

Publisher Name	Program Name
HEC Software, Inc. (d/b/a Reading Horizons)	<i>Reading Horizons Discovery</i>
Subject	Grade Level
English Phonics	Kindergarten

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
<u>Quality Review Overall Score:</u>	307 / 307

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	53 / 53
2. Progress Monitoring	28 / 28
3. Support for All Learners	32 / 32
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	158 / 158

Strengths

- 1.1 Course-Level Design: Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, and including resources to support administrators.
- 1.2 Unit-Level Design: Materials include comprehensive unit overview, provide content knowledge and academic vocabulary for effective teaching, and suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Material support educators in effective implementation through intentional lesson-level design.
- 2.1 Instructional Assessments: Materials include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity, and offer guidance to educators on consistent administration of assessments.
- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through

explicit instructional approaches and varied practice opportunities.

- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.2 Daily Instructional Sequence and Routines: Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate feedback, and diverse opportunities for collaborative and independent student practice.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials offer data-management

tools for tracking individual and whole-class progress, with guidance on progress monitoring frequency and strategies to accelerate learning toward mastery based on data analysis.

- 5.B.1 Oral Language Development: Materials provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.
- 5.C.1 Alphabet Knowledge: Materials provide a systematic sequence for introducing letter names and sounds, with explicit instruction for letter identification and formation. They include activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and within meaningful print.
- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.
- 5.D.1 Phonological Awareness: Materials provide a systematic sequence for introducing phonological awareness, starting with simple skills and progressing to complex ones, offering explicit instruction with corrective feedback and diverse activities for practice and reinforcement aligned to grade-level TEKS.

- 5.D.2 Phonemic Awareness: Materials follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit instruction and feedback, connecting phonemic awareness to the alphabetic principle, and providing varied activities for cumulative practice and reinforcement.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multi-syllabic words (through cumulative review).

Challenges

- No challenges were indicated for this material

Summary

Reading Horizons Discovery is an English phonics K–3 program. It offers a comprehensive and structured approach to literacy and phonics instruction, integrating phonemic awareness, phonics, and fluency into every lesson. The curriculum provides specific daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading and writing applications.

Campus and district instructional leaders should consider the following:

- The product provides systematic and explicit phonics instruction materials. Each lesson includes a review of previous skills, explicit instruction on new skills, decoding strategies, encoding strategies, whole group decodable sentences and passages, and decodable readers. The materials also include extensive supplemental materials for review, assessment, and extension. The materials align to Texas Essential Knowledge and Skills and English Language Proficiency Standards and provide alignment guides.
- The program includes materials that support phonics development for all learners and provides immediate corrective feedback. This feature, along with specific corrective feedback guidance for a variety of errors and flow charts to specific scripted teacher feedback suggestions, ensures that student needs are addressed promptly and effectively. The teacher's guidance is specific and clear, further enhancing the program's ability to support student learning.

Intentional Instructional Design

1.1	Course-Level Design	15/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	5/5
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).	2/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	4/4

The materials include a scope and sequence outlining the TEKS, ELPS, concepts and knowledge taught in the course. 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). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources to support administrators and instructional coaches in implementing the materials as designed. Materials include guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials include a *Program Overview* that describes the scope and sequence across grade levels, including overlapping skills, concepts, and knowledge from grade K to grade 1 and from grade 1 to grades 2 and 3. A progression of phonics skills shows the skills taught in each grade band. This chart aligns with the scope and sequence. The *Program Overview* contains a section defining the scope and sequence and visualizing the progression of skills from least complex to most complex. The "Scope and Sequence" section in the *Program Overview* references a more detailed document located within the "Appendix."
- The materials include a "Scope and Sequence" that outlines an instructional order of literacy skills. The scope and sequence show the progression of skills from simple to more complex; for example, weeks one and two of the "Phonemic Awareness Tasks" begin with identifying rhyming words—weeks three and four progress to producing rhyming words before moving on to other phonemic awareness skills. Still, the "Scope and Sequence" shows how units and

lessons align with the TEKS and ELPS. The materials include a scope and sequence outlining the TEKS and ELPS.

- The materials include concepts and knowledge aligned with the TEKS and ELPS in the *Evidence Alignment*. Materials provide suggested lessons and ancillary materials that correlate with the TEKS and ELPS.

Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, and 210).

- The materials include suggested pacing to support effective implementation. The "Scope and Sequence" in the *Program Overview* provides an implementation schedule for instruction, including daily lessons over 120 days with periodic breaks for "review and transfer." Teachers can also refer to a "Teacher Instructional Cycle" when scheduling each daily lesson.
- The materials include 120 lessons, accommodating periodic breaks in the lesson cycle for "review and transfer." According to the *Program Overview*, a daily lesson cycle is completed in 63-105 minutes, depending on the components used, and includes 10 minutes for teacher planning.
- The materials include suggested pacing to support effective implementation. Lesson numbers and chapters are listed in order of the scope and sequence for the yearly skills to be taught. The materials include pacing to support the effective implementation of various instructional calendars. The pacing guides under "Grade K Pacing Guides" support effectively implementing 160, 170, and 180 instructional day calendars.

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

- The materials include an explanation of the rationale for the unit order and how concepts to be learned connect throughout the course. The *Program Overview* states that the materials are structured and sequenced "based on Orton-Gillingham instruction principles and are taught explicitly, systematically, and sequentially, building from the simplest concept to the more complex." The "Scope and Sequence" are arranged into explicit daily lessons that align with this statement and suggest an order for teaching each concept and skill within the grade level.
- The materials explain how these concepts will be learned and connected throughout the course. The "Teacher Guide" contains a lesson preview for each lesson. At the top of this preview, the teacher finds videos for "Real-Time Coaching." The presenters in these videos explicitly outline connections between prior lessons and the current lesson.
- The *Program Overview* includes access to the program's "Research Base." The materials are research-based instruction practices and include a "How We Teach It" section that connects lesson and unit concepts and skills.
- The materials explain the rationale for unit order in the "Table of Contents" and the *Program Overview*, share where each process step can be found, and explain the whys and hows behind creating the curriculum.

- The materials include an explanation at the beginning of each unit on how the unit connects to the learning and other units of study. The explanations include examples, images, and graphics and provide the rationale for the key concepts and their connection.

Materials include guidance, protocols, and/or templates for unit and lesson internalization.

- The materials include guidance for the unit and lesson internalization. The *Program Overview* includes recommendations for using all materials, including diagnostic assessment, pacing, lesson cycles, and internalizing lesson concepts throughout the class and extended transfer. Teachers can also access video modules through the "Implementation Essentials." The "Implementation Essentials" contains nine modules focused on delivering effective lessons.
- The materials include protocols for unit and lesson internalization. The ASQ23 lesson cycle provides a consistent structure for daily routines, including transfer routines. The grade K lessons offer opportunities for extended transfer within each lesson cycle to ensure lesson internalization for all learners. Every lesson contains a "Real-Time Coaching" video that provides embedded professional learning to support the internalization of lesson guidance and protocols.
- The materials include templates for unit and lesson internalization. They provide clear objectives and learning statements and break down the lesson into four parts: "Phonemic Awareness," "Phonics and Spelling," "Whole Class Transfer," and "Extended Transfer." Each lesson component clearly states the objectives and provides guidance, teacher notes, protocols, and exemplars for internalizing the lesson.

Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

- The materials include resources to support administrators in implementing them as designed. The *Program Overview* includes rationales and recommendations for using all materials, including diagnostic assessment, pacing, lesson cycles, and internalization of lesson concepts through whole-class and extended transfer. The grade K lesson cycle provides a consistent structure for daily routines, including transfer routines. The *Program Overview* includes an "Early Implementation Checklist" and "Leadership Academy" training support.
- The materials include resources to support instructional coaches in implementing the materials as designed. The materials include "Real-Time Coaching" videos to support implementation.
- The materials include specific guidance to support administrators and instructional coaches with implementing the materials as designed.

Intentional Instructional Design

1.2	Unit-Level Design	4/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	2/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain support for families in both Spanish and English for each unit, with suggestions on supporting the progress of their students.

Evidence includes, but is not limited to:

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

- Materials include comprehensive unit overviews that provide the background content knowledge to effectively teach the concepts in the unit. The Teacher Guide consists of a "Unit Overview" with a list of key concepts, a summary of skills taught, graphic features with descriptive content for teaching sounds and decoding strategies, training and background knowledge, intervention supports, and references to additional lessons that complement this unit. The "Implementation Essentials" video provides an introductory lens into the program. The information provided in the video reviews each feature within the lessons and offers implementation advice.
- Materials include comprehensive unit overviews that provide academic vocabulary necessary to effectively teach the concepts in the unit. Teachers utilize the "Unit Overview" to find key terms and strategy-related vocabulary to be taught in the unit. For example, in Unit 1, teachers are given marking techniques for decoding "qu" with an arc "to serve as a reminder that these two letters must appear together in words."

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

- Materials contain support for families in English and Spanish for each unit, with suggestions on supporting their students' progress. Each unit in the program teacher guide has a "Family Letter." This letter is in both English and Spanish. The letter lists and describes the skills taught in the unit. The family letter also contains a set of printable choice boards related to the skills and concepts taught in the unit. The choice board supports parents to help their children review material taught at school. These choice boards are available in both English and Spanish.

- The materials contain support for families in English and Spanish for each unit, with suggestions on supporting their students' progress. The *Program Overview* contains a section titled "Materials and Resources Quick Guide." This section references the "At Home" resources. These resources are designed to support families in both English and Spanish by providing additional practice of concepts and skills that students can engage in at home.

Intentional Instructional Design

1.3	Lesson-Level Design	34/34
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.	30/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The 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. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

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.

- Materials include comprehensive lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. The lesson cycle contains both informal and formal assessment opportunities embedded within it. These include opportunities for observation that guide teachers in assessing students' skill acquisition as the lesson progresses. The *Program Overview* contains a section titled "Assessments." This section provides an overview and visual of how various forms of assessments are embedded within the program.
- Materials include structured lesson plans with daily objectives, questions, tasks, materials, and instructional assessments required to meet the lesson's content and language standards. The *Teacher Guide* provides lessons with clear objectives, a structured daily lesson cycle, and opportunities for students to practice skills and concepts in groups of all sizes. The lesson cycle is arranged across several tabs that the teacher uses to reference teaching tips, lesson content, and student practice aligned to the skills taught. Teachers access links to slides that systematically model strategies for encoding and decoding related to daily skills or concepts.
- Materials include detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language

standards of the lesson. Every lesson has a summary of daily objectives, learning statements, and instructional components with suggested times. The "Lesson Summary" also includes tasks required to master the standards and teacher materials provided. For example, Unit 1, Lesson 32, has a lesson summary with clearly stated objectives and learning statements. Lesson 32 also includes listed materials needed for questions asked throughout the lesson and provides a check for understanding to meet the TEKS.

Materials include a lesson overview outlining the suggested timing for each lesson component.

- The *Teacher Guide* includes an overview of each lesson. This consists of a concise lesson schedule with timing suggestions for three of the four lesson cycle components. Grade K lessons are designed in 40-minute blocks. The overview previews the lesson. The headings for each component of the lesson cycle remind readers of the timing suggestions.
- Every lesson has a summary that includes suggested times for each component of the lesson cycle. The materials include an organized graphic outlining each part of the lesson and suggested timeframes for all grade levels. For example, the materials suggest time with the "Phonemic Awareness" heading in the "Lesson Plan" and the "Phonics and Spelling" heading in the "Lesson Plan."
- The *Program Overview* contains a section titled "Lesson Framework." This section overviews the lesson cycle and suggests minutes for each part.

Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

- The *Program Overview* contains several sections that reference the lessons. These sections include "Lesson Preparation," "Whole-Class Lesson Delivery," "Instructional Design," and "Lesson Framework." Materials explicitly states the materials the teacher and/or students need. Pictures in these overview sections include visuals of slides that teachers will use for instruction.
- The *Program Overview* contains a section titled "Materials and Resources Quick Guide." This section includes reference materials used for instructional delivery and support. A *Student Transfer Book* is included in this section, that directly states the materials needed for teacher or student use during the lessons.
- Every lesson summary contains the listed components of the lesson and teacher materials (sound wall, whole-class transfer card, decodable passage) needed for instruction. Each lesson overview includes a bulleted chronological list of the lesson section's components. The intentional lesson-level design provides the necessary materials to deliver lessons effectively. For example, the lesson provides the materials required for the lesson itself as instructions. Students will need writing materials for this lesson. This is embedded within the text of the lesson.

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

- The materials include guidance on using lesson materials for extended practice, including differentiated transfer activities such as teacher-led, partner, and independent activities. The supplemental *Student Transfer Book* offers additional opportunities for extended practice with the concepts and skills taught during the whole class lesson.
- Each unit includes a "Family Letter" in English and Spanish with home practice suggestions for students to reinforce skills and concepts. The letter contains an explanation and a choice board for parents to use during the unit.
- The *Program Overview* contains a section titled "Resources For Differentiation And Transfer." This section references routines for differentiated support, including "Needs Support," "Needs Practice," and "Needs Enrichment."

Progress Monitoring

2.1	Instructional Assessments	24/24
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.	12/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	6/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	2/2

The 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. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

- The materials include assessments at the lesson level. The materials include formative assessments during student observations and in the "Phonemic Awareness Toolkit." They also list formative assessments with skill checks and student observations. Each lesson in the Teacher Guide consists of a component, "Whole Class Transfer." In this lesson portion, students complete independent tasks to show understanding of the concept or skill taught. Teacher instructions include guidance formative assessment through student-to-student corrective feedback. Instructions also include a formative assessment from the teacher through instructions called "Observation Feedback."
- The materials include assessments at the unit level. The materials include many "Multi-Skill Check" printables at the unit level in the "Resources" under the file folder icon of the grade K teacher dashboard. The "Resource Overview" explains the purpose of these formative assessments. "The Multi-Skill Check is administered at the end of each skill group in the scope and sequence on a Review and Transfer Day. The purpose of Multi-Skill Check is to measure student retention and application of the skills learned during the most recent and

previous skill groups within the progression." In the grade K materials, these skill checks assess student progress in decoding and encoding.

- The *Program Overview* includes a section outlining the program's assessments. The materials include different assessment opportunities, including a diagnostic "Readiness Check" at the beginning of the year, a "Phonemic Awareness Toolkit Assessment" to be used as needed throughout the year, formative assessments within each lesson and unit called "Student Observations" and "Skill Checks," formative "Multi-Skill Check" in grade K that groups students for targeted instruction, and a middle and end-of-year summative assessment called "Cumulative Skill Check" to evaluate students' overall progress within the program. The materials include "Daily Skill Check" and "Phonics Screener." Summative assessments, including "Multi-Skill Checks" and "Cumulative Skill Checks," are available online and in print.
- The *Assessment Guide: Technical Summary* provides comprehensive understanding and guidance for effective and efficient administration of the following assessments: Readiness Checks, Phonemic Awareness Toolkits Assessments, Student Observation Checks, Daily Skill Checks, Multi-Skill Checks, Phonics Screeners, and Cumulative Skill Checks.

