

Publisher Name	Program Name
Heggerty, Literacy Resources, LLC	<i>Bridge to Reading</i>
Subject	Grade Level
English Phonics	3

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
Quality Review Overall Score:	233 / 315

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	49 / 53
2. Progress Monitoring	22 / 28
3. Support for All Learners	31 / 32
4. Phonics Rule Compliance	21 / 36
5. Foundational Skills	110 / 166

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.
- 1.3 Lesson-Level Design: Materials support educators in effective implementation through intentional lesson-level design.
- 2.2 Data Analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret and track their progress and 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.
- 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.

- 4.3 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.
 - 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.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.
 - 5.E.4 Morphological Awareness: Materials systematically introduce grade-level morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text.
- ## Challenges
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overviews that include essential background content and academic vocabulary. They also do not provide bilingual supports for families in Spanish and English, including suggestions for helping their students.
 - 2.1 Instructional Assessments: Materials do not include teacher guidance for accurately administering instructional assessments. Diagnostic, formative, and summative assessments do not align with TEKS, and assessment items do not include standards-aligned content.
 - 3.3 Support for Emergent Bilingual Students: Materials do not include guidance for various levels of language proficiency.
 - 4.2 Daily Instructional Sequence and Routines: Daily lessons lack immediate corrective feedback and do not offer diverse opportunities for collaborative or independent practice.
 - 4.4 Assessment: Materials do not provide a variety of developmentally appropriate assessment tools, systematic progress monitoring, or year-long assessment opportunities aligned to grade-level phonics skills.
 - 4.5 Progress Monitoring and Student Support: Materials do not track individual and whole-class student progress, guidance on progress monitoring frequency, and strategies for accelerating learning based on progress data.
 - 5.B.1 Oral Language Development: Materials do not include systematic guidance on developing oral language, opportunities for social communication, and authentic chances for students to ask questions and share ideas.
 - 5.C.2 Letter-Sound Correspondence: Materials do not guidance for teachers on explicitly connecting phonemes to letters

with recommended feedback for common misconceptions.

- 5.E.2 Regular and Irregular High-Frequency Words: Materials lack a systematic sequence for high-frequency

words, explicit instruction for decoding and encoding them, and activities for developing, practicing, and reinforcing these skills.

Summary

Bridge to Reading is a foundational literacy skills program for learners in grades K–3. In grade 3, the program includes various components to enhance a student's reading and comprehension ability. The curriculum is organized into 24 weeks of direct and explicit instruction. The grade-level appropriate lessons utilize a gradual release of responsibility model that includes warm-up activities, direct instruction with modeling, practice resources, and lesson wrap-ups and extensions.

Campus and district instructional leaders should consider the following:

- Teachers might find it challenging to implement the materials as intended due to the absence of comprehensive unit overviews. Instructional leaders may need to provide teachers with the essential background content knowledge and academic vocabulary required for effective unit planning and implementation.
- Although the grade 3 materials provide lesson scripts for teachers to ask clarifying questions, the lesson framework offers limited opportunities for students to ask questions or take ownership of their learning. Teachers may need to incorporate additional strategies and resources to enhance student engagement.

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 and guidance to support administrators and instructional coaches with implementing the materials as designed. [Insert overall rationale for indicator score here]

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 scope and sequence document that lists the concepts and knowledge taught under the headings Word Study, Fluency Focus, Reading Passages, and Library. The scope and sequence document highlights ELPS C.1 in weeks 1-24. The ELL uses language learning strategies to develop an awareness of his or her own learning processes. The document highlights TEKS 3.2Ai, which requires students to decode multisyllabic words in context and independent of context by applying common letter sound correspondence including single letters in weeks 1-24.
- The scope and sequence for grade 3 is a direct link that outlines the knowledge and content taught in the course. The scope and sequence include four units broken down into 24 weeks of instruction. For example, unit 1 consists of six weeks of multisyllabic word reading.

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 provide pacing guidance support for varied instructional calendars with varying numbers of days. For example, if a school has 165 instructional days, the materials suggest teaching weeks 1–30 and choosing which of the three weeks in Unit 4 best meets students’ needs.
- Materials include an Instructional Time Guide that allows teachers to reduce lessons when the reading block is shorter than usual. At the start of each lesson, in the teacher materials (yellow box), there is information regarding pacing for each lesson and how long to spend on each section.

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

- Teacher Book 1 explains the purpose of particular concepts taught each week and how that content will help overall student fluency throughout the curriculum.
- In each unit of the teacher's guide, under the Jump In and I do, there is a section that provides the teacher with an explanation of how the previous lesson connects with the current lesson and a script for what to say. For example, the teacher edition book 2, week 14, under the Jump In section, states, " Last week we read and spelled words with prefixes." Then, in the I do section, " Today we will read words with suffixes. A suffix is..."
- The Teacher Resource Book includes a section on Phonemic Awareness for Older Learners which explains the purpose for teaching phonics to grade 3 students and the time spent on lessons. The Fluency section explains the weekly progression of fluency instruction.

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

- *Teacher Edition Books 1 and 2* include an overview of lesson components, teaching strategies, concepts, and target skills the students will learn.
- In the *Teacher Edition Book 1*, the organization of each unit lesson includes lesson component sections labeled explicitly with instructions on what each section means, how to teach it, and what the students will be doing. This remains the same in every lesson, every day.
- The introduction divides content into 2 categories: "Instructional Strategies" and "Getting Started." Each section provides a detailed overview of the lesson components, strategies, and implementation guidance.
- At the beginning of each daily phonics lesson, teachers will see a yellow box highlighting the target skills for the lesson as well as the materials and time needed to complete the lesson. Each daily phonics lesson includes suggestions for differentiation ("Boost" and "Expand"). The "Boost" suggests scaffolds for the daily lesson for children who require more support, and the "Expand" suggests extensions for the lesson so that children are ready for the next step.

- The *Diverse Learners Guide* provides step-by-step strategies and instructions for meeting the needs of diverse learners during phonemic awareness and phonics lessons and assessments.

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

- The *Teacher Resource Book* for grade 3 provides guidelines to support teachers with implementation of how assessments inform instruction. These guidelines give instructions for teachers to ensure materials begin with the end in mind and use assessments to enhance student understanding.
- Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed. Both coaches and administrators access and use a "Fidelity Checklist" for the "Look-fors" during every part of a phonics lesson. The checklist has a section for differentiation, a section for comments and feedback regarding lesson delivery, and a section for student engagement.

Intentional Instructional Design

1.2	Unit-Level Design	0/4
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.	0/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	0/2

Materials do not include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials do not contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

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.

- The *Teacher Edition Book 1* introduction has multiple sections outlining program implementation." In addition, at the beginning of each daily phonics lesson, teachers will see a text box highlighting teacher materials. This text box at the beginning of each lesson gives teachers an overview of how to prepare for the daily lesson. The lesson concept(s), target skills, and the materials needed for the lesson are listed here. The lessons provide an overview of upcoming lesson content but do not contain the vocabulary necessary to introduce the concepts effectively.
- The materials do not include a comprehensive unit overview for grade 3 that builds upon content knowledge or academic vocabulary.

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

- Grade 3 materials do not include resources for families, such as family communication in English or Spanish or information on how families can help support their child at home with phonics learning for grade 3.
- According to the publisher, "Third grade is a new product releasing this summer (2024). Parent newsletters for third grade are currently in the final stage of development."

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.

- The materials include a comprehensive list of all materials, supplies, and instructional assessments needed to support instructional activities for each lesson. The lessons provide explicit and systematic instructional routines to develop grade-level skills and a formative assessment. In the teacher edition weeks 1-12, there is a yellow box that lists the concepts taught, target skills, fluency focus, and materials the teacher needs for the day 5 lesson. Lessons provide teachers with a weekly assessment check starting in week 1, which helps teachers monitor student progress that week, and a talking guide to use when assessing students. Students reread their weekly story and write about where they would prefer to live. Teachers administer the weekly check, which consists of the teacher saying a word and the students spelling the word on the worksheet. Next, the students write dictation sentences.
- The lesson provides a teacher script for the instructional routines. For example, "We have been learning how to become fluent readers. Today, you will help me read fluently. I will read some sentences. As I read, check to see if I read accurately at a good rate and volume and with expression." In week 4, teachers can access a table concept, objectives, lesson time, and suggested materials. For example, the concept is, "Every syllable needs at least one vowel. Multisyllabic words have stressed and unstressed syllables. To read words accurately, we may need to flex the vowel in one of the syllables." The time given for the lesson is 20 minutes.

The target skills are to "identify vowels in multisyllabic words, decode and encode words with complex vowels and diphthongs and monitor for accuracy and flex the vowel in syllable when necessary. Their fluency focus objective is, "We can monitor our reading and flex the vowel to be accurate readers." The materials needed are whiteboards, markers, and their *READ Book*.

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

- Materials include guidance and recommendations on the time the lessons and activities require. On the side of the lessons, teachers will find an icon with the words "Lesson Routine Video," which provides a link to a video showing how long the lesson would take. Week 3 provides a timing outline lasting 20 minutes for each lesson for each day of the week.
- The materials include a lesson overview outlining each lesson's suggested time for word study. For example, in week 2, the suggested time is 20 minutes. The lesson plan structure lists the suggested lesson times in the *Teacher Resource Book*. The materials also include a lesson overview listing the teacher and student materials necessary to deliver the lesson effectively.

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

- Materials include a lesson overview listing the teacher and student materials necessary to deliver the lesson effectively. In the *Teacher Edition* book, weeks 1-12, the teacher overview lists materials teachers need to instruct students effectively. For example, the materials required are whiteboards, markers, erasers, word poster #9, a *READ Book*, and index cards (for differentiation: "Expand").
- Teachers can access needed materials by clicking on the links provided when using the lessons. In Week 1, Day 4, the materials required are Word Poster #1, *READ Book*, and *Oral Reading Fluency Book*.

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

- The materials include guidance on effectively using lesson materials for extended practice. According to the *Teacher Resource Book*, "Additional instruction to support students with fluency is included in the Boost lessons, and activities to challenge students with reading fluency are included in the Expand lessons." This section guides teachers on what to say and do in every lesson.
- The opportunities for student enrichment increase to concrete or visual activities to apply the skills. For example, in week 2 lessons, the "Expand" section guides students in dictating and writing sentences. Extended practice activities ask students to read and spell multisyllabic words and find multisyllabic words with specific syllable types while reading independently.

Progress Monitoring

2.1	Instructional Assessments	18/24
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.	1/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	3/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	0/2

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 administration of instructional assessments. Materials do not include teacher guidance to ensure accurate administration of all instructional assessments. Diagnostic, formative, and summative assessments align to the objectives of the unit or lesson. Diagnostic, formative, and summative assessments do not align to the TEKS. Instructional assessment items do not include standards-aligned items.

