection of assessments in this module include a variety of formative assessments for the text sets at the lesson level: readiness checks, discussion questions for each book, response and writing resources, and an oral reading rubric. These assessments align with the text set lesson objectives.

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

The structure of the materials includes three program modules (*Wiley Blevins Teaching Phonics*, "Short Reads Decodables," and "Read to Know Text Sets") with lessons and assessment tools. The assessment tools align with lesson objectives within each module; however, the lesson objectives nor assessments explicitly reference the TEKS. The lesson objectives and assessment content do align with the grade-level TEKS content when directly compared.

The "Read to Know Text Sets" module includes instructional assessments within each text set at the lesson level. The assessments include items with varying levels of complexity: decode word lists, evaluate using rubrics, written response, discussion, and read aloud with speech recognition software.

The "Short Reads Decodable Overview" notes the decodables "provide early readers an opportunity to practice and apply their developing decoding skills in context." The decodables are "short, highly decodable texts of varied genres and informational text types [designed] to boost and refine their decoding skills and acquire automaticity with previously taught high-frequency words." The series of decodables includes Review cards that serve as a formative assessment and work to measure the

students' decoding skills and automaticity in connected text. Applying learning from the isolated phonic skills lessons to the decodable texts increases the level of complexity for students.

The "Quick Checks" within the *Wiley Blevins Teaching Phonics* program assesses a student's ability to decode specific phonics skills in a set amount of time (e.g., two minutes to underline the target sound-spelling). The guidance encourages students to practice reading the word lists to increase accuracy and rate over time. The overall fluency goal is to read the word list of one hundred words accurately in one minute or less.

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 Scholastic Digital Manager platform provides an array of data reports and guidance for interpreting student performance on instructional assessments. The platform provides a "Snapshot" of student activity and progress over the course of a week. The "Snapshot" provides data for the following activities: most completed texts, average fluency for read and record, and *Letters2Meaning* assessments and grade equivalents. The "Ready4Reading Teacher Dashboard Snapshot" article under the product user guide provides an in-depth explanation of the "Snapshot" components. For example, the article explains the data projected in the average fluency for read and record graph groups across three levels of proficiency (Learning: 0–50%, Practicing: 51–75%, and Applying: 76–100%). The article notes student performance look-fors and guidance for supporting students: "Check in with students falling in the Applying ranges. They may need a more advanced text set or card to challenge them."

From the "Snapshot," teachers can use the "Explore" feature to view additional student data. The "Ready4Reading Teacher Dashboard Snapshot" article under the product user guide explains how to use the Explore feature to view and interpret this additional student data. For example, the guidance for the "Oral Reading and Accuracy Fluency Chart" includes student performance look-fors to help teachers interpret the data effectively: "Teachers Can Look For: Check in with students with a high completion rate and a low fluency score. This could mean that they need to take more time to sound out words correctly."

The "Read to Know Text Sets" provides an "Oral Reading Rubric" to support teachers as they observe and evaluate students independently reading the decodables aloud within this module. The rubric downloadable document provides guidance for procedures, routines, and oral reading performance. The rubric performance expectations mirror the language from the "Snapshot" for fluency: Learning, Practicing, and Applying. The teachers assess five areas of reading performance to determine their level of fluency: concepts of print and text navigation, word recognition, high-frequency word recognition, phrasing and expression, and comprehension. The rubric provides a performance description for each area across all three levels of proficiency.

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

The design of the *Ready4Reading System* provides an interconnect system of learning materials that, by design, provide guidance for the use of included tasks and activities in order to respond to students' trends in performance on assessments. The *Ready4Reading Implementation Guide* notes, "The mix of print and digital assessments, in combination with teachers' observations of student performance during teacher-led instruction and independent practice and application of decoding skills, helps teachers diagnose students' strengths and needs." Teachers have access to the full program scope and sequence, plus materials to respond appropriately to students' trends. For example, if a student struggles to decode the sound-spelling pattern for short *a*, then the teacher can access the *Wiley Blevins Teaching Phonics* Lesson "Short *a*" learning materials to review the phonic skills with various tasks and activities.

The *Corrective Feedback Strategies, Planning, and Tracking Guide* provides guidance for the use of included tasks and activities to respond to student trends in performance on assessments. This guide "discusses the most common errors and misconceptions encountered during early literacy instruction." For example, in kindergarten, "If a child does not track words from left to right when reading, remind the child that words and sentences are read from left to right. Model tracking the text with your finger."

The "Snapshot" data within the Scholastic Digital Manager platform connects with the Student Hub to generate data on each student's oral reading performance. The system utilizes speech recognition software to record and rate a student's oral reading of the decodable texts in the "Short Reads Decodables" and "Read to Know Text Sets" modules. Using the "Explore" feature, teachers can access the data in order to group students based on assessment results and determine targeted activities to address specific phonic skills. The "Ready4Reading Teacher Dashboard Snapshot" article notes student performance look-fors and guidance for supporting students: "Check in with students falling in the Applying ranges. They may need a more advanced text set or card to challenge them."

The *Ready4Reading System* provides a "Phonological Awareness Assessment" to determine a student's instructional needs pre-, mid-, and post-instruction and to monitor the student's progress. The assessment has a companion guide, the "Phonological Awareness Instruction and Activities" guide. This guide notes the connection between the program tasks and activities with these additional lessons and activities: "The activities are organized from basic to complex and should be used along with the results of the assessments provided in Ready4Reading."

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 Scholastic Digital Manager platform provides an array of data reports and guidance to help teachers track student progress and growth. The platform provides a "Snapshot" of student activity and progress over the course of a week. The system utilizes speech recognition software to record and rate a student's

oral reading of the decodable texts in the "Short Reads Decodables" and "Read to Know Text Sets" modules. The "Snapshot" provides data for the following activities: most completed texts, average fluency for read and record, and *Letters2Meaning* assessments and grade equivalents. For example, the data projected in the average fluency for read and record graph groups across three levels of proficiency (Learning: 0–50%, Practicing: 51–75%, and Applying: 76–100%). The data updates weekly on the "Snapshot."

The "Quick Checks" in the *Wiley Blevins Teaching Phonics* module provide a tracking tool for teachers and students. The "Quick Check" asks students to decode a list of words in a set amount of time (e.g., two minutes to underline the target sound-spelling, read the list of 100 words in one minute). At the bottom of each "Quick Check," the students and teachers can track progress across multiple reads.

The "Assessment Overview" section in the *Wiley Blevins Teaching Phonics Program Guide* outlines nine assessments within the program used to assess phonics skills and program placement. Each assessment assesses key phonics skills: phonemic awareness, alphabet, short vowels, consonant blends and digraphs, long vowels, complex vowels, word study, comprehensive phonics survey, and comprehensive spelling survey. Each assessment provides individual teacher guidance and class record sheet teachers can use for tracking. The guidance recommends giving the assessment at the beginning of the year, middle of the year, and end of the year. The class record sheet provides space for each assessment time in order to monitor progress and growth over time.

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 *Corrective Feedback Strategies, Planning, and Tracking Guides* provides teacher guidance for differentiated instruction for students who have not yet reached proficiency. The guide organizes the strategies around the most common errors and misconceptions to direct teachers to corrective feedback strategies for specific skills. For example, the guide provides teacher guidance for decoding words with blends: "If a child cannot decode words with blends, say: 'Look at the beginning. That is an s-blend. Say the blend and then the rest of the word.'" The materials, however, do not provide any differentiated paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The "Print Concepts: Reading Routines" additional lesson downloadable provides scaffolded writing expectations for students who have not yet reached grade-level proficiency. For example, one lesson provides teacher guidance reminding students about writing expectations for writing responses to comprehension questions: "leave spaces between words and sentences, begin each sentence with an uppercase letter, and end with appropriate punctuation." The materials, however, do not provide any differentiated paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The *Wiley Blevins Teaching Phonics* lessons provide teacher guidance for differentiated instruction in text boxes labeled "Differentiation." For example, the "Differentiation" box in Step 4 of the "Short i" lesson provides guidance for extra support by minimizing the workload, instead focusing on having students master reading and writing high-utility words such as *lip*, *rip*, and *tip*. The materials, however, do not

provide any differentiated paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The *Wiley Blevins Teaching Phonics* lessons provide teacher guidance for differentiated instruction throughout the step-by-step lessons. For example, in Step 1 of the "Short *u*" lesson, the "Oral Segmentation" section provides teacher guidance for students not yet proficient with orally segmenting words with the short *u* sound (e.g., *us*, *bus*, *up*, *cup*, and *bun*). The guidance suggests teachers use sound boxes and counters with the students: "Have children stretch the sounds in the words and then move one counter into a box for each sound." Additionally, the guidance suggests, "Children can also tap the sounds as they say them." The materials, however, do not provide any differentiated paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The "Differentiating Instruction According to Student Proficiency" PDF includes guidance for scaffold and support, instruction and extension, as well as enrichment. This guidance provides teachers with suggestions on how to scaffold and support instruction for students who have not yet reached proficiency on grade-level content and skills. For example, the guidance prompts teachers to "refer to the Ready4Reading Connections that appear in each digital Ready4Reading lesson," which provides paired and scaffold lessons across the program.

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 "Read to Know Text Sets" lessons provide guidance for teachers to pre-teach content-area vocabulary before reading the text set. For example, the Text Set 5: *It's a Frog!* instructional option includes a subsection called "Build Content-Area Vocabulary." The guidance prompts the teacher to say the word, define the word, share tips for reading and recognizing the word, and reference images from the *It's a Frog!* video.

The "Read to Know Text Sets" lessons provide embedded guidance to support student understanding of unfamiliar references. In Book 3: *Max Likes Frogs* of Text Set 5: *It's a Frog!*, the lesson directs teachers to "explain that Gran is a short way to say the word *grandmother*," and that "the phrase *hop in* means that someone gets inside quickly."

The "Read to Know Text Sets" lessons provide embedded support to pre-teach unfamiliar vocabulary used in the texts. The Text Set 10: *Robots on the Job* Instructional Options section includes the subsection "Build Content-Area Vocabulary" that provides specific directions for teaching unfamiliar vocabulary (e.g., *human*, *machine*, and *robot*). The guidance prompts the teacher to say the word, define the word, share tips for reading and recognizing the word, and reference images from the *Robots on the Job* video.

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 Scholastic Literacy Dashboard "Grouping Tool" uses data pulled from different programs within Scholastic Digital and creates small groups. This tool enables teachers to assign groups additional materials or lessons based on their reading levels, skills, and interests in order to accelerate student learning. For example, the "Leveled Bookroom Accelerator" provides a wide range of books on all reading levels and supports differentiated instruction and activities. The materials, however, do not provide differentiated instruction for students who have demonstrated proficiency in grade-level content and skills.

The *Wiley Blevins Teaching Phonics* lessons provide teacher guidance for extension activities for students who have demonstrated proficiency. In Step 5 of the "Digraph *wh*" lesson, the "Extend Phonics Knowledge" section provides a variety of activities to extend learning for students: "Tap it: Digraph *wh*" (digital teacher-led activity), "Whale Slide-Through" (printable learning center activity), and "Questions, Questions, Questions" (printable independent activity). The materials, however, do not provide differentiated instruction for students who have demonstrated proficiency in grade-level content and skills.

The *Wiley Blevins Teaching Phonics* lessons provide teacher guidance for extension activities for students who have demonstrated proficiency. In Step 5 of the "*r*-Blends" lesson, the "Extend Phonics Knowledge" section provides a variety of activities to extend learning for students: "Tap it: *r*-Blends" (digital teacher-led activity), "Build a House" (printable learning center activity), and "Fill in the Blank" (printable independent activity). The materials, however, do not provide differentiated instruction for students who have demonstrated proficiency in grade-level content and skills.

