Publisher Name	Program Name
Institute for Multi-Sensory Education	*IMSE Comprehensive Orton-Gillingham Plus*

Subject	Grade Level
English Phonics	Kindergarten

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**
English Language Proficiency Standards (ELPS) Coverage: **N/A**
Quality Review Overall Score: **182 / 307**

Quality Review Summary

Rubric Section	Quality Rating
1. **Intentional Instructional Design**	**18 / 53**
2. **Progress Monitoring**	**16 / 28**
3. **Supports for All Learners**	**10 / 32**
4. **Phonics Rule Compliance**	**31 / 36**
5. **Foundational Skills**	**107 / 158**

Strengths

- 2.2 Data Analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their progress and growth.
- 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.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.

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

- 1.1 Course-Level Design: Materials do not outline the TEKS, ELPS, and knowledge taught. They do include suggested pacing, a rationale for unit order, or supports for unit internalization.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overview, provide content knowledge and academic vocabulary for effective teaching, or suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Materials do not include comprehensive, detailed lesson plans to meet language standards or lesson overviews listing necessary materials for lesson delivery.
- 2.1 Instructional Assessments: Materials do not include a variety of unit-level assessments that vary in types of tasks and questions, and are not aligned to TEKS and objectives.
- 3.1 Differentiation and Scaffolds: Materials do not provide educators with guidance for differentiation or embedded supports for vocabulary.
- 3.2 Instructional Methods: Materials do not include recommendations for effective lesson delivery using a variety of

instructional approaches or provide multiple types of student practice.
- 3.3 Support for Emergent Bilingual Students: Materials do not provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, or support for emergent bilingual students.
- 4.2 Daily Instructional Sequence and Routines: Daily lessons lack opportunities for feedback and collaborative learning.
- 4.5 Progress Monitoring and Student Support: Materials do not guidance on determining frequency of progress monitoring or accelerating learning based on student data.
- 5.B.1 Oral Language Development: Materials do not provide explicit and systematic guidance for developing oral language through diverse methods.
- 5.C.1 Alphabet Knowledge: Materials do not provide guidance for explicit instruction in uppercase letters.
- 5.C.2 Letter-Sound Correspondence: Materials do not provide teacher guidance for connecting phonemes to letters in words with explanatory feedback.
- 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence for introducing phonological awareness, starting with simple skills and progressing to complex ones, offering explicit instruction with corrective feedback and diverse activities for practice or reinforcement aligned to grade-level TEKS.

- 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, connecting phonemic awareness to the alphabetic principle.

- 5.E.2 Regular and Irregular High-Frequency Words: Materials do not systematically introduce and provide explicit instruction for regular high-frequency words.

Summary

Institute for Multi-Sensory Education (IMSE) *Comprehensive Orton-Gillingham Plus* is an English phonics K–3 program. The program offers explicit and systematic instruction in phonics. It includes activities and resources to support the development of students' phonological awareness, phonics, high-frequency word, decoding, and encoding skills. It also provides teacher guidance through scripted lessons and simple and repetitive routines and procedures for teachers to follow in every lesson. The program includes opportunities for students to develop phonics skills in isolation and in context with aligned decodable readers for each concept. Additionally, the program provides an intervention resource titled, *Interventions For All: Phonological Awareness,* with engaging activities and games for teachers to use to help build automaticity in students' phonological awareness skills.

Campus and district instructional leaders should consider the following:
- The product provides an approach to phonics instruction that moves from simple to more complex and includes cumulative review of previous taught skills and practice throughout each lesson. However, the product does not specifically align to the TEKS for each individual grade level or provide opportunities for students to collaborate.
- While the product provides explicit teacher guidance and supports, including scripted lessons, simple daily routines, and data-tracking and assessment tools, it does not provide guidance on progress monitoring students based on their strengths and weaknesses or guidance on how to accelerate learning after mastery of concepts.

Intentional Instructional Design

1.1	Course-Level Design	7/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	2/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	0/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	0/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	1/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing materials as designed.	4/4

The materials include a scope and sequence outlining the concepts taught in the course. Materials do not include a scope and sequence outlining the TEKS, ELPS, or knowledge taught in the course. Materials do not 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 do not 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 lesson internalization. Materials do not include guidance, protocols, and/or templates for the unit internalization. Materials include resources and guidance to support administrators and instructional coaches with implementing 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.

- Materials include a year-long scope and sequence in the *Comprehensive Orton Gillingham Plus Teacher Guide Book (Grade K)* resource. The scope and sequence detail the concepts taught, red words, card pack numbers, and corresponding decodable reader used for instruction. The scope and sequence cover thirty-two concepts and an optional concept. It outlines sight words called "red words" and decodable readers that align with the concept.
- The scope and sequence do not include the TEKS, ELPS, or knowledge. Materials do not reference the TEKS or ELPS in the lesson materials.

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 Comprehensive Orton Gillingham Plus Teacher Guide Book (Grade K)* provides suggestions on pacing lessons by the minutes allotted for phonics instruction. Materials state, "Below are guidelines for implementing IMSE's approach for 90 minutes or 30 minutes, depending on whether it is being used as the curriculum or as a supplement to a current curriculum." Materials provide a sample calendar for pacing a week with thirty minutes and ninety minutes of phonics instructional time. Materials do not include a pacing calendar for the whole year.
- Materials do not include instructional calendars referring to any number of instructional days.

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

- The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)* explains that the phonics concepts taught go from simple to more complex, but they do not contain a unit order. Materials explain the rationale behind providing two vowels within the first four lessons so that students can read and spell words right away.
- Materials do not explain how concepts connect throughout the course. The teacher guide explains, "IMSE's systematic scope and sequence was selected based on several factors. These factors include the frequency of the concept, the type of sound, and similarities in the written features of the graphene."

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

- Materials include a blank lesson template called, *Comp OG+* "Weekly Lesson Plan Template," on the digital platform. The template lists each component and the day of the week it occurs, the anticipated time of completion, materials needed, and a checklist of essential ideas.
- Materials do not include guidance, protocols, and/or templates for unit internalization. The IMSE *Comprehensive OG+* "Blue Teacher Reference Flip Chart" includes every instructional routine and a sample script. Teachers use the sample script and change the concept within the routines. There are sample scripts for the three-part drill, teaching letter formation, decodable readers, and learning a red word.

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

- Materials include resources to support administrators and instructional coaches in implementing the materials as designed. They include IMSE *Comprehensive OG+* "Fidelity Checklists for Admin and District Instructors" on their digital platform.
- Materials include guidance to support administrators and instructional coaches in implementing the materials as designed. They include "Asynchronous Course: Administrator's

Comprehensive OG+ Course" to help administrators and district literacy coaches gain the information needed to support educators as they implement *IMSE Comprehensive OG+*.

Intentional Instructional Design

1.2	Unit-Level Design	0/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	0/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	0/2

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

Evidence includes, but is not limited to:

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

- Materials do not include comprehensive overviews that provide the background content knowledge necessary to teach the unit concepts effectively. However, they include a "Notes" section before each lesson that provides background knowledge on accurate pronunciations of sounds found within the lesson.
- Materials do not include comprehensive overviews that provide the academic vocabulary necessary to effectively teach the unit concepts. The materials do define academic vocabulary in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*. The manual is not grade-level specific and provides general terms used across all grade levels. For example, The "At a Glance: Five Parts to Orton-Gillingham" section defines terms used throughout each module, such as *arm tapping* and *belly sounds*.

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

- Materials provide a letter to parents in both Spanish and English that outlines the program structure and the research behind the program in the *Comprehensive Orton-Gillingham Plus Teaching Training Manual*. The letter explains the creation of the phonics program. It states, "It is a multi-sensory program that will enable students, by direct instruction, to review, learn new concepts, practice, and apply what they are learning." The letter also outlines their methodology utilized for over fifty years and how the program benefits all students by offering a "hands-on, systematic, structured, sequential, cumulative, and success-oriented multi-sensory learning program." However, the materials do not provide parent support for each unit or suggestions on supporting student progress.

- Materials provide a digital resource website with general information and support to help students learn to read at home. A phonological awareness screener, videos on components of reading, games, and blogs are examples of free resources provided. The website does not provide unit-specific support and is only available in English.

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Intentional Instructional Design

1.3	Lesson-Level Design	11/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	**9/30**
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	**1/1**
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	**0/2**
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	**1/1**

The materials include comprehensive, structured, detailed lesson plans that include tasks, materials, and instructional assessments required to meet the content standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include tasks, materials, and instructional assessments required to meet the language standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives and questions 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 do not include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.

- The *Teacher Guide* organizes the lesson plans by component and aligns them with the lesson concept. Under each component heading, it lists the materials needed for the tasks.
- The "Word Dictation" section in the comprehensive, structured, detailed lesson plans includes precise tasks for the teacher to follow that align with the content standard. For example, the Concept 16 lesson plan provides explicit directions on how students complete the word diction for all five days. It breaks down the words to practice each day, and they align with the concept of *Rr*. These words include *rap*, *rid*, *rot*, *rag*, *rub*, *rip*, *ram*, *rat*, *rig*, *rut*, *rod*, *rib*, *rad*, *rim*, and *rug*. The dictation serves as an assessment of whether or not students have progressed on the concept.
- The *Comprehensive+* "Blue Teacher Reference Flip Chart" provides all the routines that provide instructions for the teacher and the students. For example, the "Learning a Red Word" routine has 12 steps. These steps include the teacher saying the word, followed by the teacher and the student determining the number of sounds in the word using tokens. Ultimately, the

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students will write the word in isolation as the final step. The lesson plans include a list of materials and script for the "Red Word" activity.

- Materials do not include daily objectives or questions on the lesson plans that meet the content and language standards of the lesson. The lesson plans display the concept taught, such as "Concept 12: Pp /p/ (pig)." The materials provide suggested areas where teachers could ask questions but do not provide direct, scripted questions.

