

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

<b>Texas Essential Knowledge and Skills (TEKS) Coverage:</b>	<b>100%</b>
<b>English Language Proficiency Standards (ELPS) Coverage:</b>	<b>N/A</b>
<b>Quality Review Overall Score:</b>	<b>259 / 307</b>

## Quality Review Summary

Rubric Section	Quality Rating
<b>1. Intentional Instructional Design</b>	<b>52 / 53</b>
<b>2. Progress Monitoring</b>	<b>22 / 28</b>
<b>3. Support for All Learners</b>	<b>31 / 32</b>
<b>4. Phonics Rule Compliance</b>	<b>20 / 36</b>
<b>5. Foundational Skills</b>	<b>134 / 158</b>

### 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: Material 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 track their growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 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.C.1 Alphabet Knowledge: Materials provide a systematic sequence for introducing letter names and sounds, with explicit instruction for letter identification and formation. They include activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and within meaningful print.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review).

## Challenges

- 1.2 Unit-Level Design: Materials do not include comprehensive unit overview, provide content knowledge and academic

vocabulary for effective teaching of unit concepts.

- 2.1 Instructional Assessments: Materials do not include teacher guidance to ensure accurate administration of instructional assessments, are not aligned to TEKS, and do not include standards-aligned items at varying levels of complexity.
- 3.3 Support for Emergent Bilingual Students: Materials do not provide educators with guidance on linguistic accommodations for various levels of language proficiency.
- 4.2 Daily Instructional Sequence and Routines: Materials do not ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate feedback, or diverse opportunities for collaborative and independent student practice.
- 4.4 Assessment: Materials do not provide a variety of developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, or year-long assessment opportunities aligned to grade-level phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials do not offer data-management tools for tracking individual and whole-class progress.
- 5.B.1 Oral Language Development: Materials do not provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening,

- discussion, or idea-sharing for various purposes and audiences.
- 5.C.2 Letter-Sound Correspondence: 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.
  - 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence for introducing phonological awareness.
  - 5.D.2 Phonemic Awareness: Materials do not follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit instruction and feedback or provide varied activities for cumulative practice and reinforcement (through cumulative review).

## Summary

*Bridge to Reading* is a foundational literacy skills program for learners in grades K–3. In grade K, the program offers a comprehensive and structured approach to phonemic awareness and phonics instruction that includes a supportive lesson framework promoting early literacy development. The curriculum is organized into 35 weeks of direct and explicit instruction, each comprising five lessons, resulting in a total of 175 lessons. 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:

- Grade K materials focus on the introduction of letters, sounds, and basic phonemic awareness. Most lessons are sequenced and systematically structured, ensuring students master basic skills first before introducing more complex concepts. The lessons include ample opportunities to practice previously taught skills while adapting to new ones.
- Additionally, the materials include extensive teacher guidance with scripted lessons and suggested pacing. However, some lessons are not aligned with the TEKS and may require teacher discretion for best use. The curriculum offers differentiated instruction opportunities for various learners, including multilingual, advanced, and struggling learners; nevertheless, that content is limited and not easily accessible within the materials.

## Intentional Instructional Design

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

Evidence includes, but is not limited to:

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

- Grade K includes a scope and sequence document outlining concepts and knowledge taught in the course. For instance, the document shows Book 1 consists of two units taught over 11 instructional weeks and lists the correlating concepts taught in each book (i.e. week two lists “Phonics,” “Phonemic Awareness,” and “Phonological Awareness” concepts). Headings are consistent throughout the instructional weeks listed.
- The scope and sequence includes the TEKS and ELPS. For example, the document highlights TEKS K.2, which requires students to demonstrate phonological awareness in weeks 3-17. Materials include the ELPS within the TEKS alignment document. For example, the document highlights ELPS C.1 in weeks 1-34. The ELL uses language learning strategies to develop an awareness of his or her own learning processes.

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

- The materials include a scope and sequence listing weeks 1–34 for grade K. Materials provide pacing guidance support for varied instructional calendar days. For example, if a school has 210 instructional days, the materials suggest increasing time spent in each week by 1 or 2 days by reviewing letter names and sound fluency in weeks 12–20.
- The *Instructional Time* document offers accommodations to teachers if instructional time is limited, providing planning strategies for time accommodations or constraints, but it does not include a pacing guide or calendar. For example, The *Instructional Time* document suggests that grade K teachers use “Alphabet Knowledge” activities instead of “Jump-in” activities. The “Jump-in” activity is a review activity that prepares children for learning and reinforces skills taught the previous week. Additionally, the guide suggests reducing lesson length when the reading block is shorter than usual.

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

- The overview section explains the concepts students learn, how they connect throughout the course, and a rationale for unit order. According to the rationale, “As the lessons progress, the units of language will become smaller, getting to phoneme level in week 12. The practice and repetition with larger units allow students to build phonological memory, sequence parts of words, and understand the concepts of blending, segmenting, and manipulating.”
- The online platform provides videos for teachers that explain the rationale behind the order of all six units and provide unit overviews. For example, one video covers the focus of “Unit 2” on phonemes, correct articulation, and proper letter formation. Another video explains that “Unit 3” focuses on phoneme addition, the phoneme-grapheme relationship, and word building.

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

- Materials include lesson plan templates and examples for teachers to internalize lessons and units. Teachers can reference the *Corrective Feedback Guide* for guidance on the main focus of each lesson, how units connect, and any support for reteaching or scaffolding. The *Instructional Time Guide* provides teachers with more information on delivering content and best practices for each lesson, including information on how to make each lesson explicit.
- A “Getting Started” Section provides suggested times and guidance on the components of the daily phonics lessons. This section guides lesson internalization by listing the components for daily phonics instruction, with brief definitions for each element. For example, guidance on locating lesson preparation information includes, “The yellow box at the beginning of each lesson gives teachers an overview of how to prepare for the daily lesson.”
- The materials include professional development video clips on the product’s website, which provide guidance and protocols for unit and lesson internalization. The professional development clips range from 9 to 17 minutes in length, consisting of six video chapters, each followed by a quiz

to check for understanding. For example, “Chapter 4” reviews “Unit 2,” explaining how students will begin word-building with their word-building cards.

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

- The materials offer resources and guidance for administrators and instructional coaches on implementing phonemic awareness lessons. The program’s professional development library features a six-minute video titled *Administrators & Coaches: 5 Look Fors in PA Instruction* and a five-minute video titled *Phonemic Awareness: Using the Fidelity Checklist*. Administrators and instructional coaches can access the checklist under “Digital Resources.” The checklist contains a lesson observation checklist, lesson components, and a section for feedback.
- Both coaches and administrators can 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	3/4
1.2a	<a href="#">Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.</a>	1/2
1.2b	<a href="#">Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.</a>	2/2

**The materials include comprehensive unit overviews that provide the background content knowledge necessary to effectively teach the concepts in the unit. Materials do not include comprehensive unit overviews that provide the academic vocabulary necessary to effectively teach the concepts in the unit. Materials 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.**

- Materials include comprehensive unit overviews, including background content knowledge necessary to teach the unit concepts effectively. The Instructional Strategies section of the digital curriculum describes strategies to support decoding and encoding instruction. Each section gives a detailed overview of the lesson components, strategies, and implementation guidance. For example, one instructional routine explained is the Finger-Blending Strategy. Materials state, “Children will say each sound and then blend the sounds with their fingers to read the word. For example, the teacher builds the word cat with Word Construction Cards. Children will say each sound, /k/ /ă/ /t/ while holding up one finger for each of the three sounds. Then children will close their fists when they say the word, *cat*.”
- Unit overviews do not include information about the academic vocabulary used within units. Grade K lesson design includes lesson overviews and academic vocabulary. Materials do not provide broad, unit-level information about academic vocabulary necessary to effectively teach the concepts in the unit.

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

- The materials contain support for families in Spanish and English for each unit, with suggestions on supporting their child's progress outside of the classroom. Teachers may access the weekly parent newsletters on the online platform.
- Each parent newsletter provides an overview of upcoming unit learning. For example, in unit 2, the parent newsletter explains that students will learn to articulate the sounds /m/, /s/, and /a/ and teaches the parent how to play “I Spy” with different beginning consonant sounds. The

parent newsletter for week 8 explains the meaning of Red Words and guides the parent to ask their child to read Red Words learned at school.



## Intentional Instructional Design

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

- Daily lesson plans include objectives (called “concepts”), student target skills, materials needed, and questions to ask throughout the lesson. The lesson plans include the necessary instructional assessments to meet content at the lesson level. The lessons also provide teachers with a weekly assessment check that helps them monitor student progress that week and a talking guide to use when assessing students. An “Assessment Section” includes weekly assessments and unit assessments with beginning, middle, and end-of-year checks.
- Lesson plans provide the focus phonics pattern. For example, in the lesson “The Big Red Hat,” “the focus phonics pattern is CVC words with all vowels.” The plan does not contain comprehension questions but tells teachers to use “Thinking About Your Reading” guiding questions instead.
- Each lesson section includes a gradual release of responsibility structure (I Do, We Do, and You Do). The lessons provide specific, explicit, and systematic instructional routines to develop grade-level skills. For example, in week 7, the materials include a list of target skills for the lesson. The lesson also includes a corrective feedback guide. The lessons follow the “I Do, We Do, You Do” format. For example, in Week 7, Day 1, Phonics, the teacher will say, “Today, we will learn about the sound /g/. The sound /g/ is a consonant sound, and /g/ is a stop

sound.” Next, the students practice saying the sound and the teacher models it with correct tongue placement. The teacher then reads the G Sound Story, and they listen to words that begin with the /g/ sound. For the “I Do” portion of the lesson, students will say the names of pictures on a worksheet and write the correct letter formation as they pronounce the /g/ sound.

- The detailed lesson includes the materials needed for the lesson and assessments. The guidance in the top table labeled *materials* states that students will need whiteboards and markers for the lesson. For example, in week 27, day 1, the overview lists the required materials as dry-erase boards or paper for children, Sound Wall Cards, blend cards, consonant blends sound posters, word construction cards, a *READ Book*, and Elkonin Boxes.

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

- Each lesson header provides a time guide indicating the overall duration of the day's phonics lesson. An instructional time guide helps teachers manage time effectively in the getting started section. Teachers can also view the “Chapter 2” video under *On-Demand PD* for additional timing suggestions for lesson sections. This guide suggests 20 minutes for phonics lessons, with the “Jump-In” Section taking less than 5 minutes, allowing teachers to adjust the remaining time as needed.
- The online platform’s “Managing Instructional Time” Section specifies that the foundational skills lessons include 8-12 minutes for phonemic awareness instruction and 20-30 minutes for phonics instruction. This section provides teachers with a time guide to help them allocate time for each lesson section. For instance, teachers can reduce the number of words in the phonemic awareness component to 3-4 words, which shortens the phonemic awareness part of the lesson to 6-8 minutes.

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**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. For instance, in week 2, the materials list an Alphabet Chart, *READ Book*, multisensory options, and ABC Letter Cards for the lesson. The lesson also includes links to the Alphabet Chart and *READ Book*. “In Week 5, Day 5, Phonics, the students will need dry-erase boards or paper, Student Red Cards (Teacher and Student), *READ Book*, and the teacher will need the Corrective Feedback Guide.”
- Each lesson begins with a list of materials for the teacher and the student for that particular lesson. For example, the materials listed are sentence strips with student names, consonants in black and vowels in red, a student *READ Book*, and dry-erase boards with markers. Teachers can access needed materials by clicking on the links provided when using the lessons. The listed student and teacher materials in the grade K curriculum are provided physically and online. The students use a book called *READ Book*, which they use every day. The students apply their learning independently in the “You Do” Section of the daily lessons.

- In week 4 of the teacher resources, a list provides ways to help teachers effectively deliver instruction. For example, the materials needed are a Sound Wall Card: /v/, a Vv Sound Poster, and copies of the *READ Book* (Teacher and Student). In week 8, teachers can access the materials needed on the yellow table to deliver reading instruction effectively. For example, the materials required are Sound Wall Card: /l/, an Ll Sound Poster, Red Word Cards, and copies of the *READ Book* (Teacher and Student).

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**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. The curriculum has a “Differentiated Instruction” Section at the end of every daily phonics lesson. This section includes an expanded lesson for students ready to go beyond the week’s instruction. In week 5, the teacher will construct words for students to read. Teachers can access the materials supporting diverse learners for differentiated instruction, including daily support for children who need additional support and are ready to go beyond.
- The weekly lessons provide opportunities for teachers to extend students’ practice of the target skills. The lesson guides teachers on what to say and do. For example, the materials state, “Challenge children to list words that begin with the initial consonant blends br- and cr- (brand, brass, branch, crush, cross, crams, etc.) Encourage children to choose words from the list to write a sentence.” The opportunities for student enrichment increase to concrete or visual activities to apply the skills. In week 1 lessons, the “Expand” guides students on day 1 to draw pictures of items that start with a specific letter. Day 2 states that students should match letters on the alphabet bridge, giving the teacher more ways to expand that activity. The students count words and spaces in a sentence on the last day.
- After every lesson throughout the year, there is a “Boost” Section. The “Boost” Section provides students with additional support needed to be successful in skills. For example, on week 5 it states, “If children have trouble articulating the /b/sound, model proper articulation and have them repeat. Then have children use a mirror to watch their mouth formation as they articulate /b/. If children have trouble identifying words that begin with the /b/ sound, point to and name objects on the Bb Sound Poster and have children repeat. If children have trouble with proper letter formation for Bb, have them use the pointer finger on their dominant hand to trace the letter formation steps on the back of the Bb Sound Poster.”

