

Scholastic Inc.

English Phonics, 3

Ready4Reading Grade Three

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781546184775	Print	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	3	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	107 out of 107	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	11
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 Texas Essential Knowledge and Skills (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 3." 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 2 lessons focus on

consonant blends and consonant digraphs 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 4 module on "Short Vowels" directs the teacher to follow a series of steps, such as "Step 1: Develop Phonemic Awareness, Introduce the Sound-Spelling," and "Step 2: Model Blending, Blend 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).

The *Wiley Blevins Teaching Phonics Program Guide* provides a lesson overview that details the required teacher and student materials, such as alphabet cards, and decodable texts. The guide provides the suggested timing for each lesson activity to support pacing and instructional flow. The assessment overview includes a recommended assessment schedule with directions and materials. The materials align with the TEKS or English Language Proficiency Standards (ELPS).

The *Daily Planning and Pacing Guide: Grade 2 and 3* provides a weekly overview that specifies the teacher and student materials needed, including alphabet, vowel, and syllable cards. The guide includes suggested timing for each lesson component, 20–30 minutes per day, along with detailed instructional steps to guide effective lesson pacing and delivery.

The "Read to Know Short Text" materials provide daily tasks and resources to support instruction, such as decodable texts, printable activities, and related videos for background knowledge. For example, the "At a Glance" section provides the target element(s) for each text set, and the "Instructional Options" section provides readiness checks at the start of each text set to determine a student's readiness for the targeted element(s).

The *Wiley Blevins Teaching Phonics* lessons provide daily objectives and materials. For example, the word study lesson on prefixes provides the daily objective, a list of for each lesson step, materials for the lesson are listed in each section of the lesson, "Quick Checks" to monitor progress, and hyperlinks to all the lesson resources: "Spin the Wheel: Prefixes" (digital activity), "Blend Words: Prefixes" (resource), and "Interactive Story: Reread and Discuss" (text).

The "Short Reads Decodables" lessons provide lessons with daily objectives, questions, tasks, and materials. Each decodable text includes a detailed overview that notes the phonics focus, decodable

words with targeted sound-spelling, and phonemic awareness and sound-spellings reviews to prepare students for reading the decodable texts. The lesson includes before reading and after reading tasks. The before reading tasks include word study, model blending, and practice reading tasks. The after reading tasks include questions to build comprehension and extend the discussion.

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. Additionally, the guide provides suggested timing for each lesson activity to support pacing and instructional flow.

The *Ready4Reading Daily Planning and Pacing Guide: Grade 2* provides a weekly overview that specifies the teacher and student materials needed, including alphabet, vowel, and syllable cards. The guide provides suggested timing for each lesson component (20–30 minutes per day) along with detailed instructional steps to guide effective 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, the prefix lesson overview includes teacher and student materials for each lesson step, such as magnetic letter tiles and trays, connecting sound cubes, sound boxes, and counters, Student Hub activities, and printable activities. In addition, the quick links on the side provide hyperlinks to all the printable activities for the lesson.

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 "Prefix" Step 5, includes a connected text to extend reading: "Use the digital or print "Interactive Story: Reread and Discuss." Read the story with children several times. Model blending, as needed. Then have children independently complete the questions and prompts. Have children reread the story multiple times for fluency."

The *Wiley Blevins Teaching Phonics* materials in the Student Hub provided extended practice. For the prefix lesson, students can access a decodable text to practice reading prefixes, "Reread and Discuss."

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 "r-controlled vowel—er, ir, ur" Step 5 includes printable materials to support extended practice of the letter-sound knowledge of r-controlled vowels—er, ir, ur: "Digital Teacher-led Activity—Concentration: r-Controlled

Vowels—*er, ir, ur*;" "Printable Learning Center Activity—Picture-Word Card Match;" and "Printable Independent Activity—Crossword."

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 one 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, middle, 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" assess 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 diagraphs, long vowels, complex vowels, word study, comprehensive phonics survey, and comprehensive spelling survey. For example, the program contains a series of lessons on complex vowels. Teachers can use the complex vowels assessment before, during, or after instruction to determine student mastery of complex vowels.

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, middle, 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, if a child misreads a word with the suffix *-ed*, the guide states: "If the suffix is *-ed*, you may need to remind the child of the pronunciation of the ending (especially if the child is a multilingual learner). For example: This base word ends with a /t/ sound, so we pronounce this ending /ed/. How do we read this word? Or: We only pronounce *-ed* as /ed/ if the base word ends with a /t/ or /d/ sound, but this base word ends with a ___ sound. How do we read this 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 *Wiley Blevins Teaching Phonics* lessons provide teacher guidance for differentiated instruction in text boxes labeled with "Differentiation." In Step 4 of the "Variant Vowels—*a, au, aw*" lesson, the "Differentiation" box provides guidance for extra support. The guidance suggests focusing efforts on having students master reading and writing high-utility words (e.g., *taught, saw, and walk*) in order to minimize the workload. 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. In Step 1 of the "Variant Vowels - Long and Short oo" lesson, the "Oral Segmentation" section provides teacher guidance for students not yet proficient with orally segmenting words with the long and short oo sounds (e.g., *zoo, zoom, look, room, cook, and stood*). 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, Text Set 17: *Animal Communication Instructional Options*, includes a subsection called "Build Content-Area Vocabulary." The guidance prompts the teacher to say the word (e.g., *communicate*, *message*), define the word, share tips for reading and recognizing the word, and reference images from the *Animal Communication* video.

The "Read to Know Text Sets" lessons provide embedded guidance to support student understanding of unfamiliar references. In Book 1: *Say it Again* of Text Set 17: *Animal Communication*, the lesson directs teachers to "Reread the second paragraph...and point to the phrase, 'Get lost!' Explain that it means 'go away.'" The lesson then instructs the teacher to have the students read the sentence again with expression.

