

Scholastic Inc.

English Phonics, K

Ready4Reading Grade Kindergarten

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 Addressed	7	Flags Addressed	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	92 out of 95	97%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	1	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	9
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 *Daily Planning and Pacing Guide* in the *Ready4Reading Implementation Guide* provide 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 K." This document outlines how the program strives to align to the English Language Proficiency Standards (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 160-day (32-week) pacing guide with explicit and systematic phonics instruction and activities. For example, the Week 2 lessons focus on the letters *t* and *a*, 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 160-day (32-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 . . . complex texts." However, there is no explicit connection as to how the concepts taught in each module connect to previous or future modules.

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

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

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

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

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

The materials include a Padlet designed to help instructional leaders support teachers with implementation. The materials prompt instructional leaders to "follow this guide to learn all about the Ready4Reading and how you can implement each module into your classroom." The Padlet is a one-stop shop of resources to support implementation.

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

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

1.2 Unit-Level Design

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

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

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

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

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

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

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

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

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

1.3 Lesson-Level Design

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

1.3a – Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).

In the *Wiley Blevins Teaching Phonics*, Lesson /c/, Step 2 provides students the opportunity to develop phonemic awareness by articulation, oral blending, and oral segmentation. The guidance to the teacher is detailed with tasks like putting their hands in front of their mouths while making the /k/ sound and using mirrors to watch their mouths form the /k/ sound to help promote mastery.

The *Wiley Blevins Teaching Phonics*, Alphabet Lesson Mm, has a daily objective provided in the overview section where the students will be learning "Mm /m/ as in *muffin*." Additionally, the materials for the lesson are listed for each "step" of the lesson, such as "Picture-Sound Sort: Mm," "Handwriting Practice: Mm," "Articulation Video /m/," and "Storybook: My." The materials align with the TEKS or ELPS.

To promote mastery of lesson objectives, the *Wiley Blevins Teaching Phonics*, Alphabet Lesson Mm, engages students in a "Sort by Letter-Sound" task where they "sort pictures with names that begin and end with /m/." Additionally, in the digital activity, "Spin the Wheel: I-Blends," students read a word and the teacher asks "Is this a real word? How do you know?" The lessons do not contain questions to promote the use of language to meet lesson objectives nor guidance on how mastery of the content standards of the lesson will be assessed.

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

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

The *Ready4Reading Daily Planning and Pacing Guide: Kindergarten* provides a weekly lesson overview that outlines the suggested time for each lesson. Most lessons are 20–30 minutes a day.

In the *Wiley Blevins Teaching Phonics*, Lesson Short *a*, includes a material list. For example, the list contains the interactive text "Sam's Cat" as a necessary material for both the teacher and student.

The *Wiley Blevins Teaching Phonics* includes a scope and sequence that provides guidance on materials that are needed for each part of the lesson. For example, the targeted letters in *Wiley Blevins Teaching Phonics* Week 15 includes short *a* and *p* and indicates the text "Sam and Tam" as the decodable reader.

The *Wiley Blevins Teaching Phonics*, Alphabet Lesson Mm, provides a daily objective in the "Overview" section. For example, in Lesson Mm, the students will be learning "Mm /m/ as in *muffin*." Additionally, the materials for the lesson are listed for each step of the lesson, such as "Picture-Sound Sort: Mm," "Handwriting Practice: Mm," "Articulation Video /m/," and "Storybook: My."

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 letter knowledge in the final step of each lesson. For example, Lesson Aa, Step 3, includes printable materials to support extended practice of the letter knowledge of Aa: "Digital Teacher-Led Activity—Concentration: Aa," "Printable Learning Center Activity—ABC Caterpillar," and "Printable Independent Activity—I Am."

The *Wiley Blevins Teaching Phonics* lessons provide opportunities for teachers to choose multiple resources to extend letter knowledge in the final step of each lesson. For example, Lesson Short *i*, Step 5, includes printable materials to support extended practice of the letter knowledge of Short *i*: "Digital Teacher-led Activity—Concentration: Short *i*," "Printable Learning Center Activity—Concentration," and "Printable Independent Activity—Unscramble It!"

The *Wiley Blevins Teaching Phonics* lessons provide opportunities for teachers to choose multiple resources to extend letter knowledge in the final step of each lesson. For example, Lesson Short *i*, Step 5, includes a recurring "Building Fluency" activity: "Use the printable "Quick Check: Short *i*" activity for additional fluency building and formative assessment. Begin by giving children two minutes to underline the short-*i* spelling in each word. Then have them practice reading the words independently to prepare for the one-minute speed drill."

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, respond-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 decode a list of words in a set amount of time (e.g., two minutes to underline the target sound-spelling). 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.

Letters2Meaning 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 Student Hub 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 do align with the grade-level TEKS content when directly compared.

The "Quick Checks" within the *Wiley Blevins Teaching Phonics* program serve as formative assessments and align with the objectives of the lesson. The *Wiley Blevins Teaching Phonics* lessons reference the specific "Quick Checks" that align to the lesson objective. The series of "Quick Checks" assesses a student's ability to decode specific phonics skills in a set amount of time (e.g., 2 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 short vowels. Teachers can use the short vowel assessment before, during, or after instruction to determine student mastery of short 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 100 words accurately in one minute or less.

2.2 Data Analysis and Progress Monitoring

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

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

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

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

The *Corrective Feedback Strategies, Planning, and Tracking Guide* provides teacher guidance for differentiated instruction for students who have not yet reached proficiency. The guide organizes the strategies around the most common errors and misconceptions to direct teachers to corrective feedback strategies for specific skills. For example, the guide includes an "Alphabet Knowledge and Letter-Sound Correspondence" section that provides guidance for helping a student who mispronounces a letter-sound, associates the wrong letter with a sound during letter formation. The materials, however, do not provide any differentiated paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The "Print Concepts: Reading Routines" additional downloadable lesson provides differentiated activities for students who need support with print awareness. For example, the downloadable provides teacher guidance on how to support identifying directionality of print: "When children are reading on their own or with a group, ask them to use their fingers to show how they track the print from top to bottom and left to right." 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 2 of the Letter *Bb* lesson, the "Differentiation" box provides guidance for extra support for students not yet proficient on the high frequency words *is* and *not*: "Count the number of letters in each high-frequency word and have children compare. Ask questions, such as: How many words do you see? (2) How many letters does the word *is* have? (2) Which word has more letters? (*not*) For children who need more support, write the words. Have children read the words, build

them on the metal tray with the Magnetic Letter Tiles, and then write the words." The materials, however, do not provide any differentiated paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The *Wiley Blevins Teaching Phonics* lessons provide teacher guidance for differentiated instruction throughout the step by step lessons. For example, in Step 1 of the Letter Uu lesson, the "Oral Segmentation" section provides teacher guidance for students not yet proficient with orally segmenting words with the letter Uu (e.g., fun, sun, run, rug, rush, brush). 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" provide pre-teaching guidance to help teach unfamiliar words before reading the text set. For example, the "Build Content-Areas Vocabulary" lesson section within "Set 1: Two Big Cats Instructional Options" directs teachers to pre-teach the words: *cub*, *lion*, and *tiger*. 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 "Two BIG Cats" video.