## Progress Monitoring

2.1	Instructional Assessments	18/24
2.1a	<a href="#">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.</a>	12/12
2.1b	<a href="#">Materials include the definition and intended purpose for the types of instructional assessments included.</a>	2/2
2.1c	<a href="#">Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.</a>	1/2
2.1d	<a href="#">Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.</a>	3/6
2.1e	<a href="#">Instructional assessments include standards-aligned items at varying levels of complexity.</a>	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 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 at varying levels of complexity.**

Evidence includes, but is not limited to:

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

- Materials include a variety of diagnostic assessments at the unit and lesson level that vary in types of tasks and questions. At the unit level, phonics diagnostics include a beginning, middle, and end-of-year assessment measuring encoding skills. For the phonics diagnostics, the teacher presents students with 8 words for the students to spell. In addition to word spelling, the beginning-of-the-year diagnostic asks students to form the letters represented by the sounds /m/ and short /a/. An additional grade K diagnostic assessment evaluates student knowledge of letter names and sounds. To measure phonological and phonemic awareness development, the program offers a *Heggerty Phonemic Awareness Assessment* available in 3 forms. The questions on this assessment ask students to demonstrate phonemic awareness by engaging in auditory tasks such as isolating, blending, and segmenting phonemes within words.

- Materials include a variety of diagnostic assessments at the unit and lesson level that vary in types of tasks and questions. For the phonics diagnostics, the teacher presents students with 8 words for the students to spell. In addition to word spelling, the beginning-of-the-year diagnostic asks students to form the letters represented by the sounds /m/ and short /a/. An additional grade K diagnostic assessment evaluates student knowledge of letter names and sounds.
- The materials include lesson-level formative assessments with different types of tasks and questions. A “Weekly Check” assesses skills such as spelling and fluency. On day 5 of each week, the teacher administers a “Weekly Check.” For example, in week 15 the teacher says, “Now it is time for a word check. You will show me what you have learned this week by reading and writing words. Some of the words are Red Words you have learned.” The teacher then conducts the “Weekly Check” using the *READ Book*. Sample questions and tasks from the formative assessment include identifying the beginning sounds in words, spelling high-frequency words, reading words, and encoding words spoken by the teacher.
- The materials include summative unit assessments. The end-of-unit fluency summative assessment helps teachers evaluate students' application of phonics patterns and knowledge of high-frequency words. Teachers administer this assessment to grade K students during weeks 12-34. Additionally, teachers give the *Phonemic Awareness Assessment* at the end of each lesson or unit to check for mastery of concepts. Teachers use the weekly decodable passage to measure a child’s fluency.

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

- The materials explain the intended purpose of the program’s instructional assessments. According to the *Grade K Assessment* guide, a short, whole-class diagnostic assessment measures student encoding skills three times during the school year. The “Downloadable Resources” Section of the digital platform explains how the diagnostics evaluate student knowledge of letters and sounds through spelling. The results inform reteaching needs, small groups, and intervention.
- The online platform’s “Weekly Formative Assessment Checks” Section describes these checks as “a quick and simple way to assess children’s progress. Each “Weekly Check” offers children the opportunity to demonstrate what they have learned throughout the week, with a focus on the sound-spelling patterns and the taught Red Words.” The “Weekly Checks” monitor students’ ability to apply phonemic awareness and phonics knowledge to spelling words using the sound-spelling relationship and high-frequency words taught that week.
- The materials recommend that teachers use the end-of-unit assessments to guide instruction for small groups and reteaching. The materials provide guidance on using assessment data, suggesting that teachers collect data throughout each lesson to determine effective groupings for children and check for understanding.

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

- Materials provide scripts to ensure the administration is accurate. For example, the “Weekly Checks” suggest teachers say, “Now it is time for a word check. You will show me what you have learned this week.” Teachers then instruct children to write their names at the top of the page and proceed with specific prompts: “I will say the names of the pictures you see and ask you to circle the picture that begins with a sound. Fan, bus; Circle the picture whose name begins with the /b/ sound. Fox, ten; Circle the picture whose name begins with the /t/ sound. Itch, map; Circle the picture whose name begins with the /i/ sound. Now I will say two words.”
- The materials include guidance for teachers to administer assessments efficiently, including time requirements. For example, the materials allow students 10-15 minutes to complete the beginning, middle, and end-of-year assessments. The materials do not follow a consistent timeline or specify which unit the assessment should follow. Teacher guidance suggests administering assessments in either a whole or small group setting, which may result in inconsistent outcomes.

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

- The materials include “Weekly Checks” (formative assessments) that align with the unit and lesson objectives taught during that week. For example, in week 7, the target skill is identifying words with long and short vowel /o/ sounds at each word's beginning, middle, and end. This “Weekly Check” assesses this skill by instructing the teacher to say, “I will say the names of the pictures and you will circle the picture that begins with a sound. Octopus, itch; circle the picture whose name begins with the short /o/ sound.”
- While the materials do not correlate to the TEKS for each assessment item, grade K 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 *Phonemic Awareness Assessment* guide provides a “Corrective Response” form for teachers to input and score student responses. Lastly, teachers can access weekly observation checklists for assessments to keep anecdotal notes about student performance.
- Resources include an explicit connection between assessments and the skills taught in the course. The materials do not identify the standards, or TEKS, assessed at the course, unit, or lesson level. For example, the online “Digital Assessment Tool” (diagnostic and summative assessment) breaks down a student’s scores into specific skills rather than TEKS. A grade K *Phonemic Awareness Assessment* divides results into onset fluency, blending, isolating the final sound, segmenting, isolating the medial sound, adding, deleting, and substituting. The materials do not identify the TEKS at the course, unit, or lesson level.

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

- The materials offer assessment items at varying levels of complexity for various evaluations. The formative and summative assessments include open-response items and word banks for grade K. For example, week 15 consists of a formative assessment in which students read a decodable story, and the teacher then asks them to write or draw a picture (open response) of someone they have helped. In week 30, materials include an assessment in which students must write the word to complete each sentence using high-frequency words from a word bank.
- The “Phonemic Awareness Diagnostic” varies in complexity as students engage in different phonemic awareness tasks, such as adding, deleting, or substituting sounds within words. The assessment begins by asking students to isolate the initial phoneme in words, then progresses to substituting the initial phoneme in words. The grade K “Letter-Sound Assessment” asks students to identify, name, and produce the sounds of letters. The materials do not show the correlation between the TEKS and the phonemic awareness tasks.



## Progress Monitoring

2.2	Data Analysis and Progress Monitoring	4/4
2.2a	<a href="#">Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.</a>	2/2
2.2b	<a href="#">Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.</a>	1/1
2.2c	<a href="#">Materials include tools for students to track their own progress and growth.</a>	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 student performance on assessments and reflecting on levels of understanding and proficiency. Teachers use data management tools to track data collected in each lesson. These tools state that if the whole class is not at least 80% proficient on the “Weekly Check,” the teacher should reteach the concepts in a whole-class setting. This reteaching can occur on day 5 of the current week or day 1 of the following week. In grade K, weeks 1-11, if a student identifies one (1) initial sound picture correctly, the response to student performance is to “use the Sound Wall cards or ABC cards to reinforce the taught letter sounds and letter names, using the articulation picture and visuals.”
- In the grade K curriculum, guidelines help teachers interpret and respond to student performance. These guidelines vary by week. For example, teachers can access guidelines for analyzing assessment data and grouping. In weeks 12-24, if a student reads 1-2 words out of 4 correctly, the materials guide the teacher to “use the Boost activities in small groups that focus on reading VC and CVC words.” “Boost” activities provide scaffolded instruction for students needing additional support.

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

- The materials provide guidance on responding to student performance on assessments through data tracking tools, yearly assessments, and purposeful planning. The assessment data tracking tools help teachers monitor and reflect on student proficiency. For instance, if the whole class is not at least 80% proficient on the “Weekly Check,” the materials



recommend reteaching the concepts in a whole-class setting. This reteaching can occur on day 5 of the current week or day 1 of the next week.

- The “Weekly Check Scoring Guide” offers specific next steps and instructional guidance based on student performance. For example, in weeks 12-24, if a student reads 1-2 words out of 4 correctly, the materials guide the teacher to “use Boost activities in small groups that focus on reading VC and CVC words.” “Boost” activities provide scaffolded instruction for students needing additional support. Additionally, the materials provide guidance for responding to student performance in the beginning of year (BOY), middle of year (MOY), and end of year (EOY) phonics assessments. The “Student Scoring Guide” helps teachers analyze initial consonants, vowels, and final consonants to target further instruction better.
- For specific weeks, such as weeks 3-11, the “Weekly Check Scoring Guide” under the “Assessment” Tab provides detailed instructions. For example, if a child correctly identifies only one initial sound picture, the recommended next step is for the teacher to model and practice the phonemic awareness task of initial phoneme isolation, focusing on one or two sounds. This structured guidance ensures teachers can effectively address students’ needs and improve overall proficiency.

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

- The materials provide opportunities for students to record objectives and goals as they advance through the program. The “Weekly Check Scoring Guide” suggests various options, including having students score their checks. It advises teachers to “encourage children to write the correct spelling for each Red Word next to an incorrect spelling.”
- Teachers can access a recording sheet for the whole class under the “Assessment” Tab, allowing them to record students’ scores from each “Weekly Check” for Units 2-6. Additionally, the materials set fluency goals for grade K students, requiring proficiency in letter names and sounds. 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 coloring in the amount of smiley faces or stars that correspond with the expectations of their weekly check.”

## Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	<a href="#">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.</a>	3/3
3.2b	<a href="#">Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)</a>	2/2
3.1c	<a href="#">Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.</a>	3/3

**The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials include pre-teaching or embedded 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 K materials include specific recommendations for differentiated and small group reading to support students who have not yet mastered grade-level content and skills. Teacher guidance includes reteaching and scaffolding opportunities for students who have yet to reach mastery. Teacher materials include “Sound Wall Cards,” the alphabet chart, and ABC cards to review the letter sounds from the current week. They can also use the “Alphabet Bridge Mat” in small groups to reinforce uppercase and lowercase letter recognition.
- Daily lessons include guidance for teachers on using various instructional modalities, such as visuals, manipulatives, kinesthetic learning, specific instructions on mouth placement, and guidance on the manner and voice of the letter sound to support the success of all types of learners. The materials include teacher guidance for differentiated instruction through “Boost” and “Expand” activities in the daily lessons and the corrective feedback guide. In the weekly lessons, differentiated instruction is included with teacher guidance that supports students who need additional scaffolds, “Boost,” and students who are ready to go beyond, “Expand.” In week 3, the “Boost” activity provides multiple suggestions for differentiation, with one suggestion stating, “If children have trouble articulating the /m/ sound, display the *Sound Wall Card* and model proper articulation, and have children repeat. Then, have children use a mirror to watch their mouth formations as they articulate /m/”.

- Teachers can download and view a resource called *Supporting Diverse Learners*, which offers examples of how to support diverse students in phonemic awareness lessons and phonics lessons and differentiate the administration of assessments. For example, “Children with limited verbal skills may use visuals to represent sounds, such as unifix cubes, tiles, felt squares, or chips in Elkonin boxes, to demonstrate their learning and understanding.”

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

- In grade K, materials include embedded supports for references in text, specifically decodable readers. In week 34, the teacher explains the reference in the decodable to the word “drive” using the book *Lake Hills Drive* before reading the story. The teacher shares how the word “drive” in the story has the same meaning as the word “street” and then thinks of their address: “You might live on a street, avenue, or maybe even lane!”
- The decodable text guides teachers in previewing the text before reading, including an overview of the text, predictions, and any new vocabulary needed to pre-teach. The materials also include embedded supports for academic language and vocabulary. They provide questions to guide students' thinking within the lesson. For example, the teacher reviews the Red Word “I” in Week 6. Then, the teacher explains, “We use the word “I” when a person talks about themselves.” Next, the teacher reads the sentence on the back of the “I” card.
- The program includes pre-teaching and embedded support for unfamiliar vocabulary. When learning about a new letter in grade K, the teacher provides the students with a poster with pictures of items that start with that specific letter. In week 9, the materials guide teaching a new high-frequency word or Red Words. The Red Word for the week is the word “to,” and the guidance refers to the teacher to “explain that the word “to” is used when talking about the direction of something or when something is owned.” The students read a sentence from Unit 2, Week 9, Day 2, that includes the word “to.”