The "Read to Know Text Sets" lessons provide embedded support to pre-teach unfamiliar vocabulary used in the texts. The Text Set 14: *What Changes Over Time? Instructional Option* section includes the subsection "Build Content-Area Vocabulary." This subsection provides specific directions for teaching unfamiliar vocabulary (e.g., *change*, *improve*, and *technology*). 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 *What Changes Over Time?* 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 "Variant Vowels—*a, au, aw*" lesson, the "Extend Phonics Knowledge" section provides a variety of activities to extend learning for students: "Checkers: Variant Vowels—*a, au, aw*" (digital teacher-led activity), "Variant-Vowel Game" (printable learning center activity), and "Complete the Sentences" (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 "Plurals" lesson, the "Extend Phonics Knowledge" section provides a variety of activities to extend learning for students: "Sort It: Plurals" (digital teacher-led activity), "Singular/Plural Sort" (printable learning center activity), and "Add It" (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 Reads Decodables" lesson for the text "The Traveling Frogs" provides explicit guidance for modeling letter sounds and blending. For example, the guidance prompts teachers to model how to read the word powerful. The guidance directs teachers to write the word on the board, then blend the sounds together while running their finger under each letter. The lesson also instructs teachers to model how to determine the meaning of a word using the suffix.

The *Wiley Blevins Teaching Phonics* lessons provide explicit guidance explaining the concepts to be learned. For example, the "Suffixes" lesson provides an explanation on how suffixes change the meaning of the base word. The lesson includes explicit teacher guidance for this concept: "Tell children that a suffix is a letter or group of letters that is added to the end of a base word. Common suffixes include *-s*, *-ed*, *-ing*, *-ly*, and *-tion*. A suffix changes the meaning of the base word."

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 17: *Animal Communication* lists steps for students to explore the words *communicate*, *communication*, and *message*. The guidance prompts teachers to display, say, define, and discuss each word while showing students images from the *Animal Communication* 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 "Prefixes" lesson directs teachers to facilitate a whole-group lesson on prefixes. The lesson provides teacher guidance for a word building activity using magnetic letter tiles or letter cards: "Build the word, then replace the letter or letters for the sound substituted. Guide children to blend the new word." The lesson also provides teacher guidance for possible misconceptions: "For words in which the spelling difference might confuse children, use colored Connecting Sound Cubes. Say a word

and have children place one color cube for each sound they hear. It is best to use the same color for all the sounds in the initial word..."

The "Read to Know Text Sets" provide guidance for effective facilitation of a phonemic awareness review using a game appropriate for a whole group or small group setting. In Text Set 14: *What Changes Over Time? Instructional Options*, the guidance provides directions for the game "Listen and Look." The game asks teachers to say a variety of words (e.g., *write*, *knee*, *wrong*, *knot*, *thumb*, and *lamb*) while the students listen for silent letters at either the beginning or ending of the word. Students then write the words and identify the silent letters.

The "Read to Know Text Sets" lessons provide guidance for modeling how to read a text aloud before asking students to practice in student pairs. For example, in Text Set 17: *Animal Communication* the "First Reading" section of Book 1: *Say it Again* 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.

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 14: *What Changes Over Time?*, the "First Reading" sections for each text provide guidance for students 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 "Variant Vowels—*a*, *au*, *aw*" 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, in the "*r*-Controlled Vowels—*ar*, *or*, *ore*" lesson, the Step 2 section "Blend Words: Build Word Fluency" the guidance states: "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." Additionally in Step 4 of the lesson, the guidance suggests: "Use the digital or print "Sound-Spelling Word Sort: *r*-Controlled Vowels—*ar*, *or*, *ore*" activity and have children work with partners to sort the words by their sound-spellings."

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, nor are they explicitly aligned to the English Language Proficiency Standards (ELPS).	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 tied to the ELPS, nor do the materials 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 "Variant Vowels—Long and Short oo" 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 Reads 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."

The "Short Reads Decodables" lesson "Painting Jay and Ray" provides guidance for building background knowledge through decodable readers in the resource "Language Support for MLs: Cards 41–50." The guidance provides embedded guidance for teachers to "help students process the content in each short read, guide them through three rounds of reading to: (1) identify the overall content of the read, (2) define its purpose, and (3) gather key information. This allows multilingual learners to more fully participate in other classroom activities, such as Before Reading and After Reading tasks."

The "Read to Know Text Sets" provides support for emergent bilingual students in building background knowledge through oral discourse. In Text Set 14: *What Changes Over Time? Instructional Options* includes the subsection "Knowledge Connections." This subsection guides teachers to help students make connections to Text Set 10: *Robots on the Job*. The guidance directs teachers to facilitate a discussion about connections: "Relate children's knowledge to the *What Changes Over Time?* video. Point out that robots use new technology that is changing our lives, just like things like cars and phones have already changed human lives. Invite children to discuss how robot technology has made many jobs easier now than they were in the past."

The *Wiley Blevins Teaching Phonics* lessons include embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through oral discourse. For example, in the lesson "Long u," Step 1 includes a "Language Variation" section: "The u_e spelling can stand for the long-u sound in words such as use and cute, but also the long-oo sound as in words such as *tube* and *rule*. Point this out to children as they encounter these spellings in their readings."

The *Wiley Blevins Teaching Phonics Program Guide* supports emergent bilingual students in developing academic vocabulary through written discourse. The section "Weekly Instructional Routines" instructs teachers to use the "'Read/Spell/Write/Extend' routine to introduce high-frequency words" to reinforce vocabulary development.

The *Wiley Blevins Teaching Phonics Program Guide* supports emergent bilingual students in developing academic vocabulary through written discourse. The "Step 3: Connect to Reading" section of each lesson provides teacher guidance to support for multilingual learners: "Support vocabulary acquisition by introducing and/or reinforcing the meanings of a few words from the book. Use actions, pantomime, drawings, pictures, and simple definitions (using a translation app to access the child's home language, as needed)."

The *Phonics from A to Z* companion book includes the section "Phonics and Multilingual Learner: Guiding Principles" which provides support for emergent bilingual students in developing reading comprehension through oral and written discourse. The text states, "Connect Phonics learning to writing and real life applications, and articulation." Additionally, the section "Meeting Individual Needs" includes guidance on how to implement background knowledge for multilingual students: "In concrete ways, connect text to students' background knowledge by using students' L1 or connecting the word to other words the student may know."

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 *Ready4Reading Daily Planning and Pacing Guide* states, "Ready4Reading includes systematic instruction, targeted practice, and application for each step." In grade 3, the pacing guide begins by reviewing consonants with a focus on developing phonemic awareness, teaching the letter name and sound, and writing the letter in order to transfer sound to spelling.