The "Read to Know Text Sets" lessons provide embedded language support guidance to support understanding of unfamiliar vocabulary and references in text. In the "Book 3: The Big Box" lesson within the "Set 1: Two Big Cats" text set, the guidance directs teachers to model vocabulary: "Reread page 8 to children. Model the difference between a tap and a hit on a tabletop or other surface."

The "Read to Know Text Sets" lessons build on background knowledge using text-to-text connections and discussion questions to support student understanding of unfamiliar vocabulary and references in text. For example, the "Build Knowledge and Vocabulary" section within the "Set 5: It is a Frog" text set lesson includes a subsection called "Knowledge Connection." This subsection guides the teacher to connect the "Set 1: Two Big Cats" text set with this new text set to better understand living things: "Relate children's knowledge about these big cats to the 'It's a Frog!' video. Point out that cats and frogs are living things. How are they the same? How are they different? Guide a discussion to connect the topics."

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 Short o lesson, the "Extend Phonics Knowledge" section provides a variety of activities to extend learning for students: "Word Ladder: Short o" (digital teacher-led activity), "Frog Hop" (printable learning center activity), and "Fix the Sentence" (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 3 of the Letter Jj lesson, the "Extend Phonics Knowledge" section provides a variety of activities to extend learning for students: "Tap It: Jj" (digital teacher-led activity), "Jumping Jack and Jill" (printable learning center activity), and "Complete the Word" (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 "Wiley Blevins Teaching Phonics Program Guide" includes explicit prompts and guidance to support the teacher in modeling phonics concepts. For example, when teaching the sound articulation for the letter *b*, the guidance suggests: "Tell children the sound for *b* is /b/. Have children repeat the sound after you. Ask them to look at your mouth as you make the /b/ sound. Say: Watch my mouth as I say the sound. Now you try."

The lesson for "This Cat Can in the Short Reads Decodables" provides explicit prompts and guidance for teachers in modeling letter sounds and blending. The guidance prompts teachers to model how to use the /n/ sound to read new words (e.g., *nap*). The guidance directs teachers to write the word on the board, then blend the word while running their finger under each letter.

The *Wiley Blevins Teaching Phonics* Letter *Cc* lesson provides explicit prompts and guidance to support teachers in instruction, modeling, and explanation of the concept to be learned. For example, the guidance suggests: "Point out how the /k/ sound is made (lips open, puff of air from the back of the throat). Have children put their hands in front of their mouths when making the /k/ sound. Ask: What do you feel?" Additionally, the materials include an articulation video and suggest using hand mirrors so children can view themselves as they make the sound.

The *Wiley Blevins Teaching Phonics* Short *o* lesson explicitly prompts the teacher to model and explain the short *o* sound in Step 1 of the lesson. The guidance states: "Tell children that the letter *o* stands for the /o/ sound, as in *octopus*. Write the word on the board and underline the target spelling, say the sound, and then model blending the word."

The "Read to Know Text Sets" contain teacher guidance for modeling and explaining content-area vocabulary using visual aids to build background knowledge and prepare students for reading the text. In "Set 5: It's a Frog!," the section "Build Content-Area Vocabulary" lists steps for students to explore the words *grow*, *tadpole*, and *water*. The guidance prompts teachers to display, say, define, and discuss each word while showing students images from the "It's a Frog!" 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* Letter Cc lesson provides guidance and recommendations to deliver and facilitate the instruction. For example, in Step 1, the lesson recommends teaching the articulation of the /k/ sound in a whole group setting. The guidance states: "Point out how the /k/ sound is made (lips open, puff of air from the back of the throat). Have children put their hands in front of their mouths when making the /k/ sound. Ask: What do you feel? Show children the Articulation Card /k/ and have them watch the video. You may also want to hand out mirrors so children can watch their mouths as they form the /k/ sound."

The "Read to Know Text Sets" provide guidance for effective facilitation of phonemic awareness review through the introduction of a game that can be played in a whole group or small group setting. The "Text Set 2: Observing the Sun Instructional Options" section provides directions for the game "Take Apart" in which students segment sounds to blend and say a variety of words (e.g., *tap, tip, net, hot, and sun*). The guidance states: "Model: Explain that you will say a word and then ask children to identify each sound in the word. Say: 'Listen: *hat*. What's the beginning sound? (/h/) What's the middle sound? (/a/) What's the ending sound?' (/t/) Pause for children's responses between each request. Then write or have children write the words after each turn."

The "Read to Know Text Sets" lessons provide guidance for the facilitation of effective student discourse through the activation of background knowledge. For example, the "Text Set 5: It's a Frog! Instructional Options" section includes the subsection "Build Knowledge & Vocabulary" where the materials suggest viewing the video "It's a Frog!" in a whole group setting to prepare the students for the text. Additionally, the materials include a series of guiding questions for students to discuss and consider as they view the video: "Have you ever seen a frog in real life?," "Where do you think frogs live?," and "If you were a frog, what might you eat?"

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 "Short Reads Decodable Overview" provides support for guided and independent practices in small group and individual settings. The "Card 2: Tap! Tap! Tap!" lesson instructs teachers to engage in guided instruction in a small group setting. The guidance suggests writing the letters *t, a, p*, and saying: "Run your finger under the letters as you slowly blend together all the sounds to read the word *tap*, /t/ /a/ /p/." In the "After Reading" section of this lesson, students work individually to draw and label a picture that relates to the text.

The "Print Concepts: Reading Routines" additional lesson downloadable provides teacher support for introducing print features (e.g., title, author, illustrator, and title page) during whole-group instruction

and shared reading. For example, the guide states: "When reading aloud to students or introducing books that students will read with a group, a partner, or on their own, choose key print concepts to integrate over time."

The "Read to Know Text Sets" provide guidance and support for whole-group and small-group instruction based on the needs of the classroom. Within "Text Set 2: Observing the Sun," 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 Short o 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.