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

- Materials include teacher guidance to differentiate instruction for students who have demonstrated proficiency in grade-level content at the end of the daily lesson in the “Expand” Section. “Expand” includes daily suggestions “for children who are ready for the next step.” In week 6, the materials state, “Have children go on a hunt in the classroom for words or objects whose names begin with the letter c or k.” Students will draw a picture of the object and label it with Cc or Kk.
- The program provides teachers with guidance for lesson enrichment activities for students within the “Expand” Section. The “Video Learning Library” Tab includes a video on differentiation in the skills tutorial. Activities include writing a new “Sound Story” to match a “Sound Poster,” dictating complex sentences using previously learned skills, and an additional response to the weekly reading passage. According to the video, “Expand” activities

are essential because “Children will think deeper and more analytically about the sound-spelling patterns being introduced.”

- 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. The weekly lessons allow teachers to extend student practice of the target skill in the “Expand” Section. This section is scripted in every lesson. For example, the materials state, “Challenge children to make a list of words that begin with the initial consonant blends br- and cr- (brand, brass, branch, crush, cross, crams, etc.) Encourage children to choose words from the list to write a sentence.” When a student spells all words correctly in the weekly check and dictation sentences, the materials guide the teacher in using the “Expand” activities for small group work.

## Supports for All Learners

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

**The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.**

Evidence includes, but is not limited to:

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

- The program supports the teacher in communicating, explaining, and modeling the lesson concepts directly and explicitly. The daily lessons include scripted instructional guidance when teaching the concepts and skills; for example, in week 5, the materials state, “Today we will learn about the sound /b/. The sound /b/ is a consonant sound, and /b/ is a stop sound. Our voice stops when we say the sound. We will practice making the /b/ sound, and we'll name some words that begin with the /b/ sound.” The materials include handwriting instructional strategies that guide instructional methods. For example, skywriting is a multisensory strategy that helps students write words without a pencil: “Children will use their pointer finger on their dominant hand to trace a letter or word in the air using correct handwriting formation and directionality.”
- In grade K, the materials provide teacher guidance on how to model and explain the correct sound of each letter by teaching the sound's placement, manner, and voice. For example, under the instructions for /m/, the articulation guide instructs teachers to say, “The sound comes through your nose. You can hold on to it. The sound /m/ is a continuous sound. This means the sound can go on and on.” When teaching students the correct letter formation of each letter, the materials in grade K offer teachers a script for language for modeling.
- The materials provide teachers with a script for whole-group instruction. For example, in grade K, on week 2, the materials state, “We have been learning about sounds at the beginning of words. I am going to say a sound. Raise your hand if you can think of a word that begins with

the same sound. For example, if I say the sound /j/, a word we could choose is juice. Say these sounds one at a time: /m/, /s/, /t/, /b/, /g/, /p/.”

- The grade K materials guide teachers on concepts in a lesson’s section, “Teacher Notes.” In Week 19, Day 4, the teacher notes on phonemic awareness instruction remind teachers to “Teach sounds, not letter names.”

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

- The materials provide recommendations for effective lesson delivery using a variety of instructional approaches and tasks. Each lesson includes guidance for the teacher and opportunities for the students to engage with what they are learning. Every lesson is structured with gradual release of responsibility (an “I Do, We Do, and You Do” model), where the teacher can scaffold the learning from teacher responsibility to group responsibility and finally to student responsibility. This structure allows for effective lesson delivery and facilitation.
- Materials include guidance, which promotes consistency with instructional practices across different classrooms and provides clear language for teachers. The bridge to reading instructional strategies offers a guide for other methods. For example, skywriting is a multisensory strategy that helps students write words without a pencil: “Children will use their pointer finger on their dominant hand to trace a letter or word in the air using correct handwriting formation and directionality.”
- The “Instructional Strategies” Section of the Introduction offers guidance on a variety of instructional approaches. For example the teacher uses word construction cards to model word building for whole group instruction. Grade K materials provide teacher guidance on various instructional strategies throughout the lessons, including finger-blending, finger-spelling, skywriting, and word writing. Teachers also utilize resources like spell tab folders to assist students with building words. Throughout the daily lessons, students have multiple opportunities to participate through instructional strategies embedded throughout the parts of the lesson. These strategies include repeating, movement, matching, listening, skywriting, and applying.
- Under the “Video Learning Library” Tab, the curriculum provides guidance, which gives teachers recommendations for instructional approaches for effective lesson delivery. For example, the video *Using Visual to Scaffold Instruction* provides teachers with different visual supports to help different levels of students, and the *How to Use Daily Lessons* video provides teachers with an example of how to provide effective lesson delivery.

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

- The materials recommend specific structures to support effective implementations. For example, the lesson plan on day 5 of each week suggests small group instruction to support

student reading of decodable readers. The lesson plan includes a before, during, and after reading section for teachers to follow.

- Materials support independent reading or small group instruction. For example, *Interpreting Assessment Data Guides* help determine whether students need to be in a whole group, small group, or individual setting. It states, “If less than 80% of the children are proficient, reteaching of the concepts in a whole class setting may be necessary.”
- The materials include support for collaborative practice in whole-group instruction. In week 27, during the daily phonics warm-up, the teacher displays the letter cards Ss and Pp. Students share words that begin with the blend—/sp/ with a partner for one (1) minute and then share their words with the class while the teacher makes a list. Teachers have an optional opportunity to make this an independent activity.
- Clear headings and labels guide the teacher in differentiating between different lesson structures, such as “Jump In,” “I Do,” “We Do,” “You Do,” “Jump Out,” and “Differentiated Instruction.” The *Getting Started Guide* defines these sections. For example, the “Jump Out” section quickly reviews the daily lesson and includes a multisensory activity along with partner work.



## Supports for All Learners

3.3	Supports for Emergent Bilingual Students	10/11
3.3a	<a href="#">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.</a>	1/2
3.3b	<a href="#">Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.</a>	1/1
3.3c	<a href="#">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.</a>	8/8
3.3d	<a href="#">If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.</a>	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 *Linguistic Accommodations Guide* provides one general set of accommodations for language proficiency suited for beginner English Learners. Materials include guidance on linguistic accommodations for English language learners in the *Supporting Multilingual Learners Guide*. This guide offers accommodations for supporting students with diverse needs. For example, “ During whole group instruction, teachers may support multilingual learners with alternate response options: Allow children to respond orally instead of in writing, the teacher builds the rime with “Spell Tabs” and the child adds the first letter during the lesson (i.e., at; child adds “c” to “at” to make the word “cat”); When building words with “Spell Tabs,” teachers may provide children with a limited number of letters in the folder.
- Multilingual Learner support happens specifically on Day 4 of each weekly lesson for grade K. This support is provided with a specific focus on oral language and vocabulary development. The teacher can print pictures from the internet that begin with the blend sounds students



have been working on. Students will match the word to the beginning blend. “This multilingual opportunity provides visual support for vocabulary terms they may not be able to identify in a non-native language.”

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

- The *Supporting Multilingual Learners Guide* provides teachers with different implementation options to support English language learners during instruction. For example, the materials suggest a variety of best practices to help support teachers in instructing students in English language acquisition. The supports include Total Physical Response (TPR), building background knowledge, modeling sentence frames, modeling “Sound Walls,” visuals and videos, and repetition.
- Under the “Video Learning Library” Tab, teachers have access to a video on supporting English language learners that they can view before implementing the lessons. The video provides guidance and suggestions for implementing phonemic awareness lessons while supporting English language learners. Teachers “pull out” students for additional support per the instructions. The video also includes vocabulary and content support.

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

- The “Supporting Multilingual Learners” document provides guidance for teachers to help English language learners make cross-linguistic connections. It recommends allowing “children to share a word or phrase in their home language to match the vocabulary or concept in English.” These lessons include sentence frames and visual aids to help students construct complete sentences. However, for grade K, the materials do not offer ways for students to demonstrate learning through written discourse.
- The materials support increasing comprehension and building background knowledge for multilingual learners in every lesson on Day 4. For example, in week 33, day 4, the materials state: “In the story ‘Ben’s Mule,’ Ben takes good care of his mule. Let’s think about the word ‘care.’ What does it mean? The word ‘care’ means to show kindness and thoughtfulness towards someone or something. We can show care to people or things.”
- The weekly lessons on Day 4 focus on oral language and vocabulary development. For example, in week 8, the materials suggest: “Have children practice using the word ‘and’ to share things they like and dislike. Encourage children to stay on topic when listing items such as foods, activities, sports, colors, etc.”
- The materials have multilingual activities on Day 4 each week in the phonics instruction under “Differentiated Instruction.” For example, on week 7, day 4, the activity embedded into the curriculum gives teachers a script to help students develop vocabulary based on color and texture. “Have children practice Red Words by saying sentences about objects and their colors. Review colors as needed, then display a sentence strip with the sentence frame: The

\_\_\_\_ is \_\_\_\_\_. Say: This week we learned the Red Word is. We can use another Red Word, the, with the word is to create a sentence. The sentence we will use today is: The \_\_\_\_ is \_\_\_\_\_. We are going to share different items and colors we see in our classroom. I will go first: The table is white. Invite children to share as many sentences as they can come up with. Instead of colors, children may use other adjectives focused on size, shape, or texture.”

- Materials provide guidance for teachers to create oral discourse, making cross-linguistic connections. This activity is found in week 17, day 4. It states, “Review the sound /j/ with children, focusing first on articulation and then reciting words with the sound. Refer to Sound Wall Card /j/ for specific articulation language. Have a mirror available for children to look at their lips, teeth, and tongue to see how they are articulating the sound. Display the front side of the J Sound Poster. Say: I see many people and things that begin with the /j/ sound. I see Jamal jumping rope. What do you see? Have children take turns sharing a sentence aloud. Encourage the child to use a word that begins with /j/ in their sentence. OPTIONAL: Write the sentence starter ‘I see \_\_\_’ on a sentence strip to encourage children to share a complete sentence.” In this activity, the teacher is guided to provide opportunities for students to share things they see that start with the letter J. The student and teacher are provided a sentence frame to help students say a complete sentence. This activity is giving teacher guidance on how to support vocabulary and cross-linguistic connections by providing a visual. The student may understand what the item is in their home language; the teacher then refers to the item in English. The activity is also providing oral discourse using the sentence frame, “I see...”.

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**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.” Materials do not include resources that outline opportunities to address metalinguistic transfer from English to a partner language.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The skills for grade K phonics lessons start with an alphabet introduction and move into letter sounds, letter names and sounds, and CVC words, followed by digraphs, blends, CVCe words, and long vowels. According to the “Scope and Sequence” for grade K, students begin with a two-week introduction to the alphabet before progressing to letter sounds. During this period, teachers introduce high-frequency words, also known as red words. By the second week, students engage in activities such as writing their names, reading books, and drawing pictures of their favorite school activities. Students practice circling pictures with the same beginning sound by the eighth week.
- The lesson objectives follow a structured progression. For instance, in “Unit 2” of grade K, the focus begins with sound-symbol correspondence and gradually increases the complexity of building and reading three-letter words. As the curriculum advances to “Unit 3,” the emphasis shifts to letter recognition due to prior mastery of letter sounds in “Unit 1” and “Unit 2.” During the “We Do” Section of the lesson, students initially build two-letter words and progressively move to three and four-letter words. These lessons guide teachers in connecting the words built during the lesson to sentences and explaining their meanings.
- The independent practice student book is also designed to build systematically on students' learning. In “Unit 2,” students start with simple activities like tracing letters and high-frequency words, circling pictures that begin with specific sounds, and drawing items that start with particular sounds, all with teacher support. By “Unit 3,” they progress to writing

letters corresponding to particular sounds and reading decodable texts containing high-frequency or decodable words learned during lessons.

- Additionally, “Unit 5” introduces Ll, Ss, and Rr consonant blends and transitions to “Unit 6,” which covers long vowels with CVCe and CCCVe patterns. This unit includes a systematic pattern of each vowel letter, starting with long vowels /a/ and /i/ with CVCe words in “Week 28.” At the end of “Unit 6,” the phonics concepts from previous units are reviewed, ensuring the reinforcement of learned skills. The lessons continue with building, decoding, and spelling words following the progression of phonics skills, focusing on consonant blends with Ll and then moving to blends with Ll, Rr, and Ss.