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 various assessment tools for measuring reading skills, such as "Weekly Checks." "Weekly Checks" ask students to apply their knowledge of the word study focus to spell words and write sentences. Each week, students spell six (6) words and record four (4) sentences dictated by the teacher. For example, in Unit 13, students learn mis- and un- prefixes throughout days 1-4. On Day 5, students spell words "nonstop, misplace, misread, nonliving, unfinished misbehave." According to the *Teacher Resource Book*, a checklist guides teachers on using "Weekly Check" results to inform instruction. Each checklist allows teachers to analyze students' spelling of the six words and their sentence writing. It explains each component of the "Weekly Check" and provides instructional steps for offering differentiated support based on the assessment results.
- The materials include spelling assessments to be administered before and after instruction. Students spell 10 words, which teachers then score. After week 24, teachers give the "End-of-Instruction Spelling Assessment." The assessment directions specify that this test is for all students and evaluates their understanding of sound-spelling relationships.

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

- Grade 3 materials include definitions and intended purposes for the types of instructional assessments included. The purpose and meaning of "Weekly Checks" are included in the *Teacher Resource Book* under "Weekly Checks" in the table of contents. The materials state that "Weekly Checks "are designed to be a quick and simple way to assess children's progress," and the data is used to see which students would benefit from more support on content.
- The *Teacher Resource Book* explains the intended purpose of the grade 3 fluency measurements. The "Beginning-of-Instruction Fluency Assessment" provides a baseline to monitor and compare fluency growth throughout the year. Weeks 8, 17, and 26 include a "Formalized Fluency Assessment" with Oral Reading Fluency (ORF) goals. The resource book encourages teachers to take observational notes and anecdotal records as students read in small groups or individually.
- For example, the teacher edition book 1 includes the purpose of whole-class spelling tests administered at the beginning and end of the course. The Teacher Resource Book explains the purpose of the spelling tests as a way to analyze students' knowledge of sound-spelling relationships. Results from the test can inform reteaching, small groups, and interventions.

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

- Guidance for "Weekly Checks" includes administration instructions. These quick checks are administered in a whole-group setting. The materials also provide step-by-step instructions on how the teacher will administer the "Weekly Checks" in the weekly lesson on day 5 of each week (under "Progress Monitoring"). Directions for the "Weekly Check" in week 13 include the following scripted directions: "I will say a word. You will repeat the word and then write it. Say these words one at a time: *sentence, authentic, holiday, discover, believe, computer.*"
- The *Oral Reading Fluency Book* for grade 3 explains how to calculate a student's Words Correct Per Minute (WCPM) score but does not explain how to calculate a student's accuracy percentage. In the "Administering and Scoring the Assessment" section of the *Teacher Resource Book*, directions instruct teachers to time students reading a provided fluency passage for one minute and mark the final word read after the minute. Additionally, directions remind teachers not to consider self-corrections and repetitions as errors. An accompanying fluency checklist instructs teachers to note a student's accurate percentage. Fluency test directions do not explain how to calculate fluency. Directions do not include guidance on the time teachers should provide for students to read a word before giving the word to students, whether students can refer to the fluency passage to answer the correlating comprehension questions or explain how to calculate accuracy. The materials do not include guidance on the accurate administration of assessments.

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

- The materials include "Weekly Checks" that align with the unit and lesson objectives taught during that week. For example, in week 4, the target skills include "decoding and encoding words with complex voices and diphthongs and identifying vowels in multisyllabic words." The skills assessed on the "Weekly Checks" align with this target skill. For example, students write the words: "deploy, rebound, flower, textbook, enjoy, about." Students then write four (4) dictated sentences that include words with complex vowel spellings. The materials do not identify the TEKS at course, unit, or lesson level.
- The materials do not correlate the TEKS to diagnostic, formative, or summative assessments. Grade 3 materials provide the answer keys for every assessment. The "Weekly Checks" provide answer keys in the teacher version of the student workbook for every evaluation. The *Teacher Resource Guide* and *Teacher Edition Books* provide a response form for teachers to input and score student responses.
- Although grade K-2 materials include an "Online Digital Assessment" tool, this tool is not available for grade 3. All recording sheets for assessments in grade 3 are only available in paper form.

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

- The materials offer assessment items at varying levels of complexity for various evaluations. Grade 3 weekly assessments include word spelling and sentence writing. For example, week 7 asks students to spell six (6) words with the Focus Sound-Spelling and to record four (4) dictated sentences, including:
 - "I practice soccer four days a week."
 - "I ate too much dessert yesterday."
 - "Did you buy the new book?"
 - "Do you know who won the contest?"The materials do not include evidence of alignment between assessment items and the TEKS.
- The "Fluency Assessment" asks students to apply their learning of sound-spelling relationships to read connected text. In addition, the "Diagnostic Encoding Assessment" requires students to apply their knowledge to spelling words and sentences. These assessments do not include evidence of alignment between skills measured at the TEKS.

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 instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of 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 guide teachers in interpreting and responding to student performance through resources such as teacher resource books, scoring guides, and weekly data assessments. These resources equip teachers with instructions and tools to differentiate instruction based on student needs. The *Teacher Resource Book* includes a dedicated "Assessment" Section designed to inform instruction, accompanied by scoring guidelines. Teachers utilize a checklist to analyze each "Weekly Check," focusing on patterns, transfer of learning, high-frequency words, visual errors, and conventions. Each category is defined to ensure clarity. For instance, the "Transfer" category checks if students apply learned words or patterns correctly in isolation but struggle to transfer this knowledge to writing sentences. The resource book instructs teachers to provide explicit instruction on applying learning to writing tasks. Guidance on interpreting student performance and fostering reflection on understanding is also integrated. For instance, the *Teacher Resource Book* outlines differentiated instruction options based on student performance indicators, such as omitting vowels.
- Additionally, the curriculum includes a "Video Overview" on assessing students' phonemic awareness, accessible online. This tool allows teachers to input student responses and compare data, providing a continuum of growth assessment—beginning, developing, or proficient.
- Teachers utilize the "Instruction and Scoring Guides" to interpret data from "Weekly Check" and formulate appropriate responses. Grade 3 materials, for example, offer specific questions for teachers to consider when analyzing data and recommend differentiated instructional strategies accordingly. For instance, the curriculum advises providing phonological awareness instruction in segmenting for students who omit vowels when spelling multisyllabic words.

- The beginning and end of year spelling assessments in grade 3 provide a "Teacher Answer Sheet" with sample sentences for spelling specific words. Teachers access the "Scoring Guide" on the digital platform to facilitate scoring, interpretation, and response to assessment data.

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

- Grade 3 materials feature instructional strategies designed to address trends observed in instructional assessment data across different proficiency levels. These materials offer guidance to assist teachers in effectively utilizing results from various assessments to plan grade-level experiences purposefully. The "Weekly Check" provides students with next steps based on their performance levels.
- The "Weekly Check Scoring Guidelines" document provides teachers with detailed next steps tailored to various levels of student performance. For example, it begins with support for students who spell 1-2 words correctly, progresses to those spelling 3 words correctly, and extends to students spelling 4 words correctly.
- Materials also include instructional strategies to address trends identified from instructional assessment data. The *Teacher Resource Book* has a dedicated section on using assessments to inform instruction, accompanied by scoring guidelines. The "Teacher Checklist" for analyzing each "Weekly Check" includes explanations for each criterion and provides instructional guidance for differentiating instruction based on student needs. For instance, if students consistently omit vowels, the checklist recommends providing phonological awareness instruction in segmenting and using syllable boards to reinforce the concept of syllable structure.

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

- Grade 3 materials provide opportunities for students to monitor their own progress. In the teacher's edition book, teachers are advised in Week 1 to engage students or small groups in reflecting on the goals they set for the week, located on page 1 of the *READ Book*. Students establish goals aligned with their learning objectives each week, starting on Day 1 in their *READ Books*. They also use a section on the same page to reflect on their goals, progress, and next steps.
- The teacher resources include a fluency rubric for grade 3, accessible under the "Fluency" Section. At the bottom of this rubric, students complete a form stating, "What I want to work on..." and "What I did well..." This allows students to track their progress and demonstrate their growth towards the goals they set.
- Additionally, the materials offer opportunities for students to track their "words correct per minute" score across fall, winter, and spring. This feature is located in the *Teacher Resources Book* under "Fluency." Only "Teacher Trackers" are available for this purpose. The materials include a "Weekly Check: Student Tracking Sheet" where students track their progress on the weekly checks in reading and spelling. The directions for the student tracker include,

"Students will track their own progress by checking the boxes to track your spelling progress, then write the number of correct words for each sentence that correspond with the expectations of their weekly check."

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

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 support 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.

- Grade 3 materials include specific recommendations for differentiation and teacher guidance to support students who have not yet mastered grade-level content and skills. This guidance is for students needing additional support, "Boost," and students ready to go beyond, "Expand." In week 11, the "Boost" Section provides differentiation to students who struggle with syllables using the prefix dis-. Students will use their syllable boards and practice writing the word dislike with teacher guidance. The teacher guides them in segmenting the sounds in the prefix and reminds them how many sounds they hear.
- The materials include guidance for students who need more phonemic awareness. A *Primary Extension Curriculum* (PEC) is offered for 12 weeks and includes daily instruction for the whole group. After the 12 weeks, students in grade 3 who need continued support will use the *Bridge the Gap* resource for small groups or one-on-one instruction. The *Teacher Resource Book* includes a section on "Phonemic Awareness for Older Learners." The materials include guidance for using the student practice activities in the *Teacher Resource Book*. The materials include anchor charts that offer scaffolding support. For example, the teacher creates a list of two-syllable words as a group and has students refer to the list as they create their own.
- The materials also include support for diverse learners found in the *Teacher Resource Book*. Overview lessons are provided for the 8 anchor charts found in the "Bridge to Reading" kit. These lessons can be added to the "Boost" and provide scaffolding support for the lesson. If

students struggle with closed and short syllables, the teacher models and supports them with the first 2-4 words and then encourages them to complete the rest.

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

- Materials include embedded supports for unfamiliar vocabulary and references in text. The Teacher Edition Book 2 Weeks 13-24, Fluency, states, "During Weeks 1-6, Word Posters and stories are used to expose students to robust vocabulary and vowels sounds heard in different syllable patterns." In Week 3, Day 3, "You Do," the teacher describes the story they will read and explains what the word "brief" means. "Brief is another word for short." The program provides background knowledge of vocabulary and language instruction. In week 2, the teacher displays images of animals and their different habitats. Students will name the animals and describe their habitats. Students will read a story about a trip to the zoo.
- Materials include embedded supports for unfamiliar academic language. In week 9, students will read and spell words with prefixes un- and re-. "A prefix is a word part that is added to the beginning of a word to change its meaning." The teacher then explains that the prefix un- means "not or opposite of." In week 1, Phonemic Awareness, the teacher reminds students that "when we read words, we say the sounds and blend them together." The "Skill Focus" states, "When we blend, we put phonemes or sounds together to make a word."
- The materials give pre-teaching support for unfamiliar vocabulary in the weekly phonemic awareness lessons in the digital curriculum. For example, the script directs the teacher to say, "I will say a sentence, and you will say the sentence back to me. Then, we will repeat the sentence and use our fingers to count the words we hear. A word can have more than one syllable. A syllable is a part of a word with a vowel sound." Then the script says, "We will produce rhyming words. I will say a word family (rime) and a word that rhymes with it. Can you tell me more words that rhyme? Rhyming words have the same middle and final sounds."