The "Differentiating Instruction According to Student Proficiency" PDF includes guidance for scaffold and support, instruction and extension, as well as enrichment. This guidance provides teachers with suggestions on how to extend and enrich instruction for students who have met or moved beyond proficiency on grade-level content and skills. For example, the guidance prompts teachers to "refer to the Ready4Reading Connections that appear in each digital Ready4Reading lesson," which provides extension lessons and activities across the program.

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 "Short Read Decodables" lesson for the text "The Plan" provides explicit guidance for modeling letter sounds and blending. For example, the guidance prompts teachers to model how to read the word *clock*. The guidance directs teachers to write the word on the board, then blend the sounds together while running their finger under each letter.

The *Wiley Blevins Teaching Phonics* lessons provide explicit guidance explaining the concepts to be learned. For example, the s-Blends lesson provides an explanation on how to blend the letter s with another consonant. The lesson provides teacher guidance for modeling s-blends: "Write the words *stop*, *skin*, and *snap* on the board. Underline the *st*, *sk*, and *sn* in the words. Tell children that usually when s and another consonant appear together in a word it is called an s-blend. The sounds that both letters stand for are blended together so that both letter sounds are heard."

The "Read to Know Text Sets" lessons contain guidance for explaining content-area vocabulary using visual aids. For example, the "Build Content-Area Vocabulary" section of Text Set 10: *Robots on the Job* lists steps for students to explore the words *human*, *machine*, and *robot*. The guidance prompts teachers to display, say, define, and discuss each word, while showing students images from the *Robots on the Job* video.

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

The *Wiley Blevins Teaching Phonics* lessons provide guidance for teachers to deliver and facilitate effective lessons through a variety of instructional approaches, such as whole group direct instruction. For example, Step 1 of the "s-Blends" lesson directs teachers to "Have children say the s-blend sounds every time they hear them in a word. (Note: The word list that follows includes distractors.) Say: 'pot,' 'spot,' 'all,' 'small,' 'car,' 'scar.' Then guide children to orally blend and segment words with s-blends."

The "Read to Know Text Sets" provide guidance for effective facilitation of phonemic awareness review through the introduction of a game that can be played in a whole group or small group setting. The Text Set 6: *What Happens to Our Trash? Instructional Options* section provides directions for the game "Say Each

Sound: Teachers say a variety of words (e.g., *chin, wish, them, long, and when*) while the students segment the words and count the sounds. Students then write the words and identify the two letters that make one sound. The guidance provides explicit teacher guidance for modeling the game directions: "Model: Say: 'Listen to my word: *shop*. Say each sound you hear in *shop*. (/sh/ /o/ /p/) Yes! How many sounds do you hear in *shop*?' (3) Then write the word. We heard three sounds, but the word has four letters. Underline the digraph and review that letters sh make one sound, /sh/."

The "Read to Know Text Sets" lessons provide guidance for modeling reading a text aloud before having the students engage in guided practice with paired reading. For example, in the "First Reading" section of Book 1: *Robots* within Text Set 10: *Robots on the Job*, the guidance prompts teachers to read aloud the title and text while the students either echo-read or whisper-read it on their own. Then the students read the book to their partner while the teacher listens to the students read and provides feedback as needed. Finally, the students are invited to share their reactions to the book.

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 "Read to Know Text Sets" lessons provide guidance and support for whole-group and small-group instruction based on the needs of the classroom. In Text Set 6: *What Happens to Our Trash?*, the "First Reading" section for each text provides guidance for students to either choral read as a group, whisper read with a partner, or read independently while the teacher listens and provides feedback and support.

Wiley Blevins Teaching Phonics provides guidance for guided, independent, and collaborative practice in small-group and individual settings. For example, Step 2 in the "Digraph *wh*" lesson provides guidance in the "Blend Words: Build Word Fluency" subsection for collaborative independent practice: "Children can use the lists for further independent practice. Assign partners to read the word lists during independent work time while you meet with small groups." In the same lesson, the guidance in Step 4 provides guidance for additional collaborative independent practice with a sound-spelling word sort activity.

Wiley Blevins Teaching Phonics provides guidance for guided, independent, and collaborative practice in small-group and individual settings. For example, Step 2 in the "*r*-Blends" lesson, Step 2 provides guidance in the "Blend Words: Build Word Fluency" subsection for collaborative independent practice: "Children can use the lists for further independent practice. Assign partners to read the word lists during independent work time while you meet with small groups." In the same lesson, the guidance in Step 4 provides guidance for additional collaborative independent practice with a sound-spelling word sort activity.

3.3 Support for Emergent Bilingual Students

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	The materials do not provide any teacher guidance on providing linguistic accommodations for various levels of language proficiency. The grade-level ELPS document connects program materials to the ELPS, but does not provide teacher guidance.	0/2
3.3b	The materials provide no implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3c	All criteria for guidance met.	8/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	8/11

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

The *Wiley Blevins Teaching Phonics Best Practices for Assessing Multilingual Learners* provides guidance on linguistic accommodations for language learners. For example, the guide instructs the teacher to revisit lessons "to identify places where children might be borrowing sounds or letter names from the home language to spell words or letters that might otherwise be mislabeled as spelling errors." However, the materials are not explicitly aligned to the ELPS, and do not provide support for varying levels of language proficiency.

The *Wiley Blevins Teaching Phonics* lessons provide general guidance for language accommodations. However, these accommodations do not support varying levels of language proficiency or explicitly tied to the ELPS. The "Multilingual Learners" sections within the lessons provide general guidance for language accommodations. For example, Step 1 in the "Short o" lesson includes a "Multilingual Learners" section for language transfer and notes the language chart in the program companion book *Phonics From A to Z*. This language chart denotes whether a sound transfers or not into various languages, such as Spanish and Vietnamese.

The *Wiley Blevins Teaching Phonics Program Guide* section "Supporting Multilingual Learners" outlines 10 guiding principles to support phonics instruction for multilingual students. For example, number 10

states: "Modify your response expectations based on each child's level of English proficiency. Beginning-level learners respond by using one-word answers, pointing, or saying 'yes' or 'no' to questions . . . Intermediate learners respond by using simple phrases and sentences. Model responses using sentence stems to assist these children. Advanced learners respond using more complex sentence structures." Despite this, the materials are not explicitly aligned with the language proficiency levels articulated within the ELPS.

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

The *Ready4Reading System Implementation Guide* explains that the *Ready4Reading* materials provide guidance for the *Wiley Blevins Teaching Phonics Program* by focusing on "comprehensive guidance on sound transfers, spelling matches, articulation, and vocabulary practice," with a goal to "build a strong foundation for students in phonics." The guide supports the following home languages: Spanish, Cantonese, Vietnamese, Hmong, African American English, and Chicano English. However, the materials do not provide guidance to support a state-approved bilingual or ESL program.

The *Wiley Blevins Teaching Phonics Program Guide* references multilingual support strategies that are limited to lesson-level instruction and language variation tips. For example, the guidance notes "how to make these cross-linguistic connections explicit by (a) helping students transfer sounds from their home language, (b) providing explicit instruction on the unique sounds of English, and (c) building opportunities to connect decoding with vocabulary skills." However, the materials do not provide explicit guidance to support a state-approved bilingual or ESL program.

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 *Short Read Decodables Best Practices for Assessing Multilingual Learners* guide provides guidance for teachers to support emergent bilingual students in making cross-linguistic connections through written discourse. The guide encourages teachers to use the decodable texts to make cross-linguistic connections: "When possible, help children make connections between vocabulary in their home language and English, including cognates and direct translations."

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

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

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

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

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

The *Wiley Blevins Teaching Phonics* within the *Ready4Reading* program provides a systematic and sequenced plan for instruction of phonics skills. The *Ready4Reading Daily Planning and Pacing Guide* articulates this approach: "Ready4Reading includes systematic instruction, targeted practice, and application for each step." In grade 1, the pacing guide begins with the short vowel *a* with a specific focus on phonemic awareness, introducing the sound-spelling, and blending words.

The *Ready4Reading Implementation Guide* provides a rationale for the order of the systematic and sequenced instruction of phonics skills. The guide notes the program scope and sequence "introduces targeted elements from the simple to the complex and incrementally targets individual and aggregated sound-spellings." For example, phonics instruction begins with short vowels (*a*, *e*, *i*, *o*, and *u*) and progresses to complex vowels such as diphthongs (e.g., *oi*, *oy*, *ou*, and *ow*) and moves to consonant blends (e.g., *s*-blends, *l*-blends, and *r*-blends).

The *Wiley Blevins Teaching Phonics* lessons follow a systematic routine for introducing phonological concepts. Each module in the program includes an "Overview" along with Steps 1–5 that focus on different phonological skills. Step 1 focuses on developing phonemic awareness through articulation, oral blending, oral segmentation, letter names and sound, transferring sound to spelling. Step 2 involves the introduction of high-frequency words. Step 3 connects the skill to reading. Step 4 focuses on spelling words. Step 5 connects to reading and builds fluency.

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 *Wiley Blevins Teaching Phonics* lessons provide explicit and intentional ongoing practice opportunities for phonics skills in isolation. For example, Step 1 in the Lesson "Digraph *sh*" provides explicit teacher

guidance and practice for sound-symbol correspondence: "Write *shell* and *trash* on the board. Underline the *sh* in the words. Say that when *s* and *h* appear together in a word, it is called a digraph *sh*. In digraph *sh*, there are two letters but only one sound: /sh/. Write *sh* on the board and ask children to say the sound the letters stand for. Show them the letter-sounds flash card for /sh/."

Step 5 in the *Wiley Blevins Teaching Phonics* in the Lesson "Digraph *sh*" includes guidance to connect learning to reading through the decodable text, "At the Shop." The guidance directs teachers to read the story multiple times, model blended, and have the students read the story multiple times to build fluency.

The *Wiley Blevins Teaching Phonics* lessons provide a structured, step-by-step approach to explicit and intentional practice of phonics skills in isolation. For example, the section "Model Blending" in the Lesson "Digraph *sh*" directs teachers to blend words containing the digraph *sh*: "Write the words *hop*, *dish*, *trash*, and *splash* on the board. Model blending the words sound by sound. Run your finger under each letter and digraph as you say the sound."

The *Wiley Blevins Teaching Phonics Program Guide* highlights lessons in which students use spelling routines and sound boards to build CVCe and vowel team words before reading aligned decodable texts. For example, in the Lesson "Long *o*" students practice writing and reading *cone*, *robe*, and *hope* before applying their learning in the corresponding decodable text, "The Boat Show."

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 *Wiley Blevins Teaching Phonics* daily lessons provide explicit phonics instruction with teacher modeling for oral blending. For example, Step 1 in Lesson "Digraph *sh*" directs teachers to model blending the words—*cash*, *sift*, *ship*, *rush*, *self*, and *shut*: "Say the following sounds: /h/ /u/ /sh/ (*hush*) /w/ /i/ /sh/ (*wish*) /r/ /a/ /sh/ (*rash*) /sh/ /ō/ (*show*) /f/ /r/ /e/ /sh/ (*fresh*) /sh/ /e/ /l/ /f/ (*shelf*)."

The *Wiley Blevins Teaching Phonics* daily lessons provide explicit phonics instruction with teacher modeling for articulation. For example, Step 1 in the Lesson "Digraph *sh*" directs teachers to model the articulation of the /sh/ sound: "Introduce the Articulation Card for /sh/ and watch the video. Model how to make the /sh/ sound in *shut*. To make the /sh/ sound, the lips are slightly rounded and stuck out. The teeth are together as a steady stream of air passes through them."