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

- The *Assessment Guide* defines and explains the program's diagnostic, formative, and summative assessment opportunities. It includes a graphic showing when students should complete each assessment throughout the year.
- The materials include detailed tables explaining each type of assessment used in the program, including "Readiness Checks," "Phonemic Awareness Checks," "Student Observation Checks," "Daily Checks," "Multi-Skill Checks," "Phonics Screeners," and "Cumulative Skill Checks." These tables define the purpose of each assessment and explain its timing, administration, and interpretation, including clarifying screenshot samples.
- The materials include the definitions and intended purposes for readiness checks, daily skill checks, student observation checks, multi-skill checks, phonemic awareness toolkit assessments, mid-year cumulative checks, and end-of-year cumulative checks. For example, the *Phonemic Awareness Toolkit Overview* and *Print Multi-Skill Check Overview* explain the assessments' purpose and how to administer them.

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

- The materials include guidance to ensure accurate administration of the instructional assessment. Materials provide assessment considerations and teacher tips for encoding, identifying, and decoding assessments. The *Assessment Guide* provides teachers with guidance in consistent administration practices and scoring for each type of assessment. The assessment guide consists of a timeline for each assessment throughout the year to ensure consistent administration of instructional assessments.

- The *Observation Checkpoint Guide* provides teacher guidance on why to use this form of assessment, what assessment is, when to administer observations, and how to use the checkpoint. The *Observation Checkpoint Guide* supports teachers' scoring of the assessments embedded within the lessons. The guidance states, "The Student Observation Panel within the Lesson Delivery Tool provides a platform to identify students who demonstrate evidence of challenges in each of these five domains. It also allows for the documentation of these challenges, which students need individual reteaching or in the small-group components of the lesson." Student progress is color-coded with red (unable), yellow (able with scaffolding and teacher support), and green (independently able) scoring criteria. The "Observation Checkpoint Guide" is used to support consistent assessment practices. The "Observation Checkpoint Guide" explains, "There are multiple opportunities embedded within the Reading Horizons Discovery® lessons to monitor student performance. Some informal opportunities include phonemic awareness, dictation, transfer, and small-group routines. The same monitoring opportunities are embedded during formal assessments."
- The materials include guidance to ensure accurate and consistent administration of the instructional assessment. They provide word choice for the oral evaluation, teacher directives, and lists of optional student responses. The lesson plan contains letter charts/graphs for consistency of administration.
- The *Assessment Guide: Technical Summary* provides a comprehensive understanding and guidance for the effective and efficient administration of the following assessments: "Readiness Checks," "Phonemic Awareness Toolkits Assessments," "Student Observation Checks," "Daily Skill Checks," "Multi-Skill Checks," "Phonics Screeners," and "Cumulative Skill Checks."

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

- The materials include assessments in each lesson that align with the TEKS. Within the "Phonics and Phonemic Awareness Standards and Breakout Requirements - Evidence of Alignment Document," teachers find a detailed table that shows alignment within each unit and lesson to the TEKS. This document explains that formative assessment occurs during "Student Observations" and "Phonemic Awareness Toolkit" for grade K TEKS. Upon examination of the "Lesson Preview" found on the dashboard, teachers see these formative assessments and reference their alignment through the "Evidence of Alignment Document." This document explains that summative assessment occurs during "Software and Print Multi-Skill Checks" and "Cumulative Skill Checks" for grade K TEKS. Upon examining the "Lesson Preview" on the dashboard, teachers see these formative assessments align with the objectives and TEKS at the end of each skill set.
- The materials include diagnostic, formative, and summative assessments aligned to the TEKS. The evidence of the alignment document includes where to locate the lessons that correlate to the diagnostic, formative, and summative assessments. The *Program Overview* consists of a section outlining the program's assessments. The assessments include a readiness check, daily skills checks, student observation checks, multi-skill checks, phonemic awareness

assessments, mid-year cumulative skill checks, and end-of-year cumulative skill checks. The *Assessment Guide: Technical Summary* provides a comprehensive understanding and guidance for the effective and efficient administration of the following assessments: "Readiness Checks," "Phonemic Awareness Toolkits Assessments," "Student Observation Checks," "Daily Skill Checks," "Multi-Skill Checks," "Phonics Screeners," and "Cumulative Skill Check."

Instructional assessments include standards-aligned items at varying levels of complexity.

- The instructional materials contain assessments with items at different levels of complexity. The "Assessment Guide" provides clear instructions for administering and scoring all types of tests. It categorizes the complexity of instructional assessments as "low complexity" or "moderate complexity," depending on the assessment type. The "Levels of Complexity" section in the "Assessment Guide" outlines three levels of complexity and the required depth of understanding for low, moderate, and high-complexity items. Teachers can access the "Multi-Skill Check" through the dashboard, which describes each item assessed and provides print copies of student assessments. In the "Multi-Skill Check," teachers can use the "Assessment Guide" to compare the items to the "Level of Complexity" section to determine low, moderate, and high-complexity items within each part of the "Multi-Skill Check." For example, students needing enrichment options can choose from activities at various depth and complexity levels, to be completed independently or in pairs. The materials include tasks such as writing complete sentences using words from the "Most Common Words" list, independently applying phonics skills to mark or prove words, reading decodable books, and formulating questions to ask and answer about the book with a partner. Each of these independent practice options allows for TEKS-aligned enrichment with varying levels of complexity. Additionally, students needing support can work with the teacher in small groups to complete oral and written activities to apply their understanding of new skills.
- The materials contain assessments at different levels that are in line with the standards. The *Program Overview* includes a section that outlines the program's assessments. The assessments consist of a readiness check, daily skills checks, student observation checks, multi-skill checks, phonemic awareness assessment, mid-year cumulative skill check, and end-of-year cumulative skill check. These assessments are aligned with TEKS. Each assessment mentioned in the *Assessment Guide: Technical Summary* provides details about the content assessed and the level of complexity.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	4/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	2/2
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	1/1
2.2c	Materials include tools for students to track their own progress and growth.	1/1

The materials include instructional assessments and scoring information to provide guidance for interpreting and responding to student performance. Materials provide guidance for using included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.

- The materials include guidance for interpreting and responding to student performance. A data "Analysis Guidance" document gives a structured approach to analyzing data. It is called PIT, which stands for Performance, Integrity, and Trends. The reports provided include a high level of detailed data for class and individual performance. Each data report guides interpreting and responding to student performance.
- The "Implementation Integrity Tool," accessed in the "Assessment Guide," guides interpreting and responding to student performance in instructional assessments. Suggestions include monitoring and recording observations and references and "Real-Time Coaching" videos for teachers to watch. These videos include topics related to anticipation of themes in errors and offer support in correcting those errors. The *Assessment Guide: Technical Summary* provides a comprehensive understanding and guidance for effective and efficient administration of the following assessments: "Readiness Checks," "Phonemic Awareness Toolkits Assessments," "Student Observation Checks," "Daily Skill Checks," "Multi-Skill Checks," "Phonics Screeners," and "Cumulative Skill Checks."
- The materials include guidance for interpreting and responding to student performance. The introduction states, "This Corrective Feedback and Next Steps Guide helps the educator identify errors, access scripting to support corrective feedback by skill domain, and decide the next steps for student-based error types." The "Next Steps Guide" in the "Assessment Guide" outlines common errors and steps for responding to student performance. A "Corrective Feedback Script" for each program component provides for letter recognition, phonemic awareness, phonics, and fluency. The "Assessment Guide" offers embedded tips for

interpreting errors due to errors across languages and a link to a guide for common error types related to language acquisition.

- The materials include scoring information to guide interpreting student performance. The "Observation Checkpoints Guide" provides scoring criteria color-coded by level of support and clearly defines those levels for the teacher to analyze the data.

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

- The materials guide teachers in responding to student trends in performance throughout the lesson cycle. The observation opportunities document in the "Observation Checkpoints Guide" offers teacher suggestions for addressing student responses from observation checkpoints, dictation and transfer, and daily skill checks. The "Observation Checkpoints Guide" found in the "Assessment Guide" is for use during functions in the lesson and designated in the teacher guide as an "Observational Checkpoint." The "Observation Checkpoints Guide" provides a scoring guide to inform effective note-taking in the "Student Observation Panel" and frequent recording of trending error types (phonemic awareness, encoding, decoding, and transfer) and is available in digital or print format.
- The materials provide guidance for using the included tasks and activities to respond to student performance trends on assessments. "Real-Time Coaching: The Review and Transfer Day: Part II" guides using student choice boards in the "Multi-Skill Sets." These choice boards offer activities for students based on their level of need. They inform small-group instruction and assign students tasks and activities based on their assessment performance throughout the instructional framework of each skill set.
- The supplemental materials can be accessed through the dropdown menu found by clicking the file folder icon in the teacher guide. The "Lesson Toolkit" resources inform teachers of options for reteaching and intervention lessons based on student assessment performance.
- The materials guide the use of tasks and activities to respond to student needs within the "Teacher Guidance for Meeting The Needs Of All Learners" section; a flow chart is provided to demonstrate guidance for teachers' instructional decisions based on data. The flow chart includes guidance for tasks and activities to respond to students' assessment performance. The "Most Common Word Toolkit" consists of an instructional script and activities to address student performance trends on evaluations.

Materials include tools for students to track their own progress and growth.

- The materials include tools for teachers to track students' progress and growth and include tools for students to track their own progress and development. Each "Lesson Overview" consists of both objectives for teacher use and "Learning Statements" written in the form of "I can..." statements to ground students in the language of the concepts and skills and begin tracking their learning. Materials include a system for students to track their progress and growth. The "Correction Feedback and Next Steps Guide" provides printable templates for "Individualized Student Error Tracking."

- The materials include tools for teachers to track the student's progress and growth. Still, no material allows students to track their progress and development—the "Observation Checkpoints Guide" is for teachers, not students. Reports are provided at the teacher, implementation leader, and administrator levels. They generate detailed data on class and individual student performance. There is evidence of a tool for students to track their own progress and growth. The "Most Common Words Toolkit" provides a word monitoring tracking sheet for teachers and caregivers to use as students demonstrate mastery of decoding and encoding the words on the list. There is evidence to support tools for students to track their own progress and growth.
- The materials include review and transfer choice boards that students complete with a partner or independently. The choice boards have skills taught during the unit for review and transfer, but students need a way to track their growth and progress. The instructions on these activities say that the teacher will give corrective feedback, and students are tracking their progress.

Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3/3
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)	2/2
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.	3/3

The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

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

- The materials include teacher guidance for providing different levels of instruction to students who have not yet mastered grade-level content and skills. The online "Teacher's Guide" offers support for teaching and practicing each skill set. Teachers use observational data to identify students who need extra help, more practice, or advanced challenges. Based on this data, students either participate in teacher-led activities for support, choose from practice activities, or engage in enrichment activities. The "Grade K Groups and Centers Routines" include sections for students who need extra support and those who need more practice. This document provides teachers with guidance on how to deliver different levels of instruction to students who have yet to reach grade-level mastery.
- The materials include teacher guidance for activities designed to support students who have yet to master grade-level content and skills. Teacher guidance is provided to help students in the "Lesson Toolkit," "MCWs Toolkit," and "Phonemic Awareness Toolkit." These toolkits offer decoding support through teacher-led and independent activities.
- The materials include teacher guidance for paired lessons for students who need extra support to reach grade-level proficiency. Teachers can access a flow chart for guidance, use a "Print Multi-Skill Check" for group work, and watch an "Implementation Essentials" video for lesson suggestions. The materials include a needs support section for teacher guidance and student-pairing lessons.

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

- The materials include pre-teaching supports for unfamiliar vocabulary. The supplemental materials, located in the file folder tab of the dashboard, provide "Language Lessons" that include pre-teaching academic vocabulary for the current lesson and reviewing previously taught academic vocabulary. The mini-lesson provides definitions and charts to connect learning. The lesson preview provides a script and training tips to model, explain, and communicate the concepts to be learned directly and explicitly.
- The instructional materials feature built-in support for unfamiliar vocabulary. They also provide a teacher script for introducing this vocabulary and opportunities for students to discuss it with each other and the teacher. In "Part 2: Phonics and Spelling" of the lesson plans, teachers begin each lesson with a review that supports 3-5 academic vocabulary words previously introduced or within the lesson. The teacher uses the provided script to activate students' existing knowledge related to the vocabulary and apply it to the current lesson. Through the script and questioning techniques in this part of the lesson, students are introduced to the essential vocabulary needed for success with the day's skills and concepts. Additionally, the materials offer support for unfamiliar vocabulary. The language lessons include a section titled "Antonyms, Synonyms, and More," which covers antonyms, synonyms, homophones, homonyms, heteronyms, and palindromes. The "Language Lessons" in the "Supplemental Resource" include embedded supports for unfamiliar and/or academic vocabulary. For instance, in the "Common Abbreviations" lesson, the definition and usage of the word abbreviation are provided. Another example is found in the "Determiners" lesson, where a detailed definition and examples are given.
- The materials include pre-teaching or embedded supports for unfamiliar references in the text (e.g., figurative language, idioms, academic language).

Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- The educational materials include teacher guidance for providing different levels of instruction to students. The online "Teacher's Guide" offers support for teaching and practicing each skill set. Teachers use observation to identify students who need extra help, more practice, or advanced challenges. Based on this observation, students participate in teacher-led activities, choose from practice activities, or engage in enrichment activities. The online materials on the "Teacher's Guide" home screen provide different levels of instruction on the "Review and Transfer Day" of each skill set. Through observation, teachers determine which students "need support," "need practice," or "need enrichment." Based on this observation, the student learning path on this day involves teacher-led routines for students who need support and student choice boards for students who need practice or enrichment. The "Lessons Toolkits" lessons are designed to accommodate different learning levels for each

skill. These lessons support teacher guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- The materials contain guidelines for teachers to provide additional challenges for students who have shown mastery of the grade-level material. Teachers can access "Transfer Routines" in each lesson overview at the bottom of the page. This resource provides various options and guidance for tailoring transfer routines to meet the needs of students in the enrichment group, including opportunities for independent and paired work and extended activities with the teacher.
- The materials include teacher guidance for extension activities for students who have demonstrated proficiency in grade-level content and skills. The materials provide a list of items in the program overview, including groups and center routines, student software, student transfer books, lesson toolkits, letter group books, at-home resources, decodable books, most common word toolkits, phonemic awareness toolkits, review and transfer day teacher resource pages, and review and transfer day student resources.

Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	6/6
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	4/4
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.	3/3

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. 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.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- The program materials provide prompts and guidance to help teachers model, explain, and communicate the concepts being taught. The *Program Overview* details each part of the lesson cycle and summarizes the abovementioned indicators. This information is available in every lesson for all grade levels. The grade K lessons have a consistent "marking system" to help with phoneme-grapheme mapping. Based on research, this system assists teachers in modeling, explaining, and communicating the graphophone-me patterns in English using a multi-modal approach. Teachers use this marking system during direct instruction in whole and small-group lessons. Each lesson in the program is written as a script for teachers, including repeated routines for students. The script includes activities encouraging student-to-student discussions, references to anchor slides, formative assessment and feedback opportunities, and tips for keeping the students engaged.
- The materials provide prompts to support teachers in modeling, explaining, and communicating the concepts to be learned directly and explicitly. The lesson includes training tips, teacher tips, a scripted lesson, word cards required for the skills taught, and instructions on how to teach the skill using the cards. It also provides opportunities for teacher modeling and student practice, teacher feedback, and student application. Teachers can access "Training Tips" at the beginning of each lesson, which includes specific supports, such as multi-modal teaching prompts, content information, and connections to prior learning.

- The lesson delivery includes a script for the instructional slides, which demonstrate, explain, and communicate the concepts to be taught. The lesson preview also includes a script and training tips to demonstrate, explain, and communicate the concepts to be learned.

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

- The materials provide teachers with guidance and recommendations for effective lesson delivery and facilitation using various instructional approaches. They include "Whole Class Lesson Delivery," "Groups and Centers," "Lesson Toolkits," "Review and Transfer Days," "Multi-Skill Checks," and "Phonemic Awareness Toolkits." Each lesson in the program comprises multi-modal, visual, auditory, and written components, which teachers deliver through consistent daily routines and differentiated "Review and Transfer" days within each unit. The lesson summary consists of four parts: Phonemic Awareness, Phonics and Spelling, Whole Class Transfer, and Extended Transfer. In each part, the materials offer teachers guidance and recommendations to effectively deliver the lesson using a variety of instructional approaches.
- The curriculum features periodic "Review and Transfer" days within each skill group. These days provide recommendations for effective, differentiated delivery of small-group lessons for students who require additional practice. Teachers can access various activities, including multi-modal, oral, and written lesson delivery options.
- The grade K Groups and Centers Routines offer teachers guidance for effective lesson delivery and facilitation using various instructional approaches. The *Student Transfer Book* is aligned with each lesson and designed for daily use in groups and centers. It provides teacher guidance for effective lesson delivery and facilitation using various instructional approaches. The Student Choice Boards also offer teacher guidance for effective lesson facilitation using various instructional approaches within different instructional settings.

Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

- The materials support various types of practice, offer guidance for teachers, and recommend structures for effective implementation. The *Program Overview* features a graphic illustrating the lesson cycle and how it supports teachers. It includes warm-up tasks, review, new instruction, dictation, whole class transfer, decodable passage, and differentiated groups and centers. Each lesson plan is designed to include direct instruction with kinesthetic, auditory, and visual supports through daily routines in the sections labeled "Phonemic Awareness," "Phonics and Spelling," and "Whole Class Transfer." Each of these lesson parts allows for teacher modeling to the whole group. Within each part of the daily lesson routine, whole-group instruction is followed by student activities completed as a whole group, in pairs, or independently. These activities may be oral or written and provide the teacher with support in

implementation through lesson internalization scripts, teaching tips, questioning strategies, and observational feedback.

- The *Program Overview* describes a teacher instructional cycle that helps students apply their learning to reading and writing differently. It includes whole-class lesson delivery, instructional design, and lesson frameworks. The program offers various types of practice and guidance to support recommended instructional structures.
- The materials provide support for various types of practice through choice boards. The "Student Choice Boards" are in the "Review and Transfer Day: Multi-Skill Check" section. These boards offer teacher guidance for various types of practice and suggest structures to facilitate effective implementation. These structures include teacher-led, partner, and independent centers.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
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.	2/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
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.	8/8
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.	Not scored

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

Evidence includes, but is not limited to:

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.

- Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency. Teachers can use the materials to help accommodate students with varying levels of language proficiency. The *Multilingual Learners Guide* has a "MLL Instructional Strategies Chart" link that provides strategies to support emergent bilingual students at different proficiency levels, such as beginning, intermediate, advanced, and advanced high. Some examples of strategies include using picture clues for visualization, seating students with different proficiency levels together, and using kinesthetic cues to differentiate between vowel sounds. The guide consists of "Supports for Multilingual Learners" and "Leveraging Multilingual Learners' Home Language." The "Supports for Multilingual Learners" section provides strategies tailored to six language proficiency levels for students from grade K through grade 3, based on ELPS descriptors.

- The materials guide teachers in offering linguistic accommodations for emergent bilingual students. Teachers are supported in the *Multilingual Learners Guide* and the *Special Populations Guide* on how to best assist these students. The document emphasizes explicit instruction, a gradual release of responsibility framework, and multi-modal strategies (visual, auditory, kinesthetic, and tactile) to benefit emergent bilingual students. The "Lesson Preview" also offers inclusive support emergent bilingual students for MLL students, including guidance on potential misconceptions within each lesson. Two sections, "Adapting Reading Horizons Curriculum" and "Strategies for Supporting within the *Special Populations Guide*," give teachers guidance on making instructional decisions for students in special populations. Teachers also use the lesson cycle to establish routines for all learners, including emergent bilingual students. This incorporates opportunities for increasing academic language through multi-modal lessons that include opportunities for student engagement, such as repetition of the teacher model, student-to-student discourse, small-group practice with the teacher, and independent practice alone.
- The materials provide teacher guidance on providing linguistic accommodations for emergent bilingual students and varying language proficiency levels aligned explicitly with the English Language Proficiency Standards (ELPS). Additionally, they provide an ELPS correlation guide.

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

- The materials consist of a general overview and definition of two documents in the curriculum. These documents offer guidance and support for teachers when instructing emergent bilingual students. Materials provide educators with guidance and support for bilingual/ESL program implementation and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.
- The materials support teachers in delivering lessons, teaching strategies, and giving feedback to multilingual learners. The "Lesson Preview" section has supports designed explicitly for (multilingual) emergent bilingual students. These supports include teacher guidance on common misconceptions that students may have within each lesson. The guidance provides background knowledge and highlights similarities and differences between English and other languages.
- There is evidence to support guidance for teachers in effectively using materials in state-approved bilingual/ESL programs.

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

- The materials provide embedded guidance for teachers to help emergent bilingual students develop academic vocabulary, improve comprehension, build background knowledge, and make connections across languages through oral and written communication. The lessons consistently support special populations, including emergent bilingual students, through

various activities such as comprehension checks, vocabulary-building exercises, practice opportunities for language proficiency, and context-based reading activities that enhance comprehension and background knowledge.

- The materials guide teachers to help emergent bilingual students improve their understanding and make connections across languages through oral discussions. The lesson cycle usually includes "Teacher Tips" to help facilitate cross-linguistic connections. The "Supplementary Materials" include "Language Lessons" that systematically and explicitly teach academic language and English conventions. These lessons involve oral and written communication in a small-group setting, allowing for applying cross-linguistic connections, such as recognizing similar or dissimilar sounding vowels and consonants, taught to teachers through the "Teacher Tips."
- The program incorporates oral and written communication that addresses the best practices for teaching emergent bilingual students. This includes visual aids, kinesthetic learning activities, and the "Universal Design for Learning." The lesson cycle supports teachers through consistent lesson routines that ensure emergent bilingual students are equipped with research-based strategies for language acquisition in every lesson. These routines include tips for using anchor slides, picture slides that demonstrate the movement of the mouth when speaking, and repetitive verbal activities that give emergent bilingual students opportunities to talk and connect with English phonemic patterns.
- "The materials contain a *Special Populations Guide* that gives teachers a general overview of challenges for multilingual learners. They also feature charts that describe how the curriculum can be adapted, strategies for fostering positive behavior, and strategies for supporting communication.
- The materials include embedded guidance for teachers to support emergent bilingual students. There is a section titled "Needs Support Group" and a section titled "Needs Practice Group" under "Groups and Centers Routines." The document offers teacher guidance on routines for differentiated instruction, supporting the development of written and oral discourse. It also provides routines to guide students in developing decoding skills, comprehension, and sentence writing.

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

- The materials include teacher guidance to support emergent bilingual students in making connections across languages. The *Multilingual Learners Guide* has a section titled "Leveraging Multilingual Learner's Home Language," which provides teachers with guidance to help students make connections across languages through speaking and writing. This section discusses the similarities and differences between English and other languages, enabling teachers to use students' home language knowledge as a foundation for learning.
- The materials are not designed for dual language immersion programs and do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

Phonics Rule Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	9/9
4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.	4/4
4.1b	Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.	2/2
4.1c	Materials include practice of phonics skills both in isolation and through decodable texts.	2/2
4.1d	Materials include opportunities for cumulative review of previously taught skills.	1/1

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills. Materials include practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for cumulative review of previously taught skills.

Evidence includes, but is not limited to:

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

- The materials include systematic and sequenced instruction of phonics skills. The grade K "Scope and Sequence" guides the systematic and sequenced lesson delivery for phonics, including phonemic awareness, sound wall, phonics lesson focus, and most common words. The daily phonics lessons provide direct whole-group instruction that includes modeling, practice, and feedback in encoding and decoding. The teacher follows a consistent and intentional daily lesson cycle that allows for an explanation of specific skills taught and allows for the gradual release of responsibility from whole group teaching and activities in phonemic awareness and phonics and spelling followed up with whole class transfer activities that enable students to practice in small groups and extended transfer that allows the systematic independent practice of daily skills.
- The materials include systematic and sequenced instruction of foundational skills. Each lesson has specific objectives that follow a systematic and sequential progression from simple to complex skills. Daily lessons include online and printable resources for whole-group, collaborative, and independent practice. Each lesson has four components: a warm-up activity, a whole-group lesson, a transfer lesson, and extended practice.
- The overview illustrates the skills progression through a graphic showing skill progression from simple to complex, including early skills, common letter combinations, syllable types, syllable division, morphology, and advanced skills. This chart is aligned with daily lesson progression. It shows a more straightforward to more complex skills continuum and the overlapping review

and reteach used to sequence the lessons in every grade level. *Reading Horizons Discovery* "Program Overview" explicitly describes the methods and research used to create this systematic and sequenced phonics and foundational skills curriculum grade K through grade 3. The "Program Overview" explains the "logical and intentional sequence, building from simplest concepts to more complex." The "Skills Progression" demonstrates the sequenced instruction of phonics and foundational skills. For example, in grade K, instruction begins with readiness skills through 30 lessons that teach each letter's name, sound, and writing strokes. Units progress to teaching letters in groups so students can master letter-sound relationships and apply them in word building. More complex units at the end of the "Scope and Sequence" for grade K include blends and digraphs.

Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- The materials include evidence of explicit and intentional daily opportunities for phonics and foundational skills. The materials include a detailed description of "Part 1" and "Part 2" of the "Lesson Framework." "Part 1" is the "Phonemic Awareness Warm-Up," where students spend five minutes engaged in explicit instruction, modeling, and independent practice with blending and segmenting. The materials include "Part 2" of the "Lesson Framework," in which students get 30 minutes daily to receive explicit instruction and practice with sound-symbol correspondence. Daily routines within each lesson provide for teacher modeling and student application. Teachers are provided with clear and concise instructions that explicitly teach the day's skill and purposefully allow for student practice. For example, each lesson includes a section for guided discussion, where students apply the skills taught to spelling and writing. For example, Lesson 30 explicit teacher script says, "Let's find out what sound we're learning about today. Tell me the first sound you hear in these words: apple (/ă/), ax (/ă/), after (/ă/). Yes, they all start with the sound /ă/. Is there anything blocking the air coming out of your mouth? (No.) No, nothing is blocking the air. That means this is a vowel sound. Let's look at what your lips are doing when you make this sound. Say /ă/. (/ă/) Are they widening into a smile or rounding into a circle? (widening into a smile) Your lips widen a little. This sound will be on Smile Slope. Now, let's see what your chin does when you say this sound. Say /ă/. (/ă/) Did your chin lower at all? (Yes.) Yes, it did. It lowers a lot. This sound will be just below the middle of Smile Slope. Do you use your voice when you say this sound? Feel your throat. Say /ă/. (/ă/) Is there a vibration? (Yes.) Yes! We use our voices to make all our vowel sounds. They are voiced sounds."
- The materials include explicit and intentional daily opportunities for phonics and foundational skills. They also include a "Part 2" to daily lessons. Unit 2: Lesson 64, "Part 2" of "Digraphs: Voiced -th" lesson starts by giving the teacher tips on making the voiced -th sound, progressing into scripted dialogue to teach students the voiced -th sound. "Part 2" continues with visual word card cues and breaks down decoding and encoding skills modeled, practiced, and moved to independent practice.
- The "Phonics and Spelling" section within each lesson provides explicit and intentional opportunities for phonics and foundational skills. Lesson 30, "Letter Group 1: Vowel A," provides an example of a lesson script that guides teachers through explicit instruction. The

materials prompt teachers to model the targeted sound with correct mouth formation. Students then have an opportunity to practice making the targeted sound. For example, the script says, "Let's look at what your lips are doing when you make this sound. Say /ă/. (/ă/) Are they widening into a smile, or are they rounding into a circle? (widening into a smile) Your lips widen a little. This sound will be on Smile Slope. Let's see what your chin is doing when you say this sound. Say /ă/. (/ă/) Did your chin lower at all? (Yes.) Yes, it did. It lowers a lot. This sound will be just below the middle of Smile Slope." Connections are then made from the sound to the correct grapheme representing that sound. The "grade K *Pacing Guide* helps to ensure lessons are delivered at an appropriate pace." The *Pacing Guide* provides suggested pacing depending on the number of instructional days. The guide recommends and accounts for instruction to occur daily.

Materials include practice of phonics skills both in isolation and through decodable texts.

- The materials include the practice of daily phonics skills in isolation. Within the warm-up of the daily lesson cycle, students in grade K will identify single consonant sounds in teacher-read word lists. They will go on to learn new phonics skills and apply them in isolation through dictation routines for words. Finally, the lesson allows for the practice of sounds and skills in context through transfer slides that include lists of words and rules and decodable texts that will enable the application of the daily skill. For example, grade K "Lesson 44, Letter Group 3: Vowel O" provides a warm-up script for isolating final phonemes and segmenting three phonemes. In this script, all words are stated in isolation. The lesson introduces the new skill of the sounds for "Vowel O," students are prompted to decode the word "fog" in isolation. The teacher follows up by reading the word in context through the sentence, "Fog is like a big cloud on the ground." Later, during "Whole-Class Transfer," students will decode slides and skill words in isolation and common sight words. They conclude this lesson section by decoding the skill words in the context of a short text. These same routines are repeated throughout the program on days new skills are taught.
- The instructional materials include printable decodable readers, which are used to practice phonics and reading skills taught in context. These decodable books are also used in guided and independent reading, where teachers demonstrate skills and monitor student application of those skills.
- The materials include practicing phonics skills both in isolation and through decodable texts. The materials include whole-class transfer cards and whole-class decodable passages in "Part 3" of the "Lesson Preview." The lessons within the "Lesson Toolkit" allow teachers to "adjust instruction and reteaching" as necessary. The "Lesson Toolkit" lessons indicate which lessons they correlate with in grade K. These lessons include an opportunity to practice phonics skills through sound-spelling wall practice, building and marking words, and word chains. The lessons also include decodable passages and sentences.
- The materials include practicing phonics skills in isolation and through decodable texts. The materials include a "Transfer Routines" under the "Lesson Summary" that consists of a document titled "Grade K Groups and Centers Routines." This document provides support at varying levels for students to continue to practice phonics skills in isolation and through decodable texts. "Lesson 30: Vowel A" is located in the *Student Transfer Book: Book 1*. The

transfer activities provide opportunities to sound map, recognize and practice targeted sounds, and review and read words from the most common word list.

