

| Publisher Name | Program Name |
|-------------------------|--|
| Just Right Reader, Inc. | <i>Just Right Reader 1st Grade Decodables</i> |
| Subject | Grade Level |
| English Phonics | 1 |

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|--|------------------|
| Texas Essential Knowledge and Skills (TEKS) Coverage: | 100% |
| English Language Proficiency Standards (ELPS) Coverage: | N/A |
| Quality Review Overall Score: | 229 / 313 |

Quality Review Summary

| Rubric Section | Quality Rating |
|-------------------------------------|----------------|
| 1. Intentional Instructional Design | 30 / 53 |
| 2. Progress Monitoring | 28 / 28 |
| 3. Supports for All Learners | 23 / 32 |
| 4. Phonics Rule Compliance | 31 / 36 |
| 5. Foundational Skills | 117 / 164 |

Strengths

- 2.1 Instructional Assessments: Materials include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity, and offer guidance to educators on consistent administration of assessments.
- 2.2 Data Analysis and Progress Monitoring: Materials include guidance for interpreting student performance or tools for students to track their progress and growth.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and

division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.

Challenges

- 1.1 Course-Level Design: Materials do not have a scope and sequence outlining the ELPS, pacing guides for various instructional calendars, guides for lesson internalization, and resources to support instructional coaches.
- 1.2 Unit-Level Design: Materials do not include a comprehensive unit overview to provide content knowledge and academic vocabulary for effective teaching.
- 1.3 Lesson-Level Design: Materials do not include daily objectives, questions, tasks, materials, and assessments to meet the language standards of the lesson.
- 3.1 Differentiation and Scaffolds: Materials do not provide educators with guidance to pre-teach unfamiliar vocabulary and references or implement differentiated instruction.
- 3.3 Support for Emergent Bilingual Students: Materials do not provide educators with guidance on bilingual/ESL program implementation.
- 4.2 Daily Instructional Sequence and Routines: Materials do not include immediate and corrective feedback in daily lessons.
- 4.3 Ongoing Practice Opportunities: Materials do not incorporate cumulative review of taught phonics skills.
- 4.4 Assessment: Materials do not include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials do not offer strategies to accelerate learning based on progress monitoring data.
- 5.B.1 Oral Language Development: Materials lack explicit and systematic guidance for developing oral language.
- 5.C.2 Letter-Sound Correspondence: Materials lack corrective feedback or sufficient activities for students to practice decoding one-syllable words in decodable connected text.
- 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence, explicit instruction with feedback, and activities and resources for grade-level phonological awareness skills.
- 5.D.2 Phonemic Awareness: Materials do not provide a systematic sequence or explicit instruction with feedback for grade-level phonemic awareness skills.
- 5.E.1 Sound-Spelling Patterns: Materials do not include a variety of activities and resources to reinforce grade-level sound-spelling patterns (through cumulative review).
- 5.E.4 Morphological Awareness: Materials lack a systematic sequence for introducing grade-level morphemes, varied activities for practicing and reinforcing morphological skills, and resources for decoding and encoding words in isolation or connected text.

Summary

Just Right Reader 1st Grade Decodables is an English phonics program. The curriculum provides a structured approach to phonics instruction, integrating phonemic awareness, phonics, fluency, vocabulary, and comprehension. The curriculum provides daily instructional guidance, sequenced instruction, and routines, including modeling, guided practice, and independent application of reading and writing. Diagnostic, formative and summative assessments are included for teachers to monitor student progress. Additionally, the program includes resources for teachers and families, such as QR codes that lead to phonics mini—lessons and extension activities included with each decodable reader.

Campus and district instructional leaders should consider the following:

- While the program gives teachers a structured sequence for teaching Grade 1 phonics and spelling TEKS, going from simple skills to more complex, phonological and morphological awareness lessons are not introduced in a systematic sequence. Teachers will need to add additional resources or plan to add more opportunities to review the phonological and morphological awareness TEKS for Grade 1.
- The program provides resources to assist teachers in supporting Emerging Bilingual students' oral and written language development. However, the program does not give specific guidance on how to accelerate learning for students with disabilities and gifted and talented students. Teachers will need more guidance in meeting the needs of these populations.

Intentional Instructional Design

| 1.1 | Course-Level Design | 9/15 |
|------|---|------|
| 1.1a | Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course. | 4/5 |
| 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). | 1/2 |
| 1.1c | Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. | 2/2 |
| 1.1d | Materials include guidance, protocols, and/or templates for unit and lesson internalization. | 0/2 |
| 1.1e | Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed. | 2/4 |

The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. Materials do not outline the ELPS. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for a suggested instructional calendar of 36 weeks. Materials do not include suggested pacing (pacing guide/calendar) for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials do not include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators with implementing the materials as designed. Materials do not include resources and guidance to support instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials provide a “Unit/Module Overview” and digital alignment guides for TEKS. Also included is a “Scope and Sequence” with weekly sequencing and pacing of the lessons for the year. Concepts and knowledge are noted in the “Phonics Progressions Charts” and “Unit/Module Overview.” The “Unit/Module Overview” includes the student expectations with bulleted information on the skills to be taught. The “Phonics Progression Chart” provides the sequence of instruction of all skills and concepts taught at each grade level. The skills and concepts are grouped by the numbered set specific to the skills and concepts being taught. Phonics progression starts with digraphs *sh* and *ck* in Set 11 and ending with vowel teams *ew*, *ue*, and *ui* in Set 44.
- The *Teacher Edition* lists materials for curriculum implementation and includes a “Scope and Sequence” that includes an overview of student expectations and weekly instructional plans. The materials do not outline the ELPS in the scope and sequence.

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 grade 1 *Pacing Guide* gives one calendar for a 170-day program. It provides weekly guidance designed to target specific phonics skill(s) for 36 weeks. The materials do not include suggested pacing for various instructional calendars.
- The grade 1 *Pacing Guide* instructs the teacher to “Use this guide as a foundational tool for your planning, and refer to the module overview for a weekly breakdown of available resources and materials to aid in lesson planning.” The materials do not provide guidance nor other resources to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).

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

- In the “Program Design, Methodology, and Research” section of the *Teacher Edition*, teachers have access to the rationale for the lesson plans being grounded in the *Science of Reading*, evidence, case studies, and research that support the progression of *Just Right Reader*. The rationale for unit order explains that the decodables move students from sound/symbol relationships and progress to more advanced phonological awareness, blending, segmenting, and word reading skills. It also states that embedded practices, along with the explicitly written “Scope and Sequence” help build students’ foundational skills.
- The *Teacher Edition* states lesson plans are designed to align with the *Science of Reading*. This includes foundational reading skills through systematic and explicit instruction of phonics skills. Teachers can reference the phonics lesson sequence for the year on the “Phonics Progression Chart” provided in the *Teacher Edition*.

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

- The materials include resources, such as an online *Customer Resource Library* with “Getting Started” guides, videos, and “Product Resources” to support teachers with understanding the materials. The *Teacher Edition* includes a section titled “Lesson Implementation Guide for Teachers” which details how teachers can access the materials and that “it is beneficial to review these lesson plans in advance of your teaching sessions.” The materials do not include guiding questions or a protocol for how teachers should review lessons. The materials do not include guidance, protocols, and/or templates for lesson internalization.
- The materials provide teacher guidance through a “Weekly Overview.” Each weekly lesson plan for the decodable readers lists out what the teachers will need for the students, and what the phonics concept is for the week and takes the teacher step-by-step through the lesson process. The materials do not include specific templates, guidance, or protocols for unit internalization.