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

- Grade 3 materials include a differentiated instruction section in the weekly lesson plans using the "Boost" and "Expand" opportunities within the daily lessons. The materials include teacher guidance for extension and enrichment activities for students proficient in grade-level content and skills. In week 10, the "Expand" Section allows the teacher to provide enrichment. For example, "Guide students to write four sentences, using suffixes -ed, -ing, -e, es. Have students highlight words with the suffixes and cross-check their spelling."
- The weekly lessons provide opportunities for teachers to extend students' practice of the target skill through a section on the lesson plan called "Expand." This section is in every lesson, guiding teachers on what to say or do. For example, the materials state, "Challenge students to spell words with more than two syllables, such as different, committee, however, and forever. Have partners create sentences for each word they spell and share with the group."

- Materials offer guidance on lessons that extend the learning process by tasking students to apply their knowledge and skills to additional activities that reflect the skills for the lesson. In the week 14 "Expand" activity, students will write a job posting for a job. "You will write five sentences describing what the job would be like and the type of person they are looking for."

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

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).

- In grade 3, the materials provide guidance for modeling, explaining, and communicating effective lesson delivery using a variety of instructional approaches and tasks. The materials provide teacher guidance on how to teach spelling and reading multisyllabic words for the day. For example, the materials state, "Let's spell some words together. Remember, as we spell, listen for the syllable patterns. Let's spell the word *explain*. I can use this word in a sentence: Can a teacher explain this math problem to me?" The materials then guide the teacher to ask a series of questions that help the students divide the word "explain" into syllables so that they can then spell the word.
- The materials provide prompts and guidance to support the teacher in directly and explicitly modeling, explaining, and communicating the concepts the students are learning. For instance, in week 2, day 1, the "I Do" portion of the lesson states: "Say: Today, we'll work with some more letters of the alphabet. We know that letters stand for sounds in words. We can match the sounds we hear in words to letters of the alphabet." This activity includes modeling letter formations, providing guidance with scripted directions for explicit teaching, and ensuring that the teaching concept aligns with the learning target. In week 25, the curriculum guides teachers to "Model and guide children to use their syllable boards to build and read multisyllabic words. Write the word 'do' on the board or on one Syllable Board. Guide children to read the word." Throughout the lesson, the teacher receives consistent guidance on administering direct instruction.
- The materials in grade 3 provide teachers with scripted language to guide instruction. For example, when teaching students specific spelling patterns in week 4, the teacher should say

"When we read words, the sound /ou/ can be spelled with the letters ou at the beginning or middle of a syllable, but we do not see this spelling at the end of a syllable. We can also spell this sound using the letters ow. We can see this spelling at the beginning, middle, or end of the syllable. We see the letters ow in the words crowded and shower."

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

- The daily lessons include a script for teachers to use when delivering instruction specific to concepts and skills, for example in Week 2, Day 2 the materials state "Today, we will read and spell more multisyllabic words. Remember, every syllable has to have at least one vowel. When words are longer and have many syllables, some syllables are stressed, and some are unstressed. Sometimes an unstressed syllable is the schwa. Remember the schwa is very relaxed, it is never stressed!"
- The materials include guidance during the daily "I Do" Section to support the teacher in modeling, explaining, and communicating concepts directly and explicitly. For example, an activity found in the *Teacher Edition* book weeks 1-12 is focused on reading and spelling multisyllabic words. In this activity, the teacher provides an example with an explanation and prompts for students to answer questions; a script is provided for guidance, indicating when to perform actions and when to get out an object for the activity.
- In grade 3, the materials provide teachers with guidance for teaching spelling and reading multisyllabic words. For example, the materials state, "Let's spell some words together. Remember, as we spell, listen for the syllable patterns. Let's spell the word explain. I can use this word in a sentence: Can a teacher explain this math problem to me?". The materials then guide the teacher to ask a series of questions that help students divide the word "explain" into syllables so that they can then spell the word. When teaching students specific spelling patterns in Week 4, Day 2, the materials in grade 3 give teachers scripted language, for example: "When we read words, the sound /ou/ can be spelled with the letters ou at the beginning or middle of a syllable, but we do not see this spelling at the end of a syllable. We can also spell this sound using the letters ow. We can see this spelling at the beginning, middle, or end of the syllable. We see the letters ow in the words crowded and shower."
- During the "Jump In" section in the *Teacher Edition* book, for week 1-12, the materials provide teachers with prompts and guidance to engage students and lead their thinking about the daily instructional concepts. For example, in grade 3, the "Jump In" activity requires students to identify the spelling mistakes in sentences. The teacher models the reasoning to the whole class. The teacher is provided guidance throughout the lesson with tips and a script.

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.

- Every lesson is structured with an "I Do, We Do, and You Do" model, where the teacher can gradually release the learning from teacher responsibility to group responsibility and finally to

student responsibility. This structure is included in the daily lesson, which allows for effective lesson delivery and facilitation. Students build their skills and confidence over time by starting with explicit instruction and modeling, moving to guided practice, and finally to independent practice. Throughout the daily lessons, the students learn the content in various ways. For example, students will match, build words, or construct stories. These activities show that the instructional materials provide teachers with multiple methods for instruction for student learning.

- Grade 3 materials give guidance on a variety of instructional strategies to use during lessons, including "Word Posters" and "Word Stories" used for visualization and vocabulary when teaching a new phonics concept, "Syllable Boards" to divide words into their syllables, "Interactive Anchor Charts" and "Word Construction Cards" for building words. Throughout the daily lessons, students have multiple opportunities to participate in the lesson through instructional strategies that are sprinkled throughout the parts of the daily lesson, including repeating, movement, matching, listening to stories involving the main concept of the day, identifying vowels in words, building words dividing syllables, and then applying what they learned in their own "Student Books."
- In grade 3, the materials offer various options for students to practice and apply learned concepts. In the "Expand" (extension) Section of the lessons, students are encouraged to work with a partner to "use the words or, for, and is in sentences." The materials also recommend that teachers use a decodable book and a small group lesson plan during Day 5 of the last week of each unit. The lesson plan includes sections for "Before Reading," "During Reading," and "After Reading" that teachers can utilize.
- The materials support teachers in determining next steps for student grouping based on assessment data. For instance, in the interpretation of assessment data guides, the materials state, "If less than 80% of the children are proficient, reteaching of the concepts in a whole class setting may be necessary." Clear headings and labels help teachers differentiate between lesson structures, such as "Jump In," "I Do," "We Do," "You Do," "Jump Out," and "Differentiated Instruction."

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	10/11
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.	1/2
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 the beginning level of language proficiency but not 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.

- The materials provide information on supporting diverse learners and bridging the gap that applies to beginning English Learners. The "Introduction" of the *Teacher Resources* book states, "These lessons can be used within small group instruction for students who need additional support and practice." Although these accommodations support language acquisition, they do not guide teachers on which accommodations best serve different levels of language proficiency as described by the ELPS. For Grade 3, multilingual learner support is provided on Day 4 of each weekly lesson, focusing on oral language and vocabulary development. This instruction can occur on Day 4 or any other day during the week. For example, the materials suggest, "If students are unfamiliar with the meaning of a word they are spelling and reading, provide definitions and images. Use the words in sentences to support the meaning in context." This support helps students understand the definitions of words by providing visual aids.

- Multilingual learner support is provided on Day 4 of each weekly lesson for Grades 3. This support offers a specific focus on oral language and vocabulary development. This instruction may occur on Day 4 or another day during that week. For example, "If students are unfamiliar with the meaning of a word they are spelling and reading, provide definitions and images. Use the words in sentences to support the meaning in context." This support helps students understand the definition of the words by providing visual support.

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

- On day 4 of each week in grade 3 a "Multilingual Learner Connection" activity is provided in the "Boost" and "Expand" sections in each week found in the *Teacher Edition* book weeks 1-12. These activities offer implementation support and guidance for teachers. For example, on week 10, day 4 it states, "ELs often need additional support in reading and spelling the three sounds of -ed. Create a sort that includes pictures and printed words for -ed endings...say: When a base word ends in the letter t or d, we read the suffix -ed as /ed/. The suffix adds a syllable to the base word." The lesson continues with visual support for the student and implementation guidance for the teacher with what to say and when to hold cards up.

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.

- Materials provide guidance for teachers to create oral discourse making cross-linguistic connections. This activity is found in week 2, day 3. Students have read a story about going to the zoo. In this activity, the teacher is guided to provide pictures of each animal and habitat. The teacher and students go through each animal and habitat and invite students to share information about what they know and talk with a partner in their desired language about what they know about each picture. Students are then tasked to write a sentence and draw a picture to support their claim about what animal they would want to see at a zoo. This lesson develops academic vocabulary with the visuals and Total Physical Response actions, increased comprehension of the decodable book they read that week since it was going over key terms such as "animals" and "habitats," and provided cross-linguistic opportunities for students to share orally with a partner.
- The *Supporting Multilingual Learners Guide* helps teachers to support English language learners to make cross-linguistic connections by allowing "children to share a word or phrase in their home language to match the vocabulary or concept in English."
- In the "Supporting Diverse Learners" document found on the *Digital Platform* under the "Introduction," it states that the Multilingual learner support found in the Weekly Lessons on Day 4 have a "specific focus on oral language and vocabulary development." For example, in week 3, day 4 the materials state "idioms can be very confusing for [multilingual learner]. Explain to children that an idiom is a group of words that have a special meaning when they

are used together. Point out that an idiom cannot be understood from the meanings of its separate words."

- The materials support increasing comprehension and building background knowledge for multilingual learners throughout the supports found in every week on Day 4. For example, in week 10, day 4 the materials state "today we read a story about a mom and her daughter enjoying nature. Nature is the world and everything in it that people have not made, such as plants and animals. We are going to talk and write about the things we like to see and do in nature."
- The *Supporting Multilingual Learners Guide* provides ideas for teachers to help implement best practices into the curriculum itself to help give background knowledge, develop vocabulary, and ways to make cross-linguistic connections. But these are strategies the curriculum gives. These best practices are not embedded in the materials. The materials do have multilingual activities on day 4 of each week in the phonics instruction under differentiated instruction. For example, on week 9, day 4 the teacher reads a story. Students listen and are tasked to come up with adjectives to add details to the story.
- Materials provide guidance for teachers to create oral discourse making cross-linguistic connections. This activity is found in day 4, week 11, "This week we heard a story about what happens in the community on Saturdays. What game are the Newts and the Hawks playing? (basketball) Have a child point to the basketball, on the poster. These children like to play basketball and many people in the community come to watch them." The lesson continues to discuss basketball. The lesson ends with, "Guide individual children to compose their oral ideas into meaningful written messages. Provide this sentence frame if necessary: In my community I like to ____ because _____. Tell children to add illustrations to their writing. Have children share their completed pieces with the group." This activity guides the teacher to provide opportunities for students to share information regarding their background knowledge, to make cross-linguistic connections by allowing home language in oral and written discourse, and to provide visuals for vocabulary building in order to increase comprehension.