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**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 the *Getting Started* guide, teachers use the Gradual Release of Responsibility model (“I Do, We Do, You Do”) to teach 20-30 minutes of daily phonics instruction. The daily lessons include scripting for phonics activities. In the modeling section (“I Do”) of “Week 3,” the teacher models saying the short /a/ sound: “Let’s practice saying the short /a/ sound. I will teach you how to say this sound.” The teacher continues showing the students correct tongue placement and explaining that short /a/ is a voiced sound.
- The phonics lessons provide teacher-led instruction that clearly and teaches explicitly a skill through concise explanation, modeling, practice, the Gradual Release of Responsibility model, and feedback. Teachers begin lesson 18 with the instructional objective: “We can match the sounds we hear to letters in print.” The teacher then states the specific skill the students will be working on, “Build, decode, and spell words with letters *Ww, Ee*.” The information is broken into parts such as “I Do, We Do, You Do.” The teacher models with clear explanations and verbalizes the thinking process, “Build: *web*. Listen to me say each sound. I will blend the sounds to make a word: /w/ /ě/ /b/, *web*. Guide children to blend each sound, /w/ /ě/ /b/, using the Finger-Blending Strategy. Have children repeat blending the three sounds in *Web*.” The teacher proceeds to have students repeat the sentence and then ask them to create a sentence with the word “*web*.” The students practice this same skill in the lesson’s guided practice (“We Do”) and independent practice (“You Do”) sections. Lastly, the lesson calls for the teacher to provide feedback. At the end of the lesson, the teacher guides students to check for understanding and feedback in their *READ Books* or observations during the lesson.
- Grade K materials include daily opportunities to teach consonant blends explicitly. During explicit instruction of consonant blends, the teacher provides opportunities for students to practice reading words with consonant blends. The student workbooks allow students to practice reading and writing words with consonant blends. The materials also include daily opportunities in “Units 5” and “Unit 6” to teach the skill, practice reading and building words with students, and then 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 the practice of phonics skills in isolation, such as sound-symbol correspondence, letter sound articulation, orally blending and segmenting words, building words with letter tiles, blending words built using a finger blending strategy, and building, blending, tracing, and writing high-frequency words. For example, the decodable text in their practice book in “Week 12” has 35 words, either previously taught Red Words (high-frequency words) or highly decodable words that the students have already had practice sounding out during the days before.
- The materials include decodable texts used to practice reading and writing skills in context. For example, grade K materials include decodable texts used to practice reading and writing skills in context. In “Week 17,” in the independent section (“You Do”) of the phonics lesson, students can practice the skills they learned in phonics for that week and previous weeks using the decodable text *Kim’s Dog Jack*. This text includes letters they have learned this week Kk and Jj, and the high-frequency words “no, like, go.”
- The materials include phrases and sentences used to practice reading and writing high-frequency words and words that follow taught sound-spelling patterns. For example, in the “Week 20” phonics lesson, the students practice creating and writing words using the previously taught letter Qq. The materials state, “We can read and write the word *quit* in a sentence like this: We will not quit when things get hard! Have children repeat the sentence. Ask children to create a sentence with the word quit.”

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### **Materials include opportunities for cumulative review of previously taught skills.**

- Materials include opportunities to review previously taught skills by connecting previously taught phonics skills to new ones. For example, students review previously learned content at the beginning of each phonics lesson. In “Week 19,” students reviewed previous learning by looking for the letter Ee and finding it on the alphabet bridge.
- The materials offer various opportunities to review previously taught skills through traditional workbooks. In the decodable texts found in the *READ Books*, students are provided with opportunities to review previously taught high-frequency words while reading the new text for that week. For example, in grade K, “Week 5,” students are taught high-frequency words “the” and “a.” These words are used in the decodable text, *Fox’s Box*. for “Week 19, Day 4.”
- The materials include a variety of instructional strategies with consistent routines for reviewing phonics skills. In the modeling (“I Do”) section of the lesson, teachers practice previously taught skills before introducing the new skill. For example, in “Week 14,” the lesson warm-up states, “This week we learned about the vowel *li*. What sound does the letter *li* stand for? (/i/) I’m going to say a word. If the word has the /i/ sound in the middle, I want you to stand up. If the word does not have the /i/ sound in the middle, I want you to sit on the floor.” 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 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	<a href="#">Daily lessons include explicit (direct) instruction with teacher modeling.</a>	1/1
4.2b	<a href="#">Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.</a>	1/3
4.2c	<a href="#">Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.</a>	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 lessons include explicit instruction for systematic and repeated teacher modeling of phonics skills, using precise terms and statements. The instructions help teachers model new phonics skills during core instruction. The materials include a consistent routine with teacher modeling using the “Finger Blending” strategy. For instance, in “Week 26,” the teacher uses “Word Construction Cards,” and students use “Spelling Tabs” to build words. The teacher guides the students in building the word “swim.” Students then use the “Finger Blending” strategy to blend each sound /s/ /w/ /i/ /m/ to read the word “swim.” The teacher continues with the words “switch, swift, skill, skip, scan, scab.”
- The materials instruct teachers to use the Gradual Release of Responsibility model for daily direct and explicit instruction during the “I Do” Section before students participate in the guided practice or independent work. For example, the “I Do” Section in grade K states, “Let’s practice saying the /z/ sound. I will teach you how to say this sound. Placement: Your tongue tip likely touches the bump behind your front teeth when you say /z/.” It also provides explicit examples for teaching the articulation of the /z/ sound, including manner and voice.
- The daily phonics lessons provide guidance on teacher modeling before students practice phonics skills independently. For example, in grade K, the teacher models blending phonemes to create words. The teacher segments each sound /f/ /ɔ/ /k/ /s/, then blends them to make the word *fox*. (What do students do independently?)



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

- The materials include daily opportunities for explicit guided instruction, including the Gradual Release of Responsibility model that helps teachers transition students to independent practice. In the “We Do” portion of the lesson, students practice reading and building words. For example, in “Week 28,” the teacher models building the word “tap” by saying each sound aloud and blending the word. Students blend the word using the “Finger Blending” strategy and build it using their “Spelling Tabs.” The teacher continues the lesson by describing what happens to the vowel Aa when you put the vowel Ee at the end of the word tap. The teacher explains that the vowel Aa will say its name when a silent /e/ is added, turning “tap” into “tape.” The teacher models this process, tapping out the sounds and explaining that while there are four letters, only three sounds are heard because the silent /e/ does not represent a sound. The teacher repeats the lesson with the word tape, and students continue to build words such as “cap, cape, mat, mate.”
- The materials do not offer opportunities for immediate feedback during the core lesson. The lessons include a section, “Boost,” where a teacher works on specific skills students struggle with during the daily lesson. For example, after the independent portion of the lesson in “Week 4,” the teacher meets with the student and reviews how to articulate the /v/ sound. The teacher helps the student find words that begin with /v/ by naming different pictures on the “V Sound Poster.” This feedback or reteach occurs after the independent practice part of the lesson, not during the teacher-guided instruction. Lessons offer inconsistent opportunities for immediate feedback. For example, “Week 12” states, “Review the articulation for the sounds /m/ and /a/ from Unit 2, Week 3, if necessary.” Not every lesson includes this guidance. The guided practice portion of the daily lesson does not provide suggestions or guidance on giving immediate corrective feedback.
- Each unit includes a “Corrective Feedback Guide.” The guides for “Unit 2” and “Unit 3” offer reteaching and scaffolding support for letter sounds, letter formation, and high-frequency words. For example, if a student needs help with letter formation, the guide suggests using the “Parent Newsletter” for at-home practice. To reteach high-frequency words (Red Words), The guide recommends that the teacher review the language from “Lessons 1” and “Lesson 2.” The materials do not include a “Corrective Feedback Guide” for “Unit 1.” The guide does not provide specific terms, phrasing, or statements that teachers use to guide students’ practice and application of new phonics skills.

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

- The lessons include weekly small-group or partner work options, such as working with high-frequency words to reinforce explicitly taught phonics skills. For example, in “Week 28,” the students play a game using high-frequency words, and they take turns with a partner to read the word, spell it, and use it in a sentence aloud. Not every lesson includes these collaborative activities.



- The “Boost” Section included in daily lesson plans allows students to engage in collaborative learning. For example, one suggestion found in “Boost” is to invite students to play a concentration game with the high-frequency words taught that week by a partner. This opportunity is only for students who need to re-teach and is only a recommendation. The materials provide one option for daily independent practice: a student practice book with workbook pages for the students to complete each day.
- The program’s daily lesson plans specify which page in the student workbook to use for independent practice. The student workbook includes exercises for encoding, decoding, working with high-frequency words, and reading a weekly decodable passage. For example, in “Week 4,” students trace the letter Nn in their workbook and practice starting on the top line after writing it in the air. The teacher will say the name of a picture from their *READ Book*, and if the picture begins with the /n/ sound, the student will circle the picture. While students have daily opportunities for independent practice, the materials provide this single method through the student workbooks and do not offer a variety of independent practice options.
- Students can engage in collaborative learning throughout the weekly lessons, although it is not offered daily. For example, in “Week 20,” the materials provide two out of five days for student collaboration. These days, students can partner up and play *Concentration*, a game designed to review high-frequency words. The lesson script instructs, “Have partners shuffle their Student Red Word Cards together and lay them face down. Partners will take turns drawing cards and looking for a match. When a child gets a match, the child will read the word and then use the word in a sentence. At the end of the game, have partners redistribute each other’s Red Word Cards back to the owner.” On the second day, the students quiz each other on high-frequency words, while the remaining days in “Week 20” do not include opportunities for student collaboration.

## Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	6/6
4.3a	<a href="#">Materials include intentional cumulative review and practice activities throughout the curriculum.</a>	2/2
4.3b	<a href="#">Practice opportunities include only phonics skills that have been explicitly taught.</a>	1/1
4.3c	<a href="#">Decodable texts incorporate cumulative practice of taught phonics skills.</a>	1/1
4.3d	<a href="#">Lessons include an instructional focus with opportunities for practice in isolation and connected text.</a>	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 grade K materials include intentional weeks for cumulative review throughout the units. For example, the materials initially provide a week to review all letters and their sounds, using an “Alphabet Bridge Poster” with uppercase and lowercase letters to help students practice naming each letter and its corresponding sound. Additionally, after three weeks of teaching new letter-sound combinations, lessons include a dedicated week for reviewing these concepts. At the end of the year, the materials include three weeks of cumulative review, covering all phonics concepts and high-frequency words learned throughout the year.
- The materials include regular review lessons (e.g., weekly, bi-weekly, per unit) without introducing new skills, but previously learned skills are reinforced and practiced. According to the “Scope and Sequence,” weeks 32-34 are dedicated to cumulative review at the end of the year. For instance, in “Week 32,” students review long and short vowels for /a/ through practice activities on whiteboards. On “Week 32, Day 1,” the lesson states, “Today we will build and read words with the vowel a. We learned that the letter a stands for the sounds /ă/ and /ā/.” Additionally, students regularly practice articulating letter sounds, identifying words that start with specific sounds, skywriting letters, independently matching letters to pictures, and writing beginning sounds in every lesson.
- Grade K lessons use consistent routines to introduce and review phonics skills with different modalities. These practice items include a time in every lesson where teachers review previously taught skills and the consistent use of Elkonin boxes, sound cards, and sound posters. These items are structured within every daily lesson.

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

- Students apply skills from previous lessons in the materials during guided practice. In grade K, “Week 5,” the teacher reviews a letter they learned previously before going into their lesson for the day. The materials state, “Say: We have been learning about sounds that we can hold on to. The /m/ sound is an example of a sound we can hold on to. We can say: mmmmap or mmmmmuffin. Today we are going to learn about stop sounds. Listen to this sound: /b/, ball. The sound /b/is a quick popping sound that stops. Let’s listen to two more words: /b/, bus; /b/, boy. Have children repeat the /b/ sound and the word.”
- The practice opportunities in the materials include only phonics skills that have been explicitly taught. In grade K 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, a lesson in “Unit 3” starts with the teacher providing explicit instruction on building and making words with letters Dd, Gg, Nn, Pp, Rr, Tt, and short /o/, and then the teacher models how to articulate the sounds of those letters, how to put the letters together to make a word, and then how to use a blending strategy to read the word they just built. Next, during guided practice, the students do the same activities with their letters, and the teacher guides them in building their own words.
- Students apply the focus skill for the lesson or skills from previous lessons in the materials during independent practice. In “Week 19,” students are learning about the consonant Xx and how to use this letter to make other words. In the guided practice section, opportunities are available for this skill to be explicitly taught in the independent practice section. For example, “Usually, the letter x is in the middle or at the end of words. We would see the letter x in the middle of the word *excited* or *exit*, and we would see the letter x as the last letter in the word *box* and *fix*.”
- In “Week 22,” students learn about the consonant digraph /sh/. In the “We Do” Section, practice opportunities include phonics skills explicitly taught in the “I Do” Section. For example, “ Let’s make a word that starts with the sound /sh/. Build: shop. Listen to me say each sound. I will blend the sounds to make a word: /sh/ /ō/ /p/, shop. “ In the “We Do” Section, students practice reading and building words using the consonant digraph/sh/. For example, students build the words “ship, shed, shock.”