The "Short Reads Decodable" daily lessons provide explicit phonics instruction with teacher modeling for sound-spelling patterns. The lesson for the decodable text, "A Huge Pet," directs teachers to model the sound-spelling pattern u_e to read new words: "Model for children how to use the u_e spelling pattern to read new words. Write the letters *c*, *u*, *t*, *e*. Remind children that the long-u sound says its name /ū/, and the *e* is silent. Run your finger under the letters as you slowly blend together the sounds to read the word *cute*, /c/ /ū/ /t/."

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

The *Wiley Blevins Teaching Phonics* daily lessons provide opportunities for explicit guided instruction with guidance for immediate and corrective feedback. Step 2 in the Lesson "Digraphs *ch*, *tch*" directs teachers to provide guided instruction and corrective feedback during the "Blended Words: Digraph *ch*, *tch*" activity: "Write the words *hop*, *chop*, *hip*, *chip*, *much*, *lunch*, and *catch* on the board. Model blending the words sound by sound. Run your finger under each letter and digraph as you say the sound. Emphasize the sound of *ch* and *tch* in words containing either digraph spelling. Have children repeat."

The *Wiley Blevins Teaching Phonics* daily lessons provide opportunities for explicit guided instruction with guidance for immediate and corrective feedback. Step 2 in the Lesson "Digraphs *sh*" directs teachers to provide guided instruction and corrective feedback during the articulation activity: "Introduce the Articulation Card for /sh/ and watch the video. Model how to make the /sh/ sound in shut. To make the /sh/ sound, the lips are slightly rounded and stuck out. The teeth are together as a steady stream of air passes through them. Have children practice using handheld mirrors or with a partner. Provide corrective feedback."

The "Short Read Decodables" text, "Hats and Caps at Work," provides explicit guided instruction with guidance for immediate and corrective feedback. The first read guidance for the "Shin's Book Shop" lesson directs teachers to guide students through a first read of the text and help them as needed: "Read aloud the text, modeling how it should be read, echo-read it, or have children whisper-read on their own. Invite children to take turns reading to a partner. Listen to children read, and give help as needed." The "Before Reading" sections of the "Short Read Decodables" lessons provide teachers with explicit guidance for helping students review previously learned sound-spelling patterns, and the Ready4Reading Connections sidebar provides links to the phonics lessons.

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

The *Wiley Blevins Teaching Phonics* daily lessons provide opportunities for students to practice phonics skills through collaborative and independent learning. Step 2 in the *Wiley Blevins Teaching Phonics* Lesson "Digraphs *ch, tch*" includes time for students to work collaboratively with a peer to build fluency. Students work together to read "Digraphs *ch, tch*" word lists. Students work together independent of teacher support while reading this word list.

The *Wiley Blevins Teaching Phonics* daily lessons provide digital and print phonics activities for students to practice phonics skills through independent learning. For example, Lesson "Digraph *wh*" asks students to complete a sound-spelling sort activity. The teachers provide the directions, then students work independently to complete the sort on the digital platform or in print. This activity follows explicit instruction on the sound-spelling for "Digraph *wh*."

The *Wiley Blevins Teaching Phonics* daily lessons provide opportunities for students to practice phonics skills through independent learning. For example, Step 5 in Lesson "Digraph *sh*" encourages students to read the lesson interactive story to complete the questions and prompts independently, as well as read the story multiple times to build fluency.

The *Wiley Blevins Teaching Phonics* lessons provide a "Printable Learning Center Activity" for students to practice phonics skills through collaborative learning. For example, Step 3 in Lesson "*r*-blends" provides a build words digital activity: "Have children take turns adding a letter or letters to the word parts to make

words using each spelling pattern. After children have made a word, ask: Is this a real word? If it is, click 'Accept Answer' to add the word to the shape. If not, have children try again."

The "Short Read Decodables" lesson encourages students to practice phonics skills through collaborative and independent learning with decodable texts. Teachers guide students through a before reading lesson and first read of the decodable text. During the second read, the lesson encourages students to read independently, as well as with a partner: "Have children whisper-read on their own. Invite children to take turns reading to a partner. Listen to children read and give help as needed."

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 *Wiley Blevins Teaching Phonics* lessons provide intentional cumulative phonics review and practice throughout the curriculum. For example, Step 2 in the Lesson "Digraph *ph*" includes a cumulative review for the blending words section. The guidance directs teachers to intentionally review previously taught phonics skills: "Add words with previously taught skills to the Blend Words activity to extend the learning, practice, and application. Use words with skills children have not fully mastered from the previous 4–6 weeks. This extra repetition will help children gain mastery and serve as a good check for fluency and transfer abilities."

The *Wiley Blevins Teaching Phonics* lessons provide intentional cumulative phonics review and practice throughout the curriculum. For example, Step 3 in the Lesson "Short *i*" directs teachers to previously taught letter-sounds to the spelling dictation for review: "Use cumulative spelling sentences to monitor children's spelling growth. See the sentences below. In addition, periodically review their writings, such as in their writing notebooks, and take note of words with previously taught phonics skills that they are not consistently and accurately spelling. Add these words to future dictation activities. The pig is back./Matt has six fish./Kim ran up the hill."

The *Wiley Blevins Teaching Phonics* lessons provide intentional cumulative phonics review and practice throughout the curriculum. For example, Step 2 in the Lesson "Digraph *sh*" directs teachers to add new sound-spelling cards to previously taught sound-spelling cards for review: "Add sh to your spelling card set to review previously taught sound-spellings. This will aid in mastery . . ."

The "Short Read Decodables" lessons include a "Phonemic Awareness and Sound-Spellings Reviews" section to provide intentional cumulative phonics review and practice throughout the curriculum. For example, the "Zip Zag Mat" decodable text guidance directs teachers to review the sound-spelling patterns for /g/ spelled *g*; /k/ spelled *ck*: "Ask children to listen for and say the end sound of each of these words. Read each word for children. bug tug rug mug hug/sack Jack tack back rack Then read each row again. Invite children to say the letter name(s) that correspond to the end sound of each word."

The "Read to Know Text Sets" sequence includes Review Books to provide intentional cumulative phonics review and practice throughout the curriculum. The sequence offers a "Review Book" to review previously taught phonics skills after every three new text sets. For example, the Review Book *In This Desert* follows Text Sets 7–9 and reviews various phonics skills, including word types (e.g., long vowels with final-e, two-syllable words with closed syllables, long vowels, vowel team syllables, final-e syllables, and compound words). In addition, the Ready4Reading Connections sidebar provides links to the corresponding *Wiley Blevins Teaching Phonics* lessons and "Short Read Decodables" texts for each skill represented in the Review Book.

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

The *Wiley Blevins Teaching Phonics* lessons include practice opportunities for only explicitly taught phonic skills. For example, Step 2 in Lesson "Digraph *wh*" provides explicit instruction for /hw/ sound spelled *wh*: "Write the words *when* and *what* on the board. Underline the *wh* in the words. Tell children that when the letters *w* and *h* appear together in a word, it is called digraph *wh* . . ." Step 2 models and practices blending and writing words with "Digraph *wh*." Step 3 builds words with "Digraph *wh*." Step 4 sorts and spells words with "Digraph *wh*," and Step 5 reads and connects to texts with "Digraph *wh*."

The *Wiley Blevins Teaching Phonics* lessons include practice opportunities for only explicitly taught phonic skills. For example, Step 5 in Lesson "Digraph *sh*" provides practice after explicitly teaching the sound-spelling patterns. The guidance asks students to complete a "Learning Center—Build a Word" activity for "Digraph *sh*."

The *Wiley Blevins Teaching Phonics* lessons include practice opportunities for only explicitly taught phonic skills. For example, Step 5 in Lesson "Digraph *sh*" provides practice after explicitly teaching the digraph *sh* sound-spelling patterns. The guidance asks students to build words using the pattern: "Have children use the Magnetic Letter Tiles and trays to build the following words in sequence: *hot, shot, shop, hop, hip, ship, sip, sick, sock, shock, shack, back, bat, fat, fit, fish, wish, dish, dash, rash, rush*."

The "Read to Know Text Sets" provide additional practice opportunities for only explicitly taught phonic skills. For example, Text Sets 6 includes words with digraph *wh*. These Text Sets link to the *Wiley Blevins Teaching Phonics* lesson for "Digraph *wh*." The Ready4Reading Connections sidebar provides links to the corresponding *Wiley Blevins Teaching Phonics* lessons within the "Read to Know Text Sets" module for the noted Text Sets and Review Books.

The "Short Read Decodables" lessons include practice opportunities for only explicitly taught phonic skills. For example, the "Spot the Dolphin" decodable text reviews the following sound-spelling patterns: *s*-Blends, /o/ spelled *o*, and /i/ spelled *i*. This decodable text follows the *Wiley Blevins Teaching Phonics* Lesson "*s*-Blends," "Short *o*," and "Short *i*." The Ready4Reading Connections sidebar provides links to the corresponding *Wiley Blevins Teaching Phonics* lessons within the "Short Read Decodables" module.

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

The "Short Read Decodables" texts incorporate cumulative practice of taught phonics skills. For example, the "Red Hen Bakes a Cake" decodable text practices the following taught sound-spelling patterns: Long Vowel With final-e (a_e), /ng/ spelled *ng*, and /ngk/ spelled *nk*. This decodable text follows the taught *Wiley Blevins Teaching Phonics* lessons for these phonic skills and provides cumulative practice of these taught phonics skills.

The "Short Read Decodables" provide additional decodable texts and incorporate cumulative practice of taught phonic skills. For example, "It's Time to Ride" decodable practices the following taught phonics skills: long vowel with final-e (i_e) and /ā/ spelled a_e. This decodable text follows the taught *Wiley Blevins Teaching Phonics* lessons for these phonic skills and provides cumulative practice of these taught phonics skills.

The "Read to Know Text Sets" provide additional decodable texts and incorporate cumulative practice of taught phonic skills. For example, Text Set 13 and Review Book 5 include words with Diphthongs—oi, oy. These Text Sets and Review Books link to the *Wiley Blevins Teaching Phonics* Lesson "Diphthongs—oi, oy."

The "Read to Know Text Sets" provide additional decodable texts and incorporate cumulative practice of taught phonic skills. For example, Review Book 3 includes practice of the taught phonics skills: long vowels with final-e, two-syllable words with closed syllables, long vowels, vowel team syllables, Final-e syllables, and compound words. This Review Book follows Text Sets 1–9 and Review Books 1–2. The phonic skills link to the *Wiley Blevins Teaching Phonics* lessons.

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

The "Short Read Decodables" texts incorporate cumulative practice of taught phonics skills. For example, the "Red Hen Bakes a Cake" decodable text practices the following taught sound-spelling patterns: Long Vowel With final-e (a_e), /ng/ spelled *ng*, and /ngk/ spelled *nk*. This decodable text follows the taught *Wiley Blevins Teaching Phonics* lessons for these phonic skills and provides cumulative practice of these taught phonics skills.

The "Short Read Decodables" provide additional decodable texts and incorporate cumulative practice of taught phonic skills. For example, "It's Time to Ride" decodable practices the following taught phonics skills: long vowel with final-e (i_e) and /ā/ spelled a_e. This decodable text follows the taught *Wiley Blevins Teaching Phonics* lessons for these phonic skills and provides cumulative practice of these taught phonics skills.