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

- The materials include a “Welcome Letter” to the administrators. It provides an overview of what's included in the materials with several QR codes for administrators to obtain more information on implementation resources, classroom libraries, and take-home packs.
- The materials provide a PowerPoint for administrators to train the teachers on *Just Right Reader Supplemental Phonics* and a 30-minute professional development session to accelerate reading achievement. The materials do not provide guidance and support to instructional coaches.

Intentional Instructional Design

| 1.2 | Unit-Level Design | 2/4 |
|------|---|-----|
| 1.2a | Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. | 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. | 2/2 |

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

Evidence includes, but is not limited to:

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

- The materials include unit overviews that include a “Scope and Sequence,” student expectations, and alignments to TEKS found in the *Teacher Edition*. The “Unit/Module Overview” includes the “Scope and Sequence,” and *Pacing Guide*, and a roadmap of concepts, and skills per weekly breakdown. The “Unit/Module Overview” materials do not provide specific background content knowledge needed to effectively teach unit concepts.
- The grade 1 overview includes “Weekly Overviews” that group the skills students will be targeting in the coming weeks. For example, the following skills are targeted in “Weeks 1-7: Digraphs and Trigraphs” and “Weeks 8-11: Initial Blends.” The “Unit/Module Overview” materials do not provide specific background content knowledge or academic vocabulary needed to effectively teach unit concepts.

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

- The materials contain support for families in both Spanish and English for each unit through QR codes. When scanning the code, parents are taken to a website that provides a video with a synopsis of the text along with a brief lesson on the phonics pattern taught in the book.
- English-dominant families can also access additional digital resources. Materials provide a link to a blog administered by *Just Right Readers*. Parents can share ideas in which they have successfully supported their children. Supports include bingo activities that reinforce classroom concepts and skills, promoting active family involvement in student learning. Bingo activities provide opportunities for families to practice with students the skills that they are currently learning in the classroom.

Intentional Instructional Design

| 1.3 | Lesson-Level Design | 19/34 |
|------|---|-------|
| 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. | 15/30 |
| 1.3b | Materials include a lesson overview outlining the suggested timing for each lesson component. | 1/1 |
| 1.3c | Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. | 2/2 |
| 1.3d | Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment). | 1/1 |

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice.

Evidence includes, but is not limited to:

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

- The materials include comprehensive lesson plans that include an introduction, guided practice, independent reading, and a reading review. The lesson also includes a detailed “Materials and Preparation” section which breaks down everything needed for the lesson. For example, in “Lesson Set 14,” the materials include a copy of the decodable reader *Bling and Ting*, letter tiles, “Reading Observation” form, and the *Prompting Guide*.
- The materials include instructional assessments to meet the content standards of the phonics lesson. A “Reading Observation” form is included as a formative assessment in each lesson. Other formative assessments within the lesson plan include partner reading word practice in the phonics review or finding words in the book with the phonics pattern and then sharing them with the group or a partner. In the “Writing Application” section, students find words with the phonics pattern. The materials contain a prompting guide with questioning techniques and question stems ensuring an understanding of content and mastery of the academic language needed to express content knowledge. The materials do not include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the language standards of the lesson.

- The materials include detailed lesson plans supporting the development of the lesson's content standards. For example, content objectives are specifically expressed in each lesson plan. In lesson plan Sets 12-44, “Closed Syllables Compound Words, CVCe,” the learning objective states, “Students will identify and read words with ____.” In “Blending and Segmenting,” the learning objective states, “Students will blend and segment spoken phonemes.” In the “High-Frequency Word” lesson, the learning objective states, “Students will identify, read, and spell high-frequency words with ____.”

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

- The "Lesson Plan Catalog: Materials and Preparation" includes structured lesson plans with detailed listings of materials needed for each lesson, promoting organized and effective instructional delivery for both teachers and students. The materials include a lesson overview with suggested timings for each lesson component. For example, in the Set 12 book, *What Is This?* the introduction is given five minutes for the teacher to complete the lesson, followed by five minutes for the students to complete the guided practice.
- In the *Teacher Edition*, the materials provide the timing for each part of the lesson. The guidance provides five minutes for “Phonics Review,” five minutes for “Guided Practice,” five minutes for “Independent Reading,” five minutes for “Reading Review,” five minutes for “Writing Application,” and one minute for “Closing.”

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

- In the “Lesson Plan” section before each lesson, there are lesson objectives, key skills, and materials and preparation sections. For example, in the grade 1 book, *Playing Tag*, materials include a copy of *Playing Tag* for each student, letter tiles, paper and pencil, a “Reading Observation” form, and a *Prompting Guide*. In Lesson Set 14, *Bling and Ting*, the materials include a copy of the decodable reader, letter tiles, “Reading Observation” form, and the *Prompting Guide*.

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

- The materials include “Family Bingo” in the *Online Parent Resources* and the *Teacher Edition*. Extension activities such as looking for words with the target phonics skill or reading a book with a grown-up can be completed and are included in the “Family Bingo” activity.
- The materials include a set of “Take-Home Packs” for students to read at home for an additional purchase by the school districts. The students or parents can scan the QR code on the back to access a video that shows a targeted lesson based on the skill level of the book. For example, when students or parents scan the QR code on the back of the decodable reader *Josh and the Big Wish*, it shares a two-minute video discussing the digraphs *sh* and *ck*. The

video previews the book and explains that while reading they are going to find words with the -*sh* and -*ck* sound. Then the teacher in the video models the correct pronunciation of the digraphs -*sh* and -*ck* and takes the students through a list of example words. The video concludes by saying to the students “Remember to keep reading and you will become a strong reader!”

Progress Monitoring

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

The materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments included in the materials are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments provided in the materials 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.

- Information found on the *Just Right Reader* website gives guidance for placement in the program. Based on the ESSA Level IV Report, district-administered literacy assessments inform “Take Home Decodable Sets.” Teachers “...upload their district assessment data into Virtru, and the program will use this data to determine their phonics progression with the decodable readers/lessons and Take-Home Decodable books.” Many common district assessments are mentioned, such as *Dibels 8th Edition*, *iReady*, *NWEA MAP*, *PALS*, and *Renaissance STAR Reading*. Teachers then conduct an initial reading with students from their *Just Right Reader* “Decodable” to evaluate each student's phonics skills, fluency, and comprehension and record findings on the “Baseline Assessment Form” and the “Phonics Skills Checklist.”
- The materials reference conducting a “Term-End Reflection” in the *Step-by-Step Guide for Monitoring Student Progress with Just Right Reader Decodables* found within the *Progress Monitoring Guide* in the *Teacher Edition*. Step 7 of the *Step-by-Step Guide* states, “Gather and review all progress data at the end of the year to evaluate overall student progress.” Then, “Use insights from the term review to outline the next term’s instructional focus, interventions,

and potential progression in reading materials.” The materials include specific diagnostic and summative assessments at the unit level with varied tasks and questions.

- The “Small-Group Reading Observation Form” is in the grade 1 *Teacher Edition* in the “Progress Monitoring Templates and Tools” section. The form is used during the “Independent Reading” part of the “Lesson Plan.” Teachers can record observations and the next steps for students. The “Next Steps” section includes an area to record what students need next in phonics, decoding fluency, comprehension, and writing to inform the teacher if the student needs more support in a specific area. In the *Assessment and Progress Monitoring Guide*, the materials include an overview of all diagnostic, formative, and summative assessment opportunities that correlate to each TEK standard for the unit.