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 contain linguistically accommodated instructional strategies. The *Supporting Multilingual Learners* document provides guidance for teachers to help English language learners make cross-linguistic connections. The document recommends that to support multilingual learners, it is essential to recognize and affirm the importance of a child's home language and dialect. Additional recommendations include encouraging children to share words or phrases in their native language that correspond to English vocabulary or concepts, as well as highlighting cognates between their home language and English, which are two effective strategies. According to the *Supporting Diverse Learners* document, "Multilingual Learner support is provided on Day 4 of each weekly lesson for Grades K, 1 and 2 Bridge to Reading, with a specific focus on oral language and vocabulary development. This instruction may take place on Day 4 or on another day during that week."

- The materials are not designed for dual language immersion (DLI) 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.

- In grade 3, lesson objectives follow a systematic and sequenced structure that corresponds with instruction and increases in complexity. The "Scope and Sequence" follows a systematic progression from simple to complex concepts. For example, the materials start with a review of grade 2 materials (vowel teams, open and closed syllables). The materials then progress to multisyllabic words, homographs, homophones, and prefixes and suffixes.
- The "Scope and Sequence" builds the prerequisite skills students need to read more complex words throughout the year aligned with the ELAR TEKS meeting phonics skills. "Unit 4" materials progress from multisyllabic words to multisyllabic words with prefixes and suffixes. The next couple of sentences describe the "Scope and Sequence". Students begin to focus on word study, such as homographs and homophones. This will occur after students have reviewed words with closed and open syllables. "Unit 5" of the "Scope and Sequence" continues with multisyllabic words with prefixes and suffixes such as -er, -less, and -able. The lessons in "Unit 4" continue to introduce students to more prefixes and suffixes. The unit ends with a review of previously taught prefixes and suffixes.
- Materials are aligned in a systematic and sequenced instruction of phonics that is uniform throughout the program. The "Scope and Sequence" provides a different fluency focus for the week. During "Week 1" students will focus on accuracy and then progress to prosody: volume and stress, rate: automaticity, prosody: expression, and accuracy: monitor reading and self-correction. In "Week 20" students are learning about prefixes and suffixes. Students start the week by reading words with five prefixes/suffixes (-less, -ness, -ful, over-, en-). By the end of

the week, students are reading words with 14 prefixes or suffixes (in-, un-, re-, dis-, -ful, -ly, -ing, -nes, -less, -ness, -ful, over-, en-, em-).

- The independent practice student book also progresses systematically so that students can build upon their learning. For example, in "Unit 2," the student practice books start simple. Students circle homophones in passages, write the correct homophones in a sentence, create and write their sentences using homophones, read a decodable text with either high-frequency words or highly decodable words, and then respond to the text read in writing using a writing checklist at the bottom of the paper. At the end of "Unit 2," the student practice book progresses to breaking a word apart by prefixes, suffixes, and base words, and reading multiple passages throughout the week.

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

- The materials include daily opportunities to teach and provide practice in phonics explicitly. For example, in "Unit 2" the lessons for "Week 10" have a word study concept of suffixes: -ed, -ing, -s, and -es. Each day is a different suffix, and students have the opportunity to listen, read, spell, and write words with suffixes, understand the meaning of the word changes when a suffix is added, write the words on a syllable board, and then read a decodable passage with high-frequency words, decodable words, and words with suffixes.
- The phonics lessons provide teacher-led instruction that clearly teaches a skill through concise explanation, modeling, practice, the Gradual Release of Responsibility model, and explicit feedback. In grade 3, each lesson begins with phonics instruction and fluency practice. Students apply new phonics knowledge and practice previously learned phonics skills daily. For example, on "Week 18" the curriculum follows the sequential steps of explicit instruction:
 - Identify a clear, specific objective.
 - Break the information into chunks.
 - Model with clear explanations.
 - Verbalize the thinking process.
 - Provide opportunities to practice.
 - Give feedback.
- The instructional objective states, "Understand the meaning of the prefix over- and decode and encode words with the prefix over-." The information is broken into chunks in the Gradual Release of Responsibility model ("I Do, We Do, You Do"). The teacher models with clear explanations and verbalizes the thinking process. In the modeling section ("I Do"), the teacher states, "A prefix is a word part added to the beginning of a base word...Listen to the word over. When I segment this word into syllables...we hear two syllables. When we use a prefix, we will add two syllables to a base word or root word." The students practice in the "We Do" Section and "You Do" Section. For example, they use their syllable boards to write words using the prefix or suffix over. Lastly, the lesson needs to provide feedback. At the end of the "We Do" Section, a fluency piece is added to day four. The teacher listens to student fluency, giving feedback and setting goals with students.

- Grade 3 materials include daily opportunities to teach words with prefixes and suffixes explicitly. The teacher follows the Gradual Release of Responsibility model, beginning with modeling reading and identifying words with prefixes, then working together to build words, and then the students independently practicing reading and spelling words with prefixes. The workbooks allow students to practice reading and writing words with prefixes and suffixes. The materials include daily opportunities in "Unit 4" to teach the skill, practice reading and building words with students, and allow the students opportunities to practice the skill learned.

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

- The materials include opportunities for practicing phonics skills in isolation, such as reading, spelling, and writing homophones, words with prefixes and suffixes, and dividing multisyllabic words in isolation and text. Students can practice phonics skills in decodable texts during independent practice with their student practice books with multiple passages throughout the week. For example, the decodable text in their practice book in "Week 7" has words that are all either previously taught Red Words (high-frequency words), highly decodable words that the students have already had practice with sounding out during the days before, or words that have the specific word study concept for that week in the passages.
- The materials include decodable texts used to practice reading and writing skills in context. In each lesson, during independent practice, students practice in their workbooks starting on the last two days of "Week 1." For example, grade 3 materials in their *READ Books* connect with the skills they are learning that week. In "Week 18, Day 4," students learn about suffixes and prefixes. To practice this skill, students read *The Day I Overslept*. While reading this story students are highlighting or underlining prefixes or suffixes, they see in the text. Through various writing activities, students then practice and apply their phonics skills in a decodable text. The students will re-read the story the next day and write a journal entry in their *READ Book* describing a day in their lives. This is a text connection to the decodable story.
- The materials include phrases and sentences used to practice reading and writing high-frequency words and words that follow taught sound-spelling patterns. The materials include decodable texts for students to practice the skills. For example, in grade 3 in "Week 2," students read the story *Trombone Trent Wins the Prize*. The students practice reading the passage that contains multisyllabic words with long vowels. Students will circle the words in the passage that contain multisyllabic words with vowel teams. They will write the words in a chart found in the *READ Book*.

Materials include opportunities for cumulative review of previously taught skills.

- Grade 3 materials include opportunities to review previously taught skills by connecting previously taught phonics skills to new ones. For example, each week, students review previously learned content. For instance, in "Week 19," the teacher reminds students what they learned about the prefix *over-* the day before and that they will practice that skill for their lesson warm-up ("*Jump In*") activity before moving into the new skill.

- The materials provide opportunities to review previously taught skills by connecting previously taught phonics skills to new ones. Each week, students have the chance to learn new high-frequency words. Depending on how many high-frequency words are in the week's plan, the first couple of days are spent on the teachers explicitly teaching the high-frequency word and the rest of the week is spent reviewing the high-frequency words in various ways. For example, in "Week 20," students use what they have learned about prefixes, suffixes, and multisyllabic words to read the story *Inside an Anthill*.
- The materials include a variety of instructional strategies with consistent routines for each phonics skill. The warm-up section in every lesson is used for the review. In "Week 7," the materials state, "We have been learning about homophones. Let's look at our word poster. Think of the story we read the past two days and the pictures you see. How many homophones can you find?" In "Unit 2," the last two weeks are dedicated to reviewing words with prefixes and suffixes and reviewing reading and spelling words with prefixes and suffixes. In the modeling section ("I Do") of the lesson teachers routinely practice previously taught skills from past lessons. Each week, students have the opportunity to learn new high-frequency words, and the first two days are spent on the teachers explicitly teaching the high-frequency word, the letters that spell it, the sounds that are made up in the word, and what the word means. The rest of the week is spent on reviewing the high-frequency words in a variety of ways, such as putting the high-frequency word in a sentence, playing a matching game with a partner, tracing and writing the high-frequency words, building the high-frequency words with letters, and even bringing back previously taught high-frequency words back into a partner game.

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	3/8
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.	1/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	1/4

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction. Daily lessons do not include opportunities for immediate and corrective feedback. Daily lessons include opportunities for students to practice through independent practice. Daily lessons do not 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 daily phonics lessons include explicit teacher modeling before students practice the phonics skill independently. For example, in grade 3, on "Week 20, Day 1," teachers model how to read words with prefixes and suffixes. "I can read this base word dark. The word dark has one vowel and it is a one-syllable word. I can add the suffix -ness to the word dark and now we have a two-syllable word; darkness."
- The materials include modeling with the elements of explicit instruction daily, including identifying the skills to be learned and communicating clear objectives; providing clear, precise directions and instructions using academic language; and connecting new learning to previous learning. Teachers use the lessons to model direct and explicit instruction during the "I Do" Section before students participate in the learning. Daily phonics lessons begin with direct and explicit instruction. Each lesson begins with the teacher modeling the targeted phonic skill. For example, in grade 3, "Week 9," the modeling section of the lesson plans states "Today we will read and spell words with the prefixes un- and re-. A prefix is a word part that is added to the beginning of a word to change its meaning. Display *un-* word construction cards. The prefix un- means 'not' or 'the opposite of.' Display *re-* word construction card. The prefix *re-* means 'again' or 'back'."
- The lessons include specific and precise terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills. Every lesson in the phonics materials has a lesson structure that follows the Gradual Release of Responsibility model ("I Do, We Do, You Do"). Daily lessons include a structure requiring teachers to communicate the lesson objective and use academic vocabulary. For example, in "Week 18" the teacher says "Today we will read and spell words with two new prefixes en- and em-. Remember, a prefix is a word part added to the beginning of a base word to change its meaning."