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### **Decodable texts incorporate cumulative practice of taught phonics skills.**

- The decodable texts provide cumulative practice by gradually increasing complexity and incorporating only the phonics skills that have been explicitly taught. For example, the first decodable text uses only previously taught, high-frequency words and words with sound-letter correspondences that have been explicitly introduced. Throughout the year, the decodable texts advance in complexity based on the phonics skills taught each week. By the end of the year, the texts incorporate a mixture of all the phonics concepts learned. In grade K, students read the decodable text over two days and eventually respond to the text in writing by the end of the year.
- The decodable texts only include taught phonics skills and irregular high-frequency words. For example, in “Week 18,” students learned about the /w/, /e/, /v/, and /z/ sounds. In the

decodable text, students practice reading words using these letters in *Ten Red Hens*. The text uses CVC words, including Ww, Ee, Vv, and Zz.

- 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, “At the end of Unit 4, all children should have the knowledge of the sound-spelling relationships and previously learned high-frequency words to read *Grandma Has a Drill* and *We All Help Clean*.”

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**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 K, students practice building words with the letters li, Hh, Mm, Pp, Ss, and Tt, and then they blend the words made before building a new word. They are then encouraged to use the word in a sentence. Students practice encoding words during independent practice in their student workbooks.
- 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 K, students practice the skill of building and decoding words in isolation when they use their word construction cards to create words using the phonics skill of the day, then decode and read them. On day four of each week, students read a connected text in their *READ Books*.
- 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 grade K, students practice building words with the letters li, Hh, Mm, Pp, Ss, and Tt, and then they blend the words made before building a new word. Students practice decoding a list of words in their independent student workbooks. The teacher encourages students to use the word in a sentence.

## Phonics Rule Compliance

4.4	Assessment	2/7
4.4a	<a href="#">Materials include a variety of assessment tools that are developmentally appropriate.</a>	1/2
4.4b	<a href="#">Materials include clear, consistent directions for accurate administration of assessments.</a>	1/2
4.4c	<a href="#">Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.</a>	0/2
4.4d	<a href="#">Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.</a>	0/1

**The materials include at least one assessment tool that is developmentally appropriate. The materials do not provide a variety of assessments that are developmentally appropriate. Materials include clear directions for accurate administration of assessments. Materials do not include consistent directions for accurate administration of assessments. Materials do not include 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 the *Downloadable Resources*, materials provide a “Letter Names” and “Letter Sounds Assessment” for grade K. In the first section of the assessment, the teacher points to a letter and asks the student to name the sound the letter represents. The following section asks teachers to show students an upper-case letter while students provide the letter's name. The final section of the assessment repeats the previous tasks but with lower-case letters. This assessment measures students' knowledge of 26 letters and 6 digraphs. The assessment does not include tasks that check students' letter formation.
- In the *Downloadable Resources*, materials include beginning, middle, and end-of-year assessments that measure students' phonics skills through spelling tasks. These assessments, administered 3 times a year, measure students' knowledge of letters and sounds, starting with simple CVC words and progressing to more complex words like those with blends, digraphs, and long vowels (CVCe). The teacher provides a word for students to write on a recording sheet. The assessment does not include decoding tasks.
- 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. According to the “Assessment for Phonics” guide, “The Weekly Checks included on Day 5 in Kindergarten include word reading as part of the weekly assessment in Weeks 12-24. In Weeks 25-34, the assessment focuses on spelling words.” The “Weekly Check” for “Week 19” asks students to circle the word a teacher says from word pairs, such as “six/tips”

and “yet/win.” In the following section of the assessment, the teacher says “yes, fix, has, box, yam, have” one at a time for students to spell. In the “Assessment-Weekly Check” guidance, it notes, “While listening to a child read offers great insight to their progress, it is also quite time-consuming. Each *Bridge to Reading* Weekly Check is designed to be a quick and efficient way to monitor children’s ability to apply phonemic awareness and phonics knowledge to spelling words using the sound-spelling relationship and Red Words taught that week.” These assessments do not account for students’ developing automaticity with letter formation; therefore, an encoding assessment may not provide a developmentally appropriate measure of students’ decoding skills. The variety of assessment tools are not developmentally appropriate.

- The materials refer to high-frequency words as “Red Words.” The *Downloadable Resources* provide a “Red Word Assessment” that assesses students’ ability to read 55 high-frequency words. This assessment includes a teacher copy and a student copy.

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

- In the *Downloadable Resources*, the “Letter-Name and Letter-Sounds Assessment” in grade k gives the teacher clear directions on how to assess, what to say, expected student response time, and teacher prompts. The prompt for directions includes, “Letters stand for a sound or more than one sound. I will point to a letter (or letters), and you will tell me the sound or sounds each letter stands for.” Directions also include suggestions on when to discontinue the assessment, such as, “It is expected that a student would identify the letter name within 3 seconds. If a child responds correctly but takes longer than 3 seconds, make a note of this.” Materials suggest that teachers administer the “Letter-Name and Letter-Sounds Assessment” in either a whole-class or small-group setting. Materials do not provide a timeline for administering the assessment, which may result in inconsistent test administration.
- Materials include a beginning, middle, and end-of-year assessment that checks students’ phonics skills through spelling tasks. The accompanying guide for each assessment provides clear directions for assessment administration. According to the guide for the middle-of-year assessment, teachers should administer the test after “Week 22” of *Bridge to Reading* grade K lessons. The guide includes scripted directions to share with students, such as, “ I will say a word with three sounds. You will say the word back to me and then write the word as best as you can.”
- The materials include a script for the teacher to follow when administering weekly assessments. The “Weekly Check” directions in “Week 8” include, “Now it is time for a word check. You will show me what you have learned this week.” The directions continue by providing a script of what to say to students and ends with, “ Now I am going to say some words. You will repeat each word and then write the word on the line. Say these words one at a time: *and, look.*”
- The *Downloadable Resources* provide a “Red Word Assessment” that assesses students’ ability to read 55 high-frequency words. This assessment includes a teacher copy and a student copy. Materials do not include teacher directions for this test administration. The materials do not provide consistent directions for accurate administration of assessments.



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

- Materials include a beginning, middle, and end-of-year assessment that checks students' phonics skills through spelling tasks. The assessment includes a “Score Recording Sheet” but does not include decoding tasks, and the “Score Recording Sheet” does not include a target score to indicate mastery of an assessed skill.
- Grade K materials include a “Letter-Name and Letter-Sounds Assessment” to assess students' knowledge of uppercase and lowercase letter names and sounds. This assessment asks students to write a letter that stands for a sound. The teacher says different letter sounds while students record the corresponding letters. After the letter-sound portion of the assessment, the teacher asks the students to spell 6 words with either the VC or CVC pattern. The assessment does measure letter formation.
- On the fifth day of instruction of each week, the materials include “Weekly Checks.” The tasks for these checks involve circling the word the teacher says from a pair of words and spelling words. For example, in “Week 23,” the teacher says the word “she” and students must circle the word pair “she/her.” Because students can use initial or final sounds to match the named word to its written form, this assessment portion does not accurately measure grade-level decoding skills. According to the guidance in the “Assessment-Weekly Check,” “These checks are designed to be a quick and simple way to assess children’s progress. Decoding and encoding enjoy a reciprocal relationship in the earlier phases of reading.” These assessments do not account for students’ developing automaticity with letter formation; therefore, an encoding assessment may not accurately measure students’ decoding skills. According to the “Assessment Phonics Guide,” “Phonics development for children is measured using word reading in isolation and with connected text.” The grade K materials lack an assessment for word reading in isolation, except for an activity where students choose between two answer options.

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

- The materials include a “Letter-Name and Letter-Sounds Assessment,” which are available for progress monitoring. In the first section, the teacher points to a letter, and the student names the sound it represents. The teacher shows an upper-case letter in the next section, and the student provides its name. The final section repeats these tasks with lower-case letters. The assessment covers 26 letters and 6 digraphs.
- The materials include the beginning, middle, and end-of-year assessments, which check students' phonics skills through spelling tasks. The assessment includes a “Score Recording Sheet” but does not include decoding tasks. The beginning, middle, and end-of-year assessments do not measure students' acquisition of letters and sounds.
- The materials include “Weekly Checks” to assess students on the week’s learning objective(s). Grade K materials embed assessment opportunities throughout the weekly lessons at the end of the 5th day of instruction to determine if children are progressing

adequately with the core instruction provided. The “Weekly Check” does not assess decoding skills, providing the opportunity for progress monitoring of students’ ability to apply the weekly objective to encoding, not decoding. Materials do not explain the connection, if any, between the “Letter-Name and Letter-Sounds Assessment” and the “Weekly Checks.”

- The *Downloadable Resources* provide a “Red Word Assessment” that assesses students’ ability to read 55 high-frequency words. This assessment includes a teacher copy and a student copy. The materials do not explain how this assessment aligns with progress monitoring tools.



## Phonics Rule Compliance

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

- The materials provide digital data management tools for teachers to document individual progress in phonological awareness, not phonics skills. The “Phonological Awareness Online Data Tool” provides a bar graph of student results sorted by skill. The tool offers reports summarizing data and color code results in green, yellow, or red to indicate the student levels as proficient, developing, or beginning. The tools do not track students' performance on phonics skills.
- In grade K, teachers can use a downloadable “Data Recording Sheet” to track each student's progress on weekly targeted phonics instruction and high-frequency words. The “Letter Names and Letter Sounds” assessment provides a “Scoring Sheet” for teachers to use with each student. The materials do not include a tool to track students’ results on this assessment across the school year.
- Materials include a downloadable “Tracking Sheet” to record student progress on the “Weekly Checks” for units 2-6. The “Tracking Sheet” consists of a place for teachers to record anecdotal, observational notes and the next steps for instruction. For “Unit 3,” weeks 3-4, teachers record students’ proficiency in isolating the initial sound in words. For “Unit 3,” weeks 5-6, teachers record students’ proficiency in isolating the initial phoneme in words and high-frequency words. For “Unit 3” and “Unit 4,” weeks 12-24, teachers use the sheet to record the number of words and sentences spelled correctly on the weekly assessment. The materials do not provide assessments or tools for tracking students’ ability to decode words.

The guide does not provide a target score on assessment items to determine which students need additional support.

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

- The materials provide digital data management tools for teachers to document class progress in phonological awareness, not phonics skills. The “Phonological Awareness Online Data Tool” provides a bar graph of class results sorted by skill. The tool offers reports summarizing data and color code results in green, yellow, or red to indicate the whole class levels as proficient, developing, or beginning. The tools do not track whole-class student performance on phonics skills.
- In grade K, teachers can use a downloadable “Data Recording Sheet” to track each student's progress on weekly targeted phonics instruction and high-frequency words. The “Letter Names and Letter Sounds” assessment provides a “Scoring Sheet” for teachers to use with each student. The materials do not include a tool to track students’ results on this assessment across the school year, and they do not provide tools for tracking whole-class student progress on the development of letters and sounds.
- The materials provide data-tracking tools on the beginning, middle, and end-of-year assessment. According to teacher guidance instructions, the beginning-of-year, middle-of-year, and end-of-year phonics assessments focus on spelling, and teachers administer them to the whole group three times during the school year. The assessment includes the next steps for instruction. The assessment guide does not include a target to indicate students' proficiency scores. Materials do not provide data tracking tools for measuring the progress of decoding skills. Materials do not include tracking tools for whole-class data on these assessments.
- Materials include a downloadable “Tracking Sheet” to record student progress on the “Weekly Checks.” The “Tracking Sheet” combines individual student results into 1-2 pages for a class view. The guide for the tool includes, “Teachers may choose to use this Weekly Word Check Recording Sheet to record assessment data and track students’ progress with taught skills and Red Words. Teachers can use the data they have gathered to inform small group instruction or reteaching.” The guide does not provide a target score on assessment items to determine which students need additional support.

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

- The materials include specific suggestions for how often to progress monitor different groups of students or individuals. The suggestions do not correlate to the program’s beginning, middle, or end-of-year assessments. The materials recommend administering the beginning, middle, and end-of-year assessments three times per year for progress monitoring. Every student receives the same progress monitoring assessments at the year's beginning, middle, and end.

- The materials recommend progress monitoring for students who are having difficulty with specific skills. They do not explain how often assessments are administered to these students.
- The materials provide “progress monitoring” assessments at the end of every week. Grade K 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. Materials do not explain how to progress monitor based on the results of the “Weekly Checks.”

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

- The materials provide data-tracking tools on the beginning, middle, and end-of-year assessment. According to teacher guidance instructions, the beginning-of-year, middle-of-year, and end-of-year phonics assessments focus on spelling, and teachers administer them to the whole group three times during the school year. The assessment includes the next steps for instruction. The assessment guide does not include a target to indicate students' proficiency scores. It is unclear how to determine who needs accelerated instruction. Materials do not provide data tracking tools for measuring the progress of decoding skills.
- Grade K materials include a supplemental teacher guidance document to support teachers in developing action plans to document teacher-provided supports designed to accelerate learning. For example, the “Corrective Feedback” document provides teachers with remedial lessons and possible responses for students to clarify misconceptions based on “Weekly Check” results. Each skill lists errors and examples of a teacher's response that can help a student gain a new understanding of the task or skill. As students understand the skill, this support can be reduced or removed from the lesson instruction. Materials do not guide how to determine which students need accelerated learning. According to the “Weekly Checks” guide, “teachers review Weekly Check assessment data every 3-4 weeks” to determine regrouping in small groups. Furthermore, the guide suggests that “if less than 80% of the children are proficient” on the “Weekly Checks,” then reteaching specific weekly lessons would be the appropriate next step. The materials do not guide how to group students using “Weekly Check” data.