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

- The materials have a “Baseline Assessment Form” used at the beginning of the year with four sections: “Phonics,” “Fluency,” “Comprehension,” and “Observational Notes.” Teachers are instructed to conduct an initial reading assessment to evaluate each student's phonics skills, fluency, and comprehension and record findings on the form and the “Phonics Skills Checklist.”
- Each instructional assessment included in the “Weekly Progress Monitoring” section includes a description of each component. The “Phonics Assessment” asks teachers to assign a new section from the decodable and observe and record phonics applications on the “Reading Observation Form.” The “Fluency Check” asks teachers to perform a timed reading of a previously read passage. The “Comprehension Assessment” asks teachers to test comprehension with targeted questions from the week’s passages.

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

- The *Progress Monitoring Step-by-Step Guide* ensures the consistent administration of assessments. Teachers have access to an explicit step-by-step process for monitoring growth. In Step 1, the materials guide the set up for progress monitoring. Then in Step 2, the materials include guidance on the “Baseline Assessment.” Step 3 provides weekly monitoring guidance. Step 4 gives monthly review guidance. Step 5 provides guidance on engaging parents, Step 6 includes instructional adjustments, and Step 7 reflects on the end-of-year data and how to prepare for the next term. Teachers can view specific instructions for how to conduct each assessment recommended in the *Step-by-Step Guide*.
- The “Baseline Assessment” instructions state, “Have each student read aloud from their *Just Right Reader* Decodable.” Teachers record information about each student’s phonics skills, fluency, and initial comprehension on the “Baseline Assessment Sheet,” then use the “Phonics Skills Checklist” to note the student’s mastery of the phonics rules in the decodable reader. Materials include teacher support for the implementation of consistent and accurate assessments. For example, the grade 1 “Lesson Plans” for the decodable *Brad and Greg Play*

Hide and Seek diagnostic assessment directions state “Identify where students are getting stuck. Refer to the Reading Workouts guide in Teacher Resources for strategies to address common decoding challenges.”

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

- The materials provide information that supports TEKS alignment to assessments. For example, the introduction to the Assessment and Progress Monitoring Guide states that the progress monitoring materials are “meticulously aligned with TEKS, detailing how each segment of the guide meets state standards for Reading/Beginning Reading Skills/Phonics at every grade level.” The assessments for First Grade align with First Grade ELAR TEKS.
- The materials provide weekly monitoring that is outlined with specific activities (e.g., phonics assessments on Mondays, fluency checks on Wednesdays, and comprehension assessments on Fridays). This ongoing monitoring helps teachers adjust instruction to meet TEKS objectives throughout the learning process. The materials include a “Unit/Module Overview” that lists the TEKS standards. For example, the grade 1 *Teacher Guide* specifies alignment to TEKS ELAR grade 1 standards, detailing expectations for phonological awareness, phonetic knowledge, and spelling knowledge. The weekly assessment cycle focuses on the learning objective of the week, which is also aligned with grade 1 TEKS.

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

- The instructional assessments mentioned in the grade 1 *Teacher Edition* are all based on observation of reading skills or oral response and include standards-aligned items at varying levels of complexity. For example, in the “Lesson Plan” for *Duck and the Slush Shop*, the teacher will listen to a student read a new section from the decodable and record phonics application skills of reading digraph *sh* and digraph *ch* words on the “Reading Observation Form.” The teacher will hear a student perform a timed reading from *Duck and the Slush Shop* to assess fluency. Then, the teacher will ask targeted questions based on the book and other books read that week and students will answer orally to assess comprehension.
- The materials include “Mastery Measures” which is a summation of learning. For example, for the alphabetic principle, students are assessed on letter sounds and names. Guidance is given for mastery. For example, not yet mastered is less than 92%. If students get less than 60% of questions correct, guidance is given to progress monitor more frequently.

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 in the materials provide explicit guidance for responding to student performance. Materials include explicit guidance for interpreting student performance based on assessment results. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

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

- The materials include guidance on when to progress monitor during the week in the Progress Monitoring Guide, “Step 3: Weekly Monitoring.” For example, teachers are guided to assess students’ application of phonics on Monday using the “Reading Observation Form.” On Wednesday, teachers are guided to use the “Fluency Checks” by performing a timed reading of a previously read passage. On Friday, teachers use the “Comprehension Assessment” to assess comprehension with questions focused on questions from the week’s passages. Data is transferred to the “Phonics and Fluency Monitoring Form” and is kept for teacher records. Then, at the end of each month, collected data is compiled to create a “Monthly Progress Report.”
- The materials provide scoring information on progress monitoring forms. For example, the “Phonics Skills Checklist” provides boxes to check to note what the student can do. For example, the “Phonics and Fluency Monitoring Form” has areas for teachers to note errors in targeted phonics skill application, errors in engagement and confidence, notes on student interaction and participation, and observations on fluency trends.
- The Assessment and Scoring Guide provides guidance for responding to student performance. The subsection titled Using the Data explains how the diagnostic data can provide evidence of any strengths and/or skill gaps so educators can plan accordingly. The guide also provides scenarios as examples of how to respond to students’ data.

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

- The materials include templates and tools for monitoring student progress, such as the “Phonics and Fluency Form” that teachers can use to document the application of phonics rules, engagement, and confidence in phonics skills, fluency assessment details, and fluency development insights, and the “Small-Group Reading Observation Form” and “Phonics and Fluency Monitoring Form.”
- In the “Differentiation” section of the lesson plan, teachers are guided to identify where students are struggling. The materials reference the *Reading Workouts Guide* to address common decoding strategies. The *Reading Workouts Guide* provides activities to support phonological awareness, high-frequency words, decoding, comprehension, vocabulary, fluency, and self-confidence. The materials refer to resources to use at the moment when students are reading. For example, in the book *The Crow*, teachers are asked to listen to students read during “Independent Reading” and “Use the *Prompting Guide* where needed. Use the Reading Observation Form to take notes.” The *Phonics Prompting Guide* gives ideas for teachers to respond to students' needs while reading. For example, if a student is struggling with decoding a word with a vowel sound besides a short vowel sound, the teacher can ask clarifying questions to identify what breakdown is occurring to prevent mastery such as “Can this make a different vowel sound?”
- The materials provide guidance for instructional assessment throughout the week, outlined in the Progress Monitoring Guide under “Step 3: Weekly Monitoring.” Teachers assess students’ phonics skills on Monday using the “Reading Observation” form. By Wednesday, they will have performed a timed reading of a previously read passage using the “Fluency Checks.” On Friday, teachers assess students’ comprehension using questions based on the week’s passages, recorded in the “Comprehension Assessment.” All data is then transferred to the “Phonics/Fluency Monitoring Form” for teacher records.

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

- The materials give tools for teachers to record student progress. For example, teachers can record information gathered from the “Baseline Assessment Sheet” and note current levels of performance for each student. The materials include tools for students to track their progress and growth. Just Right Readers Guide uses a My Literacy Journey tracker to show how students actively participate in their learning progress. After an assessment, the educator helps students set goals and mark mastered skills with star stickers. The students track their progress visually, which leads to continued effort in reaching more goals. The tracker is personalized to focus on specific skills the student is working on, encouraging their involvement and growth.