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

- Materials have daily lessons that include opportunities for direct and explicit guided instruction. Specifically, each lesson follows the Gradual Release of Responsibility model with several direct and explicit instruction opportunities. For example, in grade 3, "Week 9," in the modeling stage ("I Do") and guided practice stage ("We Do") section of the daily phonics lessons, the materials state, "Say: We are going to spell and read words with the prefixes un- and re-. Let's spell and read the word: unpack. You have the prefix un- written on one syllable board. Now write the word pack on your second syllable board."
- The materials include formatted (bolded, italicized, underlined) text to provide scripting for teachers. The script does not allow for potential student responses that would elicit immediate and corrective feedback. For example, "Week 10, Day 3" states:
 - "Point to the word *disturb* in the second sentence. Ask a volunteer to label the vowels, the consonants between the vowels, and Bossy *r*."
 - "Ask: *What pattern do you see? (VC/CVR) Where do we divide this word? (between the consonants s, t) Where is the r-controlled vowel? (in the second syllable, -turb) Draw a slash between s and t.*"
 - "*What are the two syllable patterns? (CVC, CVR) What vowel sound does the CVR pattern have? (r-controlled vowel sound /er/).*"
 - "*Let's use what we know about the syllable patterns and read the word: /dɪs/ - /tərb/. We can use this word in a sentence: Darcy did not disturb the birds in the tree.*"
 - "Point to the word *thirteen* in the third sentence. Ask a volunteer to label the vowels, the consonants between the vowels, and Bossy *r*."
- In grade 3, the materials provide the teacher with opportunities to provide immediate feedback. In "Week 20," students practice their reading fluency in choral reading as a whole group, and the teacher is instructed to provide modeling (feedback) as needed. Materials do not include a script for immediate feedback or a guide for corrective feedback. Materials state to check for understanding through observation during independent work. Materials do not provide the teacher with suggestions for corrective feedback. This chance for student collaboration is only if teachers choose to use the "Boost" and "Expand" activities. Materials do not include daily opportunities for collaborative practice.

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

- The materials provide only one option for independent practice throughout the week, primarily involving the daily completion of workbook pages. The available resources do not offer diverse alternatives or additional activities for students to reinforce their understanding independently. In the student workbooks, students have opportunities to practice encoding, decoding, and reading multiple connected texts.

- The lesson plans specify which page in the student workbook can be used for independent practice each day. Grade 3 lessons specify which page in the student workbook can be used for independent practice each day. For example, grade 3 materials state, "Have children complete pages 10 and 11 in their READ Book."
- The phonics lessons are designed exclusively for daily whole-group implementation and do not include resources or guidance for daily small groups or individual instruction. For example, in "Week 20" in the lesson wrap-up ("Jump Out") students collaborate by completing a turn and talk discussing what they wrote about field day and to share one way they can demonstrate fairness on field day. Opportunities for collaboration do not occur daily. Another chance for students to participate in daily collaborative learning is during the "Boost" Section and "Expand" Section of the lessons, which are only used for students who need more practice ("Boost") or an extension of learning ("Expand"). So, this chance of student collaboration is only if teachers choose to use the Boost and Expand activities. Materials do not include daily opportunities for daily collaborative learning.

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 in grade 3 include intentional weeks of cumulative review throughout the units. For example, after explicitly teaching prefixes and suffixes, there is a week of review of words with prefixes and suffixes and a review reading and spelling of those words. The grade 3 materials break up the prefixes and suffixes in chunks throughout "Unit 2," "Unit 3," and "Unit 4" with more review weeks. The materials provide a week of reviewing words with prefixes and suffixes in grade 3 that provides a variety of practice with those phonics skills that include listening, distinguishing, building words, dividing syllables, understanding the new meaning of the word when a prefix or suffix is added, and reading and writing words with prefixes and suffixes.
- The materials include regular review lessons (e.g., weekly, bi-weekly, per unit) where no new skills are explicitly taught, but previously taught skills are reviewed and practiced. The "Scope and Sequence" shows that weeks 23 and 24 are for cumulative review. In "Week 23," students review reading "big words" using strategies they have learned throughout the year with daily opportunities for independent practice. For example, it states, "In your READ Book, you will read some words and sentences...Remember to use what you have learned about spelling words with prefixes and suffixes to spell the words accurately."
- Grade 3 lessons use consistent routines to introduce and review phonics skills with different modalities. During the daily lessons, materials include a warm-up ("Jump In") that reviews previously taught skills. In "Week 6," students will review skills using word chains, blending boards, and a spelling review with whiteboards.

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

- The practice opportunities in the materials include only phonics skills that have been explicitly taught. In grade 3 lessons, after students are taught the skills in the modeling stage, the students have guided practice of those specific skills with teacher assistance during the next phase of the lesson. For example, in "Week 22," the target skill is to decode words with the suffix *-able*. After an explicit lesson on suffixes, students practice reading and building words such as *forgivable* and *debatable*. Students apply newly acquired knowledge from phonics skills to read and spell words during guided and independent practice.
- Students apply the target skill for the lesson in the materials during guided practice. In "Week 5," one of the target skills is identifying vowels in multisyllabic words. Students will later apply this skill during the lesson's guided practice portion. For example, the teacher and students choral read the "Word Poster" that contains a story. The teacher will model how to underline the vowels and loop syllables to read the words "dimple, little, sprinkle, nibble." Students will apply this to the daily individual activity.
- Students apply skills from previous lessons in the materials during guided practice. In the daily warm-up ("Jump In"), students apply skills from previous lessons to the materials. In "Week 9," the teacher reviews the previous day's lesson. Students read words that the teacher writes on a blank card. Students decode the word using their knowledge of prefixes and then define it.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The decodable texts begin in "Week 1" of grade 3 materials and only include taught phonics skills. For example, the first decodable text starts with only high-frequency words previously taught, multisyllabic words with stressed and unstressed syllables, and focuses on a specific fluency skill of accuracy. Then, throughout the year, the decodable texts increase in phonics skills according to what is taught in that specific week, with the last decodable texts including a mixture of all the phonics concepts taught in the year, with multiple paragraphs and a combination of all the fluency skills taught. The students in grade 3 receive two days of planned reading instruction using decodable text. By the end of the year, the students respond in writing to the text using paragraphs and with a writing and spelling convention checklist.
- The decodable texts only include taught phonics skills and irregular high-frequency words. For example, in "Week 18," students learn about multisyllabic words with prefixes: *-over*, *-en*, and *-em*. The decodable book *The Day I Overslept* uses the words "overslept, enjoy, encouraged, embraced" from the taught skills.
- The decodable texts include a cumulative review of taught phonics skills and high-frequency words. Students build decoding skills through practice with the decodable books. For example, the decodable book *Just One Friend* includes 1-3 sentences per page with phonics skills. Later, in the "Scope and Sequence" in another unit-level decodable book, *Adventure Awaits*, students engage with paragraphs and dialogue for the same skills.

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

- After explicit instruction on a sound-spelling pattern, students practice encoding words that include that sound-spelling pattern in isolation and connected text. For example, in grade 3, students practice encoding words during independent practice in their student workbooks. After explicit instruction on suffixes on how to read and spell words with the suffixes *-ed* and *-ing*, students have time to practice in their workbooks. Students practice reading and spelling words in isolation with suffixes in connected text through decodable texts, a suffix sort, writing words on syllable boards, and constructing several sentences.
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in connected text. In grade 3, lessons include opportunities to practice in connected text. For example, after explicit instruction, students practice throughout the week. On the fourth day of every week, students practice phonics through connected text in their *READ Book*.
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in isolation. For example, in "Week 6" of grade 3, students receive explicit instruction on spelling multisyllabic words with different syllable patterns, such as words with open, closed, and final silent /e/ syllables. After explicit instruction, students practice spelling and reading words in their *READ Book* during independent practice.

Phonics Rule Compliance

4.4	Assessment	3/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	1/2
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.	0/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	0/1

The materials include one assessment tool that is developmentally appropriate. Materials do not include a variety of assessment tools that are developmentally appropriate. Materials include 1.2clear, consistent directions for accurate administration of assessments. Materials include do not progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials do not 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.

- In grade 3, materials provide two assessments to measure students' acquisition of grade-level skills using equivalent content in each assessment over a period of time. The two assessments include "Timed Fluency Assessments" (three times per year) and spelling tests (two times per year). For example, the "Beginning-of-the-Year Spelling Assessment" asks students to spell 10 words: "*middle, frozen, lucky, winter, notebook, collection, forgetful, overuse, performer, different.*" Lessons include three fluency checks in weeks 8, 17, and 24, embedded throughout 24 weeks of instruction. The teacher individually assesses each student and records their words correct per minute. The *Teacher's Edition, Book 1* explains, "These two assessments can be used to gather baseline student data for all students at the beginning of instruction." The *Teacher Guide* recommends administering the spelling assessment again after 24 weeks of instruction. These assessments address phonics skills outlined in the TEKS.
- On day five of each week of instruction, the materials include "Weekly Checks." "Weekly Checks" assess student learning to determine whether students have mastered weekly objectives. The *Teacher's Edition, Book 1*, explains how grade 3 weekly assessments progress in phonics concepts. These assessments progress from simpler to more complex tasks, starting with spelling six words with various patterns and writing four sentences at the beginning of the year and advancing to spelling six multisyllabic words and writing three complex sentences dictated by the teacher by the end of the year. This assessment includes word and sentence dictation. The "Weekly Check" for "Week 19" has children spell the words

"thankful, greatness, happiness, harmless, fearless, wonderful." In the following assessment section, students write the sentences:

- "The playful puppy licked my face."
 - "We can show kindness to everyone we meet."
 - "I cleaned my desk and now it is spotless."
 - "I am careful when using my scissors."
- These assessments do not account for the variance in difficulty between decoding and encoding in grade 3; therefore, an encoding assessment does not provide a developmentally appropriate measure of students' decoding skills.

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

- Materials provide clear, consistent directions for administration in the accompanying guide for each assessment. For example, the "Weekly Checks" tell the teacher what to say before, during, and after the assessment, for example, "I will say a word. You will repeat the word and then write it. Before you spell each word, think about what we have learned about spelling multisyllabic words this week." The materials also include questions for teachers to consider when scoring the students' assessments.
- The materials include guidance to help the teacher efficiently administer the baseline spelling assessment. For example, the beginning of year spelling assessment includes teacher administration directions and a script of what to say to students, including, "I will say a word with two or three syllables and use them in a sentence. You will say the word back to me and spell the word the best you can."
- The *Oral Reading Fluency Book* for grade 3 explains how to calculate a student's Words Correct Per Minute (WCPM) score. In the "Administering and Scoring the Assessment" Section of the *Teacher Resource Book*, directions instruct teachers to time students reading a provided fluency passage for one minute and mark the final word read after the minute. Additionally, directions remind teachers not to consider self-corrections and repetitions as errors. An accompanying "Fluency Checklist" instructs teachers to note a student's accurate percentage.

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

- In grade 3, materials provide two assessments to measure students' acquisition of grade-level skills using equivalent content in each assessment over a period of time. Grade 3 materials include timed fluency assessments three times per year and spelling tests twice per year. Lessons include three fluency checks in weeks 8, 17, and 24, embedded throughout 24 weeks of instruction. The teacher individually assesses each student and records their words correct per minute. The *Teacher's Edition, Book 1* explains, "These two assessments can be used to gather baseline student data for all students at the beginning of instruction." The *Teacher Guide* recommends administering the spelling assessment again after 24 weeks of instruction. The "Teacher Resource Guide" explains that teachers should administer a

decoding assessment for students who score 90% or below on accuracy in fluency checks. The fluency and spelling whole-class assessments establish baseline data and do not monitor student progress with frequency.