The "Read to Know Text Sets" provide additional decodable texts and incorporate cumulative practice of taught phonic skills. For example, Text Set 13 and Review Book 5 include words with Diphthongs—*oi*, *oy*. These Text Sets and Review Books link to the *Wiley Blevins Teaching Phonics* Lesson "Diphthongs—*oi*, *oy*."

The "Read to Know Text Sets" provide additional decodable texts and incorporate cumulative practice of taught phonic skills. For example, Review Book 3 includes practice of the taught phonics skills: long vowels with final-e, two-syllable words with closed syllables, long vowels, vowel team syllables, Final-e syllables, and compound words. This Review Book follows Text Sets 1–9 and Review Books 1–2. The phonic skills link to the *Wiley Blevins Teaching Phonics* lessons.

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 "Assessment Overview" section in the *Wiley Blevins Teaching Phonics Program Guide* includes nine developmentally appropriate assessments teachers can access in the online platform. Teachers can use the assessments "to evaluate children's mastery of specific skills or a cluster of skills, [and] to determine where in the materials to start individual children." The guidance provides an assessment schedule with a structured order and recommends teachers use these assessments three times a year—beginning, middle, and end. The assessments can also be used when concerns arise and to inform instruction. The assessments include the following nine areas: phonemic awareness, alphabet, short vowels, consonant blends and digraphs, long vowels, complex vowels, word study, comprehensive phonics survey, and comprehensive spelling survey.

The *Wiley Blevins Teaching Phonics Assessments* provide guidance for a variety of assessment tools. For example, the module provides a variety of "Quick Checks" for various phonic skills (e.g., short *a*, digraph *ph*, *r*-controlled vowels—*ar*, *or*, *ore*, and contractions). The "Quick Checks" ask students to read a list of words to assess how many they can read in one minute.

The *Letters2Meaning (L2M) Assessment Guide* provides guidance for teachers to administer the L2M Assessment every 6–8 weeks. The guide states that this "adaptive, digital assessment assesses a student's letter identification, letter-sound identification, word reading, and spelling and comprehension skills."

The "Read to Know Text Sets" include a variety of embedded formative assessments called Readiness Checks that are developmentally appropriate for early readers. Teachers use these Readiness Checks to listen as students read targeted, grade-level phonics words aloud to help gauge letter-sound recognition and decoding skills.

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

The "Assessment Overview" section in the *Wiley Blevins Teaching Phonics Program Guide* includes nine developmentally appropriate assessments teachers can use as progress monitoring tools to systematically and accurately measure students' acquisition of grade-level phonics skills. The guidance states that teachers can use the assessments "to evaluate children's mastery of specific skills or a cluster of skills [and] to determine where in the materials to start individual children." The guidance recommends teachers use these assessments three times a year—beginning, middle, and end. The assessments can also be used when concerns arise and to inform instruction. The assessments include the following nine areas: phonemic awareness, alphabet, short vowels, consonant blends and digraphs, long vowels, complex vowels, word study, comprehensive phonics survey, and comprehensive spelling survey.

The "Quick Checks" included in the *Wiley Blevins Teaching Phonics Assessments* serve as progress monitoring tools to systematically and accurately measure students' acquisition of grade-level phonics skills. Each "Quick Check" targets a specific phonic skill (e.g., short *a*, digraph *ph*, *r*-controlled vowels—*ar*, *or*, *ore*, and contractions) and asks students to read a list of words based on the focused phonics skill to assess how many they can read in one minute. The structure of these quick assessments provides a systematic and accurate way to measure student acquisition of the grade-level phonics skills.

The *Letters2Meaning (L2M) Assessment* serves as a systematic progress monitoring tool to accurately measure students' acquisition of grade-level phonics skills. The guidance suggests teachers administer the L2M Assessment every 6–8 weeks. L2M is an adaptive, digital assessment designed to assess a student's mastery of letter identification, letter-sound identification, word reading, and spelling and comprehension skills over the course of the school year. The data informs reading instruction and support for students.

The "Readiness Checks" in the "Read to Know Text Sets" serve as a systematic progress monitoring tool to accurately measure students' acquisition of grade-level phonics skills. The progress monitoring tool asks teachers to monitor and evaluate a student's letter-sound recognition and decoding skills as the student reads targeted, grade-level phonics words aloud.

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

The "Assessment Overview" section in the *Wiley Blevins Teaching Phonics Program Guide* includes nine assessments the teacher can access in the online platform. The assessments monitor the following nine areas of phonic skills: phonemic awareness, alphabet, short vowels, consonant blends and digraphs, long vowels, complex vowels, word study, comprehensive phonics survey, and comprehensive spelling survey. The guidance provides an assessment schedule with a structured order and recommends teachers use

these assessments three times a year—beginning, middle, and end. The assessments can also be used when concerns arise and to inform instruction.

The *Letters2Meaning (L2M) Assessment Guide* provides guidance for teachers to administer the L2M adaptive, digital assessment every 6–8 weeks to monitor student progress. Over the span of the year, the L2M assessment monitors student progress toward mastery of the phonics skills: letter identification, letter-sound identification, word reading, and spelling and comprehension skills. This assessment aligns to progress monitoring tools for tracking student progress over time and supports the continued monitoring of previously taught skills to ensure retention and mastery.

The *Wiley Blevins Teaching Phonics Assessments* includes a variety of "Quick Checks" for various phonic skills (e.g., short *a*, digraph *ph*, *r*-controlled vowels—*ar*, *or*, *ore*, and contractions). The "Quick Checks" align with the *Wiley Blevins Teaching Phonics* lessons and allow for multiple administrations to monitor student progress. Each "Quick Check" targets a specific phonic skill (e.g., short *a*, digraph *ph*, *r*-controlled vowels—*ar*, *or*, *ore*, and contractions) and asks students to read a list of words based on the focused phonics skill to assess how many they can read in one minute. The structure of these quick assessments helps teachers to regularly track student growth and make informed instructional decisions based on individual student needs throughout the learning process.

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 Scholastic Digital Manager platform provides an array of data reports and guidance for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. The platform provides a "Snapshot" of student activity and progress over the course of a week. The "Snapshot" provides data for the following activities: most completed texts, average fluency for read and record, and *Letters2Meaning* assessments and grade equivalents. The "Ready4Reading Teacher Dashboard Snapshot" article under the product user guide provides an in-depth explanation of the "Snapshot" components. For example, the article explains the data projected in the average fluency for read and record graph groups across three levels of proficiency (Learning: 0–50%, Practicing: 51–75%, and Applying: 76–100%). The article notes student performance look-fors and guidance for supporting students: "Check in with students falling in the Applying ranges. They may need a more advanced text set or card to challenge them."

From the "Snapshot," teachers can use the Explore feature to view additional student data. The "Ready4Reading Teacher Dashboard Snapshot" article under the product user guide explains how to use the Explore feature to view and track this additional student data. For example, the guidance for the "Oral Reading and Accuracy Fluency Chart" includes student performance look-fors to help teachers interpret the data effectively: "Teachers Can Look For: Check in with students who are falling outside of the expected levels for the current grade and month. Students whose assessment scores appear . . . after the expected level may need more challenging materials."

In the Scholastic Literacy Dashboard teachers can use the "Grouping Tool" to create small groups informed by the data in the different programs within Scholastic Digital programs. Teachers can assign groups additional materials or lessons based on their reading levels, skills, and interests that can accelerate their learning. For example, teachers can assign groups a link to the Leveled Bookroom Accelerator that provides a wide range of books on all reading levels which allows for differentiated instruction and activities.

The "Assessment Overview" section in the *Wiley Blevins Teaching Phonics Program Guide* notes nine assessments within the program teachers can use to track individual student progress to make appropriate instructional decisions to accelerate instruction.

The guide notes the assessments serve "to evaluate children's mastery of specific skills or a cluster of skills [and] to determine where in the materials to start individual children." These assessments may serve as a program placement for individual students.

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

The Scholastic Digital Manager platform provides an array of data reports and guidance for tracking whole-class progress to analyze patterns and needs of students. The platform provides a "Snapshot" of student activity and progress over the course of a week. The "Snapshot" provides data for the following activities: most completed texts, average fluency for read and record, and *Letters2Meaning* assessments and grade equivalents. The "Ready4Reading Teacher Dashboard Snapshot" article under the product user guide provides an in-depth explanation of the "Snapshot" components. For example, the article explains the data projected in the average fluency for read and record graph groups across three levels of proficiency (Learning: 0–50%, Practicing: 51–75%, and Applying: 76–100%). The article notes student performance look-fors and guidance for supporting students: "Check in with students falling in the Applying ranges. They may need a more advanced text set or card to challenge them."

From the "Snapshot," teachers can use the "Explore" feature to view additional student data. The "Ready4Reading Teacher Dashboard Snapshot" article under the product user guide explains how to use the Explore feature to view and track this additional student data. For example, the guidance for the "Oral Reading and Accuracy Fluency Chart" includes student performance look-fors to help teachers interpret the data effectively: "Teachers Can Look For: Check in with students who are falling outside of the expected levels for the current grade and month. Students whose assessment scores appear . . . after the expected level may need more challenging materials." The data views include whole-class as well as individual student views.

In the Scholastic Literacy Dashboard teachers can use the "Grouping Tool" to create small groups informed by the data in the different programs within Scholastic Digital programs. Teachers can assign groups additional materials or lessons based on their reading levels, skills, and interests that can accelerate their learning. For example, teachers can assign groups a link to the "Leveled Bookroom Accelerator" that provides a wide range of books on all reading levels which allows for differentiated instruction and activities.

The "Assessment Overview" section in the *Wiley Blevins Teaching Phonics Program Guide* notes nine assessments within the program teachers can use to track individual student progress to make appropriate instructional decisions to accelerate instruction.

The guide notes the assessments serve "to evaluate children's mastery of specific skills or a cluster of skills [and] to determine where in the materials to start individual children." Each assessment provides individual teacher guidance and class record sheet teachers can use for tracking data across each administration.

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

The *Progress Monitoring, Reporting, and Related Resources Guide* includes a section entitled "Progress Monitoring Tools." This section provides guidance for identifying skills gaps, monitoring learning, and monitoring progress over time.

The section for identifying skill gaps directs teachers to the Wiley Blevins Teaching Phonics module assessment collection which includes assessment schedules. Teachers can use the Comprehensive Phonics Survey within this module to assess strengths and weaknesses at the beginning, middle, and end of the school year

The section for monitoring learning directs teachers to the Short Reads Decodables and Read to Know Text Sets. These sections include Work Warm-Up and Read & Record activities to support progress monitoring and feedback.

The section for monitoring progress over time directs teachers to the *Letter2Meaning (L2M)* assessment. L2M provides a tracking tool for teachers to monitor decoding and comprehension progress. It directs teachers to complete the assessment every 6-8 weeks.

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

The *Progress Monitoring, Reporting, and Related Resources Guide* includes a section entitled "Accelerating Learning to Address Gaps" that includes High-Impact Activities to ensure children "have the opportunity to grow in the classroom."

The *Progress Monitoring, Reporting, and Related Resources Guide* includes a section entitled "Accelerating Learning to Address Gaps" that includes Additional Supports which provide "specific differentiation supports to fold into weekly instruction."

The *Progress Monitoring, Reporting, and Related Resources Guide* includes a section entitled "Accelerating Learning to Address Gaps" that includes information about how to develop action plans for various grade levels.

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)

Materials include explicit (direct) and systematic instructional guidance on developing oral language through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). The "Word Study Skills Ready4Reading" PDF provides explicit guidance for oral language. The document includes systematic and explicit instructional guidance for oral language. For example, the document includes a section for distinguishing formal and informal language that provides explicit models and feedback to build a rich oral language environment.