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. | 2/3 |
| 3.1b | Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S) | 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. | 0/3 |

The materials include teacher guidance for differentiated instruction and activities for students who have not yet reached proficiency on grade-level content and skills. Materials do not provide teacher guidance for 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 the text. Materials do not include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

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

- The materials include teacher guidance for differentiated instruction for students who have not yet reached proficiency. In the “Differentiation” section of the lesson plan, the materials refer teachers to use “Reading Workouts” for students who have difficulty learning a skill. The materials state that the “Reading Workouts” are activities for those who need extra support in phonological awareness, high-frequency words, decoding, comprehension, vocabulary, fluency, and self-confidence. For example, if a student has difficulty reading high-frequency words, the activity “High-Frequency Go Fish” could help a group of students read high-frequency words to get a match.
- In the “Differentiation” section of the lesson plan, teachers are instructed to scan the QR code in each decodable book. The QR code takes students to a short video that will reinforce the phonics skills they have learned. The plans tell the teacher students can watch this video independently or as a group. For example, in Set 13, *Sloth Like Chips*, the video introduces the book and the phonics pattern digraph *ch*, then introduces a few words students will see in the book. The materials do not include paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

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

- The materials contain a “New Vocabulary” section on the inside of the front cover of the grade 1 decodable readers. It has 1-2 vocabulary words that students will be exposed to in the story with its definition. The “Weekly Overview” section lays out what possible “Reading Workout” lessons could be used to teach vocabulary, but these lessons are not referred to in the lesson plans for each lesson.
- The materials include a separate resource to support students with unfamiliar vocabulary. The “Reading Workout” references two activities for vocabulary: “Word Analysis” and “4 Steps.” Each of these activities includes a step-by-step guide for the teachers to use when teaching vocabulary words. The materials do not provide embedded support or pre-teaching for references in books, such as figurative language, idioms, or academic language.

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

- The materials include a “Differentiation” section on each lesson plan. This section references the QR code on the back of the book. Using the QR students and teachers have access to a video about the book and phonics skills taught in the book. The materials do not guide differentiated instruction, activities, or extensions for students who demonstrate proficiency in grade-level content.
- The materials include the “Reading Workout” resource where teachers can view extensions to 10 of the 29 activities provided. The “Reading Workouts” are described as “These activities are effective and engaging ways to support students who might need additional support in phonological awareness, decoding, comprehension, vocabulary, fluency, or self-confidence. Mastering foundational reading skills takes practice.” Teachers are guided to “assign a Reading Workout for individual or partner learning stations and engage students in powerful practice they need to become confident readers.” The materials do not guide differentiated instruction, activities, or extensions for students who demonstrate proficiency in grade-level content.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The materials include weekly lessons with decodable readers that provide “Reading Workouts” for teachers to model and explain difficult concepts. For example, the teacher can use “Racetrack” to build fluency. This activity gives teachers guidance to choose 10-15 words that focus on a phonics skill for the weekly decodable lesson. Then students will place the cards in a row to create a race track. The materials include guidance for teachers to give students a toy car to “drive” over the word and read and read the word before driving over to the next word.
- The materials include “Elkonin Boxes” as an activity to model the segmentation of sounds. Directions state the teacher models how to pronounce the target word by stretching out each sound, then, draw boxes around each phoneme for the student. The students slide a chip into each box representing individual sounds. The activity also includes the guidance to extend the lesson by writing the letter for each sound in the appropriate box.
- In the lesson plan for *Beth and Seth Play*, the materials provide a script for each section. In the “Introduction,” the teacher tells the students that they will practice reading words with the digraph *th*. Teachers are then guided to define a digraph. The “Guided Practice” section guides the teacher to introduce the book. Then, the teacher is prompted to model reading the text and point out a word with the digraph *th*. The materials then guide the teacher to have the students say the word with the teacher.

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

- Teachers have access to a variety of instructional approaches in the “Reading Workouts” found in the “Differentiation” section of the lesson plans. In the “Phonological Awareness” section, the teacher has access to “Clapping Syllables.” The purpose of “Clapping Syllables” is to recognize word parts. The materials guide the teacher to say the word and students clap the syllable in the word. Another activity in the “Reading Workouts” is “Clapping Syllables.” The purpose of “Clapping Syllables” is to recognize word parts. The materials guide the teacher to say the word and students clap the syllables in the word. The “T-chart Sorts” activity asks teachers to provide practice for students to recognize patterns and make connections between words by sorting words on word cards by the letter or by phonics skill demonstrated in the lesson. For example, if students were learning about consonant blends, students can sort *l* blends and *s* blends.
- The materials include instructions to support the teacher in providing effective lesson facilitation through many age-appropriate tasks that encourage active student participation. For example, in the book *Duck and the Slush Shop*, teachers are given guidance for students to build words with letter tiles, practice words with the target skill, read the text aloud, discuss, and write about the story.
- The materials support multiple types of practice for students. For example, the materials include high-interest graphic organizers in the form of a story map. Students can complete this individually or in small groups to gain comprehension from the weekly decodable readers. This resource can be used with any lesson to assist students with reading comprehension.

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

- The materials support multiple types of practice. In the “Five Pillars of Reading” in the *Teacher Edition*, the materials state that the “Just Right Reader Decodables are designed for personalized small-group instruction settings.” The lesson plans provide a consistent scripted lesson plan structure throughout the materials where students engage in guided, collaborative, and independent practice. For example, in the lesson, *The Ping Pong Pals*, the materials guide the teacher to read page 1 of the text and point out the word pong. The teacher guides the students through the reading of the text.
- The materials guide the teacher to ask comprehension questions in the “Group Discussion” section of the lesson plan. In the “Reading Review” section of the lesson plan, the comprehension component is supported when the materials guide the teacher to ask, “What does the “ball goes by like it has wings” mean? Who wins the ping pong match?” In the “Progress Monitoring” section, the materials guide completing a “Fluency Check” (Step 3: Weekly Monitoring) every Wednesday.
- The “Lesson Overview” explains how different types of practice (guided, independent, group) are used throughout the lesson structure. Lesson plans include a “Guided Practice” section that provides numbered directions for the teacher. The “Independent Practice” section guides

the teacher to have students read independently and determine whether the students will whisper read or read aloud.

Supports for All Learners

| 3.3 | Supports for Emergent Bilingual Students | 8/11 |
|------|---|-------------------|
| 3.3a | Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. | 2/2 |
| 3.3b | Materials include implementation guidance to support teachers in effectively using the 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. | 6/8 |
| 3.3d | If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language. | Not scored |

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

- In the *Teacher Edition*, the materials provide a paragraph for “Emergent Bilingual Students and Special Education.” In this paragraph, the materials provide a rationale for integrating interactive elements like QR codes to ensure that resources are readily available to enhance the teaching and learning process. There is also information on how the comprehensive structure supports teachers in delivering high-quality instruction, and research-based instruction that effectively addresses the needs of young readers. “*Just Right Reader* Phonics Videos are a key element to supporting Emergent Bilingual students as they help create a deeper sense of understanding and context, through relevant and engaging sport.”
- The materials include the *Emergent Bilingual Support Guide*. This guide provides linguistic accommodations for each linguistic level as defined in the ELPS. For example, for beginners guidance is given to “respect the student’s silent period of language development.” Each level

has approximately six to eight guidance bullets. Included are the four levels of the ELPS along with examples for each grade level in the listening, reading, speaking, and writing domains.

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

- The materials provide guidance supporting teachers for the use of *Just Right Readers* decodable readers and lessons in state-mandated standards-aligned English Language Arts programs. For example, the *TEKS Alignment Guide* provides specific correlations between TEKS and the *Just Right Reader* decodable books and the corresponding phonics lessons.
- The materials include embedded guidance for teachers. For example, the embedded guidance for vocabulary mentions the use of visual supports, repetition and practice, and teaching vocabulary within the context. The materials also provide embedded guidance for increasing comprehension using questioning techniques, graphic organizers, and summarization skills. QR codes are provided to frontload phonics concepts and to reinforce learning of taught skills. The materials do not contain implementation guidance for teachers to use in effectively using materials in bilingual or ESL programs approved by the state.