- The materials include "Weekly Checks" for understanding the week's learning. This assessment tool represents a student's acquisition of grade-level encoding skills. The "Weekly Checks" measure different skills and concepts on each iteration, making it difficult to track student progress with discrete skills over time. The "Weekly Checks" do not measure word reading or reading fluency.
- The materials recommend embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. For example, students complete independent work in their *READ Books* every day. According to the materials, these daily checks provide students with a way to "demonstrate their understanding of the weekly word study skills through word and sentence dictation." The materials do not provide additional explicit guidance for tracking students' daily performance progress.

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

- Grade 3 materials include assessment opportunities for "Weekly Checks" through spelling assessments. The purpose and meaning of "Weekly Checks" are included in the *Teacher Resource Book* under "Weekly Checks" in the table of contents. The materials state that "Weekly Checks are designed to be a quick and simple way to assess children's progress," and the data is used to see which students would benefit from more support on content. The *Teacher Resource Book* includes a spelling analysis sheet for each individual student. The guidance for this assessment does not include recommendations on aligning these assessments to the fluency and spelling assessment provided at the beginning of the year.
- The *Teacher Resource Book* explains the intended purpose of the grade 3 fluency measurements. The "Beginning-of-Instruction Fluency Assessment" provides a baseline to monitor and compare fluency growth throughout the year. Weeks 8, 17, and 26 include a formalized fluency assessment with oral reading fluency goals. The resource book encourages teachers to take observational notes and anecdotal records as students read in small groups or individually. The guidance for this assessment does not include recommendations for determining which students need progress monitoring based on the assessment results; therefore, these assessment opportunities do not align with progress monitoring tools. The fluency assessments establish baseline data and do not monitor student progress with the frequency. Materials do not include guidance on how to align this assessment with the "Weekly Checks."
- *Teacher Edition, Book 1* materials include the purpose of whole-class spelling tests administered at the beginning and end of the course. The *Teacher Resource Book* explains the purpose of the spelling tests as a way to analyze students' knowledge of sound-spelling relationships. The guidance for this assessment does not include recommendations for determining which students need progress monitoring based on the assessment results; therefore, these assessment opportunities do not align with progress monitoring tools. The

spelling assessments establish baseline data and do not monitor student progress with the frequency. Materials do not include guidance on how to align this assessment with the "Weekly Checks."

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	0/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	0/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	0/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	0/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	0/1

The materials do not include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials do not include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials do not include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials do not 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.

- Materials include three assessments: fluency, spelling, and decoding. The "Baseline Fluency Assessment" measures students' "Words Correct per Minute." At the same time, the "Beginning-of-the-Year Spelling Assessment" asks students to spell 10 words, including: "middle, frozen, lucky, winter, notebook, collection, forgetful, overuse, performer, different." The "Beginning-of-the-Year Decoding Assessment" requires teachers to listen to students read 10 words in isolation, including 3 nonsense words. A correlating "Scoring Sheet" allows teachers to record which syllable a student reads correctly from the words. The materials do not include a target score for students to achieve mastery of a skill.
- On day five of each week of instruction, the materials include "Weekly Checks." "Weekly Checks" assess student learning to determine whether students have mastered weekly objectives. The *Teacher's Edition, Book 1*, explains "how Grade 3 Weekly Assessments progress in phonics concepts." These assessments progress from simpler to more complex tasks, starting with spelling six words with various patterns and writing four sentences at the beginning of the year and advancing to spelling six multisyllabic words and writing three complex sentences dictated by the teacher by the end of the year. This assessment includes word and sentence dictation. Materials provide teachers with a student record sheet for each "Weekly Checks." The "Recording Sheet" includes a place to record the number of words and sentences written correctly by a student. The materials do not include a target number to indicate that students have mastered a skill.

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

- The materials include a "Baseline Fluency Assessment," a "Beginning-of-the-Year Spelling Assessment," and a "Beginning-of-the-Year Decoding Assessment." The "Baseline Fluency Assessment" measures students' "Words Correct per Minute," while the "Beginning-of-the-year Spelling Assessment" asks students to spell 10 words. The materials include individual "Tracking Sheet" for both assessments. They do not include data-management tools for tracking whole-class patterns.
- On day five of each week of instruction, the materials include "Weekly Checks." "Weekly Checks" assess student learning to determine whether students have mastered weekly objectives. The *Teacher's Edition, Book 1*, explains "how Grade 3 Weekly Assessments progress in phonics concepts." The "Recording Sheet" includes a place to record the number of words and sentences written correctly by a student. The materials do not include a target number to indicate that students have mastered a skill. The materials do not include data-management tools for tracking whole-class student progress.

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

- The materials include a "Baseline Fluency Assessment," a "Beginning-of-the-Year Spelling Assessment," and a "Beginning-of-the-Year Decoding Assessment." The "Baseline Fluency Assessment" measures students' "Words Correct per Minute," while the "Beginning-of-the-year Spelling Assessment" asks students to spell 10 words. The materials do not include specific guidance on determining the frequency of progress monitoring using these assessment results.
- The materials provide "progress monitoring" assessments at the end of every week. Grade 3 materials specify that all students must participate in the "Weekly Checks." Each "Weekly Check" is "designed to be a quick and simple way to assess" every student's progress. The materials do not explain how to use the "Weekly Checks" to monitor progress based on students' strengths and needs.
- Materials suggest using the weekly decodable passages students read to measure fluency. The document provides recommended "Oral Reading Fluency Norms" for fall, winter, and spring. It does not explain how to determine a student's "Words Correct per Minute" to determine if their fluency development is on target. Materials do not include guidance on choosing the frequency of progress monitoring based on students' strengths and needs, as shown in fluency assessments.

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

- *Teacher Edition, Book 1* materials include the purpose of whole-class spelling tests administered at the beginning and end of the course. The *Teacher Resource Book* explains the purpose of the spelling tests as a way to analyze students' knowledge of sound-spelling relationships. Results from the test can inform reteaching, small groups, and interventions. The materials do not include a target score to indicate whether a student has demonstrated mastery of a task. The guidance for this assessment does not include how to analyze data from the assessments to determine which students need accelerated learning.
- Grade 3 materials include assessment opportunities for progress monitoring. The purpose and meaning of "Weekly Checks" are included in the *Teacher Resource Book* under "Weekly Checks" in the table of contents. The materials state that "Weekly Checks are designed to be a quick and simple way to assess children's progress," and the data is used to see which students would benefit from more content support. The materials do not include guidance on how to use data from the "Weekly Checks" to accelerate learning for students who need it.

Foundational Skills

5.B.1	Oral Language Development	8/21
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)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	2/4
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)	6/9

The materials do not 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 academic communication for different purposes and audiences. Materials do not include opportunities for students to engage in social communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively and engage in discussion to understand information, and share information and ideas. Materials do not include authentic opportunities for students to ask questions 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 include opportunities for partner discussions. For example, in "Week 22," during direct teaching, the script says, "Display the following words... Then have students read them aloud and share sentences with a partner. Invite partners to share their sentences with the class." Students complete the activity without guidance for teacher support, coaching, or feedback.
- The materials in grade 3 include opportunities for partner work. For example, in "Week 10," during guided practice, the scripted lesson says, "Now you will work with a partner and take turns reading the second sentence. As you read, if a word doesn't sound right, try it again and put stress on a different syllable." The students are expected to complete the activity with their partner. The materials do not provide guidance for teacher support, coaching, or feedback.
- The materials contain discussion prompts but do not offer systematic and explicit guidance for oral language development. For instance, in "Week 18," students use the prefix over- to create new words and then form sentences with them. The teacher demonstrates the lesson, after which students are asked to think of a time they have "overreacted," create a sentence and share it with a partner. While the materials encourage partner discussions, they do not provide clear and systematic instructions on how to engage in these discussions.

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

- The grade 3 materials include scripted lesson plans that give opportunities for students to engage in academic communication. For example, in "Week 9," the scripted lesson plan asks the teacher, "Can you tell me how the prefix un- changes a word's meaning?" Another example of students communicating academically is in "Week 10" with the materials stating, "With a partner, take turns reading the second sentence. As you read, if a word doesn't sound right, try it again and put stress on a different syllable".
- Grade 3 materials provide opportunities for students to engage in academic communication. For example, in "Week 18," the teacher prompts students to discuss a time they woke up late and describe their feelings about it to connect with the weekly story. While one student shares their experience, the others listen attentively and respond with their thoughts and ideas. Students also circle words with challenging prefixes and, after reading, share these words with a partner, explaining how they decoded them. Grade 3 materials do not provide opportunities for students to engage in social communication.

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

- The materials promote active listening to understand and share information and ideas during lessons. For example, in "Week 7," the materials direct teachers to read a story connected to homophones while the students actively listen for those words. Later, in the lesson wrap-up, students have another opportunity for active listening as they listen to one another share sentences with words that have homophones.
- The materials provide authentic opportunities for students to discuss and share information and ideas with their peers. For instance, before reading the decodable book *Just One Friend*, students share with the class when they felt lonely or wanted a friend. After reading the story, the teacher asks, "Why is it important to have a friend?" Students then respond to these questions individually, with a partner, or in a small group.
- The materials provide teachers with questions to ask throughout a lesson. For example, in "Week 11," before and after students read the decodable passage, *A Rainy Day*, the lesson script provides guided questions for teachers to ask students to help students engage in discussion to show understanding. Some questions during this lesson include "How many syllables do we hear in the word unlikely?" and "What do you notice about the base word like?" There is no further guidance for students to ask the teacher questions to increase their understanding. The materials do not include authentic opportunities for students to ask questions to understand information or share their ideas, as defined by the TEKS.

Foundational Skills

5.C.2	Letter-Sound Correspondence	29/30
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)	1/2
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)	24/24

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. Materials do not 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 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 and multisyllable 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 materials include a "Scope and Sequence" that shows a progression that starts with letters most useful in decoding and encoding. For example, in grade 3, the materials begin with a focus on reviewing encoding, decoding, and syllable division of multisyllabic words and then progresses to encoding and decoding multisyllabic words with prefixes and suffixes. In "Week 9," the students write words with prefixes on syllable boards while the teacher guides them, saying, "Let's spell and read the word: *unpack*. You have the prefix *un-* written on one syllable board. Now write the word *pack* on your second syllable board." The "Scope and Sequence" of grade 3 shows a breakdown of ten weeks of the teaching of blending and segmenting strategies to read and spell multisyllabic words with prefixes and suffixes. Within the ten weeks of teaching reading and spelling words with prefixes and suffixes are systematic weeks of reviewing.
- The materials provide explicit instruction when introducing letter-sound relationships for decoding. For example, in "Week 10," students will read and spell words with suffixes. The teacher models spelling words -ed and -ing after explaining to students that they are verbs. One shows action in the past, and the other shows action now. Students use their syllable

boards to spell words, including "hoped, baked, baking, acted, acting." Students read the story *A Picnic and a Bear* while applying newly acquired decoding skills.