Materials include opportunities for cumulative review of previously taught skills.

- The materials provide opportunities to review previously taught skills at the beginning of each lesson. For example, grade K lessons begin with a warm-up that reviews skills from prior lessons. The teacher provides a word, and the student identifies specific sounds within the word. In grade K, "Lesson 43, Nonsense Words," instruction begins with a five-minute warmup where students practice isolation of final phonemes and segmentation with three phonemes. The phonemes in this review were first taught in prior lessons. This type of daily warm-up is located in each day's lesson script, allowing for a cumulative review of previously taught skills.
- The materials include opportunities for cumulative review of previously taught skills. The "Grade K Review and Transfer Day Routines" include choice boards for individual or partner practice of previously taught skills. After several lessons, a day is set aside for students to apply skills learned in various activities designed for reviewing recently taught content. The teacher reviews skills and checks for understanding of previously taught skills.
- The materials include opportunities for cumulative review of previously taught skills. The lessons all have a review section at the start of "Part 2: Phonics and Spelling."

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	8/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	1/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	3/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	4/4

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction, and immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

Daily lessons include explicit (direct) instruction with teacher modeling.

- The materials include modeling with explicit instruction each day, including warm-ups that explicitly connect prior learning to new skills, modeling of new phonics skills, including picture cards that show mouth placement and kinesthetic tasks for practicing skills, clear directions for encoding and decoding, and transfer opportunities including teacher-directed dictation and decodable texts. In "Lesson 109 - Part 2: Phonics and Spelling - Sound Wall," a direct and explicit script is provided for lesson delivery, guiding the teacher in articulating the letter and mouth formations and explicit scripted lesson guidance to follow.
- The lessons include explicit guidance for modeling skills. All lessons include modeling, including specific phrasing and recurring stems. For example, in Lesson 34, under Part 2: Phonics and Spelling, Most Common Word Instruction, the teacher's script includes, "For this activity, I will spell a word. You will spell it back to me. Then, you will write and mark the word on your board." This type of instruction is followed by instructions and examples with opportunities to mimic and repeat the modeled skills, which occur in many lessons.
- The materials include daily lessons with direct and explicit instruction and teacher modeling. Each lesson for all grade levels is structured the same, concept and skill-driven, and gives clear teacher expectations. For example, in grade K Lesson 11, Letter Lesson: H, Under Part 2, Phonics and Spelling, the teacher guidance gives explicit teacher modeling tips when it says, "/h/ Articulation: The mouth is open, and the voice is off during this sound. This sound is made at the back of the throat. The lips are open, and the tongue is low and flat. The tongue raises slightly in the back to create a small constriction at the back of the mouth and throat." Insert evidence narrative for guidance here.

Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.

- The materials include a scripted lesson providing direct and explicit instruction opportunities. In Unit 2, Lesson 70, this lesson reads: "Say with me the digraph sounds we have already learned. Let's learn about the digraph *sh* at the end of words. Whether the digraph is at the beginning or end of a word, the way we mark a digraph stays the same." The teacher models a word and then guides students through the next few together. "What sound does this consonant spell? (/d/) Let's add a vowel to the consonant to make a Slide. (adds /a/) How do I mark the digraph? (with an arc under the digraph) How do I mark the slide? (with an arrow under the Slide) Read the Slide. (da) Let's add the digraph *sh* at the end of the Slide to build a word. What do we mark in this word as we move from left to right? (an x under the vowel and an arc under the digraph) Read the word. The word is *dash*." Each daily lesson provides explicit direct instruction through daily learning routines. Within each of the four routines (Warm-Up, Phonics and Spelling, Dictation, and Whole-Class Transfer), there are multiple opportunities for practice with immediate feedback. These opportunities include oral repetition of sounds, oral question and answer, written practice of whiteboards, and student-to-student discourse. Each practice situation guides teachers to provide immediate feedback and correction while students work. Guidance includes common misconceptions and how to address them.
- The materials provide direct guided instruction tools for the teacher. Each daily lesson distinguishes teacher questions and possible student responses through color-coded texts. Blue text signifies words stated by the teacher or repeated by the group. In addition, pink text directs teachers in monitoring student progress by saying when it is important to circulate and provide feedback or complete an observation check.
- The materials include a *Corrective Feedback and Next Steps Guide*. This tool contains tables listing common errors in letter recognition, phonemic awareness, phonics, and spelling. Teachers use this tool to determine "next steps" when students need support in skill acquisition. Progress monitoring data determines when and if "next steps" are needed to ensure mastery of specific skills and concepts. For example, if a student in grade K cannot track print, there are suggestions for visual tracking tools, visual reductions, and visual cues.

Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

- The materials include a variety of opportunities for students to practice skills through collaboration and independence. The "Grade K Groups and Centers Routines" are opportunities for students who need support, practice, and enrichment. Each of those levels includes partner and independent practice of skills. The lesson plans specify which portions are completed as a class and which are for independent practice. Activities using skywriting, whiteboards, slides, and posters establish collaborative learning and independent practice routines. Collaboration in student-to-student discourse occurs during reflections on learning, whole-group practice happens daily during "Phonics and Spelling," and independent practice and observation checks occur throughout the lesson cycle. The "Phonemic Awareness, Phonics and Spelling, and Whole-Class Transfer" sections within each lesson provide

opportunities for students to practice skills through whole group, partner, and independent practice.

- The materials include opportunities for students to practice independently in various ways. The "Lesson Summary," "Part 4: Extended Transfer" lists "Student Software Activities," *Student Transfer Book*, "Word Mapping," and *Decodable Text: The Big Red Dog* as opportunities to practice independently. "Daily Student Software" provides daily independent practice activities in decoding and encoding.
- The materials include a variety of opportunities for students to practice through collaboration. "Part 3: Whole-Class Transfer" of every lesson includes a whole class transfer card and a decodable passage with words that practice the taught skill and review of previously taught skills as a whole group.
- The materials provide a variety of practice opportunities within each lesson cycle. For example, students in grade K learn to write uppercase and lowercase letter *T* in lesson 23 of the first unit. In the "Phonics and Spelling" section, students practice saying the letter and sound with correct mouth formation for precise articulation. They practice writing the upper and lower case *t* in the air as a group and on their whiteboards independently. During "Guided Dictation," the students explain their understanding of the shape, sound, and name of the letter through a purposeful paired discussion. Finally, the student understands the sound, shape, and name of the letter *T* during the "Whole-Class Transfer" activity.

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	6/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	2/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include intentional cumulative review and practice activities throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

Materials include intentional cumulative review and practice activities throughout the curriculum.

- The materials include intentional practice and review of letters, sounds, and phonics skills as a part of the daily lesson cycle. In lesson 43, found in grade K "Unit 1," the objective is to apply the blending process by practicing decoding nonsense words on slides and marking them with an arrow to show how it happens. Students must write and code letters with which they will practice the slide. The lesson begins with a "Warm-Up" where students decode CVC words like *fin*, *big*, and *bag* which is a skill previously taught, and then the lesson progresses to teach them how to decode CVC nonsense words like *pib*, *fim*, and *gam* with the same decoding strategies. Every lesson incorporates the warm up review words using previously taught skills practice before introducing the new skill. Additionally, each lesson includes "Whole-Class Transfer," where students review all skills within the lesson, including previously learned skills by decoding words, sentences, and passages with mixed skills practice.
- The materials include intentional cumulative review practice in the form of "Review and Transfer" days. This happens periodically throughout each unit and allows students multiple opportunities to review and apply various skills taught. The activities provide for independent, paired, and teacher-led small groups that reinforce previously taught skills through printable practice, games, and decodable books.
- The materials include cumulative review and practice throughout the curriculum. The "Scope and Sequence" includes the timeframe for the "Review and Transfer" days throughout the curriculum. The "Program Overview" states that the "Review and Transfer" days are "specifically designed days spaced throughout the scope and sequence following a set group of skills to provide students with additional opportunities for review and transfer. ...No new content is taught on this day." The "Program Overview" summarizes the "Mid-Year Cumulative Skill Check." The "Mid-Year Cumulative Skill Check" assesses skills taught from the beginning

of the year to mid-year. The "Mid-Year Cumulative Skill Check" tests students' ability to encode.

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

- The materials include practice opportunities only on the phonics skills that have been explicitly taught. The "Guided Dictation" portion of the lesson includes opportunities for students to decode and encode the newly taught skills and practice with words that follow the pattern taught. For example, Unit 2, Lesson 64 states, "For this activity, I will spell a word. You will spell it back to me. Then, you will write and mark the word on your board—markers down and hands out. I will spell it first: t-h-e-m. Give it back to me once. (t-h-e-m) Now write it on your board as I spell it: t-h-e-m. Mark it." "Whole-Class Transfer" routines are completed in every lesson. The specific skills taught for that lesson are practiced in isolation and context by decoding words related to the skill taught that day and by decoding text that includes the skill taught and high-frequency words. The materials provide specific guidance for practicing the skill taught, including a teacher script and feedback. The "Phonics and Spelling" section within each lesson provides practice opportunities that include only phonics skills that have been explicitly taught. Lesson 119, "Phonetic Skill 4: Vowel e," provides an example of a lesson that guides students through decoding and encoding practice with the daily skill of decoding words with vowel e after it was explicitly taught. For example, in lesson 119, the phonics skill of decoding words with vowel e is explicitly taught in "Part 2: Phonics and Spelling" under the "Phonetic Skill 4: Vowel e" section, where the teacher scripts and slides engage students in decoding the word theme and with demonstrations and marking the words phonetically, and then they have opportunities to practice decoding words with vowel e in "Part 3 Whole-Class Transferz' while reading decodable words in isolation and sentences and passages.
- The materials include practice opportunities on phonics skills that have been explicitly taught. The "Program Overview" provides for the definition of the "Lesson Toolkits." The "Overview" states, "The Lesson Toolkits are comprised of lessons covering the main skills taught." Each unit overview in the online teacher materials describes the breakdown of skills into groups. Each lesson aligns with this overview, and within lessons, practice is completed for only the skill explicitly and directly taught in that lesson and any prior skills.
- The practice provided within the *Student Transfer Book* allows for opportunities to practice phonics skills explicitly taught through activities such as sound/word mapping, sounds, blending syllables, and reading words. For example, in the *Student Transfer Book* under Lesson 31, additional practice activities, including sound mapping, letter naming and sound practice, and handwriting with the consonant letter *M* are provided after students have completed the class Lesson 31 over consonant letter *M*.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The materials include decodable texts within lessons that incorporate the cumulative practice of taught phonics. "Whole-Class Transfer" routines allow for cumulative practice by including prior learning in the decodable text on the card. Students decode this sentence or sentences

as part of their daily routine, and throughout the units, the decodable texts grow in complexity, including many previously learned sight words. During "Part 3: Whole-Class Transfer," decodable sentences and passages are provided to allow for cumulative practice of phonics skills that have been taught. This structure applies to each lesson (L106-120) within unit 3 and demonstrates the progression of skills becoming more complex. For example, the decodable passage reads, "Whisk up a mix. Drop it in a cup and clip the lid shut. It is a snug fit. You can swig it as you run."

- The materials include *Decodable Readers* for each grade level—the materials guide, which decodes readers should use with each lesson as cumulative practice. For example, grade K lessons and "Review and Transfer" days include specific decodable texts, phrases, and readers that provide opportunities to practice phonics skills taught up to that point. During Groups and Centers, "Decodable Passages" are included for students who "Need Support" or "Need Practice." "Decodable texts/books" are available for students who "Need Enrichment." "Grade K Phonetic Skills 1-3 Decodable What Can You Do?" is an example of a "decodable text/book" that reviews phonetic skills 1-3 (lessons 107-113).
- The materials include decodable texts that incorporate the cumulative practice of taught phonics skills. The "Lesson Preview" lists the following titles for Unit 2, Lesson 87: Take a Shot. The decodable word skills include a review of -s blends.

Lessons include an instructional focus with opportunities for practice in isolation and connected text.

- The practice provided within the *Student Transfer Book* allows for practice in isolation and connected text through activities such as sound/word mapping, reading words with focused skill, and decodable passages. After explicit instruction of new phonics and spelling patterns within a daily lesson cycle, students practice decoding words that include that pattern in connected texts. The "Whole-Class Transfer" routine includes phrases and sentences with the phonics pattern of the day included. During "Part 3: Whole-Class Transfer," decodable words, sentences, and passages are provided to allow for cumulative practice of phonics skills that have been taught. This structure applies to each lesson (L106-120) within Unit 3 and demonstrates the progression of skills becoming more complex.
- The materials include opportunities for practice in connected texts with a daily instructional focus. The "Program Overview" defines why "Part 3: Whole-Class Transfer" exists in the daily lessons. It states, "It is important to remember that what is taught in isolation stays in isolation. Transfer is the independent application of learned skills at the word level and through connected texts across various reading and writing contexts."
- The materials include opportunities for practice in isolation with a daily instructional focus. They also include a "Guided Dictation" portion of the lesson daily, where the teacher releases more responsibility to the student for practicing the skill taught for that day. Within each daily lesson cycle, materials include decodable words grouped and taught in isolation to provide students with an understanding of the daily skill. These lists align with the scope and sequence. For example, the materials say: "For this activity, I will spell a word. You will spell it back to me. Then, you will write and mark the word on your board. Markers down and hands out. I will spell it first: w-h-e-n. Give it back to me once. (w-h-e-n) Now, write it on your board

as I spell it: w-h-e-n. Mark it. Move around the room and provide corrective feedback. Let's check your work. Boards up. Point to the word. Read it twice. (when, when) When did you eat lunch?"