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

- The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, and building background knowledge through oral discourse. Guidance for supporting emergent bilingual students in developing academic vocabulary includes “Think/Pair/Share” and the use of sentence stems and frames. Increasing comprehension guidance includes the use of graphic organizers by students to organize their thoughts before a discussion occurs. Background knowledge strategies include “Talk Long/Write Long.’ This strategy is a brainstorming/partner-sharing activity in which students share their knowledge of the writing topic with a partner. The partner can then add that new knowledge to their own writing. The materials do not include embedded guidance for making cross-curricular connections during oral discourse.
- The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building and background knowledge through written discourse. Guidance for supporting emergent bilingual students in developing academic vocabulary includes providing prompts written in sentence frame form that provide familiar words and encourage the use of new vocabulary with blanks that need to be filled in. Guidance for increasing comprehension through written discourse includes labeled pictures and illustrations to increase clarity. Background knowledge guidance includes the use of word banks with visual aids. The materials do not include embedded guidance for making cross-curricular connections during written discourse.

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

- The materials provide guidance supporting teachers for the use of *Just Right Readers* decodable readers and lessons in state-mandated standards-aligned English Language Arts programs. The materials include a small section titled “Supports for English Proficient students in Dual Language programs” which describes the benefits of dual language and that materials are available in Spanish and English for use in the program. The materials also mention the importance of cross-linguistic connections but do not provide specific guidance for use. The materials do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.
- The materials provide opportunities for students to practice comprehension skills during the “Reading Review” part of the lesson cycle. The questions asked are the same for all students. The materials do not provide specific, differentiated comprehension-building activities for emergent bilinguals orally or in writing. The resources are not designed for dual-language immersion programs.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- In the grade 1 *Teacher Edition*, the materials provide a *Phonics Progression Guide* that outlines the systematic and sequenced instruction of phonics. Set 11 begins with digraphs, making the connection to the concepts taught in grade K. Set 16-25 provides lesson plans with blends. The rest of the year is spent learning other types of vowel sounds such as “Vowel Silent e,” “Vowel Teams,” and “Diphthongs.” Other concepts, such as contractions and “Inflectional Endings” are also introduced throughout the year.
- In the lesson plan *Duck and Slush Shop*, the book introduces the consonant digraphs *-sh* and *-ck*. The materials systematically instruct students to identify the digraphs and associate them with the sounds they make. The teacher introduces the *-sh* and *-ck* digraphs by reminding them that two consonants together make a new sound. Teachers guide students through phonemic awareness activities by having students listen for words that begin with the same digraph but change one letter at the end of the word. The materials have a lesson plan that follows a sequence of having students start with phonemic awareness, then moving to a phonics review by introducing the *-sh* and *-ck* digraphs, and finally having students read and write new words using their knowledge of the consonant digraphs.
- In the lesson plan *Jean and the Fleet Geese*, the materials guide the teacher to use “Elkonin Boxes” to write the word *peak*. Then, say the sound the vowel team *-ea* makes. In the “Guided Practice” section, the teacher is guided to provide an introduction to the book and then model reading the text and identify the vowel teams on page 5. The class says the word /d/ /r/ /ē/ /m/

dream with the teacher. Then the teacher and students read the sentence, "What a dream game day it was!"

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

- The materials provide a structured and consistent framework. The lesson plans include a “Phonics Review” section which guides the teacher to provide the purpose of the lesson and begin to practice the skill. The “Guided Practice” section of the lesson guides the teacher to model the target skill and allow for student practice. Then, the lesson plan moves to “Independent Practice” where the materials guide the teacher to listen to the students read and use the *Prompting Guide* and “Reading Observation” form to take notes on the student’s use of phonics. The lesson plan also includes a “Reading Review” where the materials guide the teacher in a “Group Discussion” and then find the skill in the current text. The materials move to a “Writing Application” that guides the teacher through various activities such as beginning, middle, and end or write something that happened in the book. At the “Closing” of the lesson, the teacher restates the purpose of the lesson.
- The materials include explicit opportunities for phonics where teachers can model for students, guide them during practice, and watch for application. For example, in the lesson plan for *Duck and the Slush Shop*, the materials include activities focused on the digraph *sh*, where students practice recognizing and reading words that contain the *sh* and *ck* sounds. It involves direct teaching methods such as modeling the pronunciation and writing of words containing *sh*. The materials provide the teachers guidance for the students by saying, "There is a word with digraph *sh* on this page. Put your finger on it. The word is Josh. Say the word with me... /j/ /ō/ /sh/ Josh. Read the sentence with me! Read: Nick and Josh have a quick dash to the Slush Shop." Then, teachers allow time for independent student practice of reading during “Independent Reading.”

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

- The materials include practice of phonics skills both in isolation and through decodable text. For example, in the lesson covering inflectional ending *-ed*, students practice reading words with partners. Each student pair writes 5-6 words using the inflectional ending *-ed* on index cards. With a partner, students take turns reading words and identifying the phonics skill. Then, using the decodable book *We Played Soccer*, students read and locate words with inflectional ending *-ed*.
- In the lesson plan for *Moonlight*, the “Phonics Review” section has the teacher guide the students through an introduction of the vowel team *-oo*. The teacher models building words with vowel team *-oo*, then guides students as they build words on index cards and read the words as they complete them. The materials include reading practice with the decodable text. After “Guided Practice,” the materials include directions for “Independent Reading,” where students have the opportunity to read the decodable text, looking for vowel team *-oo* words.

Materials include opportunities for cumulative review of previously taught skills.

- Materials include opportunities for cumulative review of previously taught skills through the year in grade one during week 36. The materials guide the teachers to use the lesson plans for sets 1-44 and the *Just Right Reader Decodables* sets 1-44. The materials provide guidance on incorporating decodables from previously taught skill sets in stations to reinforce phonics skills. The materials include a list of resources for the teacher to prepare for the cumulative review. For example, the materials include: *Just Right Reader Decodables* sets 1-44, lesson plans for decodables in sets 1-44, “Phonics Curriculum Alignment Charts,” QR codes link to phonics videos, *Prompting Guide* and “Reading Workouts,” and teacher tools (“Elkonin Boxes” and letter tiles).
- The materials include opportunities for cumulative review of previously taught skills. In the weekly lessons, there is a five-minute phonics review. The materials provide a cumulative review of previously taught phonics skills by guiding the teachers to remind students what they have learned in the past and how it aligns with what they are learning for the week. For example, in the grade 1 lesson plan *Lunch at The Wharf*, the teacher reminds students that “A consonant digraph is two consonants together that make a new sound.”

Phonics Rule Compliance

| 4.2 | Daily Instructional Sequence and Routines | 7/8 |
|------|--|-----|
| 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. | 2/3 |
| 4.2c | Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice. | 4/4 |

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and corrective feedback. Daily lessons do not include opportunities for explicit/direct immediate feedback. Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

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

- The materials provide daily lesson plans formatted with direct and explicit instruction and teacher modeling. For example, in the lesson plan for *Flash*, the teacher models reading page 1 and noting the word *Stan's*, which is a contraction. In the lesson plans for *The Scowling Cowboy*, the materials guide teachers to model the word *town*. The materials instruct the teacher to say the word, and explain that there are three sounds in the word. Then, they guide the teacher to stretch the word and write the letter for each sound in Elkonin boxes. Next, the materials guide the teacher to model again with the word *round*.
- In the lesson plan for *Jen and Spud*, the materials guide the teacher to explicitly model phonics practice with the students before they practice the skill on their own. The lesson begins with the teacher introducing the skill for the day, words with S-blends. The teacher reminds the students what a consonant blend is by stating, "Remember, a consonant blend is when two letters make two sounds." The teacher then writes the word *slid* on a whiteboard and models stretching the sounds in the word and noting the *sl* blend makes two sounds.