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

- Materials provide suggested timing for each lesson in the "Guidelines for Lesson" section of the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade K)*. The recommended timing includes the option for a 90-minute or 30-minute instructional block. The resource states, "Below are guidelines for implementing IMSE's approach for 90 minutes or 30 minutes, depending on whether it is being used as the curriculum or as a supplement to a current curriculum." The components of the lesson include a three-part drill, phonological awareness, teaching a new concept, word and sentence dictation, red words, decodable reader, fluency, language comprehension, and written expression.
- The teacher guidance materials also include a table suggesting how much time to spend on each component weekly. The time is listed in parentheses next to the activity on the sample lesson plan. For example, the teacher should plan the three-part drill for ten minutes at least three times a week.

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

- The *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade K)* includes a lesson overview with literature ideas, object ideas, notes, the corresponding card pack, and the decodable reader number. The overview does not include the materials needed in the lesson.
- Materials list the teacher and student materials under each component title throughout the lesson. For example, in Concept 13, the "Teaching a New Concept" section lists the needed materials, which include a "concept card, screen, green crayon, object, sand, decodable readers, literature, P/G chart." The materials do not specify whether they are for teacher or student use.

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

- Materials include extension activity options at the end of each lesson in the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade K)*. For example, the Concept 1 lesson plan includes several extension options, including having students glue macaroni on the letter *m*, create a collage of objects that start with the letter *m*, or scavenger hunt for the letter *m*.

Several lessons suggest visiting IMSE's Orton-Gillingham's Pinterest page to find more ideas on extending the lessons.

- The *Teacher Guide Book* includes daily homework suggestions, such as assigning rapid word charts, decodable readers, or studying weekly red words.

Progress Monitoring

2.1	Instructional Assessments	12/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	6/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	0/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	2/2

The materials include a variety of instructional assessments at the lesson level (including diagnostic, formative, and summative) that vary in the types of tasks and questions. Materials do not include a variety of instructional assessments at the unit level (including diagnostic, formative, and summative) that vary in the types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Materials do not include diagnostic, formative, and summative assessments that are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

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

- Materials include a variety of assessment tools for measuring reading skills, such as diagnostics, summative assessments, and formative assessments at the lesson levels that vary in types of tasks and questions located in the *Comprehensive OG Plus Assessment Manual*. For example, in the diagnostic assessment, students write the letter(s), identify and recognize given letters, and recognize sounds that letters make. Also, in the formative assessments, students dictate words with letters and sounds they have learned, dictate sight words, and dictate sentences.
- Materials outline formative assessment opportunities for teachers to administer throughout weekly lessons in the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade K)* under the "Guidelines for Lessons (m-wh)" section. These assessments include a variety of tasks, such as encoding with "Red Word" assessments, assessing comprehension with decodable readers, and tracking fluency in decodable readers.

- Materials include formative assessments to determine students' application of phonological skills at the end of units. For example, in *Student Spelling Book A*, after learning concepts *m*, *a*, *l*, and *o*, students complete the assessment by writing the words dictated by the teacher.
- Materials do not section the lessons into units. They do not provide unit-level assessments.

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

- The "Types of Assessment" section in the *Comprehensive Teacher Assessment Manual* includes the definitions and purposes of screening assessments, diagnostic assessments, norm-referenced assessments, criterion-referenced tests, outcome assessments, and progress monitoring pieces. Materials also define key terms such as *reliability*, *standardized administration*, *validity*, and *norm referencing*.
- The *Phonological Awareness Training Manual* provides definitions for the various assessments, including the "Phonological Awareness Screening Assessment," "Rapid Automatic Naming Assessment," and "IMSE's Beginning Reading Skills Assessment." For example, the manual states, "The PAST is an informal, diagnostic, and screening assessment tool used to determine phonological sensitivities and phonemic awareness difficulties."
- Materials define the assessments as intended for informing instruction and guiding instructional decisions in the "Types of Assessment" and "IMSE Assessment" sections. The materials state, "The primary purpose of these assessments is to document whether or not a student is meeting benchmarks in phonics. Students who fall below the benchmark can be identified and given additional support. The secondary purpose of these assessments is to determine a starting point for instruction when working with students in tiers two and three. In addition, these assessments can be used as formative assessments in tiers two and three."

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

- Materials include step-by-step guides on how to conduct the beginning-of-the-year skills assessments in the *Comprehensive Teacher Assessment Manual* under the section "Beginning Reading Skills (Grade K) Assessment." This section includes guidance for teachers, such as "assess each student individually" and "begin by asking students to say (not sing) the alphabet in sequence."
- Materials provide a bulleted list of guidelines for administering and scoring the instructional assessments in the *Comprehensive Teacher Assessment Manual*. For example, the "Rapid Automatic Naming (RAN)" assessment includes guidance on using a timer, covering forms when administering assessments, and coding students "at risk" if they take longer than one minute and/or have more than three errors.
- Materials include clear guidance for teachers to administer the assessment efficiently, such as recording sheets and guidelines that suggest the time allotted to complete it. If needed, there are also recommendations for breaking apart long assessments across days or class periods.

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

- The diagnostic, formative, and summative assessments in the *Assessment Guide* align with phonics concepts outlined in the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade K)* table of contents. Concepts and knowledge, rather than TEKS, organize the materials. For example, in the Level 1 "Initial Assessment," students must identify which letters make the voiced /*th*/ sound in the word this. Concept 30 teaches this phonics skill. There are no objectives or TEKS listed to show the alignment of assessments.
- Materials provide various assessments, such as the "Rapid Automatic Naming," "Red Words Assessments," informal spelling inventory, and "Beginning Reading Skills Assessment." However, the assessments are not aligned with the TEKS and objectives of the course, unit, or lesson.

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

- The diagnostic, formative, and summative assessments in the *Assessment Guide* align with phonics concepts and knowledge outlined in the teacher guide's table of contents. The IMSE "Texas Crosswalk Alignment" document demonstrates this.
- Materials provide instructional assessments for each grade level in the *Comprehensive Teacher Assessment Manual* which include standards-aligned items at varying levels.

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- Materials guide teachers on how to interpret student performance on assessments and reflect on levels of understanding and proficiency. For example, the *Phonological Awareness Manual* details levels of phonological awareness at various grade levels and provides guidelines for direct instruction of phonological awareness. It also provides guidance, such as using activities related to the section where students miss two or more questions. This resource provides activities to use with students based on data collected from the assessment progress report.
- Materials provide a table for teachers to track student progress as they learn various phonics skills in the *Assessment Guide* and give a baseline for determining which students need interventions. The resource states, "Students who score less than 80% on a benchmark assessment can be considered at-risk or below proficiency. These students may need additional testing and should receive additional instruction on the concepts missed." It does not include what teachers should do if students need additional support.
- Materials provide guidance for responding to student performance in the "Recommendations for Student Support After Initial Assessment" section of the *Assessment Guide*. The guidelines recommend that teachers review missed concepts during the first week. They state," Continue to cover these concepts heavily during the Three-Part Drill. Then, begin instruction on grade-appropriate content."

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

- The Zgonc "Interventions for All" *Phonological Awareness* book provides activities to use in response to student assessment results on the "Phonological Awareness Skills Assessment." Materials provide guidance on starting with the section where students missed two or more questions. The materials provide Tier 1, Tier 2, and Tier 3 activities for each skill. They recommend starting with Tier 2 activities if skills are appropriate for the grade level. The materials provide a chart to show when students should master each skill.
- Materials suggest tasks and activities to use with students in response to instructional assessment data in the *Comprehensive Teacher Training Manual*. For example, teachers can use "Reader's Theater" as a "creative and entertaining way for students to improve fluency and comprehension and provide opportunities for necessary oral reading practice."

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

- Materials provide students with a chart to track the words they read correctly with automaticity after each lesson in *Student Reading Book A*. Students record the words correct or word correct per minute after reading the provided text. Each word list or text provides five opportunities to record a score.

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Supports for All Learners

3.1	Differentiation and Scaffolds	2/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	0/3
3.2b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	0/2
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	2/3

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

- Materials do not include teacher guidance for differentiated activities or paired (scaffolded) lessons for students who have yet to reach proficiency on grade-level standards. The *Teacher Training Manual* defines differentiation as "changing the pace, level, or kind of instruction you provide in response to individual learners' needs, styles of interests." It further explains that teachers can pre-assess and match learners with appropriate activities according to readiness but does not give specific activities on how.
- Materials provide teacher guidance for differentiated instruction for students who have yet to reach proficiency in the "Multi-Tiered Support System (MTSS)." This resource provides guidelines for the length of literacy instruction for each intervention tier. For example, Tier 1 is "Literacy instruction for 90-120 minutes daily." For Tier 2, the materials state, "The goal is to catch students up to grade level with instruction three to five days per week for 30-45 minutes in addition to core instruction." The materials define Tier 3 as "intensive reading instruction given 45-60 minutes daily in addition to the core instruction."
- Materials do not include teacher guidance for differentiated activities or scaffolded lessons for students who have yet to reach proficiency on grade-level proficiency on grade-level content.

- The *Comprehensive Orton-Gillingham Plus Teacher Training Manual* outlines general needs and definitions for differentiated instruction under the sections "Multi-Tiered Support System (MTSS)," "Dyslexia," "Students with Disabilities," "English Learners (ELs)," "Meeting the Needs of All Learners," and "Adaptations and Assistive Technology." Still, it does not provide teachers with guidance or materials to supplement students who have not yet reached proficiency.