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

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

The "Wiley Blevins Teaching Phonics Program Guide" section "Supporting Multilingual Learners" outlines 10 guiding principles to support phonics instruction for multilingual students. For example, number 10 states: "Modify your response expectations based on each child's level of English proficiency. Beginning-

level learners respond by using one-word answers, pointing, or saying 'yes' or 'no' to questions . . . Intermediate learners respond by using simple phrases and sentences. Model responses using sentence stems to assist these children. Advanced learners respond using more complex sentence structures." Despite this, the materials are not explicitly aligned with the language proficiency levels articulated within the ELPS.

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

The *Ready4Reading System Implementation Guide* explains that the *Ready4Reading* materials provide guidance for the "Wiley Blevins Teaching Phonics Program" by focusing on "comprehensive guidance on sound transfers, spelling matches, articulation, and vocabulary practice" with a goal to "build a strong foundation for students in phonics." The guide supports the following home languages: Spanish, Cantonese, Vietnamese, Hmong, African American English, and Chicano English; however, the materials do not provide explicit guidance to support a state-approved bilingual or English as a Second Language (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 for the decodable text, "Sam and Tam," provides guidance for building background knowledge through decodable readers in the resource "Language Support for MLs: Cards 1–10." 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 guidance ensures

multilingual learners have a chance to "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. The "Text Set 5: It's a Frog! Instructional Options" section includes the subsection "Knowledge Connections." This subsection guides teachers to help students make connections to "Text Set 1: Two BIG Cats." The guidance directs teachers to facilitate a discussion about connections: "Ask children to share what they remember about where lions and tigers live. (They live on land. Lions live in places that can get hot. Tigers can live in hot places like rain forests and also in cold, snowy places.) Contrast these habitats with what children are learning about where frogs can live."

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, Step 1 in the Lesson Short o includes embedded guidance in the "Language Variation" section: "In some English dialects, when the letter o is followed by the letter g, as in *dog* and *log*, the sound for the letter o is pronounced more like /aw/ than /o/."

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" in order to reinforce vocabulary development.

The "Wiley Blevins Teaching Phonics Program Guide" supports emergent bilingual students in developing academic vocabulary through written discourse. "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 *Wiley Blevins Teaching Phonics* within the *Ready4Reading* program provides a systematic and sequenced plan for instruction of phonics skills. The *Ready4Reading Daily Planning and Pacing Guide* articulates this approach: "Ready4Reading includes systematic instruction, targeted practice, and application for each step." The kindergarten pacing guide begins with the letter Mm, with a specific focus on phonemic awareness, teaching both 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." For example, phonics instruction in kindergarten begins with alphabet knowledge (e.g., letter names, shapes, and sounds) and progresses to consonants and short vowels (e.g., *m*, *s*, *t*, and short *a*), as well as consonant blends (e.g., *s*-Blends, *l*-Blends, and *r*-Blends).

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

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

The *Wiley Blevins Teaching Phonics* lessons provide explicit and intentional ongoing practice opportunities for phonics skills in isolation. For example, Step 1 in Lesson Cc provides explicit practice for sound-symbol correspondence: "Tell children that the letter Cc can stand for the /k/ sound, as in *camel*. Show them the Alphabet Cards for the uppercase and lowercase letter Cc. Point out the letter-sound at different positions in the words. Teach the children the following chant: /k/ /k/ /k/. Catch that camel! /k/ /k/ /k/ is spelled Cc."

Step 2 in the *Wiley Blevins Teaching Phonics* Lesson Short *a* provides explicit practice for blending words in isolation containing the Short *a* vowel. The guidance asks teachers to model blending words in isolation before asking students to blend words in isolation: "Write the words *sat*, *man*, and *tap* [in isolation] on the board. Model blending the words sound by sound. Run your finger under each letter as you say the sound. Have children repeat." Students continue explicit practice with the following words in isolation: *mat*, *man*, *dad*, *sad*, and *bag*.

The *Wiley Blevins Teaching Phonics* lessons provide explicit and intentional ongoing practice opportunities for phonics skills through decodable texts. For example, Step 3 in Lesson Cc directs teachers to reinforce the letter name and sound for Cc when reading the decodable text, "Storybook: That Cat Can." The Lesson Cc was introduced in Week 3, while the decodable text, "Storybook: That Cat Can" is introduced in Week 16, demonstrating intentional ongoing practice within the product. The guidance also asks teachers to encourage students to reread the decodable text.

Step 5 in the *Wiley Blevins Teaching Phonics* Lesson Short *a* provides explicit and intentional ongoing practice for fluency through decodable texts. The guidance asks teachers to read the decodable text, "Sam's Cat," and model blending. The guidance encourages teachers to "have children reread the story multiple times for 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* daily lessons provide explicit phonics instruction with teacher modeling sound-symbol correspondence. For example, Step 1, in Lesson Cc directs teachers to deliver and model explicit phonics instruction for sound-symbol correspondence in a whole group setting. The lesson asks teachers to guide and model articulation for the /k/ sound: "Point out how the /k/ sound is made (lips open, puff of air from back of throat). Have children put their hands in front of their mouths when making the /k/ sound. Ask: What do you feel? Show children the Articulation Card /k/ and have them watch the video. You may also want to hand out mirrors so children can watch their mouths as they form the /k/ sound."

The *Wiley Blevins Teaching Phonics* daily lessons provide explicit phonics instruction with teacher modeling oral blending. For example, Step 1, in Lesson Hh directs teachers to model blending the words—*hot*, *him*, *hen*, *hut*, *hand*, and *hunt*: "/h//ot/ (hot) /h/ /i/ /m/ (him) /h/ /en/ (hen) /h/ /u/ /t/ (hut) /h/ /and/ (hand) /h/ /u/ /n/ /t/ (hunt)."

The "Short Reads Decodables" lesson for the decodable text "Sam and Tam," directs the teacher to model blending sounds to make words. The lesson asks teachers to model blending the sounds in the word *Sam* before reading the decodable text: "Model for children how to use the /a/ sound to read CVC and VC words. Write the letters *S*, *a*, *m* for children. Remind children that the letter *a* makes the /a/ sound in apple. Run your finger under the letters as you slowly blend together the sounds to read the word *Sam*, /S/ /a/ /m/. Continue with *Tam* and *sat*."

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

The "Short Reads Decodables" text, "Hats and Caps at Work," provides explicit guided instruction with guidance for immediate and corrective feedback. The first read guidance for the "Hats and Caps at Work" lesson directs teachers to guide students through a first read of the text and help them as needed: "Read aloud the text, modeling how it should be read, echo-read it, or have children whisper-read on their own. Invite children to take turns reading to a partner. Listen to children read, and give help as needed." The

"Before Reading" sections of the "Short Reads Decodables" lessons provide teachers with explicit guidance for helping students review previously learned sound-spelling patterns, and the Ready4Reading Connections sidebar provides links to the phonics lessons.