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

- In the "Phonics Review" section of the lesson plan for *Flash*, the materials guide the teacher to explicitly teach what a contraction is and how to form a contraction. In Step 2, teachers are guided to review the word *he's* and review the apostrophe. The teacher is guided to model reading the word by stretching out the sounds as students listen.
- The materials include opportunities for corrective feedback. For example, during independent reading time, the materials guide teachers to listen and use the *Prompting Guide* where needed. Teachers use the guide to address common breakdowns that may occur when

students practice reading. Prompts remind students of what they already know and support them to apply what has been taught. For example, if a student mispronounces a word, the teacher gives feedback with questions such as, "Use your finger to tap the sounds/words as you read. What does the word say? Slide through each sound." The materials do not include opportunities for immediate feedback during daily lessons.

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

- The materials provide a variety of opportunities for students to practice independently. In the "Guided Practice" section of the lesson plan, *Scamp's Limp*, the materials guide the teacher to have the students find the word with the ending blend on page 1 and have the students put their finger on it. Then, the teacher and students say the word *Scamp* and read the sentence, "This is Scamp." In the "Reading Review" section of the lesson plan, the materials guide the teacher in step 2 to independently have students find a word that has the ending blend *-sk* or *-mp* sound in the text and then share it with a partner. In the "Independent Reading" section of the lesson plan. For example, in the grade 1 decodable book *Beth and Seth Play* set 12 lesson materials direct teachers to have students read the book independently during the "Reading Review" to find words with the digraph *th* sound. Students point to the word as they read. In the lesson plan set 15 *Whit at the Gym*, the students independently work on writing words with the digraph *wh* using Elkonin boxes. The words suggested by the text are: *when*, *Whit*, *which*, and *wham*. The materials also include a collaborative opportunity to practice the digraph *wh* sound in text. The students find a word in the text and put a finger on it. Then when everyone has found a word, they can turn to a partner and say it out loud.

Phonics Rule Compliance

| 4.3 | Ongoing Practice Opportunities | 5/6 |
|------|---|-----|
| 4.3a | Materials include intentional cumulative review and practice activities throughout the curriculum. | 1/2 |
| 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 practice activities throughout the curriculum but do not include intentional cumulative review throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate the cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

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

- The materials include practice activities throughout the curriculum. In Sets 16-18 of the lesson plan, the “Phonics Review” section, the materials guide the teacher to remind students of the concept blends. Then, move the students into new learning with blends. For example, in the lesson plan *Jen and Spud*, the materials provide guidance for the students to begin the lesson with a review of s-blends (e.g., *sl*, *sm*). The teacher models for the students by saying, “Today, we will practice reading words with s-blends. Remember, a consonant blend is when two letters make two sounds.” Students practice identifying and reading words with these blends.
- The “Phonics Review” sections in the lesson plans include some review of skills. For example, in the lesson plans for *My Elk Project*, the teacher is guided to remind the students that a consonant blend is two consonants that make two sounds. It is reviewed again in the lesson plans for *A Fast Raft*, where the teacher reminds the students of a previously taught skill, consonant blends, but now connecting it to ending blends.
- While the materials include references to previously taught skills within a single lesson, these references are not explicit and are only referring to skills taught that week. Cumulative review is not intentionally integrated throughout the curriculum.

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

- The materials provide guidance to ensure that only decodable book sets containing previously taught phonics skills and irregular high-frequency words will be used for practice and review. For example, Decodable books used for lessons are listed in the materials section, which is found in the “Weekly Overview” of the “Unit/Module Overview.” The decodable book *Duck and*

the Slush Shop continues the series of lessons focused on digraphs, building on the skills taught in grade K decodables with digraphs.

- The materials include practice opportunities that include only phonics skills that have been explicitly taught. For example, in the text *Jen and Spud*, the teacher models building words with s-blends. The materials provide an opportunity for students to practice reading s-blend words on index cards with a partner. Then, during “Guided Practice” the teacher introduces the name of the book and guides students to identify words with s-blends. The students are given the opportunity to find s-blend words throughout the book and point to them for the teacher while reading aloud. The teacher is able to provide guidance and reinforcement of words with s-blends throughout the guided practice reading time.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate cumulative practice of taught phonics skills. In the lesson plan in Set 26 for the story *Jade Skates*, the materials guide the teacher to have students independently read aloud or whisper read. The learning objective for the lesson is for students to identify and read words with a long *a*, silent *e* pattern. The skill is covered in the decodable text with the words *Jade, skates, likes, safe, place, flames, cupcake, skate, waves, brakes, and maze*. Based on the grade 1 “Grade Progression” chart, the decodable also includes “High-Frequency Words” from Sets 13-20 with the words *be, her, says, and they*. The decodable also includes the words *with, and they* covered in Set 12 and the words *skates* and *likes* from Set 16.
- In the “Reading Review” section of the lesson plans for *The Old Shelf*, the materials guide the teachers to have the students find words in the book that have the *-ld, -lf, -lp* blends. Students find a word and put their finger on it.
- Decodable words included in the book that align with the *-ld, -lf, -lp* sounds are: *bald, calf, cold, gold, golf, gulp, help, himself, hold, old, shelf, told, wild, Wolf, yelp*. Other high-frequency words used include: *back, could, give, many*.

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

- The materials include opportunities for practice in isolation and connected text. For example, in the lesson plan for the book *The Box*, teachers can view directions in the “Phonics Review” section. The teacher is guided to write the word *bath* and model stretching the sounds while focusing on the digraph *th*. Then, students have the opportunity to practice reading words using the digraph *th*. The lesson continues and students practice with a line of text from the book, then the rest of the story.
- The materials include opportunities to review phonics in isolation. Each lesson starts with an introduction that instructs teachers to introduce the phonics concept for the week to students. For example, in the lesson *Fun for Ched and Rich*, the teacher models by saying, “Today, we will practice reading words with digraph *ch*. Remember, a consonant digraph is

two consonants together that make a new sound.” Students then get an opportunity to practice reading words on their own.

- The materials include guided practice opportunities in connected text. Each lesson plan for the decodable readers in the materials has a guided reading instructional lesson plan. Students are given practice opportunities to identify and read words in the text with a teacher or with a partner. For example, in the lesson *Brad's Dogs*, the teacher models reading for the students by saying, "There is a word with an *r*-blend on this page. The word is *Brad*. Say the word with me... /b/ /r/ /ă/ /d/ *Brad*. Read the sentence with me! Brad has dogs who are a mess." Then students independently practice reading the story with the targeted phonics skill.

Phonics Rule Compliance

| 4.4 | Assessment | 5/7 |
|------|---|-----|
| 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. | 0/2 |
| 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 do not include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

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

- The materials include a “Baseline Assessment Sheet” that assesses “Phonics,” “Blending Sounds,” and “Segmenting Words.” It also assesses “Fluency” and “Comprehension.” These are aligned with grade 1 TEKS. The materials guide the teacher to listen to each student read from their *Just Right Reader* Decodable and record the phonics skills, fluency, and initial comprehension on the “Baseline Skills Sheet.” The materials include a “Phonics Skills Checklist” that assesses “Phonics Skills,” “Alphabet Knowledge,” “Phonemic Awareness,” “Phonics Rules,” and “Sight Words.” This aligns with the grade 1 TEKS. The teacher is guided to use the “Phonics Skills Checklist” during reading to document each student's mastery of phonics rules. The materials include a “Phonics Skills Checklist” that assesses “Phonics Skills.”
- The materials include a “Comprehension Check Form.” The “Comprehension Check Form” assesses the summary of the main idea, response to inferential questions, and predictive thinking. These are aligned to grade 1 TEKS. The materials guide the teacher to use the “Comprehension Check Form” on Friday. This teacher orally asks the questions from the week's passages and students answer the teacher.
- In the “Differentiation” section of the lesson plan, *The Swift Raft Play*, the materials guide the teacher to use the “Reading Workouts” for strategies to address common decoding challenges and document using the “Small-Group Reading Observation Form.” “Secret Word” is the decoding strategy the materials guide the teacher to use for decoding challenges. In step 1, the materials guide the teacher to tell the students they have a mystery word and then segment the word. The materials provide an example, The words start with /b/ and have the

vowel digraph ee." In step 2, the materials guide the teacher to have students blend the sounds to guess the word and provide hints as needed. Then, in step 5, the materials guide the teacher to extend the practice by having the students think of a word with the phonics skill and provide clues to the other students.