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." In grade 3 phonics instruction begins with prefixes (e.g., *pre-*, *re-*, *de-*) and progresses to complex vowels (e.g., *r*-controlled vowels *ar*, *or*, *ore*) before moving to suffixes (e.g., *-er*, *-ly*, *-tion*, *-sion*, and *-ture*).

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, and 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 in prefixes and suffixes with the support of decodable texts. For example, a

lesson directs students to decode words with prefixes (e.g., *preheat*, and *prepaid*) before reading the same words in the decodable text, "The Perfect Muffin."

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 "*r*-Controlled Vowels—*are*, *air*, *ear*" directs teachers to provide explicit guidance before practicing the phonics skill: "Tell children that the letter combinations *are*, *air*, and *ear* stand for the /âr/ sounds, as in *care*, *fair*, and *tear*. This is an *r*-controlled vowel sound. The sound of the vowel is affected by the letter *r* that follows it." Step 2 directs the teacher to model blending words with this sound-spelling. Step 4 provides students with word sorts and spelling activities using the sound-spelling pattern.

The *Wiley Blevins Teaching Phonics* lessons provide explicit and intentional ongoing practice opportunities for phonics skills through decodable texts. For example, Step 5 in the Lesson "*r*-Controlled Vowels—*are*, *air*, *ear*" includes guidance to connect learning to reading through the decodable text, "The Three Bears." The guidance directs teachers to read the story multiple times, model blended, and have the students read the story multiple times to build fluency.

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* lessons provide explicit phonics instruction with teacher modeling for articulation. For example, Step 1 in the Lesson "r-Controlled Vowels—*are, air, ear*" directs teachers to model the articulation of the /âr/ sound: "Show the Articulation Card /âr/ and watch the video. Model making the /âr/ sounds in *care*. Show that your lips are open and relaxed as you begin the sound and then round slightly as you complete the sound. Help children hear the difference between pairs of words, such as *car/care* and *bar/bear*."

The *Wiley Blevins Teaching Phonics* daily lessons provide explicit phonics instruction with teacher modeling for oral blending. For example, Step 1 in Lesson "r-Controlled Vowels—*are, air, ear*" directs teachers to model blending the words—*cair, care, wear, hairs*, and *square*: "Say the following sounds: '/âr/ (air) /k/ âr/ (care) /w/ âr/ (wear) /h/ âr/ /z/ (hairs) /s/ /k/ /w/ âr/ (square).'" The "Short Reads Decodable" daily lessons provide explicit phonics instruction with teacher modeling for decoding suffixes. The lesson for the decodable text, "The Traveling Frog," directs teachers to model the suffix *-ful* to read new words: "Write the word *thankful* for children. Have a volunteer circle the suffix *-ful*. Explain that the suffix *-ful* means 'full of.' Remind children that breaking a word between its base word and its suffix can help them read it. Read each part of *thankful*, and then read the whole word. Talk about what it means to be thankful for something."

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 for articulation. For example, Step 1 in the Lesson "r-Controlled Vowels—*are, air, ear*" directs teachers to provide guided instruction and corrective feedback during the articulation activity for the /âr/ sound: "Show the Articulation Card /âr/ and watch the video. Model making the /âr/ sounds in *care*. Show that your lips are open and relaxed as you begin the sound and then round slightly as you complete the sound. Help children hear the difference between pairs of words, such as *car/care* and *bar/bear*."

The *Wiley Blevins Teaching Phonics* daily lessons provide explicit guided instruction with guidance for immediate and corrective feedback for oral blending. For example, Step 1 in Lesson "r-Controlled Vowels—*are, air, ear*" directs teachers to model blending the words—*cair, care, wear, hairs, and square*: "Say the following sounds: "/âr/ (air) /k/ /âr/ (care) /w/ /âr/ (wear) /h/ /âr/ /z/ (hairs) /s/ /k/ /w/ /âr/ (square). Guide children to orally blend the sounds to form each word." The lesson guidance for oral blending provides teachers with the correct sounds to support feedback.

The *Wiley Blevins Teaching Phonics* daily lessons provide explicit guided instruction with guidance for immediate and corrective feedback for spelling. Step 4 in the Lesson "Prefixes" directs teachers to encourage students to orally segment words to spell them correctly: "Display the words and have children self-correct their answers. For children who need more support, guide them to orally segment the syllables in the word, and then attach a letter or spelling to each sound in the syllable one at a time."

The *Corrective Feedback Strategies, Planning, and Tracking Guide* provides explicit guidance for immediate and corrective feedback. The guide notes, "This guide discusses the most common errors and misconceptions encountered during early literacy instruction." The guide provides immediate and corrective feedback strategies for print awareness, alphabet knowledge, letter-sound correspondence, phonological and phonemic awareness, phonics, and fluency.

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 "Variant Vowels—*a, au, aw*," includes time for students to work collaboratively with a peer to build fluency. Students work together to complete a "Blend Words: Variant Vowels—*a, au, aw*" activity. The activity has three "Do More!" tasks students can complete independently or with a peer.

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 Consonant +le Syllables asks students to complete an independent activity to identify the correct syllable segmentation (e.g., table, tab-le, ta-ble, table).

The "Read to Know Text Sets" provide opportunities for students to practice phonics skills through independent learning. For example, Text Set 6: *What Happens to Our Trash?* engages students in a first and second reading routine. The guidance asks teachers to guide students through the first read, then let students read independently during the second read: "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 "Short Reads 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 "Consonant +le Syllables" includes a cumulative phonics review section. The guidance directs teachers to intentionally review previously taught phonics skills: "Review previously taught sound-spellings to aid in mastery. Note sound-spellings children struggle with and provide additional small-group instruction and practice."

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

The "Short Reads 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 "Tale of Kindness" decodable text guidance directs teachers to review the sound-spelling patterns for ph /f/: "Ask children to listen for the /f/ sound in each of these words. Read each word to the children: *photo, graph, graphic, phone, paragraph, phonics*. Then write the words. Invite children to underline the letters *ph* that make the /f/ sound."