## Foundational Skills

5.B.1	Oral Language Development	8/21
5.B.1a	<a href="#">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)</a>	0/8
5.B.1b	<a href="#">Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)</a>	2/4
5.B.1c	<a href="#">Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)</a>	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, 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 explicit guidance for practicing grammar skills. For example, in grade K, the materials include an opportunity for teachers to model saying sentences with the present tense forms of verbs. Materials provide sentence stems and sample sentences to teachers for modeling, such as, “ I am a teacher.” Students use the sentence frames to create and share their own sentences using the present tense forms of verbs. Though the materials provide a sentence stem for this activity, they do not include explicit or systematic instruction to support oral language development or oracy as defined by the TEKS.
- The materials guide how students should share their names with the class. For example, in “Week 1,” during guided practice, the scripted lesson says, “You will each take a turn showing your name and saying your name. If you know the first letter in your name, I want you to share that too. I will go first. My name is \_\_\_\_\_. The first letter in my name is \_\_\_\_\_.” Then, each student completes the above-mentioned activity with the teacher-guided practice. The lesson does not provide guidance for coaching or feedback for the students. The lesson continues by having students look for their names in the room and then practice writing them. The lesson emphasizes the initial sounds and letters in a name over oral language. Materials do not

include explicit or systematic instruction to support oral language development or oracy as defined by the TEKS.

- The materials include discussion prompts but lack systematic and explicit guidance for oral language development. For example, in “Week 6,” after reviewing the “K Sound Poster,” the teacher asks, “Who can think of other words with the /k/ sound at the beginning or at the end?” Next, students will draw pictures of objects with the /k/ sound at the beginning or end. The teacher asks students to share their drawings with the class. The lesson does not model language skills or provide guided practice. Later, in “Week 20,” students read the story, *The Ducks Are Up*, and the materials offer prompts to lead the students in a whole class discussion. The teacher states, “In this story, the ducks are trying to wake up the other animals. Have you ever had to wake someone up? How did you do it? Encourage children to share their responses.” The materials do not include explicit or systematic instruction to support oral language development or oracy as defined by the TEKS.

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

- The materials include opportunities for partner talk on academic content. For example, in “Week 18,” materials include partner communication that allows students to elaborate and clarify their understanding of the new content taught for that lesson. “Today we learned a new letter. If you remember the letter, whisper it into your hand... Have children share words that begin with Vv with partners or to the class.” In another grade K lesson from “Week 28,” the teacher asks students to share personal stories to connect prior experiences to new learning. Before students read the connected text, the teacher asks students, “When was a time you felt brave?” After students share their examples, they read the story independently.
- The materials include opportunities for students to engage in academic communication but lack social communication prompts. For example, in “Week 1,” the scripted lesson plan states, “What is another word that begins with the /t/ sound? Have children raise their hands to respond.” Another example of students communicating academically is in “Week 2” with the scripted lessons stating, “Have children share with a partner or with the class where they found the letter Cc and identify if the letter is uppercase or lowercase.” These lessons include only opportunities for academic discourse throughout the lesson.
- The materials include opportunities for students to engage in social communication for multilingual students only. For example, in “Week 18,” during the multilingual language learner lesson students share a personal connection to the text of focus. The materials direct students to share personal connections they have with farms and farm animals. “Display a picture of a farm (barn, stable, or pasture)...Have you visited a farm? Have you seen pictures of a farm? Do you have farms near where you live?” This opportunity allows students to engage in social communication with their peers to share personal experiences and connect these experiences to new learning.

**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 include authentic opportunities for students to share information and ideas with their peers. For example, in “Week 5,” students actively listen to the sound story, and students share words from the sound story that begin with the /b/ sound. During the lesson wrap-up, students will work in partners and take turns naming as many words as possible that begin with /b/. On day 5, students listen to the “I Sound Poster.” The teacher asks students what they remember from the sound story using prompts. For example, “What do you see the children doing in this picture (making signs)?” Students will then draw pictures on their whiteboards of words with the long /i/ sound at the beginning or middle of a word. Students will share their drawings with the class.
- The materials promote active listening during lessons and opportunities to build student oracy by responding to text during direct instruction. For example, in “Week 22,” the lesson prompts students to listen to a story and identify words with the digraph /sh/ in them. The lesson includes opportunities to share their /sh/ words with the class. In “Week 14,” the materials direct teachers to read a story that includes words beginning with the letter Bb while the students actively listen for those words. Later in the lesson, students share sentences with others that contain high-frequency words that begin with the letter Bb.
- The materials do not include opportunities for students to engage in discussions to ask questions and understand information. For example, in “Week 27,” the teacher says, “...I’ll think about a time I felt raindrops. Two words you will see in the story today are green and rain...Have you ever seen the weather change quickly?” In the student workbook, after reading the decodable story, students write a sentence or draw a picture of their favorite weather and share what they wrote.

## Foundational Skills

5.C.1	Alphabet Knowledge (K only)	24/24
5.C.1a	<a href="#">Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR.2.A.1)</a>	2/2
5.C.1b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR.2.A.1)(T)</a>	6/6
5.C.1c	<a href="#">Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR.2.A&amp;2.A.3)(T)</a>	4/4
5.C.1d	<a href="#">Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR.2.A&amp;2.A.3)(S)</a>	12/12

**The materials include a systematic sequence for introducing letter names and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print.**

Evidence includes, but is not limited to:

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

- The materials provide a systematic sequence for introducing letter names and corresponding sounds. Weeks 3-11 focus on introducing letter names and sounds, and weeks 12-20 focus on letter identification. The materials include 3-4 letter sound relationships per week, as outlined in the scope and sequence.
- The materials introduce frequently used letters and sounds before teaching less frequently used letter sounds. The grade K materials include introducing high-utility letters first with their corresponding sounds, like letters Mm, Ss, Pp, and short Aa, and then less frequently used letters and their sounds, like Xx, Zz, Ww, and Qq. Students build words with the frequently used letters, for example “am, Sam, map, sap, Pam.”
- The materials introduce a few consonants and vowels so students can quickly use letters to build and read words. For example, in “Week 14,” the lesson introduces letters Bb, Cc, Ff, and short /i/ with their corresponding sounds, and then in “Week 15,” the letters are Bb, Cc, Ff, and short /i/ with the addition of letters Hh and Rr with their corresponding sounds. With this structure, students have two weeks of guided and independent practice with building, reading,



and spelling words with those letters. The “Scope and Sequence” follow this structure for the remaining twenty-six letters throughout unit 3.

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

- The materials provide exemplars and scripted texts for teaching and developing students’ automaticity in identifying both upper and lowercase letter names and sounds. Grade K lessons provide teachers with a script which guides students to be able to identify and match upper and lowercase letters and sounds of the alphabet using a sound poster. For example, in “Week 18,” the script guides the teacher to display the back of the “W Sound Poster” and point to the uppercase and lowercase Ww. The materials state, “Say: This is uppercase and lowercase Ww. Look at how these letters are formed. Trace the letter as you explain how to form it.” Teachers then model tracing from the starting dot of the letter and then invite students to copy the model by skywriting the letter. This is repeated several times in the guided practice portion of the lesson.
- The grade K materials include scripted instructions for each letter of the alphabet that includes naming the letter, teaching the sound of the letter, and learning a keyword for the letter. For example, in “Week 3,” the lesson states, “Say: This is our Sound Wall Card for the sound /m/. I see a picture of a map. The first sound in *map* is /m/. I can say: /mmm/, map. We see the letter m on this card because the letter m stands for the /m/ sound.” The letter taught is Mm and the keyword is “*map*.”
- The materials include review and practice to develop automaticity in letter identification. For instance, in “Week 8,” after explicitly teaching the letters and the sounds of Hh, Rr, and Ll for the first three days, the next two days are a review of letters Hh and Rr in one day and the last day is a review of letter Ll. This structure of explicitly teaching three letters and the sounds and then two days of review of those letters is used for all twenty-six letters and their sounds for nine weeks.

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

- The materials include specific and precise terms, phrasing, and statements teachers can use to model letter formation during core instruction. For example, in “Week 3,” during the modeling and guided practice instruction for forming the letter Aa, the directions state, “1. From the top line slant down to the left. Lift. 2. From the top line slant down to the right. Lift. 3. Connect the lines across the midline.”
- Grade K lessons teach letter names, letter sounds, and letter formation at the same time. Materials include sound posters for all the letters of the alphabet. The poster consists of an illustration of an object that begins with the letter on the front and directions for teachers to use when teaching and modeling the letter formations on the back. There is one poster per letter. The posters are meant for teachers and students during the lesson during independent

practice. For example, in “Week 10, students are learning the letter Zz, and teachers have access to the “zebra” sound poster with instructions on teaching sound and formation.

- The materials guide teachers in how to incorporate the practice of fine motor skills. In grade K, one prewriting strategy includes skywriting. For example, in “Week 5,” the teacher provides explicit instruction on printing uppercase and lowercase Tt as outlined on the back of the “T Sound Poster.” The materials state, “...Model skywriting with uppercase and lowercase letters from the starting dot of the letter. Invite children to copy your model of skywriting each letter.”

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

- The grade K materials include activities and resources to reinforce alphabet knowledge in isolation and print through a daily phonics warm-up and intentional cumulative review of the letters taught. For example, in “Week 25,” the warm-up instruction guides the teacher to say, “This week we have reviewed the letter Hh. What sound does the letter Hh stand for? (/h/) I’m going to say a word. If the word begins with the sound /h/, I want you hop on one foot. If the word does not begin with the /h/ sound, I want you to stand still. Say the following words one at a time: turtle, hat, cow, hug, horse, fox, hippo, bug, hello, hairy, snake.” After teaching a chunk of letters in a week, the materials include words in the decodable passages and word lists that include letters taught in that week and letters from the previous weeks for reinforcement.
- The materials include each letter's sound cards and corresponding sound to aid memory and recognition. The sound cards for the letters contain multiple pictures of items that begin with the sound that is developmentally appropriate. For example, the sound card for the letter Bb includes pictures of the words “balloon, bear, boat, bee, banana, etc.” Students name the items they see on the card to help develop their skills.
- The materials include contextual alphabet practice activities, resources, and practice within meaningful print. For example, in “Week 15,” students apply what they learned about the letter Hh to build and read words. The students read, trace and circle words in their workbook, including a decodable story.

## Foundational Skills

5.C.2	Letter-Sound Correspondence	17/18
5.C.2a	<a href="#">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)</a>	4/4
5.C.2b	<a href="#">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 &amp; 2.A.2)(T)</a>	1/2
5.C.2c	<a href="#">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 &amp; 2.A.3)(S)</a>	12/12

**The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors. 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 provide specific language the teacher can use in each lesson to teach letter names and sounds explicitly. For example, in “Week 14,” grade K materials introduce the letter Cc. The lesson script leads the teacher to explicitly instruct students that the letter Cc has two sounds: /k/ and /s/. The teacher then says, “Today we will focus on the /k/ sound. We call this the hard-c sound. We will learn how to combine this sound with other sounds we know to make new words! We use the letter C when it comes right before the vowels a, o, or u. We hear these vowels in the words: cat, cot, and cut.”
- The materials include a “Scope and Sequence” that systematically shows a progression that starts with letters most useful in decoding. For example, in grade K, the materials introduce Mm, Aa, Tt, Bb, Nn, Ff, Vv, Ll, and Pp in the first six weeks. With these letters, the student is able to decode and spell CV and CVC words such as “at, mat, pat, tap, Pam.”
- The materials explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic encoding. In “Week 12,” the phonics target skill is for students to build words with the letter Pp. During guided practice, students blend sounds, /m/

/ă/ /p/, using the “Finger-Blending Strategy.” Later in the lesson, students begin to build and encode new words by swapping out the starting sound, e.g., substituting the /m/ for /s/ to create a new word, “sap.”

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**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)

- The 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 22,” students will learn how to encode and decode short vowel words with digraph /sh/. During guided practice, the teacher reminds the students that the word “shell” begins with the sound /sh/. The teacher explains to the students that the letters Ss and Hh stand for one sound. Next, students will read the words, *Josh’s Shed*. The teacher reminds the students that when they see a consonant digraph or a double consonant, they will say it as one sound. Additionally, grade K materials include a sound wall and letter cards for students to reference during the lessons.
- The grade K materials include guidance on how to provide effective explanatory feedback based only on common errors. The materials include a section in the lesson with scaffolded support for addressing possible student errors. For example, in “Week 27,” the guidance states, “If children are having trouble articulating the consonant sounds in r-blends, model proper articulation for each consonant sound and have them repeat.”
- The grade K materials include a separate feedback guide independent from weekly lessons. These corrective feedback guides, located in the downloadable resources, provide teachers with guidance on correcting common mistakes and additional support for teacher modeling for “Units 2” through “Unit 6.” For example, the feedback guide states, “reinforce that consonant digraphs are two letters that stand for one sound.” Also, in grade K, the scripted lesson plans offer suggestions for supporting teachers in providing immediate feedback to students based on common errors in articulating letter sounds. For example, the materials have a note that says, “be sure not to say /er/ or add the “uh” sound. The sound is /r/, not “ruh.” Materials do not provide guidance on the explanatory feedback needed to correct student misconceptions.