The *Wiley Blevins Teaching Phonics* daily lessons provide opportunities for explicit guided instruction with guidance for immediate and corrective feedback. Step 2 in the Lesson Short *a* directs teachers to provide guided instruction and corrective feedback during the "Blended Words: Short *a*" activity: "Model the first two words: at and mat. Then point to each word, say "whisper-read" as children quietly blend the sounds, and then say "all together" as children chorally read the word. 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."

The *Wiley Blevins Teaching Phonics* daily lessons provide opportunities for explicit guided instruction with guidance for immediate and corrective feedback. Step 1 in the Lesson Mm directs teachers to provide guided instruction and corrective feedback during the articulation activity: "Point out how the /m/ sound is made (lips together). Have children put their hands on their throats when making the /m/ sound. Ask: What do you feel? Ask children to "pinch" their noses closed with their fingers. Ask: Can you make the /m/ sound now? (no; it is difficult) Show children the Articulation Card /m/ and have them watch the video. You may also want to hand out mirrors so children can watch their mouths as they form the /m/ sound."

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 Short *a*, includes time for students to work collaboratively with a peer to build fluency. Students work together, independent of teacher support, to read Short *a* word lists.

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 Ee asks students to complete a letter-sound sort activity. The teachers provide the directions, then students work independently to complete the sort on the digital platform or in print. This activity follows explicit instruction on the letter name and sound of the letter Ee.

The *Wiley Blevins Teaching Phonics* daily lessons provide opportunities for students to practice phonics skills through collaborative and independent learning. For example, Step 3 in Lesson Ee encourages students to read the lesson storybook to peers and family as well as to revisit previously read storybooks to build fluency.

The *Wiley Blevins Teaching Phonics* lessons provide a "Printable Learning Center Activity" for students to practice phonics skills through collaborative learning. For example, Step 3 in Lesson Ee provides an

"Extend Letter Knowledge: Ee" game: "This game gives children practice in identifying a variety of rhyming words." Students work with a partner to play the game, taking turns until they have matched all the rhyming word pairs.

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, this time with intonation. 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 s-blends includes a cumulative review section for the mode blending section. The guidance directs teachers to intentionally review previously taught phonics skills: "Add sc, sk, sm, sn, sp, st, sw, scr, squ, str, spr, and spl to your spelling card set to review previously taught sound-spellings. This will aid in mastery . . ."

The *Wiley Blevins Teaching Phonics* lessons provide intentional cumulative phonics review and practice throughout the curriculum. For example, Step 3 in the Lesson Zz directs teachers to previously taught letter-sounds to the spelling dictation for review: "Dictate the following sounds. Have children write the letters for the sounds: /z/ (z), /p/ (p), and another letter-sound you have taught. Continue by dictating this word: zip. Display the letters and word, and have children self-correct their answers."

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 "Zip Zag Mat" decodable text guidance directs teachers to review the sound-spelling patterns for /g/ spelled *g*; /k/ spelled *ck*: "Ask children to listen for and say the end sound of each of these words. Read each word for children: *bug, tug, rug, mug, hug/sack, Jack, tack, back, rack*. Then read each row again. Invite children to say the letter name(s) that correspond to the end sound of each word."

The "Read to Know Text Sets" sequence includes "Review Books" to provide intentional cumulative phonics review and practice throughout the curriculum. The sequence offers a "Review Book" to review previously taught phonics skills after every three new text sets. For example, the Review Book, "3 Fun Books!" follows Text Sets 1–3 and reviews various phonics skills, including word types (e.g., consonants, short vowels, consonant blends, inflectional ending -s, possessive with 's, and contractions with 's). 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 2 in Lesson Cc provides explicit instruction for /k/ sound spelled Cc: "Tell children that the letter Cc can stand for the /k/ sound, as in *camel*. Show them the Alphabet Cards for the uppercase and lowercase letter Cc. Then show the Letter-Sounds Flash Card /k/ . . ." Following, Step 2 practices modeling and blending, and Step 3 connects to reading along with writing letters to spell words.

The *Wiley Blevins Teaching Phonics* lessons include practice opportunities for only explicitly taught phonic skills. For example, Step 5 in Lesson Short e provides practice after explicitly teaching the short vowel sound-spelling patterns. The guidance asks students to complete a "Learning Center Activity—Spin It! (Short-Vowel Review)."

The *Wiley Blevins Teaching Phonics* lessons include practice opportunities for only explicitly taught phonic skills. For example, Step 5 in Lesson s-Blends provides practice after explicitly teaching the s-Blend sound-spelling patterns. The guidance asks students to build words using the pattern: "Have children use the Magnetic Letter Tiles and trays to build the following words in sequence: pin, spin, span, pan, pat, pit, spit, split, splat, sat, sack, stack, stick, slick, slip, sip, sill, sell, smell, spell, swell."

The "Read to Know Text Sets" provide additional practice opportunities for only explicitly taught phonic skills. For example, "Text Sets 2 and 4" along with "Review Book 1" include words with Short e. These "Text Sets" and "Review Books" link to the *Wiley Blevins Teaching Phonics* lessons on short vowels. 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 "Spot the Dolphin" decodable text reviews the following sound-spelling patterns: s-Blends, /o/ spelled o, and /i/ spelled i. This decodable text follows the *Wiley Blevins Teaching Phonics* Lesson s-Blends, Short o, and Short i. The Ready4Reading Connections sidebar provides links to the corresponding *Wiley Blevins Teaching Phonics* lessons within the "Short 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 "Spot the Dolphin" decodable text practices the following taught sound-spelling patterns: s-Blends, as well as the short vowel sounds /o/ spelled o and /i/ spelled i. This decodable text follows the taught *Wiley Blevins Teaching Phonics* lessons for these phonic skills and provides cumulative practice of these taught phonics skills.

The "Short Reads Decodables" provide additional decodable texts and incorporate cumulative practice of taught phonic skills. For example, "6–5–4–3–2–1 Bugs!" practices the following taught phonics skills: /g/

spelled *g*, /v/ spelled *v*, /w/ spelled *w*, /u/ spelled *u*, /y/ spelled *y*, and /kw/ spelled *qu*. This decodable text follows the taught *Wiley Blevins Teaching Phonics* lessons for these phonic skills and provides cumulative practice of these taught phonics skills.

The "Read to Know Text Sets" provide additional decodable texts and incorporate cumulative practice of taught phonic skills. For example, "Text Sets 2 and 4," along with "Review Book 1," include words with Short *u*. These "Text Sets" and "Review Books" link to the *Wiley Blevins Teaching Phonics* Lesson Short *u*.