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, "The Case of the Missing Scarf follows" Text Sets 10–12 and reviews various phonics skills, including word and syllable types (e.g., Long e (y, ey); Suffixes -er, -ly; Long oo; and contractions). In addition, the Ready4Reading Connections sidebar provides links to the corresponding *Wiley Blevins Teaching Phonics* lessons and "Short Reads 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 1 in Lesson "Prefixes" provides explicit instruction for prefixes: "Tell children that a prefix is a group of letters that appears at the front of a base word and affects its meaning. Write some high-utility prefixes on the board...Model blending each prefix." Step 2 models and practices blending prefixes. Step 3 builds words with prefixes. Step 4 spells words with prefixes, and Step 5 reads and connects to texts with prefixes.

The "Read to Know Text Sets" provide additional practice opportunities for only explicitly taught phonic skills. For example, Text Sets 13, 14, 15, and 18, along with Review Books 5 and 6, include words with prefixes. These Text Sets and Review Books link to the *Wiley Blevins Teaching Phonics* Lesson "Prefixes." 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 Reads Decodables" lessons include practice opportunities for only explicitly taught phonic skills. For example, the "Water! Water!" decodable text reviews the following sound-spelling patterns: Prefixes *pre-*, *re-*, *un-*, *non-*; *r*-Controlled Vowels /â/ *are*, *air*, *ear*; /û/ *or*. This decodable text follows the *Wiley Blevins Teaching Phonics* Lesson "Prefixes" and "*r*-Controlled Vowels." The Ready4Reading Connections sidebar provides links to the corresponding *Wiley Blevins Teaching Phonics* lessons within the "Short Reads Decodables" module.

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

The "Short Reads Decodables" texts incorporate cumulative practice of taught phonics skills. For example, the "Water! Water!" decodable text reviews the following sound-spelling patterns: Prefixes *pre-*, *re-*, *un-*, *non-*, *r*-Controlled Vowels /â/ *are*, *air*, *ear*, /û/ *or*. This decodable text follows the *Wiley Blevins Teaching Phonics* Lessons "Prefixes" and "*r*-Controlled Vowels" and provides cumulative practice of these taught phonics skills.

The "Short Reads Decodables" texts incorporate cumulative practice of taught phonics skills. For example, the "The Voice in Rabbit's House" decodable text reviews the following sound-spelling patterns: /aw/ spelled *al*, *aw*, *au*. This decodable text follows the *Wiley Blevins Teaching Phonics* Lessons "Diphthongs—*ou*, *ow*" and "Diphthongs—*oi*, *oy*" 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 Sets 13, 14, 15, and 18, along with Review Books 5 and 6, include words with prefixes. These Text Sets and Review Books link to the *Wiley Blevins Teaching Phonics* Lesson "Prefixes."

The "Read to Know Text Sets" provide additional decodable texts and incorporate cumulative practice of taught phonic skills. For example, Text Sets 16 and Review Books 6 include words with "Consonant +le Syllables." These Text Set and Review Book link to the *Wiley Blevins Teaching Phonics* Lesson "Consonant +le Syllables."

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

The "Short Reads Decodables" texts incorporate cumulative practice of taught phonics skills. For example, the "Water! Water!" decodable text reviews the following sound-spelling patterns: Prefixes *pre-, re-, un-, non-, r-* Controlled Vowels /âr/ *are, air, ear, /ûr/or*. This decodable text follows the *Wiley Blevins Teaching Phonics* Lessons "Prefixes" and "r-Controlled Vowels" and provides cumulative practice of these taught phonics skills.

The "Short Reads Decodables" texts incorporate cumulative practice of taught phonics skills. For example, the "The Voice in Rabbit's House" decodable text reviews the following sound-spelling patterns: /aw/ spelled *al, aw, au*. This decodable text follows the *Wiley Blevins Teaching Phonics* Lessons "Diphthongs—ou, ow" and "Diphthongs—oi, oy" 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 Sets 13, 14, 15, and 18, along with Review Books 5 and 6, include words with prefixes. These Text Sets and Review Books link to the *Wiley Blevins Teaching Phonics* Lesson "Prefixes."

The "Read to Know Text Sets" provide additional decodable texts and incorporate cumulative practice of taught phonic skills. For example, Text Sets 16 and Review Books 6 include words with "Consonant +le Syllables." These Text Set and Review Book link to the *Wiley Blevins Teaching Phonics* Lesson "Consonant +le Syllables."

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 "adaptative, 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. LSM 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 17: *Animal Communication Instructional Options*, the lesson provides guiding questions for students to think about and share their thoughts about the topic of the text set: "What are some ways you might express that you feel happy without using words? How might you tell that a dog or cat is feeling happy? Can you think of animals that seem to have ways of talking to

each other? If so, which ones, and how?" 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 14: *What Changes Over Time? Instructional Options*, the lesson guidance connects and compares learning from previous text sets: "Invite children to discuss how robot technology has made many jobs easier now than they were in the past. How might building a car today be different from building one of the first cars? How might people from long ago react if they knew that robots can help us explore outer space?" The lesson guidance does not provide opportunities for students to engage in social communication for different audiences.

The "Short Reads Decodables" provide opportunities for students to engage in academic communication for different purposes. For example, the "Henny Penny" lesson provides questions for students to practice a variety of skills: "What problem does Henny Penny have at the beginning of the story? Problem and Solution. What do you think Foxy Loxy plans to do in his den? Make Inferences. What words would you use to describe Henny Penny? What words would you use to describe Turkey Lurkey? Character. Retell the ending of the story. Retell." 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 14: *What Changes Over Time? Instructional Options*, the "Phonemic Awareness" section provides an opportunity for students to listen actively in the "Listen and Look" game. In the game, the students identify the beginning or ending sounds of words with silent letters: "Model: Say: 'I will say a word and ask you to listen carefully and then tell me its beginning or ending sound. Listen for the beginning sound in this word: *wrist*.' (/r/). Write the word and note that the w is silent. Play: Continue, asking children to identify the beginning sound in these words: *write*, *knee*, *wrong*, *knot*. Have them find the ending sound in these words: *thumb*, *lamb*."

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 14: *What Changes Over Time?*

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 "How do you think people got around before cars were invented? How do people get around today? What do you think life was like before phones were invented?"

The "Short Reads Decodables" provide opportunities for students to engage in discussion and share ideas after reading a connected text. For example, in the "Drew's Bad Mood Day" lesson, the "After Reading" section provides comprehension questions for students to respond to open-ended prompts to extend the discussion: "Why do you think Jude was probably Drew's best friend? How would you describe how Drew's feelings changed from the beginning to the end of the story? If you were Drew's friend and you saw he was in a bad mood, what might you say to cheer him up?"