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

- Materials do not include specific pre-teaching of unfamiliar vocabulary but embed vocabulary instruction into the lessons. For example, the *Teacher Guide Book (Grade K)* includes defining the red word or sight word as step five in the "Teaching a New Red Word" routine.
- Materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text. For example, in the Concept 9 lesson plan, materials include teacher directives to "Incorporate vocabulary into your literacy lessons daily/weekly (minimum 50 min/week) by choosing 3-5 appropriate tier two words (can pull from rich literature or decodable readers)," but do not give teachers guidance on pre-teaching.
- Materials include recommendations for vocabulary words within each decodable reader. For example, in *Book 2*, the recommended vocabulary word is *hog*. The materials include comprehension questions about the word *hog* but lack explicit instructional support.

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

- Materials provide a bulleted list with supplemental materials to extend students' knowledge of learned concepts in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)* under the section "Extension Activity Ideas." For example, in "Concept 1: Mm /m/," the suggested extension activities are starting a multi-sensory ABC book, creating the target letter out of green Play-Doh or clay, or having students go out a sound hunt to find objects that begin with the target sound.
- Materials do not include guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills. The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)* materials provide differentiated instruction for different types of learners (e.g., auditory, kinesthetic, visual, etc.). However, they do not provide guidance for teachers to support students who have already demonstrated proficiency before teaching the lesson.
- The *Teacher Guide Book* offers enrichment activity ideas, such as "set up a center with a recording of words with blends. Have students use tokens and sound boxes to indicate how many sounds are in each word and visit IMSE's OG Pinterest page for more ideas."

Supports for All Learners

3.2	**Instructional Methods**	**8/13**
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	**6/6**
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	**2/4**
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	**0/3**

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 guidance and recommendations for effective lesson delivery using a variety of instructional approaches. Materials do not include teacher guidance and recommendations for effective lesson facilitation using a variety of instructional approaches. Materials do not support multiple types of practice (e.g., guided, independent, collaborative) or 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).

- Materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)* lessons. For example, "Teaching a New Concept" outlines teacher actions (T) and student actions (S) in nine steps. In the lesson for Concept 12: *Kk /k/,* under "Teaching a new Concept," step 1 states, "(T) Reads alliteration sentences. (S) Identify the target sound."
- Materials include instructional routines with clear headings and labels to support the different components of a lesson. The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)* includes lessons for each concept outlined in the "Scope and Sequence." Each lesson opens with object ideas, literature ideas, and notes for the teacher. The lesson consists of seven components: "Phonological Awareness," a "Three-Part Drill," "Teaching a New Concept," "Word Dictation," "Sentence Dictation," "Weekly Red Words," "Fluency," Vocabulary," and "Comprehension."
- Materials include a "Teacher Reference Flip Chart" that provides sample scripts for each routine component, such as the "Three-Part Drill," which includes visual, auditory/kinesthetic, and blending steps. The script for the visual step instructs the teacher to display cards randomly while students say the corresponding sounds.

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- Materials include prompts to support the teacher in explaining concepts directly. For example, the *Grade K Teacher Guide* explains that "*Pp /p/* is an unvoiced, stopped consonant sound. This is formed with the lips together and a pop of air."

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

- Materials include teacher guidance and recommendations for effective lesson delivery using more than two instructional approaches but do not include guidance and recommendations for facilitation. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*, under the section "Instructional Method," the materials explain that "Reciprocal teaching can be done whole class, small group, or one-on-one using the four reciprocal teaching strategies: predicting, questioning, clarifying, and summarizing." This section explains how students will be taught the strategies explicitly for continued use in whole group, small group, and/or partners. However, the lessons do not incorporate teacher facilitation of this process; the lessons only include direct teaching.
- The lessons in the *Teacher Guide Book (Grade K)* provide recommendations for effective lesson delivery using a variety of instructional approaches and tasks that allow students to practice phonics concepts through visual, auditory, and kinesthetic methods. Each lesson has a "Three-Part Drill" where they practice previously taught phonics concepts in a visual, auditory, and kinesthetic manner. In the visual part of the drill, teachers show a card with the letter, and students make the sound. For the auditory/kinesthetic portion, students write the letter of the sound they hear with either a green crayon or sand. The drill also incorporates a blending part where teachers build words, students say the sound for each letter, and then blend. The lessons incorporate other components, including tapping sounds, holding vowel tents, utilizing tokens to represent sounds, dictation, and reading decodable readers.
- Materials do not include instructions to support the teacher in providing effective lesson facilitation through various engaging instructional strategies like entry/exit tickets, questioning, or think-pair-share. The lessons in the *Teacher Guide Book (Grade K)* are teacher-directed, where teachers teach and model the sound, and students have plenty of opportunities to practice the skill. There are no scripted questions for teachers or suggested areas for student-to-student discussions. For example, Concept 4: *Oo /o/* lesson only provides teacher guidance, such as having students signal when they hear the /i/ sound, read for comprehension, and read rich literature to increase comprehension.
- Materials include instructions to support the teacher in providing effective lesson delivery. For example, the *Teacher Guide* provides a sample script for the "Three-Part Drill detailing the different strategies for letters and sounds. The guide provides visual, auditory, and kinesthetic practice strategies using letter cards and sand.

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.

- Materials do not include guidance for teachers to support effective implementation, support multiple types of practice, and do not include recommended structures to support effective implementation. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)*, within each concept lesson, the materials provide teachers with step-by-step directives and scripts on how to facilitate each lesson component. However, the materials only provide opportunities for students in direct instruction.
- Materials include guided instructions for teachers to use the routines in the "Teacher Reference Flip Chart." These instructions present as a sample script detailing teacher and student actions. However, the routines are not clearly labeled as modeled, guided, or independent, nor do they specify a recommended structure.
- Materials provide guided instructions for teachers to teach the routines in the "Teacher Reference Flip Chart," a sample script with teacher and student actions. The routines are not explicitly labeled as modeled, guided, or independent, and they do not specify a recommended structure.
- Materials do not support multiple types of practice (e.g., guided, independent, collaborative). However, they provide scripts for whole-class facilitation. For example, when teaching a new concept, teachers are given a detailed script that includes materials, instructions, and routines for instruction.
- While the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)* gives students ample opportunities to engage in guided practice, there are few to no opportunities for them to engage in collaborative or independent practice.
- The *Comprehensive Orton-Gillingham Plus Teacher Training Manual* often refers to multiple types of practice (whole group, small group, independent). However, the lessons do not consistently distinguish between these types of practices.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	0/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	0/2
3.3b	Materials include implementation guidance to support teachers in effectively using materials in state-approved bilingual/ESL programs.	0/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	0/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

The materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials do not include implementation guidance to support teachers in effectively using materials in state-approved bilingual/ESL programs. Materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

- Materials do not provide teacher guidance on providing linguistic accommodations for various levels of language proficiency to engage students in increasing academic language. However, they include generic tips in the *Comprehensive Orton-Gillingham Plus Training Manual*.
- The English Learners section in the manual provides general guidance and considerations that apply to all lessons. For example, when teaching sight words, it suggests that teachers emphasize the expected and unexpected sounds and highlight any sounds in the word that may not exist in a student's native language.

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

- Materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials do not explicitly reference the ELPS or include information related to state-approved ESL and bilingual program models.
- The *Teacher Training Manual* provides information for teachers of emergent bilingual students, such as considerations for seven components or instructional routines titled "EL Considerations for Vowel Intensive," "EL Considerations for Teaching a New Concept," "EL Considerations for Teaching RED Words," "EL Considerations for Syllabication," "EL Considerations for Fluency," "EL Considerations for Teaching Vocabulary," and "EL Considerations for Teaching Comprehension."

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

- Materials do not include embedded guidance to support emergent bilingual students. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)*, Materials include an EL Considerations for Teaching a New Concept section. This section provides teachers with guidance on differentiation considerations they may need to make for their EL students. However, these are an overview of ideas not elaborated on throughout each lesson.
- The lesson plans in the *Teacher Guide Book (Grade K)* provide guidance on building vocabulary and incorporating oral language comprehension, but it does not give specific strategies for emergent bilingual students.
- The *Teacher Training Manual* provides general 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 lessons do not embed this information.
- Materials do not include embedded guidance to support emergent bilingual students. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*, under section EL Considerations for Teaching Vocabulary, the materials highlight that "Explicit instruction on cognates can serve as an important semantic resource for ELs and enables them to utilize native language knowledge to facilitate English vocabulary development." However, the materials do not provide support to guide teachers on necessary words.

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 *Teacher Training Manual* provides general overview information for teachers of emergent bilingual students, such as considerations for seven components or instructional routines titled "EL Considerations for Vowel Intensive," "EL Considerations for Teaching a New Concept," "EL Considerations for Teaching RED Words," "EL Considerations for Syllabication,"

"EL Considerations for Fluency," "EL Considerations for Teaching Vocabulary," and "EL Considerations for Teaching Comprehension." The materials do not include opportunities to address metalinguistic transfer from English to the partner language.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include systematic and sequenced instruction of phonics. The lessons follow a progression from simple to complex, gradually building upon the foundational skills that students need to be able to read more complex words throughout the year. For example, the grade K "Scope and Sequence" in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)* starts with teaching the sound-symbol correspondence for each letter in the alphabet. The materials teach high-utility letters first, enabling students to start encoding and decoding CVC words. For example, the first five letters introduced are *m*, *a*, *l*, *o*, and *h*. The materials then introduce long vowels and digraphs.
- The materials include systematic and sequenced instruction of foundational skills. The materials instruct the teacher to assess students using the "Beginning Reading Skills Assessment" in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)*. The results of the assessment guide teachers on where to begin with foundation skills such as phonological awareness, visual and sound naming, and/or recognition of the alphabet. Later, after more direct instruction on more complex skills, the students are given midterm and summative assessments.