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

- In the *Teacher Edition*, the materials provide a *Progress Monitoring Guide*. The guide provides a step-by-step tool for teachers to follow. In Step 2, the materials include guidance on the baseline assessment. The materials guide the teacher to have each student read aloud from their *Just Right Reader* decodable and record their phonics skills, fluency, and initial comprehension using the "Baseline Assessment Sheet." For example, the teacher is instructed to use the "Phonics Skills Checklist" to document each student's mastery of phonics rules including phonics skills, alphabet knowledge, phonemic awareness, sight words, phonics rules, and additional observations.
- In the *Teacher Edition*, the materials provide a *Progress Monitoring Guide*. The guide provides clear, consistent directions for teachers to follow. Step 3 includes weekly monitoring guidance. Teachers can view the directions in the next step "Weekly Monitoring," where directions guide the teacher to assess phonics on Monday and assign a new section from the Decodable. Then, observe and record phonics applications on the "Reading Observation Form." On Wednesday the materials guide the teacher to assess fluency by performing a timed reading of a previously read passage. On Friday, the materials guide the teacher to assess comprehension with targeted questions from the week's passage.

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

- The materials include progress monitoring materials used to measure student acquisition of phonics skills. For example, in Step 3: Weekly Monitoring in the *Progress Monitoring Guide*, the materials guide to assess students' phonics skills on Monday. The materials guide the teacher to assign a new section of the Decodable. Then, observe and record the student's phonics applications on the "Reading Observation Form." These tools are not grade level specific and all grades have identical formats in K-2.
- In the "Independent Reading" section of the lesson plan, *Sid at Bat*, the materials guide the teacher to have students read independently and listen to the students read and, as needed, use the *Prompting Guide* and take notes using the "Reading Observation Form." Located in the *Teacher Edition*, the *Prompting Guide* gives modeling instructions for teachers to respond to common breakdowns during the reading process.
- For example, if a student decodes isolated sounds, but mispronounces the word, the *Prompting Guide* suggests teachers ask questions such as, "Does that sound right?" If a student needs a more targeted prompt, the teacher can ask "Does that sound like a word you know?" and then model by correctly pronouncing the word and having the student echo it back. The *Prompting Guide* together with the "Reading Observation" can be used to monitor

progress, however, these do not systematically and accurately measure the grade-level phonics skills.

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

- The materials provide assessment opportunities across the span of the school year. In Step 3: Weekly Monitoring of the *Progress Monitoring Guide*, the materials guide the teacher to assess “Phonics” on Monday, “Fluency” on Wednesday, and “Comprehension” on Friday. The materials include a “Phonics and Fluency Monitoring Form,” a “Phonics Skills Checklist,” and a “Comprehension Check Form” for teachers to record student skill progress.
- The materials include a monthly opportunity to monitor progress. For example, in Step 4: Monthly Review of the *Progress Monitoring Guide*, the materials guide the teacher to evaluate student progress at the end of each month by analyzing the data from the weekly forms. Teachers are guided to adjust reading levels based on their monthly performance.
- The materials include a tool to monitor progress and notate next steps for the following school year. In Step 6: End of Term Reflection of the *Progress Monitoring Guide*, teachers gather and review all progress data at the end of the year to evaluate overall student progress. Teachers are then guided to use insights from the term review to “outline the next term’s instructional focus, interventions, and potential progression in reading materials.”

Phonics Rule Compliance

| 4.5 | Progress Monitoring and Student Support | 5/6 |
|------|---|-----|
| 4.5a | Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. | 1/1 |
| 4.5b | Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. | 2/2 |
| 4.5c | Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. | 2/2 |
| 4.5d | Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. | 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 the frequency of progress monitoring based on students' strengths and needs. Materials do not include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- The materials provide a “Small-Group Reading Observation Form” for teachers to track individual student progress and make appropriate instructional decisions to accelerate instruction. For example, in the “Independent Practice” section of the lesson plan, *The Swift Raft Play*, the materials guide the teacher to take notes on the “Reading Observation Form” during “Independent Reading.” This form allows teachers to write the student's name, and observations, and provide the next steps. For example, the materials ask, “What does the student need next?” The teachers write specific observations for phonics, decoding, fluency, comprehension, and writing.
- The materials provide a “Baseline Assessment” sheet that guides teachers to determine what a student can or cannot do by reading a *Just Right Reader* decodable. For example, the teacher can observe the student’s ability to connect letters and sounds, blend sounds, and segment words. Teachers can assess fluency by recording the number of words read in one minute and assess comprehension by asking Who, What, When, and Why questions.

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

- The materials include for both formative and diagnostic assessments a “Collecting and Analyzing the Data” chart. This chart labels each assessment tool as either student or student/class. The chart also states the purpose for each tool. The tools can be used to track and analyze patterns and the needs of students.
- The materials recommend graphing student data to better analyze patterns and needs of students. Graph templates are provided to support teachers in organizing their data. For example, the “EN Summative Assessments Class Graph” includes each text set and the skills specific to each set. Teachers enter percentages of mastery. This visual gives teachers the ability to track overall student performance.

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

- The materials include a *Progress Monitoring Guide* in the *Teacher Edition* with step-by-step guidance to monitor student growth. The materials include a schedule for administering weekly progress monitoring in “Step 3: Weekly Monitoring.” Teachers are guided to assess students on Monday using the “Phonics Assessment.” The teacher assigns a new section from the “Decodable” for the week and observes and records phonics applications on the “Reading Observation Form.” On Wednesday, teachers use the “Fluency Check.” The materials guide the teacher to perform a timed reading of a previously read passage. On Friday, teachers are guided to use the “Comprehension Assessment.” The materials guide the teacher to test comprehension with targeted questions from the week’s passages. There is no differentiation or guidance on the frequency of progress based on a students’ strengths and needs. The guidance is the same for all.
- The materials provide an “Assessment Timetable” for each grade level. This table provides the assessment type and name, resource level (i.e., unit, lesson, course), assessment audience, frequency, and when to schedule the assessment throughout the course of the materials. Within the table is included the “Mastery Measures” formative assessment which is specific to student needs. The frequency of this assessment is determined by mastery and is shown in percentages. Formative (in the moment) assessments are daily throughout sets 11-44. Specific guidance found in the *Assessment Guide* in “Figure 1: Types and Purposes of Assessments” states that teachers use data to adjust instruction to provide targeted, differentiated support and enrichment based on students’ strengths.

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

- The materials provide a “Small-Group Reading Observation Form” in the *Teacher Edition*, which includes sections for the “Date,” “Reading Group,” “Book Title,” “Student Name,” “Observations,” and “Next Steps” in “Phonics,” “Decoding,” “Fluency,” “Comprehension,” and “Writing.” The materials guide the teacher to use this observation form during “Independent Reading” to track student progress. However, the materials do not include guidance on how teachers may accelerate learning based on the progress monitoring data to reach mastery of specific concepts other than adjusting reading levels.
- In Step 4 of the Progress Monitoring Guide, teachers are guided to perform a monthly review of student progress. Teachers analyze data from the “Small-Group Reading Observation Form,” the “Phonics and Fluency Checklist,” and the “Comprehension Checklist,” then input it into a “Monthly Progress Report” template. While the materials guide teachers to adjust student placement based on monthly performance, they do not provide any reference or chart to adjust reading levels.