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**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 one-syllable words in isolation and connected text. For example, in “Week 13,” the lesson plan guides teachers and students to use word construction cards with letters Aa, Mm, Pp, Ss, and Tt to build and blend one-syllable words, including “at, sat, tap.” The teacher models this activity first and then guides the students to build the same word. Later in the

week, students apply this skill independently using their workbooks to decode words like “map” and “nap” in isolation and then read a decodable passage, *Sam and Nan Play*, with multiple one-syllable words that are decodable.

- The materials include a variety of activities and resources for students to reinforce decoding one syllable words in isolation and in connected text. For example, in “Week 24,” students learn the digraphs /th/, /sh/, /wh/, and /ch/. The following week, “Week 25,” the students learn a new phonics concept of consonant blends, but the materials also engage students in working with digraphs in isolation and connected text. The warm-ups throughout the week involve students practicing hearing, identifying, and spelling words with digraphs. The independent practice of this week has students reading and spelling words with consonant blends and digraphs.
- The students read, write, and spell one syllable words throughout the school year with opportunities for cumulative review in isolation and connected text. For example, in “Week 27,” students read, spell, and write one syllable words with a review on consonant blends during the guided instruction part of the lesson and independently both in lists and a decodable passage, *Frog in a Storm*.

## Foundational Skills

5.D.1	Phonological Awareness (K–2)	8/12
5.D.1a	<a href="#">Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)</a>	0/4
5.D.1b	<a href="#">Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A &amp; 2.A.2)(T)</a>	2/2
5.D.1C	<a href="#">Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A &amp; 2.A.3)(S)</a>	6/6

**The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).**

Evidence includes, but is not limited to:

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

- The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with the grade-level TEKS. The materials do not begin with simple skills and gradually transition to more complex skills. For example, the phonological awareness lessons intertwine phonemic awareness skills. Lessons address rhyme, initial phoneme isolation, and phoneme blending, along with isolation of final or medial sounds. Each lesson includes eight phonological awareness and phonemic awareness skills taught simultaneously. The tasks do not progress in difficulty from easier to more complex. For example, in Unit 1, Lesson 1, students blend, segment, isolate, and substitute different sound

units. A single lesson includes multiple units of sound and does not progress from larger to smaller units. The phonological lessons do not align with the TEKS. For example, students in grade K should recognize spoken alliteration or groups of words that begin with the same sound; however, the lesson materials do not provide alliteration as a skill in grade K.

- The materials do not include a systematic sequence for introducing phonological awareness activities with grade-level TEKS that begins with simple skills and gradually transitions to smaller units of sound. In grade K, each lesson begins with eight phonological awareness tasks. For example, in Unit 1, Lesson 1, students blend, segment, isolate, and substitute different sound units. A single lesson includes multiple units of sound and does not progress from larger to smaller units.
- The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with larger units of sound and gradually transitions to smaller units of sound. The materials indicate that students begin with large units and move into smaller units to allow students to build phonological memory; however, these skills are blended together within a daily lesson and are not taught in a systematic sequence. Materials lack a gradual transition. Week 1 begins with students isolating beginning sounds, which is phonemic awareness, and does not present skills in an appropriate order. In Week 3, Lesson 1, students will rhyme, isolate phonemes, blend syllables, segment syllables, add and delete final syllables, and substitute syllables.

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**Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions.** (PR

2.A & 2.A.2) (T)

- The lessons include examples of explanatory feedback for students based on common errors. Feedback for grade K students is provided in either online videos or a separate document titled *Phonemic Awareness Corrective Feedback Guide*. The guide provides a list of possible errors and examples of teacher responses by skill. For example, for the skill of rhyming, the guide lists an error of a student producing a word that does not rhyme and the suggested teacher response is: “The teacher would repeat the two words and explain that they do not sound alike: ake and nice are not rhyming words. /ake/ and /ice/ are not the same middle and final sounds. We can say a word that rhymes with ake by adding a consonant sound to /-ake/ like this: /l – ake/, lake.”
- The lessons have some specific and precise terms, phrasing, and statements for teachers to use during instruction. For example, in Week 1, the teacher says, “I will say two rhyming words when introducing identifying rhymes. Say the words back to me.” During this instruction time, the teacher does not model identifying rhyming words. In the first week of rhyming, the teacher has the students repeat the words only. In the second week of rhyming, the students repeat the words and give a thumbs up if they rhyme.



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

- The materials include a variety of activities and resources to aid students in developing phonological awareness. For example, in Week 13, students use Elkonin boxes to help them see sounds represented and blend sounds together. The materials also include activities that help students develop phonological awareness skills connected to grade-level TEKS. For example, in Week 33, students practice phonological awareness skills through cumulative review by listening to a word the teacher calls out and producing a rhyming word to share.
- The materials include a variety of activities and resources specifically designed to help students practice and review their understanding of phonological awareness skills. For example, grade K lessons include gestures and body movements to help students visualize words and parts presented orally. The curriculum’s video learning library includes videos to help teachers and students learn the different hand motions for segmenting, substituting, blending, deleting, and adding syllables. In the daily phonemic awareness lessons, students use the blending hand motion and the final hand sound motions to blend two words to make a compound word.
- The materials include activities and resources specifically designed to help students reinforce their understanding of phonological awareness skills. The lessons teach eight phonemic awareness skills from easiest to hardest every day. For example, in Weeks 1-2, students listen to rhyme repetition, blend word parts from compound words, and segment the compound words. In Weeks 3-11, the skills increase in complexity, and the students recognize rhyme and blend and segment words into syllables. The students spend nine weeks with this skill before moving on to the more complex skill of producing rhyme, blending, and segmenting phonemes.

## Foundational Skills

5.D.2	Phonemic Awareness (K–2)	7/13
5.D.2a	<a href="#">Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes.</a> (PR 2.A.1)	<b>0/3</b>
5.D.2b	<a href="#">Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions.</a> (PR 2.A & 2.A.2)(T)	<b>2/2</b>
5.D.2C	<a href="#">Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding.</a> (PR 2.A.1)(T)	<b>2/2</b>
5.D.2d	<a href="#">Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).</a> (PR 2.A & 2.A.3)(S)	<b>3/6</b>

**The materials do not include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitioning to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors, not misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). Materials do not include a variety of resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).**

Evidence includes, but is not limited to:

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

- The phonemic awareness skills do not show a progression of skills from less complex to most complex. The materials include phonemic awareness activities that do not align with the Texas Essential Knowledge and Skills (TEKS). Materials do not include a systematic sequence for introducing phonemic awareness activities that begins with identifying phonemes, and gradually transitioning to more complex manipulation practices such as adding, deleting, and substituting phonemes. For example, in Week 10, lessons include manipulating phonemes in words by adding and deleting initial phonemes within the same daily lesson. According to grade K TEKS, for phonemic awareness, students blend and segment phonemes, while grade 1 introduces phoneme manipulation.

- Materials do not include a systematic sequence for introducing phonemic awareness activities that begin with blending phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. For example, grade K activities teach isolation of phonemes first starting in Weeks 1-21, then move to blending phonemes in Weeks 11-35, and segmenting phonemes in the same weeks. Subsequently, both blending and segmenting phonemes are introduced and taught in the same weeks. Specifically, in Week 11, the students blend words with two sounds, such as *me*, *she*, and *we*. After an activity of isolation of final phonemes, the students segment into phonemes using the same words from the blending activity.
- Materials do not include a systematic sequence for introducing phonemic awareness activities that begin with segmenting phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. The materials do not include a systematic sequence for introducing phonemic awareness activities. For example, a grade K phonemic awareness lesson contains rhyme, initial phoneme isolation, blending, phoneme isolation of final or medial sounds in conjunction with segmenting (adding, deleting, and substituting), alphabet knowledge, language awareness, and in later lessons, phoneme-grapheme connection, which replaces language awareness.

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

- Grade K lessons offer recommended explanatory feedback for students with errors or misconceptions during phonemic awareness instruction. During the phonemic awareness video in Chapter 4, the video guides teachers in providing error correction feedback when a student segments a word incorrectly and keeps the blend together. The teacher is guided to say “My turn” and model the correct way to segment the word *clap*, then asks the student to try again. When students add the /schwa/ or /uh/ to the end of a sound, the Chapter 3 video guides the teacher to say, “Clip off the /uh/” and then model the correct pronunciation of the letter.
- The materials use examples of explanatory feedback for students based on common errors using the *Phonemic Awareness Corrective Feedback Guide*. This guide, located in the downloadable resources, is used to assist educators with corrective feedback and responses for students who may struggle with skills previously taught. Each skill lists errors and examples of possible teacher responses that can help a student gain a new understanding of a task or skill. For example, if a student responds with the letter name instead of the sound during phoneme isolation, the teacher says, “That is a letter name; can you tell me the last/final sound you hear in the word?”
- Materials include recommended explanatory feedback for students based on common errors and misconceptions. The materials include the *Phonemic Awareness Corrective Feedback Guide* for teachers to use during phonemic awareness lessons. For example, if students struggle to isolate individual sounds in a word, the materials suggest using color tiles or felt squares to help students “hear” the sounds.

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

- Grade K materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic decoding and encoding. In Week 12, the lesson warm-up, students blend three sounds. The teacher models the sounds and blends them. Next, the teacher says three sounds and the students repeat the sounds and then blend the sounds into a word using the Elkonin boxes as counters.
- The materials provide statements that teachers can use during instruction for connecting phonemic awareness skills to the alphabetic principle. For example, in Week 18, the teacher says, “Now we will practice reading words by blending the sounds the letters stand for. I will show you the letters; you will say the sounds and blend them to read the word.” Lessons include a list of words with the graphemes: *o, b, h, j, m, p, and t*.
- The materials integrate kinesthetic scaffold resources for connecting phonemic awareness with the alphabetic principle. For example, in Week 23 of grade K, students use finger blending to identify phonemes within words. In this lesson, students employ a total physical response activity (finger blending) to build the word *whiz* and then spell the sounds using their Spell Tabs.

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

- The materials include activities to develop and practice the understanding of phonemic awareness in phonics lessons. For example, in the Week 6 warm-up, the teacher reminds students that they learned the /t/ sound and listened for it in words such as *top* and *tennis*. The teacher says, “Can you say the sound /t/? We can hear /t/ as the last sound in a word. I will say a word and you will say it back to me. Together, we will punch up for the final /t/ sound. Say, cut.” The teacher then uses the final sound hand motion from the phonemic awareness lesson using words such as *bat, hut, dot, and wait*.
- The teacher leads phonemic awareness activities. For example, lessons include **hand** movements to help students visualize blending and segmenting phonemes presented orally, but they are not provided with other ways to visualize phonemic awareness skills. The materials offer guidance in the overview that teachers can use Elkonin boxes, Unifix cubes, or felt to represent sounds in words rather than hand motions. The individual lessons do not show when to use these.
- The materials do not include a variety of resources for students to develop, practice, or review phonemic awareness skills. Students use hand gestures with the phonemic awareness activities and guidance suggests teachers provide manipulatives for students who struggle with phonemic activities. The materials do not provide student resources to support students in their development of phonemic awareness skills.

## Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	<a href="#">Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)</a>	1/1
5.E.1b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)</a>	1/1
5.E.1c	<a href="#">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)</a>	6/6
5.E.1d	<a href="#">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 &amp; 2.A.3)(S)</a>	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials in grade K include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. Initially, students spend two weeks learning print concepts, then letter-sounds, finally letter-sounds and letter-names. In unit 1 (weeks 1-2), students begin with alphabet introduction, unit 2 (weeks 3-11) is the introduction of sounds, unit 3 (weeks 12-20) is a review all of sounds, unit 4 (weeks 21-24) consonant Digraphs, unit 5 (weeks 25-27) is consonant blends, and unit 6 (weeks 28-36) are long vowels and review. For example, in unit 5, week 27, grade K students progress from learning sounds, to spelling words with VC and CVC, to writing sentences. Later in the week, the teacher will have students dictate the sentence, “I love to smell fresh cut grass.”
- The grade K materials include a systematic sequence for teaching sound-spelling patterns, from simple to complex, across the year. According to the scope and sequence, in units 1-3, the objective is to move from identifying rhyming to producing words that rhyme. In units 0-0, students learn VC words, then transition to CVC words, and end the year with CCVC. In units 4 and 5 students systematically learn about consonant digraphs and consonant blends. In unit

3, week 12, on the first day of the weekly lessons, students build the word *am* and then the next day, students add the letter *s* in front of *am* to build the name *Sam*. Throughout the week, students build simple CVC words and then change one letter to understand that new words are created when letters are changed, added, or deleted.