- The materials provide explicit instruction when introducing letter-sound relationships for encoding. Grade 3 materials include a "Scope and Sequence" that shows a progression in skills that allow for application to basic encoding. For example, grade 3 lessons start with encoding multisyllabic words, then progress into more complex word studies such as homographs, homophones, prefixes, and suffixes.

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 grade 3, the teacher guide includes ideas and supports the teacher in providing explanatory feedback instead of correct/incorrect feedback. For example, the materials state, "if students have difficulty spelling the base word, encourage them to listen for each sound, segment the word into sounds, and match the letters to the sounds they hear."
- The materials include a section in the lesson with scaffolded support for anticipated common errors and misconceptions, with suggestions on supporting students having difficulties. The materials do not address it proactively prior to teaching the lesson, but rather after the teacher observes students making the mistake. For example, in "Week 20," the guidance says for teachers to direct the students to their student workbook to look at a sentence. The teacher says "...we look at the base word...we can blend two syllables to read this word: end - less, endless."
- Grade 3 materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words. For example, in "Week 19," teachers explicitly teach the concept of spelling words with two suffixes, including "thoughtful, thoughtfulness, wonderful, wonderfully." Though there is guidance for the teacher to create opportunities for students to connect phonemes to letters within words, there is no instructional feedback on common misconceptions and errors.

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 a variety of activities and resources for students to develop and practice decoding multisyllabic words in isolation and in connected text. For example, in "Week 9," the lesson plan guides both teachers and students to use syllable boards and whiteboard markers to build and blend multisyllabic words with prefixes like "unclip, untie, repair, repeat." The teacher models this activity first and then guides the students to build the same word. Later in the week, the students apply this skill independently using their workbooks to write words and sentences with prefixes in isolation and then read a decodable passage *A Change in Plans*

which contains multiple multisyllabic words, including "unhappy, rearrange, pretending, rehearsed, reminded."

- Materials include various activities to develop, practice, and reinforce students' understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation and in decodable-connected text. The student workbooks in grade 3 provide activities like reading words in isolation and reading words that follow the letter-sound correspondence in a sentence and in a decodable story. The student workbook also includes activities like working with a partner to sort words with diphthongs in "Week 4."
- The materials include a variety of activities and resources for students to reinforce decoding multisyllabic words in isolation and in connected text. For example, in "Week 5," the phonics concept for the week is consonant-le syllables and the words the students are reading, spelling, and segmenting have consonant-le syllables and are also words with complex vowels which is a previously taught phonics concept. The warm-ups throughout "Week 5" involve students hearing, identifying, and spelling words with consonant-le syllables and complex vowels. The independent practice for "Week 5" consists of students reading and spelling words with consonant-le and complex vowels using the decodable passage *Brandon Crinkle Thinks*. Some of the words in the passage include "*neighborhood, sprinkled, miracle, icicle, questions.*"

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)

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the grade 3 TEKS. For example, the scope and sequence begin with closed and open syllables and progresses to final silent e, vowel teams, and r-controlled vowels. After complex vowels and diphthongs, the materials progress to homographs, homophones, prefixes and then suffixes in words.
- The grade 3 materials include a systematic sequence for teaching sound-spelling patterns, from simple to complex, across the year. For example, according to the scope and sequence, students start the year by reviewing and practicing the different types of syllables, then transition to homographs and homophones, and end the year with prefixes and suffixes. In unit 2, week 7 of the weekly lessons, students identify, read, and spell homophones, along with understanding the meaning of each word. The first two days of this week, students read and spell the words *no* and *know*. The next day, students read and spell the words *buy*, *by*, and *bye*. Throughout the week, students read more homophones in isolation and in a decodable passage. They also use the correct spelling of a specific homophone the teacher uses in a sentence.

- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example, In grade 3, unit 1, week 3 of the scope and sequence, students learn vowel teams and r-controlled vowels before in grade 3, unit 1, week 3 of the scope and sequence, students learn vowel teams and r-controlled vowels before starting to read multisyllabic words in week 6. These skills build to reading multisyllabic words.

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

- The materials include specific and precise terms, phrasing, and statements that teachers use during core instruction. For example, in grade 3, the guide directs the teacher to say, "Vowels can stand for many sounds. Let's review our vowel names and the sounds they can stand for." The teacher displays the vowels and the schwa Sound Wall Card. The teacher reminds the students that the schwa sound can be the short /u/ or short /i/ sound.
- The scripted lessons provide teachers with explicit and direct instruction for sound-spelling patterns in grade 3. For example, in week 10, the materials explain that the suffix *-ed* is added to verbs to show something that happened in the past, and the suffix *-ing* is added to a verb to show that the students learn about words with suffixes *-ed*, *-ing*, *-s*, and *-es*. The lesson guides the teacher to explain that the suffix *-ed* is added to verbs to show something happened in the past and the suffix *-ing* is added to a verb to show the action is happening now. The teacher models writing the base word smile on the board and then adding the suffix *-ed* and then doing the same with adding *-ing* to the base word. The lesson gives a scripted lesson to use when teaching the correct spelling when adding suffixes *-ed* and *-ing*. After the teacher models, the students decode and encode base words with the suffixes *-ed* and *-ing* using syllable boards, markers, and erasers. The students write both suffixes on two different syllable boards and the base word on another syllable board. The lessons continue with this same process for the rest of the week with the skill of decoding and encoding words with suffixes.
- The materials include detailed guidance, including the teacher's actions during phonics instruction. For example, phonics lessons begin with communicating the objective of the lesson, then connecting new concepts to previously learned concepts, and then teaching the new concepts or skills through a gradual release of responsibility. In week 21, the teacher says, "Let's review what we know about the suffixes *-er* and *-est*...We will learn a new suffix today. The suffix *-ment* begins with a consonant."

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 help students develop and practice sound-spelling patterns skills through first spell the word *explain* on their syllable boards by recognizing that every syllable needs a vowel and then review by systematically adding a just-learned skill to previously learned and related skills. For example, in week 2, students will practice encoding skills using their Syllable Boards and syllable patterns. In this lesson,

students spell the word *explain* on their syllable boards first by recognizing that every syllable needs a vowel and then by segmenting the word into syllables. Students review previously learned material by deciding if each syllable is closed or open.

- The materials include a variety of resources to practice and review sound-spelling patterns in grade 3, such as word construction cards, anchor charts, decodable books, word posters, syllable boards, and student workbooks. For example, in week 9, the students use their syllable boards to write each syllable part for the word *infrequent*. The word is written on three different syllable boards; one board has the *-in* syllable part written on it, the second syllable board has the second syllable of *-fre* written on it, and the last board has the last syllable part of *-quent* on it. The students read each syllable separately to decode the word correctly.
- The materials include activities for students to reinforce and review their knowledge of grade-level sound-spelling patterns. For example, in week 8, the warm-up includes a review of homographs on the class anchor chart and students provide a sentence with the homograph in it. Students think of more homographs they know or have heard before and the teacher adds it to the anchor chart. Next, using the decodable passage, *The Field Trip*, students read a variety of words with homographs, homophones, and words with previously taught phonics skills. The lesson wrap-up involves the students working in partners to share something they thought was interesting from the decodable passage. Partners share their ideas with the whole class.

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)

- Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound patterns in isolation and decodable connected text. For example, during the Weekly Check for week 2, the teacher will dictate a sentence for the students to write. The teacher dictates the sentence, "We will display each project in the hall."
- The grade 3 materials include a variety of activities and resources to decode and encode in isolation such as syllable boards, anchor charts, and word lists. For example, in week 12, students use syllable boards to decode and encode words with prefixes and suffixes. The teacher models how to read the word disconnected by looking for and circling the prefix *dis* and the suffix *-ed*, next the teacher models looking for the base word. After finding the base word, the teacher models how to determine the syllable pattern, divide the word, and then blend the sounds together to read the word correctly. Students do the same activity with their own individual syllable boards and the lesson continues with more words with prefixes and suffixes like *reprinted*, *scissors*, *unexpected*, and *sparkling*. This is all done during instruction where the teacher provides support if needed. Students independently work in their student workbooks to decode words in lists, spell words in a list, and write the word parts of a word like base word, prefix, and suffix in a word sort column.
- The materials provide opportunities for students to apply previously taught and recently introduced sound-spelling patterns. For example, in week 12, after students practice in

isolation words with prefixes and suffixes, the teacher assigns students a paragraph and multiple decodable passages to read independently. One passage entitled, *Share This at the Science Fair*, includes words with prefixes, suffixes, multisyllables, and homographs which were skills taught earlier in the year. The students have an opportunity to respond to the passages read by writing their own paragraph using a writing prompt from their student workbook and another opportunity to encode in text by writing sentences for each word from a list.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	0/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	0/2
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)	0/4
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)	0/24
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)	0/12

The materials do not include a systematic sequence for introducing regular and irregular high-frequency words. Materials do not include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials do not 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 do not 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 lack a coherent sequence for introducing regular and irregular words that align with the sound-spelling patterns being learned in phonics. The scope and sequence include word study, fluency focus, and a list of decodable passages and texts. The materials provide a list of 58 high-frequency words that grade 3 students should learn; however, the lessons do not include explicit instruction of high-frequency words in any lessons.
- Grade 3 materials do not include high-frequency words in the scope and sequence. The materials include a list of 58 high-frequency words derived from Devin Kearns's list of high-frequency words. The list includes regular and irregular words such as *thorough*, *against*, *message*, *action*, and *finally*.
- The materials do not organize or sequence the introduction of high-frequency words across a week or in a lesson according to the daily lessons or 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 high-frequency word lessons include a prompt at the beginning of the teacher edition book stating, "For schools and districts who require instruction with high-frequency words, visit myHeggerty for a word list and additional resources for instruction."
- The materials do not provide any background knowledge or guidance, such as sample scripts or routines, on teaching regular or irregular high-frequency words to teachers. Grade 3 materials include a link to a PDF that provides guidance on teaching and reading high-frequency words. For example, the guidance states, "Display the word and read the word aloud. Have students repeat it. Step 2 is to segment the word in syllables aloud. Loop and say each syllable together. Step 3 is to segment the syllables into sounds. Step 4 is connecting the word to meaning."
- Instead, the words are weaved in throughout the word study instruction and are not labeled as high-frequency words nor taught in isolation as such.

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)

- The materials for grade 3 do not include any instruction on high-frequency words.
- Materials do not include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode high-frequency words. The materials do not explicitly state when to teach the high-frequency words.
- The materials do not organize or sequence the introduction of high-frequency words across a week or in a lesson according to the daily lessons or the scope and sequence.

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)

- The high-frequency word lessons include a prompt at the beginning of the teacher edition book stating, "For schools and districts who require instruction with high-frequency words, visit myHeggerty for a word list and additional resources for instruction."
- The materials do not provide students with opportunities to read and write high-frequency words both in isolation and in connected text. For example, in the decodable passage in the student workbook, no guidance is provided on teaching high-frequency words.
- The materials do not include a variety of strategies and resources for decoding and encoding high-frequency words.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	38/38
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)	2/2
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)	8/8
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)	16/16

The materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. 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. 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). 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).