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

- Materials include explicit and intentional daily opportunities for phonics through lessons and routines found in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)*. For example, each lesson begins with phonological awareness practice, followed by a review, an introduction of a new phonics skill, and opportunities to apply new knowledge through reading a decodable reader and dictation.
- Materials' phonics lessons include teacher-led instructions that clearly and specifically teach phonics skills through concise explanation, modeling, practice, and feedback. For example, in the "Three-Part Drill," students apply new phonics knowledge and practice previously learned phonics skills daily.
- Materials also provide specific guidance on how much time to spend on each phonics lesson component daily. For example, the "Guidelines for Lessons" section of the *Teacher Training Manual* recommends allocating 10 minutes for the "Three-Part Drill," 10 minutes for "Phonological Awareness," 25 minutes for "Teaching a New Concept," 10 minutes for "Word and Sentence Diction," and 15 minutes for the "Decodable Reader."

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

- The materials include opportunities to practice phonics skills in isolation. For example, in Lesson 1, under the section "Teaching a New Concept," teachers teach phonics skills by showing the students the concept card for the letter *m* and guiding students through decoding and encoding practice with the letter.
- The materials include the practice of phonics skills in decodable texts. At the end of "Teaching the New Concept," students practice phonics skills within the decodable book in each lesson. For example, students highlight the words with the new phonics concept before they read the book. Students read the decodable book daily and get a clear copy to read on Friday.

Materials include opportunities for cumulative review of previously taught skills.

- The materials include opportunities for cumulative review of previously taught skills. For example, in the *Comprehensive Plus Orton-Gillingham Teacher Training Manual*, under the section "Orton-Gillingham at a Glance," the materials express that the "Three-Part Drill" and vowel intensive serve as review sections for all phonetic concepts known or previously taught and express that this routine always precedes the introduction of a new phoneme or rule.
- The materials provide opportunities to review previously taught concepts by connecting them to new ones. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)*, there is a review for concepts 1-9. After every nine lessons, the materials provide a list of words and sentences that can be used as a review if needed.

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Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	5/8
4.2a	[Daily lessons include explicit (direct) instruction with teacher modeling.](#)	**1/1**
4.2b	[Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.](#)	**1/3**
4.2c	[Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.](#)	**3/4**

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

Evidence includes, but is not limited to:

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

- Materials provide daily phonics lessons in the grade K *Comprehensive Orton-Gillingham Plus Teacher Guide*, including explicit teacher modeling before students practice the phonics skill independently. For example, in "Concept 19: *Ee /e/*," the teacher models by telling the name of the letter and sound, and then the students repeat and practice the sound.
- The lessons include specific and precise terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills in the grade K *Comprehensive Orton-Gillingham Plus Teacher Guide*. For example, in the "Concept 12: *K*" lesson, there is a teacher script that states, "(T) Show the new concept card. (T) Tell students the letter name and sound. (T) Tell students that *k* is a consonant. (T) Tell students it is an unvoiced sound."

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

- Daily lessons include opportunities for direct and explicit guided instruction. For example, in the grade K *Comprehensive Orton-Gillingham Plus Teacher Guide*, teachers follow explicit steps under the "Teaching a New Concept" section. Concept 16 provides a lesson script, such as, "(T) Show the new concept card. (T) Tell students the letter name and sound. Have (S) repeat 3 times (*r* says /*r*/). (T) Tell students that *r* is a consonant. (T) Tell students it is a voiced sound. (T) Ask students where they find *r* in the alphabet."
- Daily lessons do not include opportunities for immediate and corrective feedback. Materials provide sentence starters for students who make mistakes in the "How to Handle Miscues" section of the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*. For example,

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the materials provide the sentence stem, "I can see why you think this because..." The materials do not provide embedded suggestions on feedback within the daily lessons.

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

- Daily lessons include a variety of independent practice opportunities. Students apply the phonics rules independently through the dictation routine and reading the decodable reader. For example, after students learn about the letter *r* in the Concept 16 lesson, they highlight words with the letter *r* before reading them in the decodable reader. Students also practice encoding words with the letter *r*. For example, on Day 1, students encode *rap*, *rid*, *rot*, *rag*, and *rub* as the teacher dictates each word.
- Materials include one opportunity for students to work in collaborative centers. The materials provide "OG+ Encoding and Decoding Center Activity Set - Grade K" for students to use in the centers. The materials only include one opportunity during the daily lesson for students to work collaboratively and do not include a variety.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Materials include cumulative review practice throughout the curriculum. For example, every lesson in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)* consists of a word dictation routine that prompts teachers to "Review prior words" on days four and five. The "Sentence Dictation" also incorporates concepts previously taught in phonics. For example, in Concept 19, students learn about short vowel *e* and encode the sentence, "Ken is 10." Students learn the letters *t* in Concept 9 and *k* in Concept 12. Students learn the Red Word, *is*, in Concept 3.
- The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)* includes intentional practice and a review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. For example, the daily lessons include the "Three-Part Drill," where students review phonics skills visually, auditorily/kinesthetically, and through blending. The "Three-Part Drill" is detailed with a sample script in the "Teacher Reference Flip Chart." The drill has three main components. The teacher shows the phonics card while students say the sound(s). The teacher says the sound, and students repeat it while writing the letters in the sand tray. The teacher lays out cards, and students say the sound for each letter, then blend them into a syllable. Students determine if it's a real word or not.

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

- Materials provide practice opportunities, including only previously taught phonics skills. For example, students learn the letter *t* in Concept 9. On day one of the lesson plan, students encode the words *tot*, *cat*, *tag*, *got*, and *mat*. Students learn the letter *o* in Concept 3, the letter

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c in Concept 7, the letter *a* in Concept 2, the letter *g* in Concept 6, and the letter *m* in Concept 1.

- The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)* lessons include the "Three-Part Drill" routine, which allows students to practice previously taught phonics skills. The materials provide a table of letters or words within each concept teachers select from to review. The words are sorted by short vowels and include suggestions for VC and CVC practice. For example, the materials suggest practicing *a*, *ag*, *ap*, *ab*, *lat*, *cad*, and *zan*. Students determine if the word is real at the end of the routine.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The decodable texts only include taught phonics skills and irregular high-frequency words or red words. For example, after an explicit lesson on *p /p/*, students read the decodable text *Pat the Pig* and *The Pom-Pom Cap*. This book only contains phonics elements explicitly taught. These high-frequency words are outlined on the back cover of the decodable reader and in the "Quick Links" at the beginning of the *Decodable Reader Bundle A*.
- Materials provide specific guidance on which decodable texts to use for cumulative practice after each lesson. At the beginning of *Decodable Reader Bundle A*, the "Quick Links" list includes a chart that aligns the reader's title with the phonics concept and any red words or irregular high-frequency words.

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

- Materials include lessons with an instructional focus and opportunities to practice in isolation. After explicit instruction on a sound-spelling pattern in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)*, students practice encoding words that include that sound-spelling pattern in isolation. For example, in Concept 12: *Kk (kite)*, students write isolated words like *kid*, *cat*, *kit*, *cad*, *cod*, and *Kim*.
- Materials include lessons with an instructional focus and opportunities to practice with connected text. After explicit instruction on a sound-spelling pattern in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)*, students practice decoding words that include that sound-spelling pattern in connected text. For example, in Concept 15: *Bb /b/ (bat)*, students read the decodable text *Bob and the Job*. Students read words such as *Bob*, *bug*, *bad*, and *bag*.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Materials include various developmentally appropriate diagnostic assessment tools to measure phonological awareness and phonics skills detailed in the *Comprehensive Teacher Assessment Manual*. For example, the "Beginning Reading Skills (Grade K) Assessment" evaluates students' ability to say (not sing) the alphabet, recognize and name capital letters and lowercase letters, and write uppercase and lowercase letters (intended to identify left-right orientation, cross the midline, spacing, sequence, upper/lowercase differentiation, and reversals.
- Materials also provide other assessment tools within the *Phonological Awareness Manual*, including "Kilpatrick's Phonological Awareness Screening Test (PAST)," the "Rapid Automatic Naming (RAN) Assessment," and "IMSE's Beginning Reading Skills Assessment (BRSA)."

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

- The *Assessment Guide* provides clear, consistent directions for assessments. The guide supports the formal assessment tool by offering an overview of the assessment, step-by-step guidance for administering each measure, and information to help teachers understand the benchmarks.
- Materials provide scripts with teacher and student actions to ensure consistent and standardized administration across examiners. For example, in the "Letter Naming" portion of the assessment, it states, "(T) Points to each letter; (S) States the name of the letter; (T) Marks

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each response accordingly. (If the student scores less than 50%, proceed to Letter Recognition)."

- Materials include guidance for the administration of instructional assessments. The *Phonological Awareness Manual* explains, "To administer the Rapid Automatic Naming Assessment, the administrator will need a score sheet for each student, the rapid naming color sheet, and a timer. Follow the directions on the scoring sheet. Directions intended to be read aloud to the students are in italics." The materials provide a bulleted list of guidelines for administering the "Rapid Automatic Naming (RAN) Assessment."

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

- Materials include progress monitoring tools that systematically and accurately assess students' acquisition of grade-level skills. For example, the directions page in *Student Reading Book A* states, "Teacher will use *Student Reading Book* to note trials and progress." Students read the word and sentence lists, correlating with the weekly lessons. The teacher calculates the number of words read correctly with the word list and words correct per minute for the sentences. There are four reading review trials throughout the year. It recommends that students read eight out of ten words and two out of the three sentences accurately before moving on to the next concept.
- The *Assessment Manual* provides an initial, midterm, and final assessment to check progress throughout the year. The initial assessment includes a cumulative chart to track which phonics concepts students have mastered at each benchmark.

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

- Materials include recommendations in the *Assessment Manual* for formally assessing students at least three times per school year (beginning-of-year, middle-of-year, and end-of-year).
- Materials also embed assessment opportunities throughout the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)* lessons to determine whether children are progressing adequately with the instruction provided. For example, the materials recommend students take a spelling test on day five.
- For example, the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)* provides guidelines for lessons that include weekly assessing of taught concepts and red words to "progress monitor the effectiveness of the lesson." The "Student Spelling Workbook" contains the weekly assessments.