Materials include explicit (direct) and systematic instructional guidance on developing oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). The "Word Study Skills Ready4Reading" PDF provides explicit guidance for oracy. The document includes systematic and explicit instructional guidance for oracy. For example, the document includes a section for building on other ideas that provides explicit models and feedback to build each student's ability to express themselves.

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

The "Read to Know Text Sets" provide opportunities for students to engage in social communication for different purposes. For example, in Text Set 11: *That's My Job! Instructional Options*, the lesson provides guiding questions for students to think about and share their thoughts about the topic of the text set: "What is a job? Why do you think people have jobs? What jobs do people do at school?" The lesson

guidance does not provide opportunities for students to engage in social communication for different audiences.

The "Read to Know Text Sets" provide opportunities for students to engage in academic communication for different purposes. For example, in Text Set 10: *Robots on the Job Instructional Options*, "the lesson guidance connects and compares learning from previous text sets: "Ask children to share what they remember about some of the jobs they saw astronauts do in 'Would You Like to Be an Astronaut?' (grow plants; fix things at the space station). Point out that robots do jobs that are too dangerous or difficult for humans. What are some ways that robots can help astronauts in space? (Lift and move large objects outside the space station; explore places that are not safe for humans)." The lesson guidance does not provide opportunities for students to engage in social communication for different audiences.

The "Short Read Decodables" provide opportunities for students to engage in academic communication for different purposes. For example, the "Who Can Help?" lesson provides questions for students to practice a variety of skills: "Look at [the] page. What is the name of the vet who is helping Mac the cat? Key Ideas and Details. On [the] page, how does Sam help Tac? Words and Phrases in Context. Look at [the] page. A question ends with a question mark. What question do you see here? What is the answer? Recognizing Questions. Look at the chart on [the] page. How do all of the vets help? Connect Ideas." The lesson guidance does not provide opportunities for students to engage in social communication for different audiences.

The "Short Read Decodables" provide opportunities for students to engage in social and academic communication for different purposes. For example, the "Sam Ran Home" lesson provides guidance for students to share and support their thinking: "Share and discuss these questions. Encourage children to support their thinking with ideas from the text. The children are wearing helmets. Why do you think it is important to wear helmets when playing T-ball? How do you know that the children like playing this game? How could these children become better T-ball players?" The lesson guidance does not provide opportunities for students to engage in social communication for different audiences.

The "Word Study Skills Ready4Reading" PDF includes opportunities for students to engage in social and academic communication for different audiences. For example, the document includes a section for distinguishing formal and informal language that guides students on how we may talk with friends versus how we might share information and ideas about topics with others. The guidance provides students with explicit examples of formal and informal language about a similar topic to demonstrate how we shape communication for different audiences.

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 "Read to Know Text Sets" provide authentic opportunities for students to listen actively. For example, in Text Set 10: *Robots on the Job Instructional Options*, the "Phonemic Awareness" section provides an opportunity for students to listen actively in "The End" game. In the game, students identify the final sound of each word the teacher says: "Model: Say: 'Listen. What is the ending sound in this word: *key*? (long e.)' After children identify the sound, write the word and identify the vowel sound-spelling (ey). Play: Use these words that end in long *e* and long *i*, and write or have children write the words after each turn: *by, bumpy, funny, fly, happy, sky, why, hobby*." The "Read to Know Text Sets" provide authentic opportunities for students to engage in discussion, understand information, and share ideas. For example, in Text Set 10: *Robots on the Job Instructional Options*, the "View the Watch & Learn Video" section includes guiding questions to engage students in a discussion to share their ideas and understand information before and after viewing the video *Robots on the Job*: "What do robots look like? What are some things a robot might do?"

The "Short Read Decodables" provide opportunities for students to engage in discussion and share ideas after reading a connected text. For example, in the "Jobs" lesson, the "After Reading" section provides comprehension questions for students to respond to open-ended prompts to extend the discussion: "Why do you think Jim likes his job? What did you learn about jobs from these pages? Which of these jobs would you like to know more about?"

The "Word Study Skills Ready4Reading" PDF includes authentic opportunities for students to ask questions to understand information. For example, the document includes a section for asking and answering questions that guides students on when and how we ask questions during classroom discussions. The teacher provides support with a model lesson and sentence stems to help students ask questions.

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.	6/6
—	TOTAL	12/12

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 *Ready4Reading System Implementation Guide* systematically introduces letter-sound relationships in an order that allows for application to basic decoding and encoding. The *Weekly Planning and Pacing Guide* for grade 1 details the order in which letters and sounds are taught. For example, Weeks 3–5 are a review of consonant blends, followed by consonant digraphs in Weeks 6–10, long vowels in Weeks 11–22, complex vowels in Weeks 23–28, and ending with word study and special spellings in Weeks 29 and 30.

The *Wiley Blevins Teaching Phonics* lessons explicitly introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. For example, the lesson "Long e" provides guidance for introducing the long-e sound: "Tell children that the letters *e*, *ea*, *ee*, *ie*, *y*, and *ey* can stand for the /ē/ sound, as in *me*, *team*, *week*, *chief*, *happy*, and *key*. This is the long-e sound." Students then practice writing words with the long-e sound in the "Spell Words: Long e" activity and reading words with the long-e sound in the decodable text, "Let's Plant Seeds" in the "Short Reads Decodable" module.

The *Wiley Blevins Teaching Phonics* lessons explicitly introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. For example, the lesson "Digraph *th*" provides guidance for introducing the digraph *th*: "Write the words that and cloth on the board. Underline the *th* in the words. Tell children that when the letters *t* and *h* appear together in a word, it is called digraph *th*. Digraph *th* has one spelling but two sounds: voiced and voiceless *th*." Students then practice writing words with the digraph *th* in the "Spell Words: Digraph *th*" activity and reading words with the digraph *th* in the decodable text, "This and That" in the "Short Reads Decodable" module.

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 *Corrective Feedback Strategies, Planning, and Tracking Guide* provides explicit instruction on connecting phonemes to letters within words with recommended explanatory feedback for students based on misconceptions. For example, if a student mispronounces a grapheme, the guide guides teachers to correct the student's misunderstanding: "What sound does this letter (or these letters) spell? If the child is not able to answer, provide the sound: Together, the letters ____ spell the ____ sound. Then have the child blend the word using the correct sound."

The *Corrective Feedback Strategies, Planning, and Tracking Guide* provides explicit instruction on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors. For example, if a student makes a common phonics error, the guide provides teachers guidance to correct the student's misunderstanding: "Guide the child to segment the original word into its individual sounds and then do the same with the new word. For example: The starting word is rain. What are the sounds in rain? (/r/, /ā/, /n/) If we add a /t/ sound at the beginning, what sounds do we have now? (/t/, /r/, /ā/, /n/) What word did we make? If needed, blend the sounds slowly and continuously to help the child recognize the new word."

The *Wiley Blevins Teaching Phonics* lessons provide explicit instruction on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common errors. For example, in the lesson "Long u," Step 2 provides guidance for teachers to help students correct errors: "Provide corrective feedback as needed. Point to the missed sound-spelling and state the spelling and sound, blending the word again. Then have children blend the word."

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 *Wiley Blevins Teaching Phonics* lessons provide activities and resources for students to develop and practice their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and decodable connected text. For example, in the lesson "Long a," students read the word *play* before moving into decodable sentences using the word *play* and the decodable text "Let's Play!"

The *Wiley Blevins Teaching Phonics* lessons include a variety of activities and resources for students to develop and practice their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. For example, lesson "Long u" guides teachers in helping students read the text "A Few Clues" and reinforces the long *u* sound.

The *Wiley Blevins Teaching Phonics* lesson includes a variety of activities for students to develop and practice their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. For example, in lesson "Long e," Step 1 guides students to orally blend individual phonemes in CVC words (e.g., *me*, *team*, *week*, and *chief*).

The "Read to Know Text Sets" include a variety of activities and resources for students to reinforce their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. For example, Review Book 4: *The Case of the Missing Scarf* reviews the targeted phonics skills from Text Sets 10–12, which include long *e*, long *i*, *r*-controlled vowels (e.g., *ar*, *or*, *ore*, *er*, *ir*, *ur*), and variant vowels.

The "Short Read Decodables" lessons provide activities and resources for students to develop and practice their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and decodable connected text. For example, in the "Jen's Pet" lesson, students practice reading decodable words (e.g., *pets*, *neck*, *pet*, *met*, *set*, *red*, *jet*, and *hen*) before reading "Jen's Pet."

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–2)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 6E – Phonological Awareness

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.1a	The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound and gradually transitions to more complex skills and smaller units of sounds.	0/2
5.D.1b	All criteria for guidance met.	2/2
5.D.1c	Materials do not reinforce phonological awareness skills connected to grade-level TEKS through cumulative review, nor are the materials explicitly aligned with the TEKS.	3/4
—	TOTAL	5/8

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

The "Phonological Awareness: Instruction and Activities" downloadable listed under "Additional Lessons" in the *Wiley Blevins Teaching Phonics* module provides a series of lessons designed to build phonological awareness, ranging from rhyming to segmenting words into phonemes. However, these additional lessons are not referenced in the scope and sequences outlined in the *Daily Planning and Pacing Guide: Kindergarten*, *Ready4Reading System Weekly Planning and Pacing Guide*, or the *Ready4Reading System Implementation Guide*.

The "Phonemic Awareness: Playing with Sounds" section in *Wiley Blevins Phonics From A to Z: A Practical Guide* lists five tasks to build phonological and phonemic awareness. Task 1 begins with rhyme and alliteration, Task 2 focuses on medial sounds, Task 3 moves to oral blending, Task 4 focuses on oral segmentation, and Task 5 ends with phoneme manipulation. The lessons within the *Wiley Blevins Teaching Phonics* module include sections to reinforce Tasks 2–4; however, the lessons do not reinforce phonological awareness concepts noted in Task 1. The module addresses phonological awareness separately from the systematic sequence lessons outlined in the program scope and sequence.

The materials align with the phonological awareness concepts noted in the kindergarten TEKS; however, the materials do not explicitly outline or name the corresponding grade-level TEKS.

5.D.1b – Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

The *Corrective Feedback Strategies, Planning, and Tracking Guide* provides explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common misconceptions. For example, the guide provides guidance to support students struggling with alliteration: "To support alliteration, help the child isolate the beginning sound of the word. For example: The word *man* begins with the /m/ sound, mmmman. What other words begin with the sound /m/? Provide an example if needed: mmmmap, map . . . What other words start with the /m/ sound?"

The *Corrective Feedback Strategies, Planning, and Tracking Guide* provides explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors. For example, the guide provides guidance to support students struggling with rhymes: "To support rhyming, remind the child that rhyming words have the same middle and final sounds (always keep the focus on the sounds, rather than letter names). For example: *cat* and *bat* rhyme because they end with /at/. What other words end with *at*? Provide an example if needed: *sat* also ends with /at/. What other words do?"

The "Phonological Awareness: Instruction and Activities" downloadable guide provides tips throughout the lessons with recommended explanatory feedback for students based on common errors and misconceptions. For example, the "Rhyming" lesson provides guidance for students struggling with rhymes: "If children struggle to make rhymes, remind them that rhyming words end with the same sounds. For example, say the words *dog* and *big*. Then say: 'The word *dog* ends with /og/. Does the word *big* end with /og/?'"