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 scope and sequence include a systematic sequence for grade-level syllable types. For example, in grade 3, students decode and encode words with closed syllables, open syllables, CVCe syllables, and vowel teams including diphthongs, r-controlled syllables, and final stable syllables during the first six weeks of the year. Grade 3 students learn and practice syllable division while also encoding and decoding grade-level syllable types: closed and open syllables, CVCe, vowel team syllables including diphthongs, and final stable syllables.
- In grade 3, the lesson objectives progress from less to more complex skills. For example, in week 2, students encode and decode words with closed/short, open/long syllables, and final silent e syllables, such as *locate* and *invite*. In week 6, students encode and decode words with a vowel team and r-controlled syllable patterns, such as *journey* and *glimmer*.

- The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, as outlined in the TEKS. For example, in unit 1, students decode multisyllabic words with closed syllables, open syllables, complex vowel teams, including digraphs and diphthongs, r-controlled syllables, and final silent e. In units 2-4, students learn prefixes and suffixes.

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)

- Grade 3 materials provide the teacher with scripted lessons when teaching syllable division principles. For example, in week 5, the lesson guides the teacher to provide the steps for syllable division: "First, I will segment, or separate, the word into syllables: *candle*, /*can-dle*/. I hear two syllables. Next, I will listen to the sounds I hear in each syllable." The teacher then models how to spell the word *candle* using syllable boards and then underlines the vowels in each syllable and loops the syllable to read the word. The teacher models another consonant -*le* syllable, and then students have a time of guided practice with building, dividing, and reading their own words provided by the teacher.
- The materials include scripted lessons that state explicitly what the teacher should say when teaching students to decode and encode syllable types. For example, in week 5, the students learn to decode and encode consonant -*le* syllables, and the materials state for the teacher to say, "We know that every syllable needs at least one vowel. When I look at the words I read, I only see one vowel in each word, but the words have two syllables. Today we are going to learn about the syllable pattern consonant -*le*. This pattern is especially important for spelling."
- The materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. The materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. For example, in week 3, the script tells the teacher to display the schwa sound wall card and say, "When we read and spell words, the vowels can stand for the schwa sound. When we read a word that begins with a *schwa*, the syllable with the *schwa* is unstressed." The teacher then writes the word *absorb* on the board and shows students how to label the vowels and loop the syllables to read the word.

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)

- Grade 3 materials include a variety of resources to develop, practice, and reinforce skills to decode multisyllabic words, such as individual student workbooks, decodable texts, anchor charts, and syllable boards. The students use their syllable boards to write each syllable part on individual syllable boards. For example, the word *infrequent* is written on three different

syllable boards; one board has the syllable part *in-* written on it, the second syllable board has the second syllable of *-fre* written on it, and the last board has the last syllable part of *-quent* on it. The students then read each syllable separately and then decode the word correctly. The individual student workbooks have weekly decodable passages in them that students use to decode independently, and the decodable library texts can be used by the teacher in small group settings for students to use for decoding practice as well.

- The materials include a variety of activities to develop, practice, and reinforce skills to decode one-syllable words. Every day students have the opportunity to build words using their word construction cards based on skills they have learned that week to practice, reinforce, and develop their understanding. For example, in week 4, students work on decoding one-syllable words using a word chain. The teacher writes the word *hook* on the board, and students decode it. Next, the teacher will change the first letter to *b* and students read the new word, *book*. The teacher continues to change the letters and students decode the new word.
- The materials include a variety of activities to develop, practice, and reinforce skills to decode and encode multisyllabic words. The materials in grade 3 include word construction cards, syllable boards, sound posters, and spelling tabs. For example, in week 14, students use the suffixes anchor charts and word construction cards to help them identify the syllables, decode words, and then change the suffix to create a new word with a new meaning.

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 grade 3 materials include a variety of activities and resources to decode and encode in isolation, such as syllable boards, anchor charts, and word lists. For example, in week 5, students use syllable boards to decode and encode words with consonant *-le* syllables. The teacher models how to read the word *candle* by segmenting the word into two syllables, listening for the sounds in each syllable, and then writing the sounds in each syllable on two different syllable boards. The teacher explains explicitly about the consonant *-le* syllable and how it comes at the end of a multisyllabic word with the reasoning of "we add the *e* because every syllable needs at least one vowel." Students then do the same activity with their own individual syllable boards and the lesson continues with more words with consonant *-le* syllables like *sparkle*, *handle*, *purple*, *staple*, and *table*. This is all done during the guided part of the lesson where the teacher can provide support if needed.
- The materials provide a variety of activities and resources for decoding and encoding multisyllabic words in connected text. For example, in week 5, after students have practiced in isolation with words with consonant *-le* syllables, the students have sentences, paragraphs, and multiple decodable passages they read independently. Teachers provide students with the reading passage *Brandon Crinkle Thinks*, which includes words with consonant *-le* syllables and a combination of other syllable types taught like CVCe, r-controlled, and vowel teams. The students have an opportunity to respond to the passages read by writing their own

paragraph using a writing prompt from their student workbook and another opportunity to encode in the text by writing sentences for each word from a list.

- The materials provide a variety of activities and resources for students to practice decoding skills that were previously taught, as well as those recently introduced. For example, in week 6, during guided practice, students use word construction cards to build, decode, and spell words with closed, open, and final silent e syllables such as *buffalo*, *dedicate*, and *umbrella*. In the student workbook, during the independent practice, students read multisyllabic words with the learned patterns and practice dividing each word into syllables, a skill previously taught.

Foundational Skills

5.E.4	Morphological Awareness (1–3)	19/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR.2.A.1)	1/1
5.E.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR.2.A.1)(T)	4/4
5.E.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR.2.A.1 & 2.A.3)(S)	6/6
5.E.4d	Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR.2.A.1 & 2.A.3)(S)	8/8

The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- According to the scope and sequence, grade 3 materials introduce morphemes from less complex to more complex. Each week students are introduced to prefixes one week and then suffixes the next week. Then, after so many morphemes have been introduced, at the end of each unit, students can review previously learned affixes before moving to the next unit. At the start of grade 3, students are introduced to morphemes like *non-*, *dis-*, *pre-*, *-ness*, and *-ful*. In unit 2, students review previously learned prefixes from grade 2, such as *un-* and *re-*. In unit 3, students learn the affix *non-* and *-y*, and in unit 4, students learn the affixes *-ness* and *-ful*.
- Grade 3 materials organize the introduction of grade-level morphemes in smaller batches of words that follow a common spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. For example, in grade 3, materials teach *-ness* and *-ful* in week 19. In this lesson, the teacher explicitly states the meaning of each affix and how it affects words, "The suffix *-less* means without...the suffix *-ness* means "state of or the condition of something" and then proceeds to give examples of each suffix.

- The grade 3 materials include a scope and sequence document that identifies grade-level morphemes. For example, in grade 3, materials teach dis- in week 11, non- in week 13, and in- and im- in week 15.

Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

- Materials include guidance for the teacher to provide explicit instruction for using common morphemes meanings to support reading comprehension. For example, in week 4, the teacher reads the book, *Bridges*, with students in a small group. The materials include a gradual release of responsibility using the I Do, We Do, and You Do method during this lesson. The teacher models how to spell the word *covered*. The teacher reminds the students that *-ed* means in the past. Next, students will spell words. The students will preview the text, and after the reading, the teacher will choose an additional activity to engage students in comprehension activities.
- The materials provide direct teacher instruction for teaching morphemes and their meanings to support students with encoding words. For example, in week 9, the materials give precise instructional phrases for teachers to use when teaching prefixes *un-* and *re-*, such as "the prefix *un-* means 'not' or 'the opposite of'" and "the prefix *re-* means 'again' or 'back'." Then the materials state for the teacher to teach the students how to read and spell words with the prefixes *un-* and *re-* using the words in sentences as well. Then the students have guided practice with spelling and reading words with the same prefixes.
- The materials provide explicit instruction on teaching morphemes and their meanings to support decoding. In week 9, after explicit instruction on the prefixes *un-* and *re-* and how adding these to words changes their meaning, students can spell and read more words with those prefixes. Students use syllable boards and a marker to write the prefix *un-* and *re-* on two different syllable boards. Then the teacher says the word *unpack* will be the word they will spell. The materials state for the teacher to say, "You have the prefix *un-* written on one syllable board. Now write the word *pack* on your second syllable board." Students then decode the complete word and use it in a sentence. The lesson continues with more words with *un-* and *re-*.

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- In grade 3, students use instructional routines for morphological analysis, such as anchor charts, syllable boards, and student workbooks. The anchor charts allow students to hear words with specific morphemes like *un-*, *re-*, *im-*, and *in-*. The syllable boards allow students to spell words with those morphemes, and the student workbooks allow students to independently practice reading and writing words with those morphemes.
- The materials provide a variety of ways to reinforce, practice, and review morphemes as they are taught, and review previously learned morphological skills. For example, in unit 3, the

students learn prefixes mis-, non-, in-, im-, and pre- and suffixes -or, -er, -y, -ion, and -tion for a total of three weeks. After those three weeks, the following week is a week for review of reading and spelling words with the combined prefixes and suffixes from the prior three weeks using workbooks, syllable boards, games, and word construction cards.

- The materials include practice activities in workbooks to build on the taught morphological skills and spiral previously learned morphological skills. For example, in week 11, students use their workbooks to review prefixes and suffixes taught in week 10 before moving into more complex morphological skills in week 11. One workbook activity includes the teacher shouting out a word. Students write the prefix or suffix on their whiteboards after students give an example of the word in a sentence and the meaning of the morpheme.

Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- The materials include activities and resources specifically designed to help students decode and encode words with morphemes in connected text. For example, in week 19, students have the opportunity to practice decoding words with morphemes in isolation using the story *Helpful Animals* in their independent workbooks. The decodable text uses words such as countless, thoughtful, grateful, and priceless.
- The materials include activities and resources for students to decode and encode words with morphemes in isolation. For example, the materials provide syllable boards for students to use to spell words with morphemes and individual student workbooks that provide independent practice of reading and writing words with morphemes. In week 15, students encode and decode words with prefixes *in-*, *im-*, and *pre-* using syllable boards and markers. The teacher states the base word first and asks the students to spell it according to the syllables on their syllable boards. Then the materials state for the teacher to tell the students to add the prefix *pre-* on another syllable board. Then, together with the teacher, the students blend the syllables to read the word: *preorder*. Students tell what the word means and to use it in a sentence.
- The lesson plans prompt the teacher and students to discuss morphemes (e.g., prefixes, suffixes, roots) as they read authentic text. For example, in week 15, students decode words with a variety of morphemes such as *im-*, *pre-*, *-ly*, and *-y* in two decodable passages, *The Hot Air Balloon Race* and *The Life of a Germ* in their workbooks. Students encode words with the same morphemes in sentences they create themselves in their student workbooks.