Phonics Rule Compliance

4.5	**Progress Monitoring and Student Support**	**4/6**
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	**1/1**
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	**2/2**
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	**1/2**
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	**0/1**

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

Evidence includes, but is not limited to:

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

- Materials include hard copy data management tools to enable teachers to document individual data regarding phonological awareness and phonics skills progress. For example, the "Beginning Reading Skills (Grade K) Assessment" in the *Assessment Manual* provides a cumulative chart for each student. The chart includes each letter of the alphabet and a spot to mark whether the student can say the alphabet, name the capital and lowercase letters, recognize capital and lowercase letters, write capital and lowercase letters, name letter sounds, and identify letter sounds. It also provides a space to mark student performance on writing the alphabet.
- Materials include digital data-management tools for tracking individual student progress. For example, teachers can generate charts in the "Digital Components" analyzing student performance on the "Beginning Reading Skills Assessment." Teachers can generate a chart to show individual progress for all benchmark assessments.
- Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions. The phoneme/grapheme chart is an organized table of graphemes that tracks student progress. This chart is organized in columns and includes consonants, digraphs, vowels (short and long), diphthongs, *r*-controlled vowels, constant-*le*, and blends.

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

- Materials include phonics data-management tools for tracking whole-class student progress to analyze the patterns and needs of students. Teachers access whole-class data on the IOG "Lesson Planning and Assessment Tool." The class report shows students' initial results in several categories, including writing and naming capital and lowercase letters. The digital tool also includes charts organized by specific skill. These skills include "Name Capital Letters," "Name Lowercase Letters," "Write Capital Letters," "Write Lowercase Letters," and "Name Letter Sounds." The whole-class view charts include reporting periods of the year's beginning, middle, and end.
- Materials include phonological awareness data-management tools to track whole-class progress and analyze student patterns and needs. For example, the "PAST Instructional Profile Recording Sheet" in the *Phonological Awareness: Interventions for All* book provides teachers with a chart to track student data across grade levels based on their "Phonological Skills Test (PAST)" performance. This sheet overviews skills such as spoken word concepts, rhyme recognition, completion and production, syllable blending, segmentation, and deletion. Teachers can view multiple students on one page, ensuring easy identification of patterns and needs.

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

- Materials include specific guidance on determining the frequency of progress monitoring based on students' needs. The "How to Use the Activities" section of the *Interventions for All: Phonological Awareness* resource provides a chart titled "Differences Among the Three RTI Tiers," which suggests progress monitoring frequency based on tier. For example, the materials recommend teachers monitor Tier 2 students at least twice a month and Tier 3 students weekly or as needed.
- Materials do not include specific guidance on determining the progress monitoring frequency based on student strengths, but they do include some general guidance. For example, the *Comprehensive Teacher Assessment Manual* states, "Recording weekly or monthly CBM progress is beneficial to teachers, students, and parents. It allows all parties to see the growth toward set goals."

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

- Materials do not include guidance on accelerating learning based on the progress monitoring data to reach mastery of specific concepts. The *Assessment Manual* states, "Students who score less than 80% on a benchmark assessment can be considered at-risk or below

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proficiency. These students may need additional testing and should receive additional instruction on the concepts missed." It does not give specific instructions on accelerating learning or providing interventions.

- The *Comprehensive Teacher Assessment Manual* provides assessments and data management tools but does not include specific guidance on how to find trends or which resources to use for intervention. For example, the manual includes an "Alphabet Awareness Recording Sheet" for each student, allowing teachers to record assessment performance. However, the materials do not provide guidance on using this data to address concerns.

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Foundational Skills

5.B.1	Oral Language Development	11/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	2/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	9/9

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, ask questions, engage in discussion to understand information, and share information and ideas.

Evidence includes, but is not limited to:

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

- Materials do not include explicit and systematic guidance on developing oral language and oracy through various methods. For example, in the *Phonological Awareness Manual*, under the section "Oral Language vs. Written Language," the materials discuss the vital role oral language plays in building a strong written language and that it is imperative that teachers "model appropriate oral language." However, the materials lack instructional guidance on incorporating this skill.
- Materials provide guidance on vocabulary or specific word instruction in the *Teacher Training Manual* but do not include systematic and explicit instructional guidance on developing oral language and oracy. For example, the *Teacher Training Manual* includes a section titled "Specific Word Instruction," which provides guidance on teaching words and vocabulary. The materials recommend starting word instruction in preschool or grade K, which can occur before, during, or after reading.
- Materials include discussion prompts but lack systematic and explicit guidance for oral language development. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)*, the "Guidelines for Lessons (*m-wh*)" section includes a bullet that provides discussion questions but does not provide explicit guidance on how to use them. The materials provide a digital link for teachers to find free discussion topics.

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

- Materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, in the resource (34) IMSE *Comprehensive OG+ Blue Procedural* "Teacher Reference Flip Chart," students must listen to an alliteration sentence and then respond to the instructor with what sound they have heard repeated within the sentence. Students brainstorm words that start with the letter being introduced, discuss the etymology of the word, and discuss how we would expect to spell each sound as the teacher writes the grapheme(s) correctly.
- Materials do not include opportunities for students to engage in social communication for different purposes and audiences. For example, in the grade K *Comprehensive Orton-Gillingham Plus Teacher Guide*, under the "Teaching a New Concept" section of Concept 11, students discuss prior knowledge of the object the teacher selects with the target sound. However, this communication does not occur socially for different purposes, and the audience is not specified. It is also unclear whether the students have conversations with one another or if they share ideas as a whole group.

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

- Materials provide opportunities for students to listen actively, ask questions, engage in discussion to understand information and share information. For example, in the "K-2 Printable Comprehension Support Bundle Graphic," IMSE provides organizers and printable templates that can be used to support students' literal and deep understanding of any text. Resources include sentence starters for academic discussions and posing questions related to clarification, agreement, and disagreement. Sentence stems for the creation of questions, along with student-friendly resources, such as bookmarks, used as student cueing devices for deeper comprehension are also included under the heading "More Tools."

Foundational Skills

5.C.1	Alphabet Knowledge (K only)	21/24
5.C.1a	Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR 2.A.1)	2/2
5.C.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)	4/6
5.C.1c	Materials include guidance for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)	3/4
5.C.1d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)	12/12

The materials include a systematic sequence for introducing letter names and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (lowercase) and their corresponding sounds. Materials do not 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 (uppercase) 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 (lowercase). Materials include guidance for the teacher to provide systematic instruction for letter formation for the 26 letters of the alphabet (uppercase). Materials do not include guidance for the teacher to provide explicit (direct) instruction for letter formation for the 26 letters of the alphabet (uppercase). 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.

- Materials include a systematic sequence for introducing letter names and their corresponding sounds. The grade K "Scope and Sequence" in the grade K *Comprehensive Orton-Gillingham Plus Teacher Guide* introduces frequently used letters and sounds before teaching less frequently used letters, it introduces one letter a week. For example, the materials introduce *m*, *a*, *l*, and *o* first and the letters *x*, *z*, and *q* last.
- Materials introduce letters and sounds with similar visual and auditory features at spaced intervals to avoid confusion. For example, grade K materials introduce the letters *b*, *p*, and *d* in

separate concepts due to similar visual features and *c*, *s*, and *x* due to similar auditory features.

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)

- Materials include guidance for the teacher to provide direct and explicit instruction for teaching and developing student identification of the 26 lowercase letters of the alphabet and the corresponding sounds. The grade K materials include scripted instructions for each alphabet lowercase letter in the grade K *Comprehensive Orton-Gillingham Plus Teacher Guide*. These lessons involve naming the letter, teaching the sound of the letter, and associating it with a tangible object. For example, in "Concept 5: *Hh /h/ (hammer)*," the teacher shows the new concept card and tells students the letter name and sound, *h* says */h/*. The script also says, "(T) tells students that *h* is a consonant. (T) Tells students it is an unvoiced sound. (T) Ask students where they find *h* in the alphabet. (T) Uses mirrors to discuss the mouth, tongue, and teeth placement." Then, the lesson provides recommendations for the object, such as a *hat*, *helicopter*, *hand*, *hammer*, *horse*, *house*, *heart*, *hippo*, *hopscotch*, *hot potato*, *hurricane*, *hula-hoop*, *Hershey's Kiss*, *hiss*, and *howl*. The new concept cards, however, do not show uppercase letters.
- Materials include guidance for the teacher to provide explicit instruction for teaching and developing student automaticity in identifying the 26 lowercase letters and their corresponding sounds using the "Three-Part Drill." The materials provide a routine script in the "Teacher Reference Flip Chart" for introducing each lowercase letter with the corresponding card. The teacher uses these cards to review letter names and sounds three times a week and optional two times a week. In the drill, students also practice writing the letter in sand or another medium after the teacher says the phoneme. However, the cards used in the drill do not provide students with the uppercase letters.
- Materials do not provide explicit instruction for teaching and developing student automaticity in identifying the 26 uppercase letters of the alphabet and their corresponding sounds; they only include explicit instruction for lowercase letters.

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)

- Materials include guidance for the teacher to provide direct, explicit, and systematic instruction for letter formation for the 26 lowercase letters of the alphabet. For example, the teacher provides instruction on forming the letter *l* in the "Teaching a New Concept" section of Concept 3 in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)*. For lowercase *l*, the teacher states, "The letter starts at the ceiling and goes to the floor."
- Materials include systematic instruction for letter formation for 26 uppercase letters of the alphabet. The materials do provide letter tracing worksheets with upper and lowercase letters

on the IMSE's IOG 2.0 digital platform. The teacher can customize the worksheet to include the letters or blank tracing paper with the house visual cues.