Phonics Rule Compliance

4.4	Assessment	7/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	2/2
4.4b	Materials include clear, consistent directions for accurate administration of assessments.	2/2
4.4c	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	2/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	1/1

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

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

- The materials include formative assessments in various formats to measure student learning and determine the next steps for instruction. For example, grade K materials include "Observation Checks" embedded in each lesson to monitor understanding, digital "Daily Skill Checks" that assess daily understanding and assign differentiated learning activities based on student scores, and periodic "Multi-Skill Checks" that assess transfer and include items from the current skills and previous two skills. Each of these formative assessment types is developmentally appropriate and progresses from simple phonics skills to more complex ones, allowing students to respond in various ways. The *Observation Checkpoint Guide* is one of the various assessments the program provides. The *Observation Checkpoint Guide* provides "Quick Reference Scoring Criteria" based on each grade level's performance and developmentally appropriate. The materials include student software for students to use daily. This software allows students to practice skills taught and review previously taught skills, providing teachers with formative assessment information.
- The materials include a variety of assessment tools that are developmentally appropriate. The "Program Overview" lists "Review and Transfer" days, "Readiness Checks," "Mid-Year Cumulative Skill Checks," "End-of-Year Cumulative Skill Checks," "Single Skill Checks" and "Student Observation Checks," "Multi-Skill Checks," and "Phonemic Awareness" assessments for this curriculum. The "Readiness Check" at the beginning of the year determines students' understanding of foundational skills and identifies students who may require additional support. For example, the grade K "Readiness Check" includes items to assess alphabet

knowledge and early phonemic awareness. The "Readiness Check" components are developmentally appropriate and completed within a suggested time of 10 minutes.

- The materials include summative assessments in various forms. For example, grade K materials include a "Mid-Year Cumulative Skill Check" and an "End-of-Year Cumulative Skill Check." Students apply encoding tasks and spelling patterns through various tasks, which should be completed in 10 minutes.

Materials include clear, consistent directions for accurate administration of assessments.

- The *Observation Checkpoint Guide* provides teacher guidance on why this form of assessment is used, what the evaluation is, when to administer observations, and how to use the checkpoint. This guidance supports clarity and consistency for accurate assessment administration. This guide provides an overview of how the "Observation Checkpoints" should be administered and utilized for data collection. For example, the guide offers the following specific directions for during "Observation Checkpoints": "Throughout the lesson, there are multiple embedded checkpoints where monitoring is key to deeply understanding student progress and mastery. For example, at the end of the Phonemic Awareness section of the lesson, teachers can use the "look-for" for phonemic awareness concepts, identify any student behaviors that signal the need for additional support or practice, and use the Next Steps to guide instructional decisions."
- The materials include "Print Multi-Skill Checks" and "Phonemic Awareness" assessments for each grade level in the "Supplemental Resources Folder," which provides a guided script that is the same for all learners. The instructions are clear and consistent for accurate administration. These materials include clear instructions and teacher tips for correct administration. A clear and concise teacher script and key are included, as well as tips for administering the test as a written assessment, using letter tiles, or typing. For example, the grade K "Phonemic Awareness" assessment in the "Identifying Rhymes" section states, "I will say two words, and you will tell me if they rhyme. For example, if I say *fun* and *sun*, you would say "Yes." If I said *fun* and *dog*, you would say "No." Ready? 1. bug, rug (yes) ___ 2. beach, mouse (no) ___ 3. zipper, flipper (yes) ___."
- The *Assessment Guide: Technical Summary* provides comprehensive understanding and guidance for the effective and efficient administration of assessments. The guide explains what assessments are available, when to use them, and how to administer them. This guidance supports clarity and consistency for accurate assessment administration. For example, for the "Skill Check" assessments, the guide indicates they should take five minutes and states the purpose of this assessment is to "Check for understanding and application of a single skill." then tells when to administer: "After each day's Whole-Class Lesson Delivery," and it states what information will be collected from these assessments: "Groups students for small-group instruction automatically • Assigns differentiated learning activities automatically based on scores • Suggests whether to reteach or progress to the next lesson."

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

- The materials include daily progress monitoring tools that the teacher uses to measure the acquisition of skills taught and plan for further lessons. Observational data gathered in whole group instruction, small group practice, and "Daily Skill Checks" is tracked in the "Final Student Observations Page," allowing teachers to make informed decisions for the next steps and student acquisition of grade-level phonics skills. The "Student Observation Checks," as mentioned in the "Program Overview," provide teachers with "multiple opportunities embedded within the *RH Discovery* lessons to monitor student performance." Guidance for the "Student Observation Checks" can be located within the *Observation Checkpoint Guide* to help ensure accurate measurement of students' acquisition of grade-level phonics skills. "Daily Skill Checks" "assess for understanding and application of individual skills. The "Daily Skills Checks" are administered regularly, and the program "assigns differentiated learning based on students' scores."
- The periodic "Review and Transfer" days materials allow teachers to complete differentiated progress monitoring based on student needs and offer systematic routines for assessing grade-level phonics skills. For example, students may complete independent or paired practices that provide data for student transfer of skills taught; in addition, small-group teacher-led instruction within this day includes scripted assessment tools that monitor student growth and understanding.
- The materials include a description of the "Phonemic Awareness Toolkit Assessments" purpose in the "Program Overview." These assessments are included "to allow teachers to regularly monitor the progress of students receiving phonemic awareness instruction in the program."

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

- The materials include a variety of assessments systematically spaced across the school year to monitor student progress in acquiring and applying phonics skills. The materials include a "Readiness Check" at the beginning of the year, a "Mid-Year Cumulative Skill Check," and an "End-of-Year Cumulative Skill Check" throughout the curriculum. Progress monitoring checks support the three primary assessments throughout the year: "Multi-Skill Checks," "Phonemic Awareness Toolkit Assessments," "Daily Skill Checks," and "Student Observation Checks." The "Readiness Checks," as mentioned in the "Program Overview," are administered at the beginning of the year. This assessment "is to identify student readiness to learn foundational skills and determine which students may need additional support during initial instruction." This assessment aligns with the lessons taught within the program and aligns with progress monitoring tools. The "Mid-Year Cumulative Checks," as mentioned in the "Program Overview," "will include the skills from the beginning of the year to mid-year to measure student performance in skills taught to that point in the program." This assessment aligns with the lessons taught within the program and with progress monitoring tools. The "End-of-Year Cumulative Checks," as mentioned in the "Program Overview," "is a cumulative measure of

student performance of the skills taught in the program." This assessment aligns with the lessons taught within the program and aligns with progress monitoring tools.

- The materials recommend formal annual assessment times and include daily embedded assessment opportunities within the lesson cycle to determine adequate progress in grade-level phonics skills. "Observation Checkpoints" throughout the lessons and "Checks for Understanding" are included as daily embedded assessments.
- The materials include an *Assessments Guide: Technical Summary* in the "Program Overview," which includes a graphic of the progression of assessments throughout the curriculum. That graphic displays how assessments build on others and when aligned with progress monitors.

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	6/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	1/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	2/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	2/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	1/1

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- The materials include a digital data management tool to enable teachers to document individual student data regarding progress on taught skills. For example, each lesson skill check for individual students is tracked as a percentage of items correct with color coding to determine the student's proficiency level, with green being proficient, yellow being emerging, and red showing that the student needs support. Information gathered in the digital data management tool yields data by skill that teachers analyze and interpret. For example, the reports include student assessment data across multiple lessons so that teachers may chart progress over time and determine instruction based on this progress.
- The materials include data-management tools for tracking individual student progress to make instructional decisions to accelerate instruction. The "Program Overview" includes a "Reports" section. The "Reports" section has a subsection titled "Administrator Overview Reports." The document states, "Usage reports will inform teacher adoption rates and alignment with district initiatives, which can guide training, coaching, intervention needs, and program effectiveness decisions." As the "Program Overview" mentions, the "Daily Skill Check Data" report allows teachers to view "data for initial and post skill checks for multiple lessons" to support appropriate instructional decisions to accelerate instruction. The "Multi-Skill Check Data" report "enables teachers to see the results of multiple multi-skill checks in one place and allows them to see how students are performing in each skill group." The report "allows

teachers to review student mastery and retention of skills" to make appropriate instructional decisions to accelerate instruction.

- The materials include a "Student Skill Progress Report" report that "provides overall data looking at "Whole-Group Instruction" recorded observations, "Initial Skill Check," "Small-Group Instruction" recorded observations, and "Post-Skill Check" to determine the effectiveness of instruction and practice." Once the data is collected, the report informs the teacher of the next steps.

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

- The materials include a digital data management tool. This tool lets teachers document whole class data regarding progress on taught skills. The materials include the "Multi-Skill Check Data" report, which "helps teachers and administrators to see the results of multiple Multi-Skill Checks in one place and allows them to see how students are performing in each skill group." For example, class data is charted in tables across multiple "Multi-Skill Checks" for teachers to analyze and determine the class's instructional needs. The information gathered in the whole class reports helps teachers plan differentiated instruction. Color coding shows which proficient students need monitoring and intervention so that teachers can plan small-group instruction or enrichment based on student needs.
- The materials include data-management tools for tracking whole-class student progress and analyzing the patterns and needs of students. The report includes alerts for areas of concern, sorts the students into groups by skill proficiency, and reports on the accuracy of skills taught. The "Class Skill Proficiency Report," as mentioned in the "Program Overview," allows teachers "to view class data for initial and post-skill checks for multiple lessons. This allows viewers to determine skill proficiency and improvement after supported practice."
- The materials include data management tools for tracking the whole class's progress to analyze patterns and students' needs. The "Student Skills Progress Report," as mentioned in the "Program Overview," "provides overall data looking at whole-group instruction recorded observations, initial skill check, small-group instruction recorded observations, and post-skill check to determine the effectiveness of instruction and practice." This report will guide data analysis of patterns and needs of students for individual students but not for the whole class.

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

- The materials include various specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. The materials include the "Multi-Skill Check Data Report," which provides guidance on determining the frequency of progress monitoring based on students' strengths and needs. Based on the data, the report groups/categorizes the students into "Needs Support," "Needs Practice," and "Needs Enrichment" groups. The students who need support will be assessed again on the embedded "Review and Transfer" days to look for skill growth and progress.

- The materials include a variety of specific guidance on determining the frequency of progress monitoring based on students' needs. The *Assessment Guide* clearly outlines a strategy for teachers to use in determining the frequency of progress monitoring called "PIT." PIT is a three-step approach to the assessment and analysis of data that includes "Performance" (students complete a skill check), "Integrity" (teacher stops to evaluate data and examine trends that will determine the proficiency of the instruction), and "Trends" (teachers examine class and student patterns in growth to determine when and how to instruct further and monitor). Teachers use this strategy to guide instruction, assess student needs, and plan for the frequency of progress monitoring. The *Assessment Guide: Technical Summary* provides a table with specific guidance on determining when to administer various assessments for progress monitoring throughout the school year. The data set from multiple times within the school year supports instructional decision-making based on students' strengths and needs.
- The materials include a variety of specific guidance on determining the frequency of progress monitoring. The *Observation Checkpoint Guide* "guides teachers on how to use observation as formative data." The guide also guides when and how to use this progress monitoring tool. The program indicates the use of the *Observation Checkpoint Guide* "is essential for making informed decisions such as adapting teaching methods or addressing individual student needs."

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

- The materials include guidance on accelerating learning based on progress monitoring data to reach mastery of specific concepts. "Part 4" of the lesson cycle provides centers daily to support students who need support, need practice, and are ready for enrichment. These align with the daily skill checks, review, and transfer day routines. The grade K "Groups and Centers Routines" guides students who need enrichment. The "Program Overview" mentions the "Daily Skill Check" data can automatically be used "to group students for differentiated small groups and centers." The small groups and centers can include students who need enrichment, but there needs to be evidence to support guidance on accelerating learning based on progress monitoring data.
- The materials include guidance on accelerating learning based on the progress monitoring data. The "Lesson Toolkits" are "lessons and aligned activities that are designed to be used to differentiate learning for each skill at the decision point in the Instructional Cycle or at other times when the need is established." The materials can guide students to mastery of skills and concepts based on data derived from progress monitoring tools.
- The materials include a variety of guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. Teachers access student data for daily skill checks in real-time through the "Lessons Insights" page of the online platform. Student data is represented in a color-coded format. Students who master a task are coded green and score 80% or better. Students who require the teacher to monitor progress are coded in yellow and score 60-79%. Students scoring below 60% are coded in green and need intervention. Teachers use this data to determine small group and independent activities and accelerate instruction through differentiation. The materials also include a "Corrective

Feedback" and *Next Steps Guide*. This tool includes tables that list common errors in letter recognition, phonemic awareness, phonics, and spelling. Teachers use this tool to determine "next steps" when students need support in skill acquisition. Progress monitoring data determines when and if "next steps" are needed to ensure mastery of specific skills and concepts.

Foundational Skills

5.B.1	Oral Language Development	21/21
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)	8/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
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)	9/9

The 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). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.

Evidence includes, but is not limited to:

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

- The materials for grade K include explicit and systematic instruction to develop oracy. Some examples in Lesson 30, Part 2: Phonics and Spelling include a tip for teachers on clearly articulating the sounds for the letter *a*. In addition, the teacher provides a picture card that models how to shape the mouth and chin, identify that nothing is blocking the air coming out of one's mouth (meaning the sound made is a vowel sound), and a script to provide practice in creating the "short *a*" sound that includes identifying and verbally expressing an understanding of the position of the chin and the vibration of the throat. This practice provides modeling by the teacher, repeating the sound by the student, and reflection on articulation accuracy models through slides that show how the student is to speak and clearly make the sound. The materials repeat this systematic approach to teaching articulated oral communication with each introduced letter.
- The materials in grade K include a "Lesson Toolkit" in the "Supplemental Resources Folder," a step-by-step lesson plan to guide teachers through oral language and oracy activities. The lesson is explicit and systematic in modeling, guided practice, feedback and coaching, and independent practice. For example, the "Letter Group 2: Vowel /" lesson correlates with grade K Lesson 37. It includes phonemic awareness skills modeled and independent practice, as well as a sound-spelling wall where the teacher reviews the skill taught explicitly and guides the students to say the sounds together. In the instruction portion of the lesson, students practice marking the word while the teacher coaches them and gives them corrective

feedback. The lesson continues with dictation, spelling, and recommended transfer opportunities for independent practice.

- Each instructional lesson includes direct and explicit instruction from the teacher and opportunities for students to practice whole-group and independently with corrective feedback. For example, in Lesson 109, the teacher begins the lesson explicitly by teaching the targeted sound, correct mouth formation, and grapheme that matches the introduced phoneme. The lesson then moves into guided practice, where the teacher engages the whole class and provides corrective feedback. At the end of the lesson, students work in partners or independently, practicing old and new skills.

Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

- The materials include scripted lesson plans that give students opportunities to engage in communication for academic purposes. In grade K, "Groups and Centers Routines" include teacher-led transfer and independent practice. During these routines, students are prompted to read words and passages aloud with accuracy and expression to the teacher or a partner. In addition, they are prompted to discuss with a partner the content of what they have read. In addition, there is a routine called "Ask and Answer." This routine instructs students to ask and answer questions about what they learned and read.
- The materials in grade K include opportunities for students to engage in academic communication. For example, grade K materials include lessons with scripted opportunities for students to elaborate and clarify their ideas on previously taught vocabulary. Unit 2, Lesson 66, Part 3 includes the "Whole-Class Transfer" Decodable Passage on Digraphs: *th* Review. Students take turns reading with a partner and then turn and talk to their partner about what they read. The materials include opportunities for students to develop academic communication.
- The materials include opportunities for grade K students to use language in social communication. A specific example is Lesson 119: Phonetic Skill 4: Vowel *E*. The students listen to the teacher in warm-up tasks, word building, sound wall, phonics, spelling, and phonics. During dictation, the students can discuss and share information and ideas about a favorite theme they have been reading.

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

- The grade K materials emphasize listening, asking questions, and engaging in discussions to understand information. The lesson cycle involves modeling phonics skills and includes scripted prompts for students to share information and express their understanding. Students also engage in teacher-student and student-student discussions to demonstrate their comprehension of the skills taught. Throughout the lesson cycle, students are prompted to articulate their understanding of modeled skills and to discuss with partners to reinforce their learning. This encourages active participation and understanding of the material.

- The materials in grade K include authentic opportunities for students to listen actively, engage in discussion to understand information, and share ideas. For example, grade K, Unit 2, Lesson 67, Part 2: Phonics and Spelling, "Guided Dictation" begins with students listening to the teacher review the skill just taught and collectively practicing it with the teacher. Then, the script allows for a check for understanding. It states, "Get with your shoulder partner. Partner A will explain to Partner B how to mark the word. Then switch, and Partner B will explain to Partner A how to mark the word."
- Grade K "Groups and Centers Routines" provide students with authentic opportunities to listen actively to the teacher and partners during partner stations, ask questions during small group instruction for clarification, and engage in comprehension discussion about the decodable text. The "Storytelling Challenge" is one of the activities included in the "Supplemental Resources-Phonemic Awareness Instruction and Practice." This activity has the teacher begin a story with a prompt: "Each student takes a turn adding a single word at a time to create a collaborative story."

Foundational Skills

5.C.1	Alphabet Knowledge (K only)	24/24
5.C.1a	Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR.2.A.1)	2/2
5.C.1b	Materials include guidance for the teacher 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)	6/6
5.C.1c	Materials include guidance for the teacher 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)	4/4
5.C.1d	Materials include a variety of activities and 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)	12/12

The materials include a systematic sequence for introducing letter names and their corresponding sounds. Materials include guidance for the teacher 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. Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). Materials include a variety of activities and 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.

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing letter names and their corresponding sounds.

- In grade K, materials begin with a foundational skills unit before Unit 1. In this readiness skills unit, letters are introduced systematically in alphabetical order with the goals of letter recognition, letter sound articulation (including the short vowel sounds), and the correct starting position and strokes for writing each letter. This unit's purpose is to address any readiness skills assessed in the "Readiness Assessment" at the beginning of the year. The materials also contain three units for grade K. The first unit systematically revisits letter names and their corresponding sound, teaching four consonants and one vowel, a phonics strategy, and a word-building lesson over seven class days. These lessons are followed by a "Review and Transfer" day for students to practice the letters, skills, and word building in small groups, partners, and independently. For example, in the first seven days of the unit, students learn names and sounds for the letters *A*, *M*, *S*, *T*, and *P*. They also learn to combine these letters and sounds to make real and nonsense words. There is a process called "The Slide," which teaches students to pronounce two sounds together and add an ending sound, such as */ba/ + /g/ = bag*. These tasks aim to build a strong foundation for transitioning to print.

- The materials for grade K include a sequence for introducing letter names and their sounds. The materials explicitly teach letters in alphabetical order rather than in order of utility. For example, after learning the handwriting strokes, students begin with letters in Week 4 of the curriculum and learn letters A to Z sequentially.
- Materials include a systematic sequence for introducing letter names and sounds, as stated in the "Discovery Program Overview" and "Scope and Sequence." It states that high-utility letters are taught early in the sequence to build more words and that letters representing continuous phonemes are also taught early to aid in blending.

Materials include guidance for the teacher 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 materials include a clear script for teachers to teach each letter and corresponding sound. The script includes many opportunities for the teacher to model, ask questions, and prompt students to write upper and lower case letters and repeat corresponding sounds when presented at the beginning of a word, in isolation, and dictation for decoding. For example, when teaching the letter *F* in "Letter Group 2: Lesson *F*", teachers begin "Part 2" by reading the tips for the correct articulation of the sound */f/*. They apply this in their model for teaching the letter and the sound and are directed to include a photo card showing students the proper mouth formation for this sound. This lesson includes a script with explicit language and questions for the teacher to use in directly teaching this letter and its corresponding sound. For example, when directing students to say */f/*, the script follows up with explicit questions such as "What are your lips doing?" and "Did you feel the air in your hand?"
- The materials in grade K include guidance for direct and explicit instruction in developing automaticity in identifying the 26 letters and sounds of the alphabet. For example, Lesson 4, Part 2: Phonics and Spelling, "Guided Dictation" provides guided activities where students identify and write upper- and lowercase letters *Aa* on their whiteboards. In this activity, students name the sounds with a partner after they complete the letter formation.
- Materials in grade K lessons 30-62, "Part 2: Phonics and Spelling - Review," provide review opportunities to support student automaticity in identifying the 26 letters of the alphabet. The review section is scripted to provide teacher guidance for direct and explicit instruction. For example, lesson 31 reviews uppercase and lowercase *a* before reintroducing the letter name and the corresponding sound for the letter *M*. High-utility consonants order the letter group lessons to be able to create more words and aid in blending more rapidly.

Materials include guidance for the teacher 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)

- The materials for grade K begin with a readiness unit that provides initial exposure to letter names, sounds, and formation. These lessons are taught alphabetically and include a script for the teacher with explicit language for letter formation. For example, in "Lesson 11: *H*",

teachers are given these words to say while modeling the formation of uppercase *H*. "Tall down, tall down, across." The script directs the teacher to repeat this as students practice forming the letter. The script then provides similar directions for when the teacher models the lowercase letter *h*. The teacher says, "Tall down, bump." Note that both of these scripts contain the instruction of "tall down" for writing a straight line from the top line of the space to the baseline. This instructional strategy is consistent for all letters that have a straight line.

- The materials for grade K include specific terms, phrasing, and statements that teachers can use during core instruction to model letter formation. For example, in Lesson 31, when writing an uppercase *M*, the teacher guides the students by modeling and saying, "Watch and listen as I write an uppercase *M*. Tall down, Slant down, slant up, tall down. Now it's your turn." The lesson continued, and they practiced the lowercase *m*. The teacher says, "Watch and listen as I write the lowercase *m*. Small down, bump, bump. Now it's your turn."
- The "Alphabet Introduction Routines" are in the transfer routines on the "Lesson Summary" page in lessons 4-29. These routines guide direct and explicit instruction for reviewing letter names, letter sounds, and letter formation (uppercase and lowercase). An example routine includes the "Letter of the Day Challenge." Students look at the letters in their names and identify "if the stroke taught for the day is present in their name."

Materials include a variety of activities and 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 materials for grade K include a cumulative review every seven days that does not teach new material. Instead, these "Transfer and Review" days allow students to participate in various activities to reinforce the recently completed lessons for alphabetic knowledge and letter writing in isolation and the context of meaningful print. For example, "Review and Transfer Day: Multi-Skill Check 3" offers students opportunities to work in small groups, in partnerships, and independently to search for letters in text, write letters in isolation and one-syllable words, scavenge for letters within "Most Common Words" lists, and blend letter sounds to form words in word building activities. Each activity promotes memory building through repetition, multimodal centers that all practice similar skills, and teacher table lessons that reinforce the scripts and patterns taught for letters and corresponding sound memory.
- The materials include isolated practice activities, contextual alphabet practice activities, practice with meaningful print, and cumulative review alphabet knowledge activities and resources. For example, the materials have a "Review and Transfer" day embedded in the lesson cycle that addresses all the previously taught letters and sounds. The students are given opportunities to work on varying levels of development on these skills with partners. The activities provided include a choice board with the following choices: "Letter Group 1 Word Building," "Beat the Clock (building as many words with that skill as possible in the time given)," "Spell and Mark/Prove (spell the words or mark them or prove them)," "Fill in the Blank (complete a sentence with skill words)," Write a Sentence (use skill words to write sentence), Fluency (read the words listed to a partner)," "Read the Passage (decodable passages from

texts and student transfer books)," "Word Detective (search for skill in texts and books)," "Partner Read (students take turns reading the decodable texts)," "Ask and Answer (ask and answer questions about the skill)."

- Materials in grade K include a variety of activities and resources for students to develop, practice, and reinforce alphabet knowledge. For example, in all lessons 4-29 during Part 2 of Phonics and Spelling, the embedded letter is shown on a card with a corresponding picture. This assists with a visual reminder of how the letter is visually and the sound each letter makes. In subsequent lessons, the program introduces ASL as an alternative to recalling each letter.

Foundational Skills

5.C.2	Letter-Sound Correspondence	18/18
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher 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)	2/2
5.C.2c	Materials include a variety of activities and 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)	12/12

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include guidance for the teacher 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. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and decodable connected text.

Evidence includes, but is not limited to:

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 grade K materials include a "Scope and Sequence" showing a systematic progression of letter-sound relationship teaching. For example, the lesson progression begins with a series of readiness lessons introducing each letter alphabetically by name, sound, and writing strokes. Then, at the beginning of the first unit, letters are grouped into five sets. Each letter grouping begins with a vowel and then adds four consonants, a phonics skill, a word-building lesson, and a cumulative review day. Within this cycle, teachers explicitly teach letter-sound relationships through a scripted lesson cycle that includes activities for both encoding and decoding. Unit 1 Overview lists the first five letter groups taught throughout this unit. For instance, Letter Group 1 (a, m, s, t, p), Letter Group 2 (i, f, n, g, b), Letter Group 3 (o, r, h, v, j), Letter Group 4 (e, w, d, l, y), Letter Group 5 (u, q, z, x, c, k).
- Materials for grade K include a systematic and explicit lesson cycle that teaches letter-sound relationships by teaching a vowel, four consonants, a phonics skill, and word building, followed by a review day. Within the scripted lesson plan for each letter, teachers complete a "Guided Dictation" activity that includes dictation for encoding and decoding. This lesson portion provides explicit instruction and practice in writing and reading letter combinations using the letters and sounds taught. For example, "Lesson 33: Consonant S" follows lessons for "Consonant M" and "Vowel A." When teaching the dictation for decoding portion of this

lesson, students begin by reviewing how to apply decoding skills with *M* and *A* in an oral routine. Then, the teacher uses this same oral routine to teach students how to apply the decoding process with the letter *S*. A similar routine follows where the teacher instructs students in dictation encoding using the consonant *S* with the vowel *A*.

- The grade K materials include direct, explicit, and systematic introductions of letter-sound relationships in an order that allows for encoding and decoding. For example, in grade K materials, Lessons 37-43 introduce the letters *li*, *Ff*, *Nn*, *Gg*, and *Bb*. Combining consonants with a vowel builds on students' knowledge of words so they can decode and encode words such as *big*, *fig*, *bin*, and *gin*.

Materials include guidance for the teacher 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)

- In the lesson cycle for grade K, teachers are provided guidance for explicit instruction that provides explanatory feedback about common misconceptions between letter sounds and words. For example, in "Lesson 33, Letter Group 1: Consonant S," the teacher sees a green box for "Teacher Tips" at the top of the "Phonics and Spelling" section of the lesson cycle. This box guides the teacher, helping students distinguish between the commonly confused /s/ and /z/. The teacher is instructed to have the students segment sounds in words such as *sap* and *zap* and distinguish between the initial phonemes by feeling "for vibrations in their throat" and working together to "use their Sound Wall to identify the grapheme that spells the sound."
- The materials for grade K include "Implementation Essentials" videos for teachers to use as they plan explicit direct instruction. The video "Module 10: Dynamic Dictation Part 1" includes explicit examples of concepts and skills that might require support. Modeled lessons embedded in the videos offer examples of feedback to use when student misconceptions occur during encoding and decoding activities. One example in the video is the reminder to use kinesthetic cues for each vowel and reference those cues on the vowel poster. The video explains that these kinesthetic cues are important to support students in differentiating similar-sounding vowels.
- The materials in grade K include Part 1 of the "Lesson Plan," which is dedicated to "Phonemic Awareness." The materials include direct and explicit instruction with feedback based on common errors. For example, the "Teacher Tip" at the beginning of Lesson 67 states, "As your students develop fine motor skills, introduce finger tapping for blending and segmenting tasks. For blending, tap the sounds with your fingers, starting with the pointer finger and thumb and continuing to the third, fourth, and fifth fingers as needed. After saying all the sounds, pull your fingers together with all the fingers and thumb touching, and say the blended word. For segmenting, you will tap each phoneme in the word provided. This kinesthetic scaffold can be transferred when spelling during dictation and other independent writing tasks." The materials also include scripted instructions for teachers to collect data for feedback. For example, Lesson 67 states, "Observation Checkpoint: Record students needing additional support in the Student section of the tool."

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

(S)

- The materials include various activities such as rhyming activities, whiteboard writing, oral questioning and responses, digital games, and centers for applying letter-sound correspondence to decode and encode one-syllable words. For example, in grade K, students use marking routines on whiteboards during whole group portions of the lesson cycle to show how to read and spell words, including the skill introduced and prior sounds learned. In lessons for Unit 1, these whiteboard activities include writing sounds heard on their whiteboard, marking them to prove their sounds in text, and then reading them to show an understanding of the applied phonics skill. Within each daily lesson cycle, the students develop understanding through teacher modeling and repetition of newly taught skills, practice through oral language routines and whiteboard writing, and reinforce skills daily by incorporating prior sounds into activities that develop new skills.
- The materials include "Review and Transfer" days embedded throughout the curriculum periodically throughout the lesson progressions to review and transfer the knowledge of phonics skills learned cumulatively. The materials include a choice board used independently or with partners depending on the level of support on skills and concepts. For example, "Review and Transfer Day: Multi-Skill Check #6" reviews and transfers Lessons 30-36. The materials include skills *a*, *m*, *s*, *t*, and *p*. The screengrab also includes the progression and list of activities related to this skill set.
- Materials in grade K include various activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and decodable connected text. For instance, in Lesson 36: Letter Group 1: Building Words, the teacher reviews the previous letters taught and reviews the consonants and sounds of the letter Pp. The students repeat the letters' names and sounds and skywrite them. The students use the letters in context to build words. The "Whole-Class Transfer" cards provide additional review in isolation and context. The "Extended Transfer" also offers additional practice: "Student Software Activities," "Student Transfer Book Word Mapping (sat, map)".

Foundational Skills

5.D.1	Phonological Awareness (K–2)	12/12
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)	4/4
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)	2/2
5.D.1c	Materials include a variety of activities and 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)	6/6

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include guidance for the teacher 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. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and decodable connected text.