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 "Spot the Dolphin" decodable text practices the following taught sound-spelling patterns: s-Blends, as well as the short vowel sounds /o/ spelled *o* and /i/ spelled *i*. This decodable text follows the taught *Wiley Blevins Teaching Phonics* lessons for these phonic skills and provides cumulative practice of these taught phonics skills.

The "Short Reads Decodables" provide additional decodable texts and incorporate cumulative practice of taught phonic skills. For example, "6–5–4–3–2–1 Bugs!" practices the following taught phonics skills: /g/ spelled *g*, /v/ spelled *v*, /w/ spelled *w*, /u/ spelled *u*, /y/ spelled *y*, and /kw/ spelled *qu*. This decodable text follows the taught *Wiley Blevins Teaching Phonics* lessons for these phonic skills and provides cumulative practice of these taught phonics skills.

The "Read to Know Text Sets" provide additional decodable texts and incorporate cumulative practice of taught phonic skills. For example, "Text Sets 2 and 4," along with "Review Book 1," include words with Short *u*. These "Text Sets" and "Review Books" link to the *Wiley Blevins Teaching Phonics* Lesson Short *u*.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.5 Progress Monitoring and Student Support

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.5a	All criteria for guidance met.	1/1
4.5b	All criteria for guidance met.	2/2
4.5c	All criteria for guidance met.	2/2
4.5d	All criteria for guidance met.	1/1
—	TOTAL	6/6

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

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

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

In the Scholastic Literacy Dashboard, teachers can use the "Grouping Tool" to create small groups informed by the data in the different programs within Scholastic Digital programs. Teachers can assign groups additional materials or lessons based on their reading levels, skills, or 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 2: Observing the Sun Instructional Options," the lesson provides guiding questions for students to think about and share their thoughts about the topic related to the text set: "What do you know about the sun? When have you seen sunsets? What do you like to do

on sunny days?" 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 5: It's a Frog! Instructional Options," the lesson guidance connects and compares learning from previous text sets: "Ask children to share what they remember about where lions and tigers live. (They live on land. Lions live in places that can get hot. Tigers can live in hot places like rainforests and also in cold, snowy places.) Contrast these habitats with what children are learning about where frogs can live. Ask children to share ideas about how baby cats grow and change." 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 "Socks for Kim" lesson provides questions for students to practice their prediction skills: "Look at [the] page, Kim is missing her other blue sock. What do you predict Kim will do next?" The lesson guidance does not provide opportunities for students to engage in academic communication for different audiences.

The "Short Reads Decodables" provide opportunities for students to engage in social and academic communication for different purposes. For example, the "This Cat Can" lesson guidance encourages students to share and support their thinking: "Share and discuss these questions. Encourage children to support their thinking with ideas from the text. What do you think the writer of this magazine article wants you to know about cats? Of the four photos, which is your favorite? Tell why." The lesson guidance does not provide opportunities for students to engage in academic 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 5: It's a Frog! Instructional Options," the "Phonemic Awareness" section provides an opportunity for students to listen actively in the "Guess the Word" game. In the game, students guess what word the teacher is thinking of after given clues: Model: "I'm thinking of a word that tells when

someone stumbles. Listen to my word: *rip*.' Then say: 'Let's add /t/ at the beginning. Guess the word! (trip).'"

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 5: It's a Frog! 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 "It's a Frog!": "Have you ever seen a frog in real life? Where do you think frogs live? If you were a frog, what might you eat?"

The "Short Reads Decodables" provide opportunities for students to engage in discussion and share ideas after reading a connected text. For example, in the "Tap! Tap! Tap!" lesson, the "After Reading" section provides comprehension questions for students to respond to open-ended prompts to extend the discussion: "Who plays the drums? Who plays the tambourine? What do you think the children who are playing the instruments will do next? Which would you rather do, play an instrument or dance? Tell why."

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.1 Alphabet Knowledge (K only)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 7E – Pre-Reading Skills

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.1a	All criteria for guidance met.	2/2
5.C.1b	All criteria for guidance met.	6/6
5.C.1c	All criteria for guidance met.	4/4
5.C.1d	All criteria for guidance met.	6/6
—	TOTAL	18/18

5.C.1a – Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR 2.A.1)

The *Wiley Blevins Teaching Phonics Program Guide* includes a systematic sequence for introducing letter names and their corresponding sounds. For example, the "Kindergarten Suggested Sequence" uses the following order to introduce letter names and sounds: "m, s, t, a, p, c, n, d, r, i, h, b, l, f, o, j, x, k, e, g, v, w, u, y, q, z."

The *Daily Planning and Pacing Guide: Kindergarten* provides a scope and sequence for the *Wiley Blevins Teaching Phonics* lessons. The scope and sequence outlines a systematic introduction for letter names and their corresponding sounds. For example, Week 1, Day 1 begins with Lesson Mm, and Week 1, Day 3 moves to Lesson Ss. Each lesson provides teacher guidance for developing phonemic awareness, explicitly teaching the letter name and sound, as well as writing the letter to transfer sound to spelling.

The *Wiley Blevins Teaching Phonics* lessons provide explicit teacher guidance for introducing letter names and their corresponding sounds. For example, Step 1 in Lesson Ll directs students to say the /l/ sound every time the teacher says a word that begins with the /l/ sound (e.g., lip and lock). The lesson also provides an Articulation Card and video to demonstrate the /l/ sound.

5.C.1b – Materials include teacher guidance to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)

The *Daily Planning and Pacing Guide: Kindergarten* provides consistent, structured practice for teaching all letter names (uppercase and lowercase) and their corresponding sounds to develop automaticity. Each *Wiley Blevins Teaching Phonics* lesson includes an Alphabet Card to develop phonemic awareness and explicitly teaches the letter name and sound. This repeated instructional sequence across multiple weeks ensures students receive explicit, multisensory exposure to uppercase and lowercase letter forms, their

sounds, and how they connect to early word recognition. By Week 14, all 26 letters of the alphabet have been introduced and are included in cumulative reviews, reinforcing automaticity.

The *Wiley Blevins Teaching Phonics* lessons provide guidance for explicit instruction for teaching the identification of the 26 uppercase and lowercase letters of the alphabet and their corresponding sounds. For example, Step 1 in Lesson Ll directs teachers to explicitly teach the letter name and sound for Ll: "Tell children that the letter Ll stands for /l/ as in *lick*. Show them the Alphabet cards for the uppercase and lowercase letter Ll, as well as the Letter-Sounds Flash Card /l/. Point out the letter-sound at different positions in the words. Teach children the following chant: '/l/ /l/ /l/. The leaf falls slowly to the ground /l/ /l/ /l/ is spelled Ll."