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.	12/12
—	TOTAL	18/18

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

The *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 grades 2 and 3 details the order in which letters and sounds are taught. For example, Weeks 1–11 are a "consolidated review of K–1 decoding skills," followed by complex vowels in Weeks 12 and 13, and ending with word study and special spellings in Weeks 14–30.

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 "Variant Vowels—*a, au, aw*" provides guidance for introducing variant vowels—*a, au, aw*: "Tell children that the letter *a* and letter combinations *au* and *aw* can stand for the /ô/ sound, as in *fall, sauce, and straw*. These are the variant vowel sounds *a, au, aw*." Students then practice writing words with the variant vowels—*a, au, aw* in the "Spell Words: Variant Vowels—*a, au, aw*" activity and reading words with the variant vowels—*a, au, aw* in the decodable text, "Paws and Claws."

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 "Diphthongs—*ou, o*" provides guidance for introducing the diphthongs *ou* and *ow*: "Tell children that the letter combinations *ou* and *ow* can stand for the /ou/ sound, as in *shout* and *now*. Explain that the *ow* spelling can also stand for the long-o sound as in *snow*. The *ou* spelling for /ou/ rarely appears at the end of a word." Students then practice writing words with the diphthongs *ou* and *ow* in the "Spell Words: Diphthongs—*ou, ow*" activity and reading words with the digraph *th* in the decodable text, "Jack and the Magic Beans."

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 "*r*-Controlled Vowels—*are, air, ear*," 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 and multisyllabic words in isolation and decodable connected text. For example, in the lesson "Diphthongs—*oi, oy*," students read the words *toy* and *cowboy* before moving into decodable sentences using the word *play* and the decodable text *Roy's Toys* in the "Short Reads Decodable" module.

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 and multisyllabic words in decodable connected text. For example, lesson "Suffixes" guides

teachers in helping students read the interactive story "Too Many Adjectives and Adverbs" in order to reinforce blending and identify suffixes.

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 and multisyllabic words in isolation. For example, in lesson "Variant Vowels—Long and Short oo," students practice reading a variety of words (e.g., *book*, *cookie*, *smooth*, *glue*, and *balloon*) using the activity "Quick Check: Variant Vowels—Long and Short oo."

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 and multisyllabic words in decodable connected text. For example, Review Book 6: *Lost in Outer Space* reviews the targeted phonics skills from Text Sets 16–18, which includes consonant +le syllables, schwa in unaccented syllables, long *a* (ea, eigh), short *e* (ea), long *oo* (ui, ou), and multisyllabic words with morphemes.

The "Short Reads Decodables" lessons provide activities and resources for students to develop and practice their understanding of applying letter-sound correspondence to decode multisyllabic words in isolation and decodable connected text. For example, in "The Enchanted Kingdom" lesson students practice reading decodable words (e.g., *wonderful*, *lemonade*, *fantastic*, *amazing*, *gigantic*, and *holiday*) before reading it in the text "The Enchanted Kingdom."

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 2 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 *Wiley Blevins Teaching Phonics 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 "*r*-Controlled Vowels—*are, air, ear*" directs teachers to demonstrate the /*âr*/ sound using flash cards: "Tell children that the letter combinations *are, air*, and *ear* stand for the /*âr*/ sounds, as in *care, fair*, and *tear*. This is an *r*-controlled vowel sound. The sound of the

vowel is affected by the letter *r* that follows it. Explain that the ear spelling can also stand for the long-e vowel phonogram, as in *fear*. Write the words *care*, *fair*, and *tear* on the board. Underline the target spellings, say the sounds, and then model blending the words. Show the Letter Sounds Flash Card /âr/. Point out the letter sound at different positions in the words and the different spellings for the sound."

The *Wiley Blevins Teaching Phonics* lessons provide explicit instruction for grade-level sound-spelling patterns. For example, Step 1 of the lesson "*r*-Controlled Vowels—*ar*, *or*, *ore*" provides guidance on introducing the *r*-controlled vowels—*ar*, *or*, *ore*: "Tell children that the letters *ar* stand for the /âr/ sounds, as in *car*, and the letter combinations *or* and *ore* stand for the /ôr/ sounds, as in *fork* and *more*. These are *r*-controlled vowel sounds. Explain that the sound of the vowel is affected by the letter *r* that follows it. Write the words *car*, *fork*, and *more* on the board. Underline the target spellings, say the sounds, then model blending the words. Show the Letter Sounds Flash Cards /âr/ and /ôr/. Point out the letter sounds at different positions in the words and the different spellings for the sounds."

The "Read to Know Text Sets" include a systematic sequence for introducing phonemic awareness activities that gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. For example, the Text Set 15: *The Statue of Liberty Instructional Options* include the game "Which Word" where students will distinguish between words with the *r*-controlled vowel sounds /âr/ as in *bear* and /ûr/ as in *work*: "Model: Say: 'Listen. Which word has the /âr/ sound: *care*, *car*.' (care) Then write each word and identify the letters that stand for the sound /âr/. Play: Continue with word pairs for /âr/ and /ûr/ in mixed order. For /âr/: *air/are*, *rare/raw*, *world/wear*, *store/scare*, *pear/pour*. For /ûr/: *work/fork*, *harm/worm*, *doctor/docking*."

The "Short Reads Decodables" provide explicit instruction for grade-level sound-spelling patterns. For example, the lesson for "About that Button" prompts the teacher to remind students about the unstressed syllable, schwa: "Explain to children that in most two-syllable words, one syllable is stressed and one syllable is unstressed. That unstressed syllable makes the /ə/ sound, called a schwa. Write the words *about* and *pencil* for the children. Ask children to listen for the /ə/ sound in the words. Note that the /ə/ sound can be spelled with any vowel. Ask children to identify the letter that spells the schwa sound in *about*. Then ask them what letter spells the schwa sound in the *pencil*."