- The lesson objectives are aligned align to the grade level TEKS for sound-spelling patterns. For example, grade K students learn how to identify and match the common sounds that letters represent. In week 1, students identify and match letters to the sounds in their names.

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**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 detailed guidance with action steps for teachers to use during phonics instruction. Lessons include consistent routines for each grade level and TEKS aligned content.. Phonics lessons begin with the teacher explaining the objective of the lesson. For example, in week 13, the teacher reviews the letter *n* and students recognize words auditorily with the /n/ sound. The teacher says, “Now we will practice making new words with the letter *Nn*.” The teacher models the letter-sound pattern for the word *sand*. Next, the teacher guides the students to blend sounds using the material's Finger-Blending Strategy. Lastly, students build words with the teacher using the -an spelling pattern.
- The scripted lessons provide teachers with explicit and direct instruction for sound-spelling patterns in grade K. For example, in week 14 the students build CVC words with letters *b*, *n*, *s*, *t*, *p*, and *short i* and the lesson script states, “Let’s blend these two sounds into a word: /iii/ /t/, it. Guide children to blend each sound, /i/ /t/, using the Finger-Blending Strategy. Have children repeat blending the two sounds in it. We can read and write the word in a sentence like this: We can go outside if it does not rain. Ask children to share a sentence using the word it.” The lessons continue with this process for the rest of the week, explicitly teaching the skill of decoding and spelling CVC words.
- Grade K lessons begin with communicating the objective of the lesson, then connecting new concepts to previously learned concepts before teaching the new concepts or skills through a gradual release of responsibility. For example, in week 26, the teacher says, “Yesterday we learned about words that begin with the consonant *s* blends *sp-* and *st-*. Today we will build and read words that begin with consonant *s*-blends such as *sc-*, *sk-* and *sw-*.” The lesson proceeds using the gradual release model including teacher modeling, guided practice, followed by independent practice.

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**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 cumulative review. Grade K materials include high frequency word lists, sentences, and books that are used to build fluency as students’ knowledge of sound-spelling patterns progresses. For example, in week 21, students use the decodable



passage, *Jill's Big Mess*, to read with partners, practice double consonants saying one sound, and create sentences together using the spelling pattern.

- The materials include activities and resources to help students review and practice sound-spelling patterns skills through cumulative review. For example, in week 14, students practice blending spelling words with the letters *i, b, n, p, s,* and *t*. Students use letters from previous lessons..
- The materials in grade K include a variety of resources to reinforce grade-level sound-spelling pattern, such as: an alphabet bridge mat, alphabet and sound posters, charts, consonant sound wall, decodable books, word construction cards, sound stories, individual spell tab folders, high-frequency cards, and student workbooks. For example, in weekly lessons, the students use their individual spell tab folders while the teacher uses the word construction cards to build specific words based on the phonics concept for that week. The teacher first models this activity and then the students have the opportunity to build the word and decode the word using the spell tab folders. The teacher uses the sound stories poster to begin the lesson with a story related to the phonics concept of the week and the students listen to words connected to that phonics skill.

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**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. In week 16, students learn the letter-sounds /d/ and /o/ after learning /n/, /p/, /r/, /t/. Students build the words *nod, pod,* and *rod*. In their READ book students identify pictures beginning with the sounds of newly learned letters and practice reading words in isolation along with a sentence. Later in the week, the students decode a short passage, *Lil and Don Play*, that includes the newly learned sounds along with previously learned skills and high-frequency words. Students continue throughout the week to read and spell words in isolation.
- The materials include a variety of activities and resources to decode and encode in connected text such as decodable passages in the individual student workbooks and in decodable books used in small groups. For example, in week 16, after students have practice in isolation with CVC words with the sounds /d/ and short o, the students use the decodable passage, *Lil and Don Play*, to read independently. The passage includes words with the above sounds, high-frequency words, and words with short i, which was a vowel sound from the previous weeks. The students respond to the passage read with pictures and/or words, which gives them the opportunity to write words like high-frequency words or words from the passage. Additionally, students use decodable books in small groups throughout the year. The decodable book comes with a separate lesson plan template that provides guidance for teachers on skills that have been taught in that unit.
- The grade K materials include a variety of activities and resources to decode and encode in isolation such as the use of word construction cards, spell tab folders, and word lists. For



example, in week 16, students build words with the CVC pattern and containing the sound /d/ and short o. The teacher models how to segment the sounds in the word *dot*, then build the word *dot* with word construction cards, and finally blend the sounds in *dot* to read the word. Students then do the same activity with their own individual spell tab folders and the lesson continues with more CVC words with the sounds /d/ and short o like *nod*, *pod*, and *rod*. This is all done during guided instruction where the teacher provides support if needed. Students then independently work in their student work books to trace and write both the uppercase and lowercase letters of d and o and then read, trace, and write high-frequency words *not* and *got*.

## Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	42/42
5.E.2a	<a href="#">Materials include a systematic sequence for introducing regular and irregular high-frequency words.</a> (PR 2.A.1)	2/2
5.E.2b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words.</a> (PR 2.A.1)(T)	4/4
5.E.2c	<a href="#">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).</a> (PR 2.A.1 & 2.A.3)(S)	24/24
5.E.2d	<a href="#">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).</a> (PR 2.A.1)(S)	12/12

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

Evidence includes, but is not limited to:

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

- The materials include brief lessons on targeted words and limit the number of regular and irregular words introduced in a single week. In grade K, the instruction of high-frequency words begins in week 5 with between only one to two words a week and then progressing to three to four words a week. The scope and sequence provides five weeks at the end of the year for review of all 55 irregular and regular high-frequency words.
- The materials include a systematic sequence for introducing and practicing regular and irregular high-frequency words during direct instruction that aligns with the spelling pattern being taught. For example, in week 17, after learning the letter-sound relationship for the letters *d*, *g*, *l*, and *short o*, the high-frequency words for the week are: *go*, *no*, *so*, and *like*.
- The materials organize the introduction of regular and irregular high-frequency words 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, grade K students learn two high-frequency words in weeks five through fifteen then three words for weeks 16, 17, 18, and 23 then back to two or fewer words for the remaining weeks. In the first weeks,

students learn mostly irregular sight words such as *the*, *and*, *was*, *come*, and *some*, but tied in are regular high-frequency words used in reading such as *I*, *a*, and *is*.

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

- The materials provide explicit instruction for decoding regular and irregular high-frequency words in the lesson plans. For example, in week 5, the lesson introduces the first high-frequency word by the teacher showing the card with the word written on it and saying, “This word has two sounds. Watch me as I tap and say the sounds and then read the word. Tap and say each sound: /th/ /ŭ/. Let’s say the word together: *the*.” Next, the teacher asks how many sounds and then has the students say the sounds of the word as the teacher taps each letter. Then the teacher sweeps their finger under the word and the students blend the word. The materials state for the teacher to match the letters to the sounds they hear by saying, “Let’s match the letters to the sounds we hear in the: /th/ /ŭ/. The two letters *th* stand for one sound, /th/. The letter *e* is the vowel in this word, and it stands for the sound /ŭ/.” The teacher then explains to the students that there is a stop sign under the letter *e* because we need to stop and think about the sound the letter *e* stands for within the word.
- The materials include sample scripts for direct instruction of reading and spelling irregular high-frequency words. For example, grade K materials include a script for teachers to help students understand and read high-frequency words. In week 19, students are learning the word *have*. The teacher says, “This word has three sounds. Watch me as I tap and say each sound and then read the word. Tap and say each sound: /h/ /ă/ /v/. Let’s say the word together: *have*. How many sounds are in the word *have*? (3) Sweep your finger under the word and read it aloud: *have*. Repeat the procedure, but have children say each sound as you tap. Then sweep your finger under the word and have children read it aloud.”
- The materials include an overview for teachers in the form of a video, providing background knowledge of decoding and encoding regular and irregular high-frequency words. The video, in the learning library, instructs teachers to “Explain the phoneme-grapheme connection when introducing the words. Point out difficult spelling patterns. Read the sentence on the back of the card.

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**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 include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. For example, grade K materials include high-frequency cards, digital cards, individual student high-frequency cards, and individual student workbooks. Both the teacher and student set of irregular high-frequency cards come equipped with stop signs under the irregular part of the words, which signal the students to stop and think about the letters, sounds, and patterns in the word. The cards also contain a sentence on the back that includes the high-frequency word in it. Teachers can display the cards throughout the week for review and the students can

use their own high-frequency cards for partner work, games, or their own practice. The student workbooks have opportunities for students to trace, read, and write the high-frequency words of the week and in future lessons, include a decodable passage that contains the high-frequency words taught.

- The materials include resources for students to develop, practice, and reinforce skills to decode and encode irregular and regular high-frequency words. For example, a mapping red words template is included in the downloadable resources that can be laminated for multiple uses. The worksheet can be used with chips, legos, pom-poms, buttons, etc., to manipulate sounds. An example of how to use the worksheet is included as well. The directions state to say the word and have the students repeat it. The student then identifies the sounds in the word and places a counter for each sound heard. The teacher asks if there are any sounds to stop and think about in the word and to mark them off. The teacher guides the student to connect the letter(s) to each sound and write the letter in the box. Once students have written the word on the line, they read the word.
- The materials sequence concepts so that students develop mastery in a set of high-frequency words through direct instruction and practice before spiraling skills for reinforcement so that students independently practice spiraled skills that have been previously mastered. For example, in week 24, students play a sentence-building game with a partner using the high-frequency words learned that week, *they* and *there* along with words *are*, *what*, *where*, and *from*, that were learned in week 20 and week 23.

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**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 materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words. For example, in week 5, when high-frequency words are introduced, the teacher shows an image of a stop sign and explains that on the high-frequency word cards, some words make a reader stop and look carefully at the patterns in the word. The cards use these memory-building strategies with the words with stop sign images under the letters where the students need to stop and think about the sound. In week 27, the word *one* has a stop sign under the *o* and the *e*.
- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. For example, students learn new high-frequency words on day 1 or 2 of the week. The students learn these high-frequency words in isolation with explicit teacher-led instruction. The next three days in the week are spent with practice encoding and decoding through partner work, multisensory options for word building, games, independent work in READ books, and sentence building. The connected text is in the student's individual workbook and includes decodable words and high-frequency words that contain review words from previous weeks, as well as the words and skills they are learning that week. Students also complete an independent high-frequency word work page in their independent workbooks that have students decode and encode each word and read a sentence that includes the high-frequency words in context.

- Grade K materials include fluency passages that include newly learned and previously learned high-frequency words. For example, students practice the newly learned high-frequency words in a connected text using a weekly decodable passage in individual student workbooks that include decodable words and high-frequency words. For example, in week 26, the words *how*, *now*, and *down* are in the decodable passage, *A Swim and a Snack* on day 4. The words are also practiced in the workbook on day 2. Students write the words and read the words in a sentence.

## Foundational Skills

<b>5.E.3</b>	<b>Decoding and Encoding One-Syllable or Multisyllabic Words</b>	<b>12/12</b>
5.E.3a	<a href="#">Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)</a>	<b>N/A</b>
5.E.3b	<a href="#">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)</a>	<b>N/A</b>
5.E.3c	<a href="#">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 &amp; 2.A.3)(S)</a>	<b>12/12</b>
5.E.3d	<a href="#">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 &amp; 2.A.3)(S)</a>	<b>N/A</b>

**The 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).**

Evidence includes, but is not limited to:

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

- The guidance bullet is not applicable to the grade level.

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

- The guidance bullet is not applicable to the grade level.

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

- The materials include a variety of resources to develop, practice, and reinforce skills to decode words, such as individual student workbooks, decodable texts used in small groups, word construction cards, and individual spell tab folders. For example, the students use their

individual spell tab folders while the teacher uses the word construction cards to build specific words based on the phonics concept for that week. This activity is first modeled by the teacher, and then the students have an opportunity to build and decode the word using the spell tab folders. The individual student workbooks have decodable passages that students use to decode words independently and the decodable library texts can be used by the teacher in a small group setting for students to practice as well.

- The materials include a variety of activities to develop, practice, and reinforce skills to decode and encode 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 for more practice, reinforcement, and development of their understanding. For example, in week 28, the students practice chaining words. In this activity, the teacher puts a word on the board and provides students with clues to the new word. Once students guess the new word, they have to change the initial, middle, or ending sound in the one-syllable word to create a new word. Each time the word is changed, students are practicing, developing, and reinforcing previous skills to encode and decode.
- The materials include a variety of activities to develop, practice, and reinforce skills to decode and encode multisyllabic words. For example, in week 26, after learning about consonant-s blends, the students read CCVC words such as *skim* and *skit* in the student workbook. Students then write the words *skin*, *swim*, and *skip* in their workbooks. Students also have an opportunity to match the words to a picture for further practice.

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

- The guidance bullet is not applicable to the grade level.