- Materials do not provide guidance for the teacher to provide direct, explicit, and systematic instruction for letter formation for the 26 uppercase letters of the alphabet. For example, when students practice handwriting during the "Teach a New Concept" section of Concept 3, the materials provide guidance of "Teach capital letters throughout the week using the same process. Capital letters go outside the house." This exact script is provided for all uppercase letters. All uppercase letter formation guidance is the same throughout the materials. They do not provide letter-specific uppercase guidance. Also, the IMSE *Orton-Gillingham Letter Formation Guide* does not include guidance for any uppercase letters.

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)

- Materials include various activities for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation. For example, each *Comprehensive Orton-Gillingham Plus Teacher Guide* lesson begins with the "Three-Part Drill" routine. In this routine, students practice and reinforce alphabet knowledge by saying the name of the letter that the teacher shows the concept card for and writing the letter in sand or another medium after hearing the sound that the letter makes. In the "Teaching A New Concept" section, students develop alphabet knowledge in isolation by learning the letter name, how to write the letter, and the sound in isolation.

- Materials include various resources (including memory-building strategies) for students to develop and practice alphabet knowledge in isolation. For example, each lesson in the *Comprehensive Orton-Gillingham Plus Teacher Guide* for the "Teaching a New Concept" component includes alliteration sentences for students to identify letters and sounds and guidance for teachers to provide opportunities to practice the letters and sounds with an object. In "Concept 8: *Dd /d/ (dog)*," the teacher starts the lesson by reading alliteration sentences, "*Dan did dig deep. Dragons defy dirty ditches.*" The students identify the sound at the beginning of each word. In Step 3, teachers show objects such as a doughnut, piece of dough, dog, dime, drum, dinosaur, drama, dancing, or dragon. Students discuss their prior knowledge about the object, and the teacher reminds them of the target sound.

- Materials include a variety of activities and resources for students to develop and practice alphabet knowledge in meaningful print. In *Decodable Readers Set A*, the materials follow the scope and sequence, ensuring that the text students read aligns with the concepts learned. For example, Concept 10 focuses on the letter *Ii*. The decodable that goes with this lesson, Book 2, contains words like *did, Tim*, and *his*. Before reading the decodable reader, students highlight words with the new concept before reading the words. The students read the book multiple times throughout the week.

Foundational Skills

5.C.2	Letter-Sound Correspondence	16/18
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)	12/12

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

Evidence includes, but is not limited to:

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

- Materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. They include a Scope and Sequence" that shows a progression that starts with letters most useful in encoding. For example, the grade K *Comprehensive Orton-Gillingham Plus Teacher Guide* introduces *m, a, l,* and *o* first. The students encode *CV* and *CVC* words such as *Al, am,* and *mom* with these letters.
- Materials explicitly and systematically introduce letter-sound relationships that allow for application to basic decoding and encoding. For example, the grade K *Comprehensive Orton-Gillingham Plus Teacher Guide* provides a script the teacher uses to teach the sound of *Dd*. "(T) Shows the new concept card. (T) Tells student the letter name and sound. Have (S) repeat, 3 times (*d* says */d/*). (T) Tells student that *d* is a consonant." The materials also suggest an alliteration for each letter. In concept 8, the alliteration is "*Dan did dig deep. Dragons defy dirty ditches.*" Students identify the beginning sound they hear.

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)

- Materials do not include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The *Comprehensive OG Plus Teacher Training Manual* provides examples of student errors under the "How to Handle Miscues" section. For example, if students write, "*broun for brown*" the materials instruct teachers to "Analyze student errors. If there is a spelling rule associated, teach the rule. Otherwise, teach students to write the word with all known spellings to see which spelling looks correct. If students are unable to make corrections independently, give them the answer or use the dictionary." However, the feedback is generic and not specific to lessons or concepts.
- The *Comprehensive Orton-Gillingham Plus Teacher Guide* provides direct and explicit instruction on connecting phonemes to letters within words but does not include recommended explanatory feedback for students based on common errors and misconceptions. For example, in the "Notes'' section of the lesson for "Concept 6: *Gg /g/ (goat)*," specific information is provided when it states, "*Gg /g/* is a voiced, stopped consonant created with the lips parted and the back of the tongue on the back roof of the mouth." However, there is no mention of feedback or common errors or 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. (PR 2.A & 2.A.3) (S)

- Materials include a variety of resources and activities for students to develop and practice their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. For example, each grade K lesson in the *Comprehensive Orton-Gillingham Plus Teacher Guide* has a "Three-Part Drill" where students blend one-syllable words with review concepts and the new concept. In the visual part of the drill, the teacher shows the card, and the students tell the letter names and sounds. In the blending part of the drill, the teacher points to the card, and students say the sound and blend the word, then read the word. The teacher uses this routine to reinforce decoding using previously learned letter-sound correspondences.
- Materials include various activities for students to practice and reinforce their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. The student reading *Book A* contains a word grid of one-syllable words for students to apply letter-sound knowledge aligned with the concept. For example, in Concept 6: Gg /g/ (goat), the grid contains the words that have the /g/ sound as well as letter sounds that have been previously taught, like *gag*, *log*, *gal*, *ham*, and *lag*.
- Materials include various activities for students to practice their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. In

the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade K)*, each concept, starting with Concept 9, has a decodable reader for students to practice applying letter-sound correspondence. In the first decodable, *Tom and Tad*, students practice reading one-syllable words with the previously learned letter-sound correspondence (*m*, *a*, *l*, *o*, *h*, *g*, *c*, *d*, and *t*). Students read words such as *Tom*, *log*, and *cat*.

- Materials include various activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. For example, the grade K materials include decodable readers that include the sounds introduced and the prior sounds learned. After learning *Ss* during concept 12, students read a decodable reader named *Sam and Sid*, including *sun* and *sat*.

Foundational Skills

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

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 sound 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 do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials do not 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)

- Materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS. The materials include a systematic sequence for introducing phonological awareness activities, beginning with simple skills and larger units of sound and transitioning to more complex skills and smaller units of sound. However, they do not align with grade-level TEKS. The phonological awareness lessons outlined in the "Levels of Phonological Awareness" chart in the *Phonological Awareness Training Manual* start with simple phonological awareness activities and gradually transition to more complex activities. For example, the lessons begin with rhyming, progress into complex and smaller sound units

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with syllable blending and segmentation, and work with phoneme blending through onset and rime. The "Phonological Awareness Skills" section of this *Training Manual* explains four main components of phonological awareness: concept of a spoken word, rhyme, syllable, and phonemes. It explains that "each activity is a stepping stone to the next level. The stages are sequential building blocks."

- Materials include a systematic sequence for introducing phonological awareness activities, but it is not in accordance with the grade-level TEKS. The *Interventions for All: Phonological Awareness* resource provides a phonological awareness skills sequence. The materials begin with the simple concept of a spoken word and rhyming (large units of sound) and move into more complex skills like manipulating syllables and phonemes (smaller units of sound). The materials do not organize the phonological awareness activities by grade level. Teachers pick the starting point and activities rather than following a progressive sequence for the grade level.

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)

- Materials include direct and explicit instruction for teaching phonological awareness skills but do not include recommended explanatory feedback for students based on common errors and misconceptions. The *Phonological Awareness Training Manual* gives general teaching suggestions like focusing on speech sounds before letters, using multimodal instruction, frequent modeling, and giving immediate corrective feedback. However, the manual and lessons do not provide corrective feedback based on possible errors and misconceptions students may have about the particular skills. For example, in the *Interventions for All: Phonological Awareness* resource, students engage in a rhyme production activity called "Roll a Rhyme." The materials provide teacher guidance to lead the activity but do not provide guidance on giving feedback to support students who may struggle to produce a rhyme.
- Materials do not provide recommended explanatory feedback for students based on common errors and misconceptions. For example, in the *Interventions for All: Phonological Awareness* resource, under the "Tips on Tricky Phonemes" section, the materials guide teachers on segmenting words with tricky phonemes. However, these tips do not anticipate the needs of students or anticipate errors and misconceptions for each activity.

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)

- Materials include various activities designed to help students develop and practice their understanding of phonological awareness skills in the *Interventions for All: Phonological Awareness* resource, but they are separate from grade-level TEKS. The lessons include gestures/body movements and other kinesthetic activities to help students visualize words and parts presented orally. Most lessons also have a literature connection option. For

example, in a Tier 3 lesson on syllable blending called "Squish the Syllables," teachers read the book *Hey, Little Ant* by Phillip and Hannah Hoose and play a game. In the game, the teacher identifies a word; students throw a ball back and forth, saying the word's syllables with each toss. Then, the teacher squishes the syllables together by bouncing the ball.

- The *Phonological Awareness Training Manual* includes phonological awareness activities that develop, practice, and reinforce phonological awareness skills. These activities are not aligned with grade-level TEKS but clearly outline the objective, list the materials needed, and provide an overview of the lesson. For example, an activity titled "Rhyme Matching" has the objective, "Using picture prompts, children will match rhymes and detect rhymes at the end of words." Students then match the provided rhyming picture cards together (*nail/pail,* etc.).

- Materials include various activities for students to develop, practice, and reinforce phonological awareness skills, but they do not connect to grade-level TEKS. For example, in the "Table of Contents" section of the *Interventions for All: Phonological Awareness* resource, the materials show a variety of activities that address phonological skills like the concept of a spoken word, rhyme recognition, completion, and production, syllable blending, segmentation, and deletion, and several other phonemic skills.

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	4/13
5.D.2a	Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)	0/3
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.D.2C	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)	0/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)	4/6

The materials do not 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. Materials do not include explicit (direct) guidance for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials do not include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop and practice phonemic awareness skills. Materials do not include a variety of activities and resources for students to 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)

- Materials do not include a systematic sequence for introducing phonemic awareness activities. The *Phonological Awareness Manual* includes a sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes and gradually transitioning to more complex manipulation practices such as adding, deleting, and substituting phonemes. However, the activities are organized by skill and not by grade level. For example, a table recommends kindergarten students work with phoneme isolation of initial sound and phoneme blending with onset and rime. The chart also provides examples. For phoneme isolation, it gives an example, "Say the first sound in sugar. (*/sh/*)." For phoneme blending, the teacher would ask, "What word? */s/ /at/, /sh/ /ock/, /cl/ /ap/*." Students would then blend the onset and rime to give the word.