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 "*r*-Controlled Vowels—*are*, *air*, *ear*" directs teachers to demonstrate the /âr/ sound using flash cards: "Tell children that the letter combinations *are*, *air*, and *ear* stand for the /âr/ sounds, as in *care*, *fair*, and *tear*. This is an *r*-controlled vowel sound. The sound of the vowel is affected by the letter *r* that follows it. Explain that the ear spelling can also stand for

the long-e vowel phonogram, as in *fear*. Write the words *care*, *fair*, and *tear* on the board. Underline the target spellings, say the sounds, and then model blending the words. Show the Letter Sounds Flash Card /âr/. Point out the letter sound at different positions in the words and the different spellings for the sound."

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, in Step 4 of the lesson "Consonant +le Syllables," students practice spelling using cumulative spelling 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. I solved the jigsaw puzzle with my uncle. The baby happily played with his rattle. The dining table is made of maple wood."

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 "Closed Syllables" provides guidance on transferring sound to spelling: "Dictate a few closed-syllable words, such as *rabbit*, *tennis*, *magnet*, *pencil*, and *center*. Have children write one syllable at a time as they say it, and then have them say the complete word. For example, rab-bit, rabbit."

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 Reads 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 "Fruity-Good Foods" lesson provides guidance for reviewing the recently introduced sound-spellings of long *a* (ea), short *e* (ea), long *oo* (ui, ou), and suffix -y. Then, students practice reading decodable words in isolation (e.g., *yummy*, *breadfruit*, and *healthy*) 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 "*r*-Controlled Vowels—*ar*, *or*, *ore*" provides guidance to use the "Spell Words: *r*-Controlled Vowels—*ar*, *or*, *ore*" activity for students to practice spelling words with the *r*-controlled vowels—*ar*, *or*, *ore* in isolation and a connected sentence, along with sentences that include previously taught phonics skills: "Use the digital or print 'Spell Words: *r*-Controlled Vowels—*ar*, *or*, *ore*' activity to give children practice spelling the letter-sounds in different picture names..."

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 16: *Slimy Science Instructional Options* includes the game, "Which Is Stressed?," that supports the targeted sound-spelling patterns: "Play a game in which children find accented and unaccented syllables in words that have the schwa sound in unaccented syllables. Model: I will say a word. Your job is to listen carefully to identify which syllable is accented, or stressed. Listen: about. Yes, the second syllable, -bout, is stressed. The first syllable has the /ə/ sound. Then write the word and underline the letter that makes the schwa sound: letter a. Play: Continue with the following words. Write, or have children write, the words after each turn and identify the vowel that stands for the /ə/ sound: around (a), contain (o), happen (e), extra (a), bottom (2nd o)."

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 and irregular high-frequency words. The high-frequency words in each lesson connect to the words found in the "Interactive Story." For example, in the "Digraph *wh*" lesson, the high-frequency words *so*, *what*, *best*, and *have* are taught and included in the "Interactive Story: Questions."

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 "Short Reads Decodables" include teacher guidance to provide explicit instruction for decoding and encoding regular and irregular high-frequency words. For example, in the "A Huge Pet" lesson, teachers provide explicit instruction for decoding and encoding high frequency words: "Write this sentence with the high-frequency words *my* and *knows*. My mom knows a nice game. Read aloud the sentence. Ask children to find and circle the high-frequency word *my*. Have children listen for the beginning sound in *my*. Elicit that the letter *m* makes the beginning sound in the word *my*. Say the word slowly and have children say it after you. Have children read and spell the word *my*. Ask children to find and circle the high-frequency word *knows*. Point out that the letters *kn* make one sound—the /n/ sound—because the *k*

is silent. Write the word for children to take turns tracing with a finger. Have children read and spell *knows*. Help children write the words *my* and *knows*."

The *Wiley Blevins Teaching Phonics* lessons include teacher guidance to provide explicit instruction for decoding and encoding regular and irregular high-frequency words. In Step 3 of the "Digraph *th*" lesson, teachers introduce the words *this*, *him*, *in*, and *good* using the "Read/Spell/Write/Expand" routine: "Read: Write the word in a context sentence, underline it, and read it aloud (e.g., This class ends at 2:00.). Have children repeat. Then ask children to orally segment the word. Say: 'Tell me the sounds you hear in *this* (/th/ /i/ /s/).' Then highlight the irregular spellings that children need to remember. Say: 'The *th* sound in *this* is the voiced *th*. If you put your hand on your throat and say the *th* sound in *this*, you should feel your throat vibrate. This is the part of the word we need to remember.' The word *this* follows regular sound-spelling rules. 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: This _____ is fun."

The "Read to Know Text Sets" include explicit teacher guidance for decoding high-frequency words. For example, Text Set 6: *What Happens to Our Trash? Instructional Option* instructs teachers to introduce the high-frequency words that will be used in the texts (e.g., *by*, *make*, *they*, *too*, *want*): "Each text in this set uses the following five words that have not been targeted in prior "Read to Know Text Sets." Use these steps to teach or review the words. Display the word. Say it aloud and have children repeat. Use the word in a sentence. Discuss the word and its meaning or usage with children. Identify known and unknown parts of the word."

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 Reads 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 "The Enchanted Kingdom" lesson, students find and circle the high-frequency words *love* and *give*: "Write the high-frequency words *love* and *give* in sentences. The king will love his party. Who will give the king a gift? Read aloud the sentences. Ask children to find and circle the high-frequency word *love*. Help children segment the sounds in *love*, /l/ /ə/ /v/. Note the /ə/ sound in *love*. Elicit the letter to write for each sound. For /l/, write *l*; for /ə/, write *o*; and for /v/, write *v*. Then add the final *e* that is silent. Have children read and spell the word *love*. Ask children to find and circle the high-frequency word *give*. Help children segment the sounds in *give*, /g /i/ /v/. Elicit the letters to write. For /lg/, write *g*; for /i/, write *i*; and for /v/, write *v*. Then add the final *e* that is silent. Have children read and spell *give*. Have children write the words *love* and *give*."

The "Short Reads 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 "Gramps and

Nick," teachers will introduce and practice the high-frequency words *was* and *into*: "Write these sentences with the high-frequency words *was* and *into*. The frog was on the rock. Ken went into the tent. Read aloud the sentences. Ask children to find and circle the high-frequency word *was*. Help children segment the sounds in *was*: /w/ /ə/ /z/. Elicit that the letter to write for the beginning sound is *w*. Point out that the end sound is /z/ spelled with the letter *s*. Write the word for children. Have children read and spell the word *was*. Ask children to find and circle the high-frequency word *into*. Point out that *into* is a compound word made with the words *in* and *to*. Write the word for children. Have children read and spell the word *into*. Help children write the words *was* and *into*."