Foundational Skills

| 5.B.1 | Oral Language Development | 10/21 |
|--------|---|-------|
| 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) | 4/4 |
| 5.B.1c | Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S) | 6/9 |

The materials do not include explicit and systematic instructional guidance on developing oral language and oracy through a variety of methods. Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively, engage in discussion to understand information, and share information and ideas, but do not include authentic opportunities for students to ask questions to understand information, and share information and ideas.

Evidence includes, but is not limited to:

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

- Teachers have access to clear and deliberate instructions that provide students with opportunities to hear, see, and use new words in the context of the lesson, and build vocabulary and reading fluency in oral and silent reading. For example, during the “Phonics Review” portion of the lesson *The Mud Club* in Set 16, the lesson materials provide the teacher with consistent and repeated opportunities to use the language of phonics in the context of the lesson while developing an understanding of consonant blends. The teacher begins by stating the lesson objective, practicing words with *l* blends, and then restating what a consonant blend is. Then, the teacher models building a word with letter tiles, changing the first letter to make a new word. The teacher continues to coach students as they make new words.
- The materials include systematic and explicit instructional guidance on developing oral language. In the “Guided Practice” section of the lesson plan, *Sloth and the Whiz Kids*, a script and numbered steps are provided for the teacher. In steps 1 and 2, the materials guide the teacher to hand students a book and introduce the text. In step 3, the teacher models the text by reading page 1. Then say, “There is a word with digraph *wh* on this page. Put your finger on it. The word is *whiz*.” The materials then guide the teacher and students to sound out the word *whiz*. Then, read the sentence, “Sloth is a book whiz,” together. In “Independent Practice,” the materials guide the teacher to have students read independently, listen to each student read, and use the *Prompting Guide* where needed. For example, if the student lacks expression while reading, the teacher can ask the student what punctuation they see, ask how they would

say it when normally speaking, and the student repeats the sentence. If the student still lacks expression, the teacher can read the sentence with expression and have the student echo it back. After reading, the teacher engages students in a group discussion about the text, asking questions such as, “What book does Sloth read with Beth?” and “What does Sloth Dream about at the end?” Although the materials include explicit and systematic guidance to develop oral language, the materials do not include explicit and systematic guidance for teachers to engage students in oracy.

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

- The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, in the grade 1 lesson plan *The Mud Club*, the materials guide teachers to lead students in group discussion during “Reading Review.” The teacher asks questions such as, “How does Gene feel about the mud at the beginning? How does he feel at the end?” and “What do Flavia and Glen decide to do with the mud at the end?” Students share their answers with the group. In the “Reading Review” section of the lesson plan, *Josh and the Big Wish*, the materials guide the teacher to have the students find a word in the decodable text with the digraph *sh* or *ck* sound and put their finger on it. Students then share the word out loud or with a partner.
- The materials provide opportunities for students to engage in social communication for different purposes and audiences. In the lesson plan for *Cake Lane*, the materials give a “Writing Application” activity for the students. The students independently write 3-5 sentences about a time they played a game with someone. In the “Reading Review” section of the lesson plan for *Rachel’s Vote*, students are asked the question “Who would you vote for and why?” and share their thoughts with the group.

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

- The materials include opportunities for students to listen actively to share information. For example, in the “Phonics Review” section of the book *Down the River*, students share what they learned after the teacher explained and modeled the phonics skill. In step 3, the materials guide the teacher to provide the students with 5-6 words with *r*-controlled syllables on index cards. Students work with a partner to read the words and identify the phonics skill.
- In the “Phonics Review” section of the lesson plan, *The Drip in the Sink*, the materials include opportunities for students to listen actively to understand information. In step 1 the Introduction, the materials guide the teacher to say the skill and have students recall their previous learning with consonant blends. Then in step 2, the materials guide the teacher to write the word *mint* on a whiteboard and have the students listen to the teacher stretch the sounds in the word *mint*. The teacher and students then say *mint* together. The materials do not have evidence of opportunities for students to ask questions.

- The lesson materials used with the book *Tess and the Class Snacks* guide teachers to ask questions to engage in discussions to share ideas. The teacher asks, "What does the text mean when it says, 'Math is a snap for her?'" after the students have completed the independent reading of the book. In the "Writing Application" section of the lesson plans for the book *Tanisk's Tasks*, the materials guide the teacher to ask students to write 3 to 5 sentences about a time that they didn't want to do something and share with a group. The materials do not have evidence of opportunities for students to engage in discussions to understand or share information. The questions posed in the materials are directed toward teachers asking students to share ideas or information.

Foundational Skills

| 5.C.2 | Letter-Sound Correspondence | 10/18 |
|--------|--|-------|
| 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) | 6/12 |

The materials explicitly 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 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 their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. Materials do not include a variety of activities and resources for students to develop, practice, and reinforce applying letter-sound correspondence to decode one-syllable words in decodable connected text.

Evidence includes, but is not limited to:

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

- The materials provide specific language the teacher can use in each lesson to apply letter-sound relationships to decoding. In the lesson plan for the book, *Duck and the Slush Shop*, the materials include a lesson plan focusing on the skill for digraphs *sh* and *ck* by first reviewing the meaning of a consonant digraph, then reviewing the sounds the digraphs make. Building on that skill, the materials provide “Guided Practice,” modeling how to read words with the consonant digraphs with the decodable book, reading a sentence together, and then students independently reading the book. Teachers engage in “Reading Review” with students which includes reading words with digraphs *sh* and *ck*.
- In Set 14 of the “Phonics Review” section in the lesson plan, *The Ping Pong Pals*, the materials provide a scripted lesson that explicitly teaches encoding skills for digraph *ng*. In section 1, the materials guide the teacher to introduce the skill, digraph *ng*. Then, show the students a picture of a ring and say the word *ring*. The materials guide the teacher to say, “There are three sounds in this word, but there are four letters.” The teacher stretches the sounds and guides the students to identify each letter and sound in the word *ring* as the teacher writes the letters in the Elkonin boxes. The teacher is instructed to do the same process with the word *song*. Then students practice segmenting sounds and writing the letters for other words with the

same pattern using Elkonin boxes. During the “Writing Application,” the teacher dictates a short sentence that follows the same pattern and students use their understanding of the letter-sound relationship in accurately writing words.

- Materials directly, explicitly, and systematically introduce letter-sound relationships in an order that allows for the application of basic decoding skills. The grade 1 “Weekly Overview” includes a “Scope and Sequence” for teaching phonics skills throughout the year. In sets 11-15, the materials provide lessons and decodables for digraphs (*sh, ck, th, ch, ng, and wh*) and high-frequency words. Then in sets 16-18, the materials provide lessons and decodables for L-blends, S-blends, R-blends, and high-frequency words. In set 16, the materials provide lesson plans and decodables for contractions. In set 20, the materials give lessons and decodables on the three sounds of -ed (inflectional endings). The materials end with lessons and decodables on vowel teams. Each unit includes high-frequency word suggestions.
- The materials provide lessons that explicitly address the letter-sound relationship in encoding. The materials include a “Spelling” grade 1 section. In the lesson plan, the materials provide a learning objective, Students will write/form words from letters. A “Key Skills” section that gives information on what the student must do. Students must isolate, blend, segment, and manipulate phonemes and graphemes. The lesson plan also includes a “Materials and Preparation” section. In this section, the materials guide the teacher to instruct students to spell with letter tiles and the “Spelling List.” The section also includes a “Say It, Tap It, Write It, Check It” activity for the students to encode words. Both activities include three steps using the gradual release process of “I Do, We Do, and You