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- Materials do not provide a scope and sequence for phonemic awareness activities. The teacher selects activities that students need to work on.
- The *Interventions for All: Phonological Awareness* book teaches phoneme isolation of initial sounds before phoneme isolation of final sounds. The materials are labeled as tier 1, 2, or 3 but do not include grade-level correlation.

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

- Materials include direct and explicit instruction for teaching phonemic awareness, but not with recommended explanatory feedback for students based on common errors and misconceptions. For example, in the *Phonological Awareness Training Manual*, under the section "Phonological Awareness Activities and Originals," teachers are provided with guidance on instructing students in phonemic awareness activities (materials needed, teacher scripts, etc.). Still, this guidance does not include any recommendations for feedback or list any common misconceptions students may have.
- Materials include direct and explicit instruction for teaching phonemic awareness, but not with recommended explanatory feedback for students based on common errors and misconceptions. For example, each activity in the *Interventions for All: Phonological Awareness* resource provides the teacher with clear step-by-step instructions on how to teach phonemic awareness skills. In the "Stretch it Out" activity, the materials include information on how to prepare for the activity, how to arrange the necessary materials, what to say to students, and what to do for additional practice. However, the materials do not provide information on recommended explanatory feedback for students based on common errors and misconceptions.

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

- Materials do not include explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. While almost all of the lessons in the *Interventions for All: Phonological Awareness* resource use tiles, cubes, claps, and other multi-sensory approaches to teach phonological awareness skills, they do not include lessons to connect phonemic awareness to the alphabetic principle. For example, in a Tier 1 lesson for adding phonemes called "The Wondrous Ball," the students pass the ball around until the music stops. Once the music stops, the student who has the ball will blend the given beginning sound with a word ending (*/m/* and */op/* to make *mop)*. The lessons do not provide extensions or a step that connects this to the alphabetic principle.
- Materials lack resources and activities to support interactive scaffolding to connect phonemic awareness skills to the alphabetic principle. The *Phonological Awareness Manual* does explain that "knowledge of the alphabetic principle (understanding that letters represent

sounds which form words) and sound-spelling relationships emerge" in stage 1 of reading development.

- Materials do not include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students transitioning from oral language activities to basic decoding. For example, in the grade K *Teacher Guide* under the "Three-Part Drill" portion of each lesson, students can review letter-sound correspondence, such as blending to tell students the sound as she points to each letter in a word. However, these opportunities are embedded routines that are not explicitly used to connect phonemic awareness skills to the alphabetic principle.

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

- Materials include various activities and resources specifically designed to help students develop and practice their understanding of phonemic awareness skills in the lessons in the *Interventions for All: Phonological Awareness* resource. These lessons include gestures/body movements and other kinesthetic activities to help students visualize blending, segmenting, and manipulating phonemes presented orally. For example, in a Tier 1 lesson for adding phonemes called "The Wondrous Ball," the students pass the ball around until the music stops. Once the music stops, the student who has the ball will blend the given beginning sound with a word ending (*/m/* and */op/* to make *mop)*. There is also an activity called "Body Talk," where students touch their head, shoulders, waist, and toes to segment each phoneme in given words.

- Materials include various activities specifically designed to help students develop and practice their understanding of phonemic awareness skills. For example, in the *Interventions for All: Phonological Awareness* resource, the lessons include kinesthetic learning to help students practice isolation of phonemes presented orally. For example, the "Get on the Bus" engages students in learning by having them arrange their chairs in rows and practice the skill. Also, in the "Connect-A-Word" activity, the teacher presents a word, and students point to Unifix cubes to represent each letter sound, then swipe their fingers across them to blend the sounds.

- Materials include activities to help students develop and practice their understanding of phonemic awareness skills through songs, poems, or stories in which students play with phonemes in words. For example, students practice skills in Concept 8 using the song, *The Farmer and The Dell*. The songs, poems, and stories do not provide a cumulative review of skills.

- The activities and resources do not include activities and resources for students to review phonological awareness skills through cumulative review. The *Phonological Awareness Training Manual* provides a table with recommended phonological awareness skills and examples for each grade level but does not include a scope and sequence with opportunities to revisit the skill.

Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)	1/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)	6/6
5.E.1d	Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)	8/8

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns that move from simple to complex throughout the year in the "Dictation" and "Three-Part Drill" portions of the lessons provided in the *Teacher Guide Book (Grade K)*. The sound-spelling concepts align with the grade-level TEKS. For example, the dictation routine in "Concept 4: *Oo /o/ (Octopus)*," begins with students writing *VC* and *CVC* words like *am* and *mom*. By the end of the year, in "Concept 32: *wh* As in *Whistle*," students are writing *VC, CVC, CCVC*, and *CVCC* words in both the dictation and sentence dictation routines.
- Materials include a systematic sequence for introducing grade-level sound-spelling patterns. For example, *Student Spelling Workbook A (Grade K)* progresses in the same sequence as the lessons in the *Teacher Guide (Grade K)*, beginning with the letters *m*, *a*, *l*, *o* and ending with *wh*.
- Materials provide a systematic sequence for introducing grade-level sound-spelling patterns. For example, spelling words progress logically based on complexity in the *Teacher Guide Book (Grade K)*. The lessons begin with *CVC* words (*cat, dot, hot*) in Concept 10 and continue to include *CCVC* words (*chip, chop, chin*) in Concept 28.

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

- Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns in lessons provided in the *Teacher Guide Book (Grade K)*. The lessons include scripts with specific and precise terms, phrasing, and statements that teachers can use during core instruction. For example, "Concept 12: *Kk /k/ (kite),*" includes the precise language, "(T) Tells students the letter name and sound. Have (S) repeat, 3 times (*k says /k/*). (T) Tells students that *k* is a consonant. (T) Tells students it is an unvoiced sound."
- Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns in the grade K *Student Spelling Workbook*. Each skill is explicitly taught under the section, "Teaching a New Concept." For example, one lesson says, "(T) Allows students to manipulate the object and discuss prior knowledge. Reminds (S) that the object has the target sound spelled with the target letter."
- Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. For example, in the grade K *Teacher Guide Book*, students review grade-level sound-spelling patterns in the "Three-Part Drill." Teachers are given a sample script, which provides phrasing like, "Tell me the sounds you know for these letters" and "You know two ways to spell this."

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)

- Materials include various activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review) in the grade K *Teacher Guide Book*. For example, each concept provides a word list for daily dictation and sentences for dictation. In "Concept 12: *Kk /k/ (kite),*" Days 1-3 provide five words for each day with the */k/* sound like *kid, cat, kit, cad,* and *cod*. The materials suggest that Days 4-5 be used as review days to review prior words.
- Materials include activities for students to develop, practice, and review their knowledge of grade-level sound-spelling patterns using decodable readers. The *Decodable Readers Bundle (Set A)* includes books for students to practice daily that contain new and previously taught concepts. For example, *Meg, Peg, and the Pet Pig* (Reader 11) covers the new concept and contains previously taught concepts, short *a* and short *i*.
  Materials include various activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns. For example, in the *Teacher Guide Book (Grade K),* under the section "Word Dictation," a list of spelling words is provided for the week. These words often appear in the decodable texts seen throughout the weeks, for example, *cat* in Concept 7, *hog* in Concept 8, and *got* in Concept 9. Students also use this resource to practice pounding, finger tapping, and writing out the words.

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-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) in the grade K *Teacher Guide Book*. Students encode sentences that include words with the current sound-spelling pattern, previously taught patterns, and red words (i.e. high-frequency or irregular words). For example, in "Concept 11: *Jj /j/ (jam),*" one of the dictation sentences is *Mom and Tom Jog*. The decodable readers include a writing activity at the end, allowing students to encode using sound-spelling patterns. For example, at the end of Book 1, *Tom and Tad*, the writing activity says, "Do you have any pets, or do you wish you had a pet? Write about it." *Tom and Tad* is the first decodable reader after introducing concepts *m* through *t*.
- Materials provide a variety of activities and resources to encode words in isolation. For example, the materials include review cards that students use to build words containing the concept. The grade K *Teacher Guide Book* also includes a word list for daily dictation practice in each concept. For example, Concept 22 introduces the letter *Yy,* and students encode the words *yam*, *yes*, *tin*, *yon*, *web*, *yab,* and *yet*. Students create sentences using the target concept as part of the sentence dictation routine.
- Materials provide a variety of activities and resources to support students in decoding words, including teaching sound-spelling patterns in isolation. For example, in the grade K *Teacher Guide Book,* students have the opportunity to practice decoding sound-spelling patterns in the "Word Dictation" (where students practice decoding words with the target sound daily) and "Three-Part Drill" (where students have the opportunity to practice blending to decode previously taught skills) routines. Students also encode sound-spelling patterns in the "Word Dictation" section. Students write the expected sounds and then rewrite based on how the teacher wrote the word/sound.
- Materials provide a variety of activities and resources to support students in decoding words, including teaching sound-spelling patterns in decodable connected text. For example, in Book 7: *Bob and the Job*, students read CVC words such as *Bob*, *hop*, *bus*, and *bug*. They also read CCVC words such as stop.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	27/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	1/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)	2/4
5.E.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	12/24
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1) (S)	12/12

The materials include a systematic sequence for introducing irregular high-frequency words. Materials do not include a systematic sequence for introducing regular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding irregular high-frequency words. Materials do not include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode irregular high-frequency words (through cumulative review). Materials do not include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular 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)

- Materials include a systematic sequence for introducing irregular high-frequency words in the "Red Words" columns in the "Table of Contents" of the grade K *Teacher Guide Book*. The materials include brief lessons on targeted words and limit the number of high-frequency words introduced in a single lesson or week. For example, in Concepts 1 through 8, the materials introduce one high-frequency word for the week. Concept 9 has one spell-and-read high-frequency word and two read-only high-frequency words.
- Materials include a systematic sequence for introducing irregular high-frequency words. In the grade K *Teacher Guide Book*, the "Scope and Sequence" outlines the "red words" (high-frequency words) the students will learn with each concept. The irregular high-frequency words begin with less complex words, like *the*, *was*, and *is,* from Concepts 1-3, and progress to more complex words, like *who*, *what*, *where*, and *why*, from Concept 32.