The *Wiley Blevins Teaching Phonics* lessons provide guidance for explicit instruction for teaching the identification of the 26 uppercase and lowercase letters of the alphabet and their corresponding sounds. For example, Step 1 in the Lesson Mm directs teachers to explicitly teach the letter name and sound for Mm: "Tell children that the letter Mm stands for /m/ as in *muffin*. Show them the Alphabet Cards for the uppercase and lowercase letter Mm, as well as the Letter-Sounds Flash Card /m/. Point out the letter-sound at different positions in the words. Teach children the following letter chant: /mmmmmmm/. [Extend the sound, rubbing your belly to indicate you like the food.] That muffin smells yummmmy! /m/ /m/ /m/ is spelled Mm."

5.C.1c – Materials include teacher guidance to provide explicit (direct) and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)

Wiley Blevins Teaching Phonics lessons include explicit instruction for letter formation for the 26 uppercase and lowercase letters of the alphabet. For example, the Lesson Dd guidance uses the resource "Handwriting Practice: Dd" to teach children how to write an uppercase and lowercase Dd: "Use the digital or print 'Handwriting Practice: Dd' activity to teach children how to write the uppercase and lowercase forms of the letter Dd using the directionality lines. Then have children say the /d/ sound each time they write the letter. Also, contrast Dd with similar letters (d-b, d-g, d-p, D-O). Point out the stroke differences in each pair."

The *Wiley Blevins Teaching Phonics Program Guide* provides explicit instruction for letter formation for the 26 uppercase and lowercase letters of the alphabet using the "Handwriting Practice" activities within the program. The guidance directs teachers how to use the resource: "[U]se the digital or print 'Handwriting Practice' activity to teach children how to write the uppercase and lowercase forms of the letter using the directionality lines. You might say: This is the uppercase, or capital, B. First, I draw a straight line from top to bottom. Then, starting at the top, I circle halfway around to meet the line in the middle. I circle halfway around again to meet the line on the bottom. That is the big B. Now it is your turn."

The downloadable resource "Writing My ABCs" includes teacher guidance to provide systematic instruction for letter formation for the 26 uppercase and lowercase letters of the alphabet. Each page of this resource shows the uppercase and lowercase letters with directional, numbered arrows representing the correct formation of the letter, along with a chant. For example, the uppercase Q chant reads, "Make a great big circle, (Draw a large circle.) And when it is just fine, Go to the bottom of the circle, And draw one little line. (Draw a slanted line at bottom right of circle.)"

5.C.1d – Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S).

The "Short Reads Decodables" provide resources for students to reinforce alphabet knowledge in the context of meaningful print. For example, in the "Who Can Find Dan?" lesson focuses on the /d/ sound; however, the lesson asks students to review the previously taught /a/ and /s/ sounds before reading the decodable text: "Model for children how to use the /d/ sound to read new words. Write the letters s, a, d for children. Remind them that the letter a makes the /a/ sound in apple. Run your finger under the letters as you slowly blend together all the sounds to read the word *sad*, /s/ /a/ /d/. Continue with *mad*."

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	All criteria for guidance met.	2/2
5.C.2c	All criteria for guidance met.	6/6
—	TOTAL	12/12

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

The *Ready4Reading System Implementation Guide* systematically introduces letter-sound relationships in an order that allows for application to basic decoding and encoding. The *Weekly Planning and Pacing Guide* for kindergarten details the instructional sequence for letters and sounds. For example, alphabet knowledge is introduced in Weeks 1–14, followed by consonants and short vowels in Weeks 15–30, and ending with consonant blends in Weeks 31–32.

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 Letter Ss provides guidance for introducing the letter name and sound for Ss: "Tell children that the letter Ss stands for /s/ as in *snake*. Show them the Alphabet Cards for the uppercase and lowercase letter Ss, as well as the Letter-Sounds Flash Card /s/." Students then practice writing the letter using the "Handwriting Practice: Ss" activity and reading words with the letter Ss in the decodable text, "Storybook: I See" in the "Short Reads Decodable" module.

The *Wiley Blevins Teaching Phonics* lessons explicitly introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. For example, the lesson Letter Mm provides guidance for introducing the letter Mm: "Tell children that the letter Mm stands for /m/ as in *muffin*. Show them the Alphabet Cards for the uppercase and lowercase letter Mm, as well as the Letter-Sounds Flash Card /m/." Students then practice writing the letter using the "Handwriting Practice: Mm" activity and reading words with the letter Mm in the decodable text, "Storybook: My" in the "Short Reads Decodable" module.

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

The *Corrective Feedback Strategies, Planning, and Tracking Guide* provides explicit instruction on connecting phonemes to letters within words with recommended explanatory feedback for students based on misconceptions. For example, if a student mispronounces a grapheme, the guidance directs 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 Short *i*, Step 2 provides guidance for teachers to help students correct errors: "Provide corrective feedback as needed. Point to the missed sound-spelling and state the spelling and sound, blending the word again. Then have children blend the word."

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

The *Wiley Blevins Teaching Phonics* lessons provide activities and resources for students to develop and practice their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and decodable connected text. For example, in the lesson Letter Tt, students read the word *two* before moving into decodable sentences using the word *two* and the decodable text "Storybook: Two."

The *Wiley Blevins Teaching Phonics* lessons include a variety of activities and resources for students to develop and practice their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. For example, lesson Letter Hh guides teachers in helping students read the text "Storybook: Hot, Hot, Hot!" and reinforcing the letter name and sound for Hh.

The *Wiley Blevins Teaching Phonics* lesson includes a variety of activities for students to develop and practice their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. For example, in lesson Short *e*, Step 1 guides students to orally blend individual phonemes in CVC words (e.g., *met, fed, sell, peck, and bed*).

The "Read to Know Text Sets" include a variety of activities and resources for students to reinforce their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. For example, "Review Book 1: 3 Fun Books" reviews the targeted phonics skills from "Text Sets 1–3," which include consonants, short vowels *a, e, i, o, u*, and consonant blends (initial and final).

The "Short Reads Decodables" lessons provide activities and resources for students to develop and practice their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and decodable connected text. For example, in the "Who Can Help?" lesson, students practice reading decodable words and acting out the words they are reading (e.g., *sat, pat, tap, and nap*) before reading it in the text "Who Can Help?"