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 11: *That's My Job!* Book 2: *Fun Jobs*, students practice and reinforce skills to decode and encode regular and irregular high-frequency words (e.g., *any*, *come*, *give*, *know*, and *some*) using the activity "Respond and Write: Fun Jobs" where after reading the text, *Fun Jobs*, students must draw pictures and write about their pictures: "There are all kinds of fun jobs! Tell about a job you might like to do. It could be from the book or your own idea. Write about it. Then draw a picture."

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 "Contractions" lesson, teachers introduce high-frequency words (e.g., *find*, *called*, *been*, and *with*) 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., She has been sick.). Have children repeat. Then ask children to orally segment the word. Say: 'Tell me the sounds you hear in *been*.' (/b/ /i/ /n/) Then highlight the irregular spelling that children need to remember. Say: 'The middle sound in *been* is /i/. In this word, we spell the /i/ sound with *ee*. 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 been to ____."

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 "Diphthongs—*oi*, *oy*" lesson, teachers introduce high-frequency words (e.g., *put*, *before*, *sleep*, and *ride*) 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., Roy put his hat on.). Have children repeat. Then ask children to orally segment the word. Say: 'Tell me the sounds you hear in *put* (/p/ /oo/ /t/).' Then highlight the irregular spelling that children need to remember. Say: 'The vowel sound in *put* is /oo/. In this word, we spell the /oo/ sound with *u*. 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: Put the book on ____."

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 15: *The Statue of Liberty* Book 1: *Lady Liberty: A Fun Fact Book*," the lesson provides a list of the high frequency words students will encounter in the text, such as *many, there, very, who, and would*.

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

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

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

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

The *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, the materials begin with a review of closed syllables in Week 1, followed by consonant +le syllables in Week 16, three-syllable words in Week 19, and suffixes in Week 26.

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..."

The *Daily Planning and Pacing Guide: Grades 2 and 3* includes a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. The pacing guide shows the review of closed syllable words using *Wiley Blevins Teaching Phonics* in Week 1 and progresses throughout the program, ending with a review of suffixes 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 multisyllabic words. For example, in the "Additional" Lessons section, the "Two-Syllable Words" lesson provides explicit instruction for introducing two-syllable words using rabbit and contest: "Explain that a syllable is a word part with a vowel sound. Say: 'The number of syllables in a word is the same as the number of vowel sounds you hear.' Read the word *rabbit*, and model clapping the syllables. Say: 'This word has two syllables because it has two vowel

sounds.' Explain that words with two consonants in the middle can be split into syllables between the consonants. Model splitting the word *rabbit* into its syllables by drawing a vertical line between bb. rab | bit Ask children whether the syllables end with consonants or vowels (consonants). Say: 'If a syllable ends with a consonant, it is called a *closed syllable*, because the vowel is closed in by a consonant...'"

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 multisyllabic words. For example, Step 1 of the "Closed Syllables" lesson directs teachers to model how to blend and decode words with closed syllables: "Write the word *napkin* on the board, underlining the syllables. Say the syllables, and then model blending the word. Explain to children that the syllables nap and kin are closed syllables. These syllables end in a consonant and have one vowel sound, which is usually short. The vowel is 'closed in' and cannot say its name." Additionally, in Step 4 students practice spelling words with closed syllables: "On a separate sheet of paper, have children spell the following words as you dictate each one: cabin, dentist, exit, magnet, picnic. Suggest that they say and spell one syllable at a time. For children who need more support, guide them to orally segment the sounds in each syllable, and then attach a letter or spelling to each sound. Use the Sound Boxes and Counters."

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, in the lesson "*r*-Controlled Vowels—*ar, or, ore*," Step 1 directs teachers to model how to blend and decode words with *r*-controlled vowels: "Tell children that the letters *ar* stand for the /är/ sounds, as in *car*, and the letter combinations *or* and *ore* stand for the /ôr/ sounds, as in *fork* and *more*. These are *r*-controlled vowel sounds. Explain that the sound of the vowel is affected by the letter *r* that follows it. Write the words *car*, *fork*, and *more* on the board. Underline the target spellings, say the sounds, then model blending the words. Show the Letter Sounds Flash Cards /är/ and /ôr/. Point out the letter sounds at different positions in the words and the different spellings for the sounds." Additionally, in Step 4 students practice spelling words with *r*-controlled vowels: "Use the digital or print 'Spell Words: *r*-Controlled Vowels—*ar, or, ore*' activity to give children practice spelling the letter-sounds in different picture names..."

The "Read to Know Text Sets" include teacher guidance to provide explicit instruction for applying knowledge of syllable types and syllable division principles to decode multisyllabic words. For example, in Text Set 18: *Exploring Our Word Instructional Options*, the students play the game "Take It Apart," where they segment multisyllabic words into syllables and identify familiar word parts: "Model: I will say a word. Then you will clap and say each syllable. Say: '*Confusion*.' Confirm the syllables: con • fu • sion. Challenge children to identify the base word confuse and the ending -sion. Then write the word and notice how the final e in *confuse* is dropped when the suffix is added. Play: Continue with these words: *unable, information, returning, uncontrollable, conclusion*. Write or have children write the words after each turn. Guide them to identify familiar word parts."

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 one-syllable and multisyllabic words (through cumulative review). For example, in Step 5 of the "Prefixes" lesson, students read the interactive story "Reread and Discuss," which includes previously taught one-syllable and multisyllabic words along with prompts to respond to: "Use the digital or print 'Interactive Story: Reread and Discuss.' Read the story with children several times. Model blending, as needed. Then have children independently complete the questions and prompts. Have children reread the story multiple times for fluency."

The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities for students to develop skills encode one-syllable and multisyllabic words (through cumulative review). For example, in Step 4 of the "Prefixes" lesson, students encode various words with and without prefixes: "On a separate sheet of paper, have children spell the following words as you dictate each one: happy, unhappy, use, reuse, like, dislike, plan, preplan, read, misread. Display the words and have children self-correct their answers. For children who need more support, guide them to orally segment the syllables in the word, and then attach a letter or spelling to each sound in the syllable one at a time. Use the Sound Boxes and Counters."