The "Phonological Awareness: Instruction and Activities" downloadable guide provides tips throughout the lessons with recommended explanatory feedback for students based on common errors and misconceptions. For example, the "Identifying Syllables" lesson provides guidance for students struggling with identifying syllables: "You may wish to explain to children that a syllable is a beat in a word, or that your jaw opens a bit for each syllable in a word. Children may benefit from holding their hands under their chins when they pronounce words—their hands will lower with each syllable."

5.D.1c – Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

The materials provide additional lessons in the "Phonological Awareness: Instruction and Activities" downloadable guide. These lessons provide activities to develop and practice phonological awareness

skills. For example, this downloadable guide provides instruction on blending phonemes, including onset and rime: "Explain to children that they are going to form words in a special way. I will say the first sound in a word and then the rest of the word. You will blend the parts together to say the whole word. For example, if I say /s/-ip, you should say sip. Guide children to echo you as you blend /m/-ade (made), /t/-oad (toad), and /d/-ish (dish). Then continue by saying aloud the suggested onsets and rimes below and having children blend them to say the words."

The materials provide additional lessons in the "Phonological Awareness: Instruction and Activities" downloadable guide. These lessons provide activities to develop and practice phonological awareness skills. For example, this downloadable instruction on manipulating phonemes: "Tell children that they are going to form new words by adding phonemes to different words. You are going to form a new word by adding a phoneme to a different word. I will say the word and the phoneme to add. You should say the new word. Demonstrate this by adding /t/ to the beginning of in to make tin. Continue by using the suggested initial phoneme additions below to have children form new words. Then have children form words by using the suggested final phoneme additions."

The additional lessons in the "Phonological Awareness: Instruction and Activities" downloadable guide include the use of memory-building strategies designed to develop and practice phonological awareness skills. For example, this downloadable guide provides instruction on blending syllables: "Remind children that words are made of syllables. Tell children that they are going to make words by blending their syllables together. I will say the syllables of a word. You will blend the syllables together to say the whole word. For example, if I say kit-ten, you would say kitten. Model this for children, using the syllables pen-cil (pencil) and straw-ber-ry (strawberry). Then continue by saying the suggested syllables below and having children say the word."

The materials align with the phonological awareness concepts noted in the kindergarten TEKS; however, the materials do not explicitly outline or name the corresponding grade-level TEKS. The materials do not provide a cumulative review of phonological awareness.

5.D.2 Phonemic Awareness (K–2)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 6E – Phonological Awareness

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	All criteria for guidance met.	3/3
5.D.2b	All criteria for guidance met.	2/2
5.D.2c	All criteria for guidance met.	2/2
5.D.2d	All criteria for guidance met.	3/3
—	TOTAL	10/10

5.D.2a – Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)

The lessons in *Wiley Blevins Teaching Phonics* provide a systematic sequence for identifying, blending, and segmenting phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. For example, Step 1 in the lesson "Digraph *sh*" provides guidance for teaching the digraph *sh* by having students identify words with the digraph *sh* (e.g., *cash*, *ship*, and *rush*) before gradually having students blend using the digraph *sh* to create words, such as *hush*, *wish*, and *rash*. The lesson then asks students to orally segment words (e.g., *shop*, *ship*, and *brush*) using sound boxes and counters for support.

The "Read to Know Text Sets" include a systematic sequence for introducing phonemic awareness activities that gradually transition to more complex manipulation practices such as identifying and segmenting phonemes. For example, the Text Set 4: *Be a Good Sport Instructional Options* include the game "Long and Short" where students will distinguish between short and long vowel sounds in closed- and open-syllable words, then identify the new vowel sound after the final letter is removed: "Model: Write and read aloud the word *got*. Then ask: Is the vowel sound long or short? (short) Now let us remove the letter *t* from the end of the word. What is the new word? (*go*) Is the vowel sound long or short? (long) Play: Use these word pairs: *hen/he*; *bed/be*; *not/no*; *wet/we*; *hit/hi*."

The lessons in *Wiley Blevins Teaching Phonics* provide a systematic sequence for identifying, blending, and segmenting phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.

For example, in the "Inflectional Ending *-ed*" lesson, students begin with adding and blending phonemes in Step 1 before chorally blending inflected words with an emphasis on decoding *-ed* endings in Step 2 to analyzing how the addition of the inflectional ending changes the meaning and sound structure of the word in Step 3.

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

The *Corrective Feedback Strategies, Planning, and Tracking Guide* provides explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common misconceptions. For example, the guide includes feedback for students struggling with segmenting a word into its individual sounds: "As you say each sound of a word, tap different fingers to your thumb (as you tap, start by tapping with your pointer finger and move toward your pinkie for each individual sound). For example, for the word *mat*: (tap pointer to thumb) /m/, (tap middle finger to thumb) /a/, (tap ring finger to thumb) /t/. What is the first sound in this word? What is the middle sound? What is the final sound?"

The *Corrective Feedback Strategies, Planning, and Tracking Guide* provides explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common misconceptions. For example, the guide includes feedback for students struggling with blending sounds: "If a child has trouble blending sounds to make a word: Elongate the sounds and pronounce them continuously without stopping (this is called *connected phonation* or *continuous blending*). Let us try blending these sounds together: /f/, /u/, /n/, fffuuunnn. What word did we say? You can reinforce continuous blending by running your fingers along a multicolored line as you blend, with each color representing a different sound in the word."

The *Wiley Blevins Teaching Phonics* lessons provide explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors. For example, Step 2 in the "Digraph *sh*" lesson provides corrective feedback for students struggling to blend words with the digraph *sh*: "Provide corrective feedback as needed. Point to the missed sound-spelling and state the spelling and sound, blending the word again. Then have children blend the word."

5.D.2c – Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)

The "Short Read Decodables" lessons provide explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic decoding. For example, the "Animals in Winter" lesson provides guidance to review long *o* (*oa*, *ow*), long *u* (*ue*, *ew*), long *e* (*y*, *ey*), long *i* (*y*), and *r*-Controlled Vowels *ar*, *or*, *ore*, *er*, *ir*, *ur* orally with the teacher before reading and writing words with those sound-spelling patterns (e.g., *snow*, *store*, and *hard*) in isolation and the connected decodable text, "Animals in Winter."

The "Short Read Decodables" lessons provide explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic decoding and encoding. For example, the "Rip! Dip! and Pat!" lesson provides explicit instruction for teachers to model blending: "Model for children how to use the /i/ sound to read new words. Write the letters *r, i, p* for children. Emphasize that the letter *i* makes the /i/ sound in insect. Run your finger under the letters as you slowly blend together all the sounds to read the word *rip, /r/ /i/ /p/*. Continue with *dip* and *did*."

The *Wiley Blevins Teaching Phonics* lessons provide explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic encoding. For example, Step 4 of the lesson "Short e" provides the activity "Spell Words: Short e" for students to practice spelling of letter-sounds introduced orally in earlier steps by writing different picture names before having the students practice spelling dictated words and sentence: "Use the digital or print 'Spell Words: Short e' activity to give children practice spelling the letter-sounds in different picture names. (Answers: l-e-g, b-e-d, n-e-t, p-e-n, s-l-e-d) On a separate sheet of paper, have them spell the following words as you dictate each one: *red, get, hen, bell, send*. Continue by dictating this sentence: Sell the red sled. Display the words and sentences and have children self-correct their answers."

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

The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities for students to develop, practice, and reinforce phonemic awareness skills. For example, the lesson "Digraph *ph*" directs teachers to use sound boxes and counters to practice stretching the sounds in various words (e.g., *phone, photo, and graph*).

The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). For example, Step 1 of the lesson "Long *u*" develops and practices phonemic awareness skills: "Have children say /yoo/ every time they hear a word with the /yoo/ sound. (Note: The word list that follows includes distractors.) Say: '*Flag, new, argue, sun, soon, music*.' Then guide children to orally blend and segment words with /yoo/." In Step 2 the students practice blending previously taught words in the "Cumulative Review" section: "Add words with previously taught skills to the Blend Words activity to extend the learning, practice, and application. Use words with skills children have not fully mastered from the previous 4–6 weeks. This extra repetition will help children gain mastery and serve as a good check for fluency and transfer abilities."

The "Read to Know Text Sets" provide a variety of activities for students to develop and practice phonemic awareness skills. For example, the Text Set 6: *What Happens to Our Trash? Instructional Options* include the game "Say Each Sound" where students segment and count the sounds of each word the

teacher dictates: "Model: Say: 'Listen to my word: *shop*. Say each sound you hear in *shop*. (/sh/ /o/ /p/.) Yes! How many sounds do you hear in *shop*?' (3) Then write the word. We heard three sounds, but the word has four letters. Underline the digraph and review that letters sh make one sound, /sh/. Play: Have children segment these words, and then write or have children write the words and identify the two letters that make one sound: *chin*, *wish*, *them*, *long*, *when*. Add the word *catch* to identify that trigraph -tch has three letters that make one sound."

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 *Ready4Reading System Weekly Planning and Pacing Guide* includes a systematic sequence for introducing grade-level sound-spelling patterns as outlined in the TEKS. The materials align with the sound-spelling concepts noted in the grade 1 TEKS; however, the materials do not explicitly outline or name the corresponding grade-level TEKS. The guide introduces skills week by week, beginning with short vowels *a, e, i, o, and u*, and ending with complex vowels: diphthongs *oi, oy, ou, ow*.

The *Ready4Reading System Implementation Guide* provides a scope and sequence that aligns instruction in a systematic sequence for introducing sound-spelling patterns. The guide states, "The scope and sequence introduces targeted skills from the simple to the complex and incrementally targets individual and aggregated sound-spellings to provide students with opportunities to practice and apply their decoding skills."

The "Downloadable Spelling Routine" in the "Additional Materials" includes a systematic sequence for introducing grade-level sound-spelling patterns as outlined in the TEKS. The materials reinforce a systematic sequence for teaching grade-level sound-spelling patterns through structured weekly spelling routines: Day 1—introduce "Target Words" as well as "Learn and Spell Words;" Day 2—oral segmentation; Day 3—practice spelling the words; Day 4—complete a "buddy check;" Day 5—traditional spelling quiz.

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

The *Wiley Blevins Teaching Phonics* lessons provide explicit instruction for grade-level sound-spelling patterns. For example, Step 1 of the lesson "Short *u*" directs teachers to demonstrate the /u/ sound using flash cards: "Tell children that the letter *u* stands for the /u/ sound, as in *umbrella*. This is the short-u sound. Write the word on the board and underline the target spelling, say the sound, and then model

blending the words. Show them the Letter Sounds Flash Card for /u/. Point out the letter sound at different positions in the words."

The *Wiley Blevins Teaching Phonics* lessons provide explicit instruction for grade-level sound-spelling patterns. For example, Step 1 of the lesson "Digraph *sh*" provides guidance on introducing the digraph *sh*: "Write shell and trash on the board. Underline the *sh* in the words. Say that when *s* and *h* appear together in a word, it is called digraph *sh*. In digraph *sh*, there are two letters but only one sound: /sh/. Blend each word aloud as you run your finger under the digraph *sh* and each letter. Write *sh* on the board and ask children to say the sound the letters stand for. Show them the Letter Sounds Flash Card for /sh/. Point out the letter sound at different positions in the words."

The "Short Read Decodables" provide explicit instruction for grade-level sound-spelling patterns. For example, the lesson for "Knock! Knock!" prompts the teacher to remind children that the letters *kn* make the /n/ sound as the *k* is silent. Students then circle the letters *kn* in the word *knock* written on the board.