Evidence includes, but is not limited to:

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 Scope and Sequence outlines the systematic and sequential approach the materials take for phonological awareness. For example, grade K Scope and Sequence outlines a progression of phonological awareness skill development that begins in "Lesson 1, Handwriting Strokes: Line" by identifying rhyme and counting words within a sentence. The Scope and Sequence then goes on to show the progression from simple to complete skills as it systematically adds new skill lessons and practices every few lessons so that by the end of the first 30 lesson unit, "Alphabet and Sound Wall Intro," students have had opportunities to identify and produce rhyme, count words, blend and then later segment compound words, isolate initial phonemes, and blend or segment syllables. This pattern of introducing phonological awareness skills by complexity continues throughout the remaining units so that, by Lesson

120, students in grade K have had opportunities for all of these skills, including the more complex skills of adding, deleting, blending, and substituting 3 - 4 phonemes to make words.

- The materials include a systematic sequence for introducing phonological awareness activities, from simple to more complex skills. In grade K Lesson 4: Part 1, the explicit instructions begin with the teacher asking students for a word that rhymes with the given word. For example, "What word rhymes with blue?" In the next set of skills in the lesson (counting words in a sentence), the teacher says, "Let's clap words in sentences." Later in Lesson 30, Part 1 includes a systematic sequence for introducing phonological awareness activities, beginning with simple to more complex skills. In lesson 30: Part 1, the explicit instructions begin with the teacher saying two parts of a word (onset and rime) and the students putting the parts together to make the word.
- The materials in grade K include specific terms, phrasing, and statements for teachers to use during instruction. For example, the materials state, "Rhyming words are two words that sound alike at the end but have different beginning sounds. Listen to these two rhyming words: pat, mat. They both have the /ăt/ sounds at the end, but their beginning sounds differ. Listen: /p/ /ăt/ and /m/ /ăt/. Give me a thumbs up if these words rhyme and a thumbs down if they do not."

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 materials in grade K include specific terms, phrasing, and statements for teachers to use during instruction. For example, the materials state, "Rhyming words are two words that sound alike at the end but have different beginning sounds. Listen to these two rhyming words: pat, mat. They both have the /ăt/ sounds at the end, but their beginning sounds differ. Listen: /p/ /ăt/ and /m/ /ăt/. Give me a thumbs up if these words rhyme and a thumbs down if they do not."
- Materials in grade K include direct and explicit instruction in phonological awareness skills with explanatory feedback. For instance, in Lesson 31: Letter Group 1: Consonant M, the Teacher Training tip shares, "Students often confuse the nasal sounds /m/ and /n/ with one another. For example, you may hear students substitute nap for map. To support students with differentiating between the nasal sounds, call attention to the specific place of articulation for each sound."
- "The materials include explicit instruction for teaching phonological awareness skills and recommended explanatory feedback for students based on common errors and common misconceptions. The Corrective Feedback and Next Steps Guide includes a 'five-point process' that involves identifying the error, confirming the expectation, confirming the change, guiding correction, and providing specific praise. The Corrective Feedback and Next Steps Guide provides a sample script for alphabet knowledge and print concepts, phonemic awareness, phonics, word recognition and analysis, and fluency.

Materials include a variety of activities and 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 include various activities specifically designed to help students develop, practice, and reinforce their understanding of phonological awareness. For example, grade K includes gestures/body movements and other kinesthetic activities to help visualize word parts and sounds. In Lesson 1 of the Alphabet and Sound Wall Unit, the activity reads, "During rhyming tasks, use the following hand motions: Extend your right hand in front of you with your palm facing you and your thumb pointing upward. When saying the onset (sounds before the vowel), slide your left index finger downward along your right thumb. When saying the rime (vowel and any consonant sounds that come after it), slide your left index finger horizontally along your right index finger."
- Materials in grade K include a variety of resources for students to develop, practice, and reinforce phonological skills. In each Grade K letter lesson, there are activities and warm-up tasks to practice and reinforce phonological awareness. In Lesson 9: Letter Lesson F, the students work with the teacher as they listen to separate syllables and attempt to determine the divided word. Additionally, the students listen for beginning sounds as the teacher calls out a list of various words. During this isolation at the beginning of the phoneme activity, the teacher also demonstrates a kinesthetic prompt with his/her arms to demonstrate the segmentation of phonemes within words.
- Grade Kindergarten Lessons 1-16 provide a variety of activities and resources for students to develop, practice, and reinforce phonological awareness skills. These lessons include teacher tips and a script to support the instructional implementation. For example, in Lesson 3, the teacher's tip states: "During rhyming tasks, use the following hand motions: Extend your right hand in front of you with your palm facing you and your thumb pointing upward. When saying the onset (sounds before the vowel), slide your left index finger downward along your right thumb. When saying the rime (vowel and any consonant sounds that come after it), slide your left index finger horizontally along your right index finger."

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	13/13
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)	3/3
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)	2/2
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)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. 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. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review).

Evidence includes, but is not limited to:

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 materials for grade K include a systematic sequence for teaching phonemic awareness, such as teaching the blending of phonemes to make words in early lessons and progress to more complex skills, such as segmenting words by phoneme for decoding. For example, earlier lessons include instructions for segmenting words with three phonemes, such as "Lesson 4, Building Words," where teachers instruct students in learning about building words. The teacher models, "Watch as I spell the word mat. I will segment each sound in the word: /m/ /ă/ /t/. I hear three sounds so I will draw three lines on the board." The lesson continues with students practicing this skill. In later lessons, such as "Lesson 114, Digraph Blend: *thr* and *shr*," this same process of segmenting is applied to the more complex combinations of phonemes, including digraph blends.
- Grade K Lesson 71: Part 1 includes a systematic sequence for introducing phonemic awareness, beginning with simple to more complex skills. In Lesson 71: Part 1, the explicit instructions begin with the teacher saying a word, and students isolate and identify the middle

sound. In the next set of skills in the lesson (substitute initial phonemes), the teacher says a word and then tells the students to change the initial sound and make a new word. "Narrative Evidence 2" will show the comparison in complexity with a later lesson. In Lesson 111: Part 1, the explicit instructions begin with the teacher saying a word, students identifying the medial sound in the word, and then changing the medial sound to a different sound to make a new word. In the next set of skills in the lesson (blend: three to four phonemes) the teacher says three or four sounds and students put the sounds together to make a word.

- The materials teach blending spoken phonemes to form two-syllable words before teaching segmenting spoken two-syllable words into individual phonemes. For example, in the "Alphabet and Sound Wall" introduction unit, Lesson 9 of the grade K materials, the script says, "We are going to talk about syllables. A syllable is a small part of a word that has one vowel sound. Listen as I say two syllables and see if you can figure out what word they make if you put them together: /tĕ/ /dĕ/. Ted dy. It's the word *Teddy*. Listen to another one. /Mŏn/ /ster/ can be combined to make a *monster*. Now you try. I will say two syllables, and you will combine them to make a word. Ready?" In the next lesson, Lesson 10, students learn how to segment syllables. The lesson states, "Yesterday, we talked about syllables. A syllable is a small part of a word that has one vowel sound. Since every syllable has a vowel sound, our mouth will open for each syllable. Watch my mouth when I say the word *around*—a round. Put your hand below your chin to show how the chin lowers, and the mouth opens with each syllable. I can break the word *around* into two syllables. The first is /ŭ/, and the second is /round/. I pound those syllables with my fist: /ŭ - round/. It's like a beat in the world. Listen to another word: *gentle*. I can pound the syllables to help me: /jĕn - tŭll/. The first syllable is /jĕn/, and the second is /tŭll/. It's your turn! I will say the word, and you will pound the syllables. Ready?"

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)

- Materials in grade K include direct and explicit instruction for teaching phonemic awareness with explanatory feedback. For example, "Lesson 67: Digraphs: *ch*" provides a "Training Tip" for the teacher to provide supplemental support for students substituting the /*ch*/ and /*sh*/sounds. Also, in the "Essentials" videos, support is provided to the teacher to give corrective feedback. In "Module 18: The Power of Feedback," the narrator explains the value of feedback and provides examples and specific scripts to support students in correcting their errors.
- The materials include a *Corrective Feedback and Next Steps Guide*, which provides direct and explicit recommendations for explanatory feedback based on errors in phonemic awareness. The script has the teacher identify the error, confirm the expectation, confirm the change, guide the correction, and provide specific praise. The guide provides scripts for specific examples of errors. For instance, if a "student inaccurately identifies isolated phonemes," the teacher follows the five-point process and selects an appropriate next step (ex. exaggeration). For example, the scripted "Lesson Plans" for grade K, Lessons 5-16, states, "Move around the room and provide corrective feedback." This is a time for teachers to observe the common

errors and misconceptions centered around isolating initial phonemes. The *Corrective Feedback and Next Steps Guide* provides options for students inaccurately articulating phonemes. One suggestion from the document is to use hand-held mirrors to draw students' attention to the formation and articulatory gestures of the sound.

- The materials include lessons with scripts that have precise language for teaching phonemic awareness. For example, grade K, "Lesson 107, Phonetic Skill 1: Single Consonant Ending," includes a script for use during instruction that prompts the teacher to make direct statements to students, such as: "I am going to say the word two times instead of spelling it. You will repeat the word two times. Then, you will spell and prove the word on your board—markers down and hands out. The word is *crab*, *crab*. Give it back to me. (*crab*, *crab*) Now spell and prove *crab*."

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 materials include explicit guidance for connecting phonemic skills to the alphabet principle to support the decoding and encoding of text. For example, the *Phonics Toolkit* "Letter Group 5: Consonant K" provides direct lessons and games for supporting students with orally segmenting the word *kit* as /k/, /i/, /t/. Then, students decode and encode chains of words with this same CVC pattern using all the letters in Letter Group 5 and vowels from previous letter groups for word building with three phonemes.
- The materials include a "Phonemic Awareness Toolkit" that gives explicit and direct guidance for connecting to the alphabetic principle to support students in transitioning from oral language activities to basic decoding and encoding. For example, the grade K materials include a section on "Isolating Initial Sounds." The script states, "Instruction: We will say the initial or first sound in the word. If I say *sun*, I can listen closely for the first sound. Listen to the *sun*. (Emphasize the initial sound.) The first sound is /s/. You try one. Listen to this word: *mat*. What's the first sound? (/m/) Yes! Listen as I hold the first sound: *mat*. (Emphasize the initial sound.) The first sound is /m/."
- The materials explicitly guide phonemic awareness skills to the alphabetic principle. The "Phonemic Awareness Instruction and Practice" (supplemental resource) provides direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support the transition from oral language activities to basic decoding. For example, the blending script reads: "I will say some sounds, and you will blend them to make a word. Listen to these sounds: /r/ /u/ /g/. If I blend those sounds, I can hear the word *rug*. Let's try one together." The scaffold from the "Training Tips" in the lessons can be combined with this instruction.

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

- Materials in grade K provide a variety of activities and resources to develop, practice, and reinforce phonemic awareness skills. For instance, in "Letter Lesson: A Alphabet Toolkit Lesson #1," there are numerous activities, including letter chants, tracer cards, and alliteration strips, to practice and reinforce phonemic skills. Also, in the "Grade K Groups and Centers Routines" document, numerous strategies are shared to practice and reinforce phonological skills. Activities include "Word Mapping," "Echo/Choral Reading," and "Sentence Reading."
- The materials provide a daily cumulative review at the beginning of each "Phonics and Spelling" portion of the lesson cycle. The lessons provide a specific script for reviewing previously taught skills and applying them with new phonemic awareness skills through encoding and decoding lessons and dictations. For example, grade K "Lesson 67, Digraphs: *ch*" has an embedded review of the digraph "*th*" that reinforces blending and segmenting with this digraph. The lesson compares the "*th*" to the "*ch*" digraph as it is introduced, providing connections for transfer.
- The materials include various activities and resources for students to develop, practice, and reinforce phonemic awareness skills through cumulative review. For example, in grade K, "Multi-Skill Check #1" reviews skills taught in Lessons 30-36 over the letter groups, *a, m, s, t, p*. Students participate in a choice board of activities, some of which include spell and mark/prove word games, and beat the clock where they build as many words as possible with the pattern before the time runs out.

Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)	1/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1)(T)	6/6
5.E.1d	Materials provide a variety of activities and 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)	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and 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).

Evidence includes, but is not limited to:

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

- The materials include lessons written in a systematic format that aligns with the TEKS for the grade level, including identifying and matching common sounds that letters represent, using letter-sound relationships to decode, and recognizing that new words are created with letters that are changed. For instance, in grade K, students match the common sounds that letters represent, and later, in grade 1, students decode words in isolation and context by applying letter-sound correspondence. Letters are introduced sequentially for writing and letter-naming purposes at the beginning of the grade K program. Lesson 30 begins a systematic order of teaching common to less common sound-spelling patterns for letters, blends, digraphs, and affixes. For example, in Unit 1, Group 1 includes *P, T, S, M, and A*. These common letters are taught with their phonemes and then used to build words. This pattern of teaching continues throughout Unit 1. Then, in Units 2 and 3, blends and digraphs are taught in a common to less common order. All of this builds together a logical sequence that is both aligned and systematic for grade K. In grade K, in the "Alphabet Toolkit, Letter Lesson A," the students match the sound with the "Sound Wall" and "Tracer" cards.

- The grade K "Scope and Sequence" outlines the systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. For example, lessons 4-29 introduce individual sounds, mouth formation, placement on the "Sound Wall," and the grapheme that matches the sound. In lessons 30-63, letter groups are taught systematically so students can practice and apply the skill(s) taught to decode and encode words.
- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example, grade K students learn CVC before CCVC or CVCC words. In Lesson 49 of the grade K materials, the teacher models and students practice building the CVC words *rot* and *him*. Later in Lesson 72, students build CCVC words *whim*, *shop*, *chat*, *them*, and *thud* before building CVCC words *with*, *mash*, and *such*.

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

- The materials for grade K are TEKS-aligned based on the "Evidence Alignment" document. For example, for standard ELA.K.2.B.i, identifying and matching the common sounds that letters represent are found in Lessons 4-29. This is where the direct and explicit instruction is found. The "Evidence Alignment" document also shows that you can find evidence of explicit and direct instruction for this standard in Lessons 30-61 in the "Letter Group Lessons" and corresponding "Lesson Toolkits."
- Each lesson in grade K includes a specific script that teachers use to provide direct and explicit instruction for sound-spelling patterns. For example, "Lesson 42, Letter Group 2: Consonant *N*" has a script for the teacher to use for instruction in spelling the phoneme /*n*/ and making slides with it and a vowel. An example is: "We use lowercase letters more often when reading and writing in words—great work writing the letter *n*. Erase your board. Now, let's build a word. Write a lowercase *n*. What sound does the consonant *n* spell? (/n/) Write the vowel *a* to the right of *n*. What sound can the vowel spell? (/ă/) That's correct. Now, join the two sounds with a slide arrow. Begin to say /n/, and slide to /ă/: /nă/. The Slide is /nă/. Now, write the Slide /nă/ again." Give students time to write the Slide again. "Let's add the consonant *p* to the end of the *n-a* Slide. Now, this is a word and no longer a Slide."
- Grade K materials include guidance for the teacher to provide direct instruction for grade-level sound-spelling patterns. In "Lesson 114: Phonetic Skill 4: Vowel *a*," a teacher "Training Tip" was provided stating, "English words never end in the letter *v*. If you hear the sound /*v*/ at the end of a word, it is always spelled with the letter *v* followed by the silent *e*, even if the first vowel sound is not long (e.g., *give*, *live*, *have*)."