- Materials do not include a systematic sequence for introducing regular high-frequency words. They specify that green words are decodable words and embed these words in the dictation part of the phonics lessons. However, the materials do not label decodable words as regular high-frequency words. For example, in "Concept 4: *Oo /o/ (octopus*)," the word dictation list includes the high-frequency word *am* but does not indicate it as a high-frequency word.
- Materials contain some regular high-frequency words in the "Weekly Red Words" routine, which the materials call irregular because the material may not have taught the concept or sound yet. For example, in "Concept 5: *Hh /h/ (hammer),*" the new red word is *on*, but the materials have only taught the letters *m, a, l, o,* and *h*. Step 3 of the routine states, "Identify what is unexpected or irregular about the spelling of the word. It could also be expected, but the concept hasn't been taught yet." The high-frequency words are regular, but the sequence is not systematic since the materials have yet to introduce the phonics pattern.

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)

- Materials include guidance for the teacher to provide direct and explicit instruction for decoding irregular high-frequency words but not regular high-frequency words. In the grade K *Teacher Guide Book*, under the section "Weekly Red Words," teachers are given steps to use when teaching a new red word, which includes helping students decode the word(s). For example, in Concept 11, the teacher states the word *of* (irregular word), then has students determine how many sounds are in the word and how they would expect to spell it. Later in the same section, the teacher has the student arm tap the letters in the word, then sweep it.
- Materials include guidance for the teacher to provide direct and explicit instruction for decoding irregular high-frequency words but not regular high-frequency words. In the grade K *Teacher Guide Book*, under the section "Weekly Red Words," teachers are given steps to use when teaching a new red word, which includes helping students encode the word(s). For example, in Concept 11, the materials give the following steps for the irregular word, *of*. The materials state, "(T) Writes the word on Red Word paper with the screen underneath, using red crayon. (S) Write the word on Red Word paper with the screen underneath, using red crayon. (S) Show the word to the teacher."

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)

- Materials include various activities and resources for students to develop, practice, and reinforce skills to decode irregular high-frequency words (through cumulative review). For example, in "Concept 10: *Ii /i/ (igloo),*" located in the grade K Teacher *Guide Book*, students develop their understanding of decoding the high-frequency words *I* and *like* (irregular at this time because the materials introduce long vowels in future lessons). In step 8 of the "Steps for Teaching a New Red Word," students arm tap words while naming each letter and then underlining the word with their arm as they state the words. Students practice decoding the

high-frequency word by reading fluency sentences provided in the *Student Reading Book A* (grade K fluency), where they read sentences like "Tom and I did like the hat." The sentences also include previously taught high-frequency words where all taught irregular high-frequency words are underlined. Materials reinforce decoding irregular high-frequency words in the decodable readers. For Concept 10, students read *Tim, Dad, and the Hog,* in which they read previously taught "Red Words" such as *a*, *and*, *brown*, *is*, *the,* and *to*.

- Materials include various activities and resources for students to develop, practice, and reinforce skills to encode irregular high-frequency words (through cumulative review). For example, in "Concept 10: *Ii /i/ (igloo),*" located in the grade K *Teacher Guide Book*, students develop their understanding of encoding the high-frequency words *I* and *like* (irregular at this time because the materials introduce long vowels in future lessons). In steps 2 and 3 of the "Steps for Teaching a New Red Word," students and the teacher discuss the number of sounds and how we would expect to spell each sound as the teacher writes the word correctly. Later, in steps 9 through 11, students trace the irregular high-frequency word with their fingers while naming the letter, then trace the letter with crayons, and then write the word. Students also practice encoding the irregular high-frequency word in the sentence dictation part of the lesson, where students write the sentence "Tom and I did like the hat." (The sentences mirror the sentences students practice decoding in the *Student Reading Book*). The materials and resources reinforce skills to encode irregular high-frequency words because the dictation sentences also include previously taught red words, like in the sentence, "The log was lit."

- Materials do not include various activities and resources for students to develop, practice, and reinforce skills to decode regular high-frequency words (through cumulative review). Students may encounter regular high-frequency words in other parts of the lesson, but the materials do not explicitly label these words as frequency words. For example, in the decodable reader for concept 10, titled *Tim, Dad, and the Hog*, the regular high-frequency word *did* is not listed on the back cover.

- Materials include various activities and resources for students to develop, practice, and reinforce skills to encode irregular high-frequency words but not regular high-frequency words. In the grade K *Teacher Guide*, under the "Weekly Red Words" section, the students actively participate in the lesson to develop skills to encode regular and irregular high-frequency words during direct instruction, practice the skill during and after explicit instruction, and reinforce the skill through cumulative review. For example, in Concept 18, students listen as the teacher introduces the high-frequency word(s) of the week, *he* and *has*. During direct instruction, the students practice encoding the words by discussing how to spell each sound, writing the words, tracing them with their fingers, and writing the word in a sentence. The students review the targeted skill in the upcoming lessons, where cumulative review ideas are provided, such as sculpting the word out of Play-Doh and doing spelling aerobics. The regular high-frequency words are not systematic and, therefore, are not developed, practiced, or reinforced in a structured way.

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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)

- Materials include various activities and resources for students to recognize, read, and write high-frequency words in isolation and connected text. Each concept in the grade K *Teacher Guide Book* includes "Weekly Red Words" (high-frequency words) for students to recognize, read, and write high-frequency words in isolation as part of the "Red Word" routine. In this routine, students write and read the red word with red crayons. Students read red words in decodable readers and the red words on the back of each book. For example, in the Decodable Reader 3, *Jim and Mom's Jam,* students read the following red words: *and*, *for*, *go*, *like*, *on*, *said*, *stop*, *the*, *to*, *was*, *will*. In student reading book A, students practice reading red words in sentences and track their words read correctly per minute.

- Materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words. The "Reference Flip-Chart" has students engage in memory-building strategies by arm-tapping the word while naming each letter. Students also use a screen and red crayons to create crayon bumps for students to trace with their fingers while naming the letters. Students use these memory-building strategies in isolation. For example, In Concept 11 of the grade K *Teacher Guide Book*, students engage in these activities using the words *of* and *will*. The materials provide opportunities to use memory-building strategies for students to recognize and read high-frequency words in connected texts. Students underline or highlight red words in decodable readers as a memory-building strategy.

- Materials include various activities and resources for students to recognize, read, and write high-frequency words in isolation. In the grade K *Teacher Guide Book*, the students practice previously learned high-frequency words during the "Weekly Red Words: Ideas for Review" section of each concept. For example, in Concept 15, the students have the opportunity to practice Red Words from previous concepts - *the*, *is*, *a*, *on*, *and*, *to*, *for*, *go*, *I*, *like*, *of*, *will*, *get*, *no*, *want*, *with*, *said*, and *you* - by sculpting the word and smashing it out, practice reading flashcards, arm tapping the word, cross-clapping the word, and doing spelling aerobics.

- Materials include various activities and resources for students to recognize, read, and write high-frequency words in connected texts. In the "Decodable Reader Bundle A (grade K)," students apply their high-frequency words in the context of a story. For example, in the *Decodable Reader 6*, the students practice reading the words *a*, *and*, *I*, *is*, *like*, *no*, *said*, *see*, *stop*, *the*, *to*, and *you*. The materials introduce these high-frequency words in isolation before the decodable lesson (Concept 15).

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Foundational Skills

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

The materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or 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 is not applicable to the grade level.

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

- The guidance is not applicable to the grade level.

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

- Materials include various activities and resources for students to develop, practice, and reinforce skills to decode one-syllable words (through cumulative review). Students develop skills to decode one-syllable words through the lesson's "Teaching a New Concept" section in the grade K *Teacher Guide Book*, where the teacher explicitly teaches the letters and sounds.

In "Concept 18: *Nn /n/ (nose)*," students learn that *n* says */n/* and apply this sound in decoding and encoding words like *fan* and *not*. Students practice the skill by blending words in the "Three-Part Drill" part of the lesson and in the *Student Reading Book A*, where students can read words or sentences with the letter or sound like, "The man had a nut from the bin." The materials reinforce concepts through cumulative review in review lessons after Concept 9 and after Concept 19, as well as in the daily "Three-Part Drill" routine. Students review letter names, sounds, and blending through this routine.

- Materials include various activities and resources for students to develop, practice, and reinforce skills to encode one-syllable words (through cumulative review). Students develop skills to encode one-syllable words through the lesson's "Teaching a New Concept" part in the grade K *Teacher Guide Book*, where the teacher explicitly teaches letter formation with the sound. In "Concept 18: *Nn /n/ (nose)*," students learn that *n* says */n/* and practice writing letters on house paper and other mediums like sand or shaving cream. Students practice the skill in the "Word Dictation" part of the lesson as well as the sentence dictation part of the lesson. Students write words like *fan* and *nut*. Sentences include the target phonics sound or skill as well as high-frequency words. The materials reinforce skills through cumulative review in review lessons after Concept 9 and after Concept 19, as well as in the "Daily Dictation" lessons. The review lesson provides four-word lists and 12 sentences teachers can dictate and students can write. The word lists and sentences include taught sounds and phonics concepts like "The kit is for Mom."

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

- The guidance is not applicable to the grade level.