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 *Wiley Blevins Teaching Phonics* lessons provide a variety of activities for students to develop grade-level sound-spelling patterns. For example, Step 1 of the lesson "Short *u*" directs teachers to demonstrate the /u/ sound using flash cards: "Tell children that the letter *u* stands for the /u/ sound, as in *umbrella*. This is the short-u sound. Write the word on the board and underline the target spelling, say the sound, and then model blending the words. Show them the Letter Sounds Flash Card for /u/. Point out the letter sound at different positions in the words."

The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities for students to reinforce grade-level sound-spelling patterns through cumulative review. For example, the digital activity "Sound-Spelling Word Sort: Variant Vowels—a, au, aw" in the lesson "Variant Vowels—a, au, aw" reinforces previously taught phonics skills alongside the targeted skill, variant vowels—*a, au, aw*, by having students sort words into columns that have the same spelling pattern (e.g., *saw, chalk, author, bought, and halt*). Additionally, the "Build in Review" section of Step 4 reinforces previously taught phonics skills through spelling dictated sentences: "Use cumulative spelling sentences to monitor children's spelling growth . . ."

The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities for students to practice grade-level sound-spelling patterns. For example, Step 1 of the lesson "*r*-Blends" provides guidance on transferring sound to spelling: "Help children blend the letters as you point to each spelling: *br, cr, dr, fr, gr, pr, tr*. Have children write each *r*-blend several times as they say the sounds it makes."

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 "Short Read Decodables" provides a variety of activities to support students in decoding words that include taught sound-spelling patterns, both in isolation and decodable connected text that builds on previous instruction. For example, the "Sports Talk" lesson provides guidance for reviewing the recently introduced sound-spellings of variant vowels /ô/ *al*, *aw*, *au*. Then, students practice reading decodable words in isolation (e.g., *ball*, *lawn*, and *talk*) before moving into the decodable text that includes the same words and sound-spelling patterns.

The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities to support students in encoding words that include taught sound-spelling patterns, both in isolation and in decodable connected sentences that build on previous instruction. For example, Step 4 of the lesson "Digraph *sh*" provides guidance to use the "Spell Words: Digraph *sh*" activity for students to practice spelling words with the digraph *sh* in isolation and a decodable connected sentence: "Use the digital or print 'Spell Words: Digraph *sh*' activity to give children practice spelling the letter-sounds in different picture names. (Answers: *sh-i-p*, *f-i-sh*, *sh-e-ll*, *b-r-u-sh*, *t-r-a-sh*) Then have children spell the following words as you dictate each one: *shop*, *wish*, *shed*, *fresh*, *slash*. Continue by dictating this sentence: The trash smells. Display the words and sentences and have children self-correct their answers." Additionally, the lesson provides additional decodable sentences to dictate that include previously taught phonics skills, such as "The shed is black," and "Brad has a rash on his leg."

The "Read to Know Text Sets" provides a variety of activities to support students in decoding words that include taught sound-spelling patterns in decodable connected text that builds on previous instruction. For example, Text Set 7: *Bones, Bones, Bones! Instructional Options* includes a game, "Long and Short" that supports the targeted sound-spelling patterns: "Play a game in which children distinguish long- and short-vowel sounds. Ask them to make their bodies long when they hear a word with a long-vowel sound and short when they hear a word with a short-vowel sound. Use these word pairs, and write or have children write the words after each turn: *bit/bite*; *hope/hop*; *cute/cut*; *fin/fine*; *snack/snake*; *rip/ripe*; *not/note*; *hat/hate*. Have children explain how word spellings differ."

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 *Ready4Reading System Implementation Guide* provides a systematic sequence for introducing regular and irregular high-frequency words. The guide states, "Instruction for teaching high-frequency words allows teachers to introduce relevant high-frequency words at the point of use. Teachers point out familiar sound-spellings that have been learned up to that point and may make students aware of other regular or irregular sound-spellings."

Wiley Blevins Phonics From A to Z: A Practical Guide includes a systematic sequence for introducing regular and irregular high-frequency words. The text provides lists of these words, categorized as simple, complex, or multisyllabic words.

The *Wiley Blevins Teaching Phonics* lessons include a systematic sequence for introducing regular high-frequency words. For example, in the "Short i" lesson, the high-frequency words *what*, *a*, *do*, and *on* are taught in Step 3 using the "Read/Spell/Write/Extend" routine and then read in the text "A Big Fish" in Step 5.

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 *Wiley Blevins Teaching Phonics* lessons provide explicit instruction for decoding and encoding regular and irregular high-frequency words. For example, the "Digraph sh" lesson introduces the high-frequency words *has*, *big*, *of*, and *at* in Step 3 "Introduce High-Frequency Words." The lesson directs teachers to use the "Read/Spell/Write/Extend" routine with the students: "Write the word in a context sentence, underline it, and read it aloud (e.g., Josh has a big fish.). Have children repeat. Then ask children to orally segment the word. Say: 'Tell me the sounds you hear in *has* (/h/ /a/ /z/).' Then highlight the irregular spelling that children need to remember. Say: 'The last sound in *has* is /z/. In this word, we spell the /z/ sound with s. This is the part of the word we need to remember.' Underline, highlight, or draw a heart above this part

of the word that has to be remembered 'by heart.' . . . Have children chorally spell the word . . . Have children write the word as they say aloud each letter name . . ."

The "Short Read Decodables" provide explicit instruction for decoding and encoding regular high-frequency words. For example, the "Planes, Trains, and Things that Go" lesson directs teachers to provide explicit instruction for decoding and encoding the high-frequency word *about*: "Write the high-frequency word *about* in a sentence. Lee dreams about sailing in a ship. Read aloud the sentence. Ask children to find and circle the high-frequency word *about*. Write the word *about* for children. Have children read, spell, and trace the word *about*. Help children write the word *about*."

The "Short Read Decodables" provide explicit instruction for decoding and encoding regular and irregular high-frequency words. For example, the "Flip and Flop" lesson directs teachers to provide explicit instruction for decoding and encoding the high-frequency words *out*, *make*, and *so*: "Write the high-frequency words *out*, *make*, and *so* in sentences. Glen can go out. Glen can make this. Glen is so glad. Read aloud each sentence. Ask children to find and circle the high-frequency words *out*, *make*, and *so*. Write the words on cards. Have children take turns turning over the cards and reading and spelling the words. Then have them take turns tracing each word with a finger. Help children write the words *out*, *make*, and *so*."

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 "Short Read Decodables" include a variety of activities for students to develop and practice skills to decode and encode regular and irregular high-frequency words. For example, in the "Flip and Flop" lesson, students find and circle the high-frequency words *out*, *make*, and *so*: "Write the high-frequency words *out*, *make*, and *so* in sentences. Glen can go out. Glen can make this. Glen is so glad. Read aloud each sentence. Ask children to find and circle the high-frequency words *out*, *make*, and *so*. Write the words on cards. Have children take turns turning over the cards and reading and spelling the words. Then have them take turns tracing each word with a finger. Help children write the words *out*, *make*, and *so*."

The "Short Read Decodables" include a variety of activities for students to develop and practice skills to decode and encode regular high-frequency words. For example, in the lesson for the text *How Many Chicks?*, teachers introduce and practice the high-frequency words *how* and *many*: "Write the high-frequency words *how* and *many* in this sentence. How many chicks sit in the pen? Read aloud the sentence. Ask children to find the high-frequency words *how* and *many*. Point out that math questions often begin with the words *how many*. Ask children to circle the high-frequency word *how*. Elicit the sound that begins the word and note that the letter *h* makes the first sound. Write the word on a card and have children take turns tracing the word. Have children read and spell the word *how* . . ."

The "Read to Know Text Sets" include a variety of activities for students to practice and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). For example, in Text Set 7: *Bones, Bones, Bones!* Book 3: *Yikes!*, students practice and reinforce skills to decode and encode regular and irregular high-frequency words (e.g., *down, have, now, of, and what*) using the activity "Respond and Write: Yikes!" where after reading the text, students must draw pictures and write about their pictures: "Some kids wrote their names on the boy's cast. Some made cute faces. What would you draw and write on it?"

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 *Wiley Blevins Teaching Phonics* lessons provide a variety of activities (including the use of memory-building strategies) for students to read high-frequency words in isolation and write high-frequency words in both isolation and connected text. For example, in Step 3 of the "Digraph *wh*" lesson, teachers introduce high-frequency words (e.g., *so, what, best, and have*,) using the "Read/Spell/Write/Extend" routine which has students reading and writing the high-frequency words in isolation along with writing them in a connected sentence: "Read/Write the word in a context sentence, underline it, and read it aloud (e.g., *We have to go.*). Have children repeat. Then ask children to orally segment the word. Say: 'Tell me the sounds you hear in *have* (/h/ /a/ /v/).' Then highlight the irregular spelling that children need to remember. Say: 'The last sound in *have* is /v/. Whenever a word ends in the /v/ sound, we must add the letter *e*. The letter *e* is silent. This is the part of the word we need to remember.' Underline, highlight, or draw a heart above this part of the word that has to be remembered 'by heart.' Spell Have children chorally spell the word. If needed, do an echo spell for children still learning their letter names. Write: Have children write the word as they say aloud each letter name. Extend Have children write and complete this sentence: I have lots of ____."

The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities (including the use of memory-building strategies) for students to read high-frequency words in isolation and write high-frequency words in both isolation and connected text. For example, in Step 3 of the "*r*-Blends" lesson, teachers introduce high-frequency words (e.g., *give, get, brown, and her*) using the "Read/Spell/Write/Extend" routine which has students reading and writing the high-frequency words in isolation along with writing them in a connected sentence: "Read/Write the word in a context sentence, underline it, and read it aloud (e.g., *They give away fun things.*). Have children repeat. Then ask children to orally segment the word. Say: 'Tell me the sounds you hear in *give*.' (/g/ /i/ /v/.) Then highlight the irregular spelling that children need to remember. Say: 'The last sound in *give* is /v/. Any word that ends in the /v/ sound must be followed by the letter *e*. This is the part of the word we need to remember.' Underline, highlight, or draw a heart above this part of the word that has to be remembered 'by heart.' Spell Have children chorally spell the word. If needed, do an echo spell for children still learning their letter names. Have

children write the word as they say aloud each letter name. Extend Have children write and complete this sentence: I give you ____."

The "Read to Know Text Sets" provide a structured approach to having students read high-frequency words in connected text. For example, in Text Set 12: *Cooking Science!* Book 1: *Kitchen Science*, the lesson provides a list of the high frequency words students will encounter in the text, such as *every, our, want, what, and where*.

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.	1/1
5.E.3b	All criteria for guidance met.	2/2
5.E.3c	All criteria for guidance met.	12/12
5.E.3d	All criteria for guidance met.	4/4
—	TOTAL	19/19

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 *Ready4Reading System Weekly Planning and Pacing Guide* includes a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. For example, VCe syllables are taught in Weeks 11–13, final-e syllables are taught in Week 14, closed syllables are taught in Week 16, vowel-team syllables are taught in Week 18, open syllables are taught in Week 22, and *r*-controlled syllables are taught in Weeks 23–24.

The book, *Wiley Blevins Phonics From A to Z: A Practical Guide*, includes a systematic sequence for introducing grade-level syllable types, as outlined in the TEKS. In Section 4: *Creating Lessons for Success: Syllabication*, the guide discusses the importance of introducing grade-level syllable types: "Children need training in dividing words according to syllables. They must first understand how to figure out the vowel sound in one-syllable words. Then they must understand that a syllable has only one vowel sound, but that vowel sound may be spelled using more than one vowel . . . Begin syllabication instruction in first grade by pointing out compound words, words with double consonants, and words with common prefixes and suffixes, such as *us-*, *re-*, *-s*, *-es*, *-ing*, and *-ed*. In later grades, focus instruction on additional prefixes and suffixes, as well as common base words. Having children practice recognizing common syllabic units is beneficial."