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–2)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.D.2 Phonemic Awareness (K–2)

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

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

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

The lessons in *Wiley Blevins Teaching Phonics* module provide a systematic sequence for identifying, blending, and segmenting phonemes and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. For example, Step 1 in the lesson Letter Ff provides guidance for teaching the /f/ sound by having students identify words with the /f/ sound (e.g., *fan, feather, farm, fork*) before gradually having students blend using the /f/ sound to create words, such as *fan, fig, and fin*. The lesson then asks students to orally segment words (e.g., *fin, fog, fox, fed*) using sound boxes and counters for support.

The "Read to Know Text Sets" include a systematic sequence for introducing phonemic awareness activities that asks students to identify and manipulate phonemes. For example, the "Text Set 3: Get Moving Instructional Options" includes the game "Make a Change!" where students identify phonemes then add or take away consonant sounds to make new words: "Model: Repeat after me: lip. Now add the sound /s/ at the beginning. What is the new word? (slip)" Play: Use these word pairs, having children add beginning and ending consonant sounds as needed: lap/clap, rip/trip, tub/stub, ten/tent, win/wind. Write or have children write the words after each turn."

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

For example, in the "Plurals" lesson, students begin blending words in Step 1 and Step 2 before manipulating base words by adding -s and/or -es to create plurals using magnetic tiles in Step 3.

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

The *Corrective Feedback Strategies, Planning, and Tracking Guide* provides explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common misconceptions. For example, the guide includes feedback for students struggling with segmenting a word into its individual sounds: "As you say each sound of a word, tap different fingers to your thumb (as you tap, start by tapping with your pointer finger and move toward your pinkie for each individual sound). For example, for the word *mat*: (tap pointer to thumb) /m/, (tap middle finger to thumb) /a/, (tap ring finger to thumb) /t/. What's the first sound in this word? What's the middle sound? What's the final sound?"

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

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

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

The "Short Reads Decodables" lessons provide explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic decoding and encoding. For example, the "Who Can Help?" lesson provides guidance to review the letters *a*, *p*, *c*, and *n* and their sounds before reading and writing words that use those letters (e.g., *cat*, *pat*, *help*) in isolation and the connected decodable text, "Vets at Work."

The "Short Reads Decodables" lessons provide explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic

decoding and encoding. For example, the "Sam and Tam" lesson provides explicit instruction for teachers to model blending to reinforce decoding words: "Review with children that the letter s makes the /s/ sound, the letter t makes the /t/ sound, and the letter m makes the /m/ sound. Model for children how to use the /a/ sound to read CVC and VC words. Write the letters S, a, m for children. Remind children that the letter a makes the /a/ sound in apple. Run your finger under the letters as you slowly blend together the sounds to read the word *Sam*, /S/ /a/ /m/. Continue with *Tam* and *sat*."

The *Wiley Blevins Teaching Phonics* lessons provide explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic decoding. For example, in Letter Pp, the lesson provides guidance to engage students in orally segmenting and blending CVC words to connect phonetic awareness skills with the alphabetic principle. The guidance begins with oral segmentation of the words *pin*, *pill*, *tip*, *rip*, and *drip* using sound boxes or tapping before reading the "Storybook: Pop!"

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

The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities for students to develop and practice phonemic awareness skills. For example, the lesson Letter Kk directs teachers to use sound boxes and counters to practice stretching the sounds in various words (e.g., *kick*, *key*, *keep*, *duck*, and *sick*).

The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). For example, in the lesson Short e, the "Cumulative Review" section of Step 2 instructs teachers to: "Add words with previously taught skills to the Blend Words activity to extend the learning, practice, and application. Use words with skills children have not fully mastered from the previous 4–6 weeks. This extra repetition will help children gain mastery and serve as a good check for fluency and transfer abilities."

The "Read to Know Text Sets" provide a variety of activities for students to develop and practice phonemic awareness skills. For example, the "Text Set 3: Get Moving Instructional Options" include the game "Make a Change!" where students will add or take away consonant sounds to make new words: "Model: Repeat after me: *lip*. Now add the sound /s/ at the beginning. What is the new word? (*slip*) Play: Use these word pairs, having children add beginning and ending consonant sounds as needed: *lap/clap*, *rip/trip*, *tub/stub*, *ten/tent*, *win/wind*. Write or have children write the words after each turn."

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 kindergarten TEKS; however, the materials do not explicitly outline or name the corresponding grade-level TEKS. The guide introduces skills week by week, beginning with the letters Mm and Ss, and ending with consonant *r*-blends.

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 Letter Hh directs teachers to demonstrate the /h/ sound for Hh using alphabet cards and a chant: "Tell children that the letter Hh stands for /h/ as in *hot*. Show them the Alphabet Cards for the uppercase and lowercase letter *Hh*. Then show the Letter-Sounds Flash Card

/h/. Point out the letter-sound at different positions in the words. Teach children the following letter chant: /h/ /h/ /h/. It is so hot in here! [Fan yourself with your hands.] /h/ /h/ /h/ is spelled Hh."

The *Wiley Blevins Teaching Phonics* lessons provide explicit instruction for grade-level sound-spelling patterns. For example, Step 1 of the lesson s-Blends provides guidance on introducing s-blends: "Write the words *stop*, *skin*, and *snap* on the board. Underline the *st*, *sk*, and *sn* in the words. Tell children that usually when s and another consonant appear together in a word, it is called an s-blend. The sounds that both letters stand for are blended together so that both letter sounds are heard. (The one major exception is sh.) Blend each word aloud as you run your finger under the s-blend and each letter. Write the spellings *sc*, *sk*, *sm*, *sn*, *sp*, *st*, *sw*, *scr*, *squ*, *str*, *spr*, and *spl* on the board. Point to each s-blend and ask children to say the sounds the letters stand for."

The "Short Reads Decodables" provide explicit instruction for grade-level sound-spelling patterns. For example, the lesson for "Jobs" prompts the teacher to remind children that the letter *j* makes the /j/ sound that begins in the word *jet*. Students then circle the letter *j* in the words written on the board (e.g., *jet* and *Jin*).

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 Letter Hh directs teachers to demonstrate the /h/ sound for Hh using alphabet cards and a chant: "Tell children that the letter *Hh* stands for /h/ as in *hot*. Show them the Alphabet Cards for the uppercase and lowercase letter *Hh*. Then show the Letter-Sounds Flash Card /h/. Point out the letter-sound at different positions in the words. Teach children the following letter chant: /h/, /h/, /h/. It is so hot in here! [Fan yourself with your hands.] /h/, /h/, /h/ is spelled Hh."