The "Short Reads Decodables" provide a variety of activities for students to develop and practice skills to decode multisyllabic words. For example, the lesson for "The Unhappy Egg" includes guidance for reading decodable words: "For more practice, write the following words for children to read: untrue unbroken unstuck nonfat nonsense unlike unpack nonstick. Ask children to read a word that means the opposite of pack. Have children find the word that means something that does not make sense. Ask children to read a word that means the opposite of true."

The "Short Reads Decodables" provide a variety of activities for students to develop skills to decode multisyllabic words. For example, the lesson for "Rabbit's Contest" connects two-syllable words to closed syllables: "Remind children that a syllable is a unit of a word that has one vowel sound. When a syllable ends with a consonant, we call it a closed syllable. In a closed syllable, the vowel sound is usually short. Write the word *rabbit* for children. Read the word together and clap the syllables. Ask a volunteer to draw a line to separate the syllables between the two consonants in the middle of the word *rabbit*: rab and bit. Notice that each syllable is a closed syllable that ends with a consonant. Then have a volunteer circle the letter *a* that makes the short-a sound in rab and circle the letter *i* that makes the short-i sound in *bit*. Then write the word *sunset* for children. Point out that sunset is a compound word. Ask children to name the two words that were put together to make the word *sunset*. Have children clap the syllables. Note the short vowel in each syllable. Then ask a volunteer to separate the syllables with a line."

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 "Variant Vowels lesson—*a, au, aw*" students read words (e.g., *all, call, sauce, and strawberry*) from a word list in isolation by completing the activity "Blend Words: Variant Vowels—*a, au, aw*." Then, in Step 5 students decode words in the decodable connected text "Paws and Claws": "Use the digital or print 'Interactive Story: Paws and Claws.' Read the story with children several times. Model blending, as needed. Then have children independently 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 "Variant Vowels—*a, au, aw*" lesson, students practice spelling words with variant vowels in isolation and connected sentences: "Use the digital or print 'Spell Words: Variant Vowels—*a, au, aw*' activity to give children practice spelling the letter sounds in different picture names...Then have them spell the following words as you dictate each one: *call, talk, sauce, because, awful*. Continue by dictating this sentence: *She wants some more sauce*. Display the words and sentence and have children self-correct their answers."

The "Short Reads 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 "The Enchanted Kingdom," teachers practice reading decodable words from previous lessons (e.g., *wonderful, lemonade, decorate, fantastic, amazing, enchanted, gigantic, animal, excited, holiday, and celebrate*) with students before the students read the text multiple times. Then, students practice writing from diction and writing about their reading: "Have children write this sentence. Children may illustrate the sentence as well. You may want to model the writing. We want to see the wonderful animals. Have children choose one or both of the following options: Draw a picture of the king's party. Label the pictures that show which animals came. (Narrative) Draw a picture of King Tone. Write words you would use to describe him. (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; however, the materials do not explicitly reference the TEKS. For example, prefixes are introduced in Week 11, while suffixes are introduced in Week 21.

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: Grades 2 and 3* includes a systematic sequence for introducing grade-level morphemes, as outlined by the TEKS; however, the materials do not explicitly reference the TEKS. For example, the prefixes *un-* and *non-* are introduced in Week 14 using *Wiley Blevins Teaching Phonics* and the "Read to Know Text Sets." The suffixes *-ful* and *-less* are introduced in Week 21 using *Wiley Blevins Teaching Phonics*, the "Short Reads Decodables," and the "Read to Know Text Sets."

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 and reading comprehension. For example, in Step 1 of the lesson "Prefixes," the materials provide direct instruction for teachers to explain to students how to use prefixes to change the meaning of base words: "Tell children that a prefix is a group of letters that appears at the front of a base word and affects its meaning. Write some high-utility

prefixes on the board (see the Most Common Prefixes chart on p. 263 of *Phonics From A to Z*, 4th ed.). Model blending each prefix . . . To determine whether a group of letters is a prefix, remove them from the word. If a known word remains, then the removed letters are a prefix (for example, the un- in *unhappy* is a prefix, but the un- in *uncle* is not)." Later, in Step 5 of this lesson, students read the "Interactive Story: Reread and Discuss," 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 "Prefixes," 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: happy, unhappy, use, reuse, like, dislike, plan, preplan, read, misread. Display the words and have children self-correct their answers. For children who need more support, guide them to orally segment the syllables in the word, and then attach a letter or spelling to each sound in the syllable one at a time. 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 "Suffixes" lesson, the materials provide an opportunity for students to build words using suffixes: "Have children use the Magnetic Letter Tiles and Trays to build the following words: sad, run, walk, fly, bike, and quick. Then have children add suffixes, such as -s, -ed, -ing, -er, -est, and -ly. Have them discuss with a partner the new words they made, any spelling changes they needed, and how adding the suffix changed the word's meaning."

The *Wiley Blevins Teaching Phonics* lessons include a variety of activities for students to reinforce grade-level morphological skills (through cumulative review). For example, in Step 4 of the "Suffixes" lesson, the materials provide an opportunity for students to reinforce through cumulative 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. I quickly unpacked my suitcases. Did not reading the bedtime story make you sleepy? The singer's beautiful voice filled me with happiness."

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 5 of the lesson "Suffixes," students practice building fluency by completing a formative assessment: "Use the printable 'Quick Check: Suffixes' activity for additional fluency building and formative assessment. Begin by giving children two minutes to underline the suffix in each word. Then have them practice reading the words independently to prepare for the one-minute speed drill."

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 "Prefixes" lesson, the materials include an activity for students to decode morphemes 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." This lesson also includes an "Interactive Story: Reread and Discuss," where students decode morphemes in decodable connected text, such as, "Then reread them. Discuss your answers with a friend. If anything is unclear, please ask me about it."

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 "Prefixes" 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: true, do, like, tie, read, place, and pack. Then have children add prefixes, such as un-, re-, or mis-, to make new words. Have them discuss with a partner what each word means based on the meaning of its base word and its prefix." 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. I cannot retake the test anymore. I am unhappy my baseball team lost. I will precook the meat this afternoon."

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 "Suffixes" lesson, students practice blending using a word list in isolation: "Use the digital

or print 'Blend Words: Suffixes' 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 "Too Many Adjectives and Adverbs."