The *Daily Planning and Pacing Guide: Grade 1* includes a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. The pacing guide introduces single-syllable words using the "Read to Know Text Sets" in Week 1 and progresses throughout the program, ending with a review of prefixes using the "Read to Know Text Sets" in Week 30.

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 *Wiley Blevins Teaching Phonics* materials include teacher guidance to provide explicit instruction for applying knowledge of syllable types to decode one-syllable words. For example, in the "Additional Lessons section," the lesson "Single-Syllable Words With Open Long Vowels," teachers display and read the words *l*, *be*, *so*, and *go* with students: "Ask children whether these short words end with a consonant or a vowel (vowel). Then explain that, because these words end with a vowel, they are called open syllables. They are not 'closed in' by a consonant. Point out that many common words end with an open vowel . . ."

The *Wiley Blevins Teaching Phonics* materials include teacher guidance to provide explicit instruction for applying knowledge of syllable types to encode one-syllable words. For example, in the "Additional Lessons" section, the "Single-Syllable Words With Open Long Vowels" lesson directs teachers to dictate the words *be*, *no*, *l*, *go*, and *hi* to the students as the students write the words: "Dictate the following words to children, one at a time. Have children write the words you dictate. Display the words and have children self-correct their answers."

The *Wiley Blevins Teaching Phonics* lessons include teacher guidance to provide explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable words. For example, Step 1 of the "Final-e Syllables" lesson provides guidance for introducing words with final-e syllables: "Write the words *compete* and *decide* on the board, underlining the final-e vowel spellings. Explain to children that final-e vowel spellings, such as a_e, e_e, i_e, o_e, and u_e, act as a team and must remain in the same syllable. This is the most difficult syllable spelling pattern for children to recognize and can be taught last. Final-e syllables are sometimes called 'magic-e' or 'silent-e' syllables." Additionally, in Step 4, students practice spelling words with final-e syllables: "On a separate sheet of paper, have children spell the following words as you dictate each one: advice, athlete, boneless, describe, mistake. Suggest that they say and spell one syllable at a time. Display the words and have children self-correct their answers. For children who need more support, guide them to orally segment the sounds in the word, and then attach a letter or spelling to each sound. Use the Sound Boxes and Counters."

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 *Wiley Blevins Teaching Phonics* lessons provide a variety of activities for students to practice and reinforce skills to decode and encode one-syllable words (through cumulative review). For example, in Step 4 of lesson "Short e," students work with a partner to sort words such as *hen*, *wet*, and *pen* by their

sound-spellings using the "Sound-Spelling Word Sort: Short e" activity. Additionally, students practice spelling previously taught one-syllable words by writing dictated sentences: "Use cumulative spelling sentences to monitor children's spelling growth. See the sentences below. In addition, periodically review their writings, such as in their writing notebooks, and take note of words with previously taught phonics skills that they are not consistently and accurately spelling. Add these words to future dictation activities. *The cat got wet. The dog is at the vet. Min ran from the red hen.*"

The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities for students to develop, practice, and reinforce skills to decode and encode one-syllable words (through cumulative review). For example, in Step 5 of lesson "Short a," students read the interactive story "Sam's Cat," which includes previously taught one-syllable words and prompts to respond to: "Use the digital or print 'Interactive Story: Sam's Cat.' Read the story with children several times. Model blending, as needed. Then have children independently complete the questions and prompts. Invite them to color the cat black. Have children reread the story multiple times for fluency."

The "Short Read Decodables" provide a variety of activities for students to practice skills to decode one-syllable words. For example, the "The Plan" lesson includes guidance for decoding one-syllable words: "For practice, write the following words for children to read: *drum, drop, trap, clock, flap, flip, slip, trip, truck, snack, sniff, smell, well, will*. Ask children to compare the rhyming words flip and slip and tell what is different. Ask children to tell which word names something to drive. Have children say a nonsense word that rhymes with *snack*."

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 *Wiley Blevins Teaching Phonics* lessons include a variety of activities for students to practice decoding one-syllable or multisyllabic words, using knowledge of syllable types, in isolation and in decodable connected text that builds on previous instruction. For example, in Step 2 of the lesson "*r*-Controlled Vowels—*er, ir, ur*," students read words (e.g., *hurt, clerk, church, dirt, and river*) from a word list in isolation by completing the activity "Blend Words: *r*-Controlled Vowels—*er, ir, ur*." Then in Step 5, students decode words in the decodable connected text "A Bird's Nest" . . . Read the story with children several times. Model blending, as needed. Then have children complete the questions and prompts. Have children reread the story multiple times for fluency."

The *Wiley Blevins Teaching Phonics* lessons include a variety of activities for students to practice encoding one-syllable or multisyllabic words, using knowledge of syllable types, in isolation and in decodable connected text that builds on previous instruction. For example, in Step 4 of the "*r*-Controlled Vowels—*er*,

ir, ur" lesson, students practice spelling words with *r*-controlled vowels in isolation and connected sentences: "Use the digital or print 'Spell Words: *r*-Controlled Vowels—*er, ir, ur*' activity to give children practice spelling the letter-sounds in different picture names. Note: We put the *er, ir, and ur* spellings in one box because in *r*-controlled vowels it is difficult to separate the vowel and consonant sounds . . . Then have children spell the following words as you dictate each one: *turn, nurse, skirt, dirty, verb, letter*. Continue by dictating this sentence: The girl has a twin sister. Display the words and sentences and have children self-correct their answers."

The "Short Read Decodables" include a variety of activities for students to practice decoding and encoding one-syllable words, using knowledge of syllable types, in isolation and in decodable connected text that builds on previous instruction. For example, in the lesson for the text "What Can We Be?," teachers practice reading decodable words from previous lessons (e.g., *be, so, he, go, me, we, no, a, I, Bo, I'm, Jo*) with students before the students read the text multiple times. Then, students practice writing from diction and writing about their reading: "Have children choose one or both of the following options: Choose one of the jobs. Draw a picture that shows all the things someone needs in order to do that job. Label the things you drew. (Informative/Explanatory) Draw a picture of yourself working at a job you like. (Opinion)."

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 *Ready4Reading System Weekly Planning and Pacing Guide* includes a systematic sequence for introducing grade-level morphemes, as outlined by the TEKS. The materials, however, do not explicitly reference the TEKS. For example, the inflectional ending *-ed* is introduced in Week 4, while the inflectional ending *-ing* is introduced in Week 9.

The *Wiley Blevins Teaching Phonics* lessons include a systematic sequence for introducing grade-level morphemes as outlined in the TEKS. The materials, however, do not explicitly reference the TEKS. Each word study lesson begins by developing phonological awareness and introducing the sound-spelling in Step 1, followed by blending in Step 2, the teaching and building of high-frequency words in Step 3, practice spelling words in Step 4, and finally connecting to reading and building fluency in Step 5.

The *Daily Planning and Pacing Guide: Grade 1* includes a systematic sequence for introducing grade-level morphemes, as outlined by the TEKS. For example, the inflectional ending *-ed* is introduced in Week 4, while the inflectional ending *-ing* is introduced in Week 9. Additionally, inflectional endings with spelling changes are introduced in Week 21. The materials, however, do not explicitly reference the 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 *Wiley Blevins Teaching Phonics* lessons provide explicit instruction for supporting recognition of common morphemes and using their meanings to support decoding reading comprehension. For example, in Step 1 of the lesson "Inflectional Ending *-ed*," the materials provide direct instruction for teachers to explain to students how the use of *-ed* changes words: "Write the words *used*, *asked*, and *acted* on the board. Underline the inflectional ending *-ed* in each word. Point out that the suffix *-ed* can stand for three different sounds: /d/ as in *used*, /t/ as in *asked*, and /ed/ as in *acted*. Explain that the *-ed*

ending normally forms the past tense of a verb." Later, in Step 5 of this lesson, students read the "Interactive Story: Yesterday," where after reading the text, teachers have the option to assess their comprehension of the text.

The *Wiley Blevins Teaching Phonics* lessons provide explicit instruction for supporting recognition of common morphemes and using their meanings to support decoding, encoding, and reading comprehension. For example, in Step 4 of the lesson "Inflectional Ending -ed," the materials provide explicit instruction for encoding words using the morpheme: "On a separate sheet of paper, have children spell the following words as you dictate each one: *closed, kicked, shaped, blamed, voted, and rested*. Display the words and have children self-correct their answers. For children who need more support, guide them to orally segment the sounds in the word, and then attach a letter or spelling to each sound. Use the Sound Boxes and Counters."

The *Wiley Blevins Phonics From A to Z: A Practical Guide* includes guidance to provide explicit instruction for supporting recognition of common morphemes and using their meanings to support reading comprehension. In Section 4: *Creating Lessons for Success*, the book provides guidance related to supporting reading comprehension and prefixes such as "Most prefixes have more than one meaning," "Be careful of letter clusters that look like prefixes but are not," and "Do not rely solely on word-part clues. Children should use context clues as well as examine prefixes to verify a word's meaning."

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 *Wiley Blevins Teaching Phonics* lessons include a variety of activities for students to develop and practice grade-level morphological skills. For example, in Step 3 of the "Inflectional Ending -ed" lesson, the materials provide an opportunity for students to build words using the -ed ending: "Have children use the Magnetic Letter Tiles and Trays to build the following words: call, help, end, miss, clean, want. After they build each word, have them read the word aloud by blending each sound. Then have them add the -ed ending to the word and then read it aloud again."

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 *Wiley Blevins Teaching Phonics* lessons include a variety of activities for students to decode words with morphemes in isolation and in decodable connected text that build on previous instruction. For example, in Step 2 of the "Inflection Ending -ing" lesson, the materials include an activity for students to decode morphemes in isolation: "Use the digital or print 'Blend Words: Inflectional Ending -ing' activity to have

children chorally blend the words on each line. Model, as needed. Children can then use the lists for further independent practice." This lesson also includes an "Interactive Story: Watching Outside My Window," where students decode morphemes in decodable connected text such as "I see lots of things outside my window. I see kids flying kites on a string. I see a man planting for the spring."

The *Wiley Blevins Teaching Phonics* lessons include a variety of activities for students to encode words with morphemes in isolation and in decodable connected text that build on previous instruction. In Step 3 of the "Inflectional Ending -ed" lesson, the materials provide an opportunity for students to encode words in isolation: "Have children use the Magnetic Letter Tiles and Trays to build the following words: *call, help, end, miss, clean, want*. After they build each word, have them read the word aloud by blending each sound. Then have them add the -ed ending to the word and then read it aloud again." The lesson also allows students to encode words in connected text in Step 4: "Use cumulative spelling sentences to monitor children's spelling growth. See the sentences below. In addition, periodically review their writings, such as in their writing notebooks, and take note of words with previously taught phonics skills that they are not consistently and accurately spelling. Add these words to future dictation activities. The group shared their pears. We looked at the moon and stars. When the show ended, we walked home."

The *Wiley Blevins Teaching Phonics* lessons include a variety of activities for students to encode words with morphemes in isolation and in decodable connected text that build on previous instruction. For example, in Step 2 of the "Prefixes" lesson, students practice blending using a word list in isolation: "Use the digital or print 'Blend Words: Prefixes' activity to have children chorally blend the words on each line. Model, as needed. Children can then use the lists for further independent practice." Then, in Step 5, students read a series of words with prefixes in the decodable connected text "Reread and Discuss."