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

- The materials include activities and resources to review, practice, and reinforce their knowledge of grade-level spelling patterns. For example, grade K introduces letters and sounds in common letter groups such as *A*, *M*, *P*, *S*, and *T*. Each day, the sounds for previously

taught letters are reviewed with games or activities. Then, new sound spellings are taught through dictation for encoding and decoding. Students then reinforce what they learned through a class transfer activity involving using these sound-spelling patterns in isolation and a decodable text. Following the class lesson, students can apply skills and reinforce learning with stations that include decodable texts with written response options.

- Grade K "Review and Transfer Day Routines" include various activities and resources to develop, practice, and reinforce grade-level sound-spelling patterns. The lesson cycle includes periodic breaks in teaching new material for students to reinforce learning through cumulative review days called "Review and Transfer Days." For example, grade K students review skills learned for "Letter Group 1 and Building Words: *a, m, s, t, p* (Lessons 30–36)" on "Review and Transfer" Day 1. On this day, students complete sound-spelling practice and review independently, with partners, and with the teacher. Resources and activities include word detective, building words, and guided dictation. Activities include stations where students use letter tiles, magnetic letters, or letter cards as hands-on manipulatives to develop words and show their understanding of sound-spelling relationships. In "Lesson 17: Letter Lesson *N*," the primary lesson introduces the letter name and sound that *N* makes via direct instruction, "Sound Wall" activities, and handwriting experiences. The transfer routine shares additional activities such as "Circle Maps," "Letter of the Day" challenges, "Letter Friends," and "Letter of the Day Recommendations" (i.e., Playdough letter formations, salt tray tracing, arts and crafts (e.g., hats, directed drawings), look and find activities (e.g., newspaper/book letter search, or I Spy), and font or sound sorts).
- The materials in grade K include a "Groups and Centers Routines" document that develops, practices, and reinforces sound-spelling patterns. The "Lesson Summary" for Lesson 30 has a "Transfer Routines" section, where the "Groups and Centers Routines" document can be found. In this document, students participate in activities on their level, as determined by observation checklists and daily skills checks on the software. Once grouped, students participate in proving words, word detective, and handwriting.

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

- The materials provide a variety of activities and resources for decoding and encoding words in isolation and connected text. For example, grade K materials include "Whole-Class Transfer" cards in each lesson. These cards review the skill for the day in isolation with a series of words the student encodes and short decodable texts with common sight words combined with the skills taught. Extensions for the transfer portion of the lesson include opportunities for dictation and shared reading and extended transfer in stations where students work alone or with a partner to apply sound-spelling patterns. One example is "Word Detective," where students search for skills or challenge words and then prove words on whiteboards or in a notebook. The decodable builds on the skills learned in Lesson 37. It reviews the letter formation, sound, slides for blending, and marking. Then, it puts the words in a sentence to

read for practice. In "Lesson 69: Digraph *sh*," the encoded words include *shut*, *shed*, and *shape*. Decoded words and passages are *shin*, and "Shad is at the shop. He got a spaceship. It is such fun to run with his ship!" In "Lesson Letter Group 2: Consonant *N*," there is a list of words for encoding "Word Chains" and decodable sentences and passages for additional review.

- The grade K materials include the transfer books that provide a variety of activities and resources to support students in decoding and encoding words, including teaching sound-spelling patterns in isolation and building on previous instruction. Each lesson in the student transfer books provides the opportunity to practice sound or word mapping with current and previous skill(s) transfer in isolation and within the context at the syllable, word, sentence, and paragraph levels. These resources and activities support students in decoding and encoding words with a taught sound-spelling pattern. For example, Lesson 64 practice pages contain opportunities for students to use their knowledge of "Digraphs: Voiced *-th*" by writing words, practicing Slides, reading words in a sentence, and a short decodable passage and texts.
- Materials in grade K provide a variety of activities and resources to support students in decoding and encoding words. In the "Supplemental Resources, Reteach Lessons (Condensed)," there are additional opportunities for encoding and decoding. In "Lesson Letter Group 2: Consonant *N*," there is a list of words for encoding "Word Chains" and decodable sentences and passages for additional review. Grade K Lessons 37-120 include extension ideas. Extension ideas include creating a new sentence to tell what might happen next if this were a story, reading the sentence, and using different punctuation at the end. This resource and activities support students in decoding words that include taught sound-spelling patterns.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	42/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	2/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1)(T)	4/4
5.E.2c	Materials include a variety of activities and 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)	24/24
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, 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)	12/12

The materials include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials provide a systematic approach to teaching high-frequency words. The lessons provide time each day for a targeted high-frequency word and limit the number of regular and irregular words introduced in a single lesson or week. For example, grade K students begin learning one high-frequency word per day, starting in lesson 30. In Lessons 30-36, 7 high-frequency words (Most Common Words or MCWs) are introduced. Three of these seven words are irregular (*of, to, is*), and four are regular (*the, and, a, in*). By the end of grade K, students have received direct instruction, practice, and reinforcement for 92 high-frequency words. The lesson plans introduce high-frequency words one at a time during the "Phonics and Spelling" portion of the daily lesson cycle. The words are ordered so that the most commonly needed words are taught first. For example, in grade K, "Lesson 30, Letter Group 1: Vowel A," students are trained to say, segment, spell, and read the word *the*.
- The materials for grade K include a systematic sequence for introducing and practicing regular and irregular high-frequency words during direct instruction that aligns with the spelling pattern. For example, high-frequency words are called "Most Common Words." High-

frequency word instruction begins in Unit 1 and is introduced one at a time. Lessons 30-36 introduce words such as *the*, *of*, *a*, *to*, *in*, and *is*. The main lessons for the week highlight the letters *a*, *m*, *s*, *t*, and *p* and teach the slide method for learning how to blend words.

- The materials guide the systematic sequence for introducing regular and irregular high-frequency words. The "Program Overview" states, "Each lesson's MCWs (high-frequency words) instruction is designed to facilitate the process of orthographic mapping by focusing on the phonemes and graphemes of each word. Students identify the phoneme-grapheme correspondence they have not learned. Each MCW will fall into one of these three categories in the "Reading Horizons" sequence: decodable, not yet decodable, and irregular words." In grade K, the "Most Common Words Toolkit" refers to mostly irregular words and not yet decodable. For example, the teacher's consideration states, "Not-yet-decodable words in this toolkit are identified as such because they are not decodable within the grade K scope and sequence or until the final 20 lessons. This also acknowledges that some classes may only get through part of the scope and sequence."

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

- The materials guide teachers to provide direct and explicit instructions for decoding and encoding regular high-frequency words. For example, in grade K, Unit 1, Lesson 35, the script states, "Let's learn to read and spell the Most Common Word *in*. This word is not decodable yet, so we will learn what we need to read and spell. Say the word *in*. (in) Let's segment the sounds. (/i/ /n/) How many sounds do you hear? (two) ... Point to the word. I read it twice. (in, in) Fit the toys in the box! Great work! Practice spelling the word three times on your board. Say the name of each letter as you spell the word. (i-n, i-n, i-n)."
- The materials include consistent, precise, specific language within the script across lessons and grade levels. For example, in grade K materials, the "Most Common Words Toolkit." The language used in the script for words that are not yet decodable states, "Today, we are going to review the Most Common Word _____. Say the word. Provide students with a context sentence using the MCW. Segment the sounds: How many sounds do you hear? Write a line for each sound in the word. What is the first sound in _____? The letters ____ spell the sound /____/. Students write the letters ____ on the first line. What is the next sound in _____? The letter ____ spells the sound /____/. Students write the letter ____ on the second line. Continue using this pattern of instruction for the remaining phonemes. In the word _____, the letter ____ is not yet decodable. Circle the letter that is not yet decodable. Read the word twice. Practice writing the word three times. Say each letter as you spell and then read the word. Monitor students' work and provide corrective feedback." The script is mirrored in grades 1, 2, and 3 materials for words that still need decodable.
- Materials in grade K include guidance for the teacher to provide direct and explicit instruction for encoding and decoding regular and irregular high-frequency words. In "Lesson 30: Letter Group 1: Vowel A," the irregular high-frequency word introduced is *the*. The teacher script begins with "Let's learn to read and spell the Most Common Word. This word is not decodable yet, so we will learn what we need to read and spell. Say the word *the*. (the) Let's segment the sounds. (/th/ /ü/) How many sounds do you hear? (two) ..." The students proceed to encode

the word in isolation and sentence form. The students decode the word on the "Whole-Class Transfer" card.

- Materials in grade K include guidance for the teacher to provide direct and explicit instruction for encoding and decoding regular and irregular high-frequency words. In "Lesson 39: Letter Group 2: Consonant N," the regular high-frequency word introduced is the word *it*. The beginning of the teacher script is "Let's learn to read and spell the Most Common Word. This word is decodable, so we have already learned what we need to read and spell the word. Say the word *it*. (it) Let's segment the sounds. (/i/ /t/) How many sounds do you hear? (two)..." The students proceed to encode the word in isolation. The students decode the word on the "Whole-Class Transfer" card.

Materials include a variety of activities and 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)

- In grade K, the materials provide a lesson cycle with various activities that allow students to develop, practice, and reinforce skills for decoding and encoding regular and irregular sight words. For example, new sight words are introduced in each lesson where students participate in oral and written activities for encoding and decoding regular sight words such as *in*, not yet decodable sight words such as *the*, and irregular sight words such as *you*. The cycle also includes a "Whole-Class Transfer Slide" that reinforces encoding and decoding for the sight word taught through oral and written activities such as repeated reading, partner reading, and whiteboard writing. Finally, the cumulative review is offered through periodic "Review and Transfer Day(s)," where students play games, partner read, and ask and answer questions about high-frequency words taught within a letter group.
- In grade K, the materials provide various resources for students to develop, practice, and reinforce skills for encoding and decoding regular and irregular high-frequency words. For example, the program includes decodable readers designed for use during "Extended Transfer" and "Review and Transfer Day" that include high-frequency words and can be used for reinforcing decoding of high-frequency words in a variety of ways, including stations for partner reading and a "Word Detective" game where students locate and decode words in context. In addition, students gain encoding practice for these words by writing high-frequency words in sentences. One such book for grade K is called *The Big Stink*, and it includes a list of "Challenge Words" found in the text that provides for the high-frequency words *my*, *me*, and *saw*.
- The materials include activities to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words. The grade K *Student Transfer Books* have a section on practicing, reviewing, and strengthening the words taught cumulatively from the listed lesson and previous lessons. It is followed by a way to practice and reinforce those words in a decodable reading passage. For example, in *Student Transfer Book 1*, "Lesson 44: Vowel O," the high-frequency words for practice are *are*, *on*, and *for*. In the decodable passage, practice and reinforce the high-frequency word *on* because the lesson focus was the vowel *Oo* and the high-frequency word *on*.

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, 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)

- Grade K materials include various activities, including memory building, for students to recognize, read, and write high-frequency words in isolation and connected text. For example, in "Lesson 32: The Slide," during the "Most Common Words" instruction, there is an activity for the students to recognize, read, and write the high-frequency word. Letters are introduced individually, the aspect of the word that needs to be remembered is circled, and the word is written in isolation. During the "Review and Transfer Day: Multi-Skill Check 6," the high-frequency word is used in dictation sentences in context. Resources include the lesson structure (instruction, dictation, whole-class transfer), "Review and Transfer Day" materials, decodable texts, student transfer books, and "Most Common Word Toolkits."
- The materials include "Whole-Class Transfer" card activities in each lesson, allowing students to read high-frequency words in isolation. For example, in grade K, "Lesson 106, Part 3: Whole-Class Transfer," students read the high-frequency words *no*, *number*, and *see*. The suggested activities at the end of this section say that students can choose a skill word and use it in a sentence.
- The materials include a resource called the "Most Common Words Toolkit." This toolkit includes opportunities for students to recognize, read, and write high-frequency words in isolation and connected texts. For example, the practice and games choice board in the grade K materials includes the following: "Tap It, Map It, Graph It"-students use Elkonin boxes to segment the phonemes in each word with a marking chip, then they write the phonemes in each box. Another game is called "Read It! Spell It! The teacher provides word cards to students. Students read the words, spell them orally, and write the words in a material of their choice. A third activity is called "Detective"; students look for high-frequency words in texts, identify the word, circle/highlight the word, and read the words.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	12/12
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)	N/A
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1)(T)	N/A
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	12/12
5.E.3d	Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3)(S)	N/A

The materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multi-syllabic words (through cumulative review).

Evidence includes, but is not limited to:

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

- The guidance is not applicable to the grade level.

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

- The guidance is not applicable to the grade level.

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

- The materials include various activities to develop, practice, and reinforce skills to decode and encode one-syllable words. For example, the "Phonics Toolkit" provides small group lessons for students to segment, mark, and prove words orally and with gestures. Then,

students have the opportunity to apply this in a game format. In "Letter Group 3: Vowel O," two games are: "Word Stepping Stones"; Place the word cards on the floor close to one another. Your student could hop, skip, or jump along them, but they must read each word before moving to the next one. "Word Mystery": Select six word cards and place them face up. Give students a minute to look at the cards and read each one. Then, ask students to close their eyes while you remove one of the cards. Can they spot which card is missing?

- The materials include a resource titled "Phonics Toolkit." The purpose of this toolkit is to practice, review, and reinforce skills learned and taught from direct instruction. Students use these to practice one-syllable words. For example, in "Phonics Toolkit" Lesson 25, which correlates to Lesson 60 in the grade K materials, students practice and review the consonant c words. The "Dictation Word Bank" practices and reviews one-syllable words *cat, cot, cub, can, cup, cut, cod, cud, cax, cad*. The next activity in the toolkit is a decodable transfer where students can echo read, choral read, partner read, or independently read a decodable word card, decodable sentences, or a decodable passage. Another practice and reinforcer would be the "Word Chain" activity, which would practice encoding.
- The materials include a portion of the daily lesson framework titled "Part 2: Phonics and Spelling." Within this section lies a spelling practice called "Word Building." Here, students practice writing decodable words in a sequence and pattern by manipulating, adding, and deleting letters or sounds in the words. For example, in the grade K materials, students practice writing one-syllable words in this "Word Building" activity. The one-syllable words for this list include the words *pit, pat, and at*.

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

- The guidance is not applicable to the grade level.