The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities for students to reinforce grade-level sound-spelling patterns through cumulative review. For example, the digital activity "Sound-Spelling Word Sort: Short *a*" in the lesson Short *a* reinforces previously taught phonics skills alongside the targeted skill, short *a*, by having students sort words into columns that have the same spelling pattern (e.g., *rat*, *sat*, *fan*, *can*, *bat*). In Step 4 of this lesson, the "Build in Review" section provides guidance to have students write cumulative spelling sentences to reinforce previously taught phonics skills: "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. Pat had a nap. Dad has a black bag. The cat ran after the rat."

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 Letter Gg provides the activity "Handwriting Practice: Gg" along with guidance to have students say the /g/ sound each time they write the letter to transfer sound to spelling.

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 "This Bird" lesson provides guidance for reviewing the recently introduced sound-spellings of /d/, /r/, /i/, and /h/. Then, students practice reading decodable words in isolation (e.g., *rap*, *it*, and *hid*) 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 builds on previous instruction. For example, Step 4 of the lesson s-Blends provides guidance to use the "Spell Words: s-Blends" activity for students to practice spelling words with s-blends in isolation and a connected sentence: "Use the digital or print 'Spell Words: s-Blends' activity to give children practice spelling the letter-sounds in different picture names. (Answers: s-t-o-p, s-l-e-d, s-w-i-m, s-p-i-ll, s-m-e-ll) On a separate sheet of paper, have them spell the following words as you dictate each one: *snap*, *spot*, *skin*, *slip*, *stick*. Continue by dictating this sentence: The dog has a black spot. Display the words and sentence, and have children self-correct their answers." Additionally, the lesson provides additional sentences to dictate that include previously taught phonics skills, such as "We had fun in the snow" and "Do not step on the wet spot."

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 1: Two BIG Cats Instructional Options" includes guidance for playing the game "What's the Sound?" to support the targeted sound-spelling patterns: "Play a game in which children identify short vowel sounds in words with a consonant-vowel-consonant (CVC) pattern. Model: Say: Listen. When I say a word, please repeat it and then say its vowel sound, /a/, /i/, or /o/. For example, if I said 'cat,' you would say 'cat,' /a/. Play: Use these words, segmenting sounds as needed, and write or have children write the words after each turn: *peg*, *top*, *pack*, *nap*, *fit*, *did*, *dot*, *rock*."

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. For example, in the Letter *Aa* lesson, the high-frequency words *I*, *am*, and *a* are taught in Step 2, and then read in the text "Storybook: What Am I?" in Step 3.

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

The *Wiley Blevins Teaching Phonics* lessons provide explicit instruction for decoding and encoding regular high-frequency words. For example, the Letter *Jj* lesson introduces the high-frequency word *jump* in "Step 2: Introduce High-Frequency Words." The lesson directs teachers to use the "Read/Spell/Write/Extend" routine with the students: "Write the word in a context sentence, underline it, and read it aloud (e.g., Jen can jump high.). Have children repeat. Then ask children to orally segment the word. Say: 'Tell me the sounds you hear in *jump*.' (/j/ /u/ /m/ /p/). Say: 'The first sound in jump is /j/. We spell the /j/ sound with the letter j. The second sound in *jump* is /u/. We spell the /u/ sound with the letter u.' Have children write the word as they say aloud each letter name."

The "Short Reads Decodables" provide explicit instruction for decoding and encoding regular high-frequency words. For example, the "Sam Ran Home" lesson directs teachers to provide explicit instruction for decoding and encoding the high-frequency words *go* and *too*: "Write the high-frequency words *go* and *too* in a sentence. I can *go*, *too*. Read aloud the sentence. Ask children to find and circle the high-frequency word *go*. Ask children to name the sound and letter that begins the word *go*. Have children read and spell the word *go*."

The "Short Reads Decodables" provide explicit instruction for decoding and encoding irregular high-frequency words. For example, the "Cats on Mats" lesson directs teachers to provide explicit instruction for decoding and encoding the high-frequency words *the* and *on*: "Write this sentence with the high-frequency words *the* and *on*. Read aloud the sentence. The cat is on the mat. Ask children to find and circle the high-frequency word *the*. Point out that the word *The* at the beginning of the sentence begins with an uppercase letter because it is the first word in the sentence. Have children read and spell the word *the*."

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 and irregular high-frequency words. For example, in the "Cats on Mats" lesson, students find and circle the high-frequency words *the* and *on*: "Ask children to find and circle the high-frequency word *the*. Point out that the word *The* at the beginning of the sentence begins with an uppercase letter because it is the first word in the sentence. Have children read and spell the word *The*. Ask children to find and circle the high-frequency word *on*. Help children segment the sounds in *on*, /o/ /n/. Elicit the letter to write for each sound. For /o/, write o; and for /n/, write n. Have children read and spell the word *on*. Help children write the words *The*, *the*, and *on*."

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 "Who Can Help?" lesson, teachers introduce and practice the high-frequency word *help*: "Write this sentence and note the high-frequency word *help*. Who can Nan help? Read aloud the sentence. Ask children to find and circle the high-frequency word *help*. Help children segment the sounds in *help*, /h/ /e/ /l/ /p/. Elicit the letter to write for each sound. For /h/, write h; for /e/, write e; for /l/, write l, and for /p/ write p. Have children read and spell the word *help*. Help children write the word *help*."

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 3: Get Moving Book 1: Get Up and Go!" students practice and reinforce skills to decode and encode regular and irregular high-frequency words (e.g., *do*, *go*, *of*, and *you*) using the activity

"Respond and Write: Get Up and Go!" after reading the text, "Get Up and Go!" Students draw pictures and write about their pictures: "Draw pictures to show ways you like to move. Write about your drawings."

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 2 of the Letter Mm lesson, teachers introduce high-frequency words (e.g., *this*, and *my*) 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., This milk is warm.). Have children repeat. Then ask children to orally segment the word. Say: 'Tell me the sounds you hear in the word *this*.' (/th/ /i/ /s/) Model as needed, and then guide children to repeat. Have them hold up one finger for each sound or tap the sounds. Then highlight the spelling that children need to remember. Say: The first sound in *this* is /th/. It is the same first sound in the word *the*. We spell the /th/ sound with two letters: th. 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.'"

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 Short o lesson, teachers introduce high-frequency words (e.g., *can*, *that*, *is*, *good*) 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., I am good.). Have children repeat. Then ask children to orally segment the word. Say: 'Tell me the sounds you hear in *good*.' (/g/ /oo/ /d/) Then highlight the spelling that children need to remember. Say: The middle sound in *good* is /oo/. We spell the /oo/ sound with oo. 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.'"

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 2: Observing the Sun Book 1: The Sun," the lesson provides a list of the high frequency words students will encounter in the text, such as *I*, *like*, *see*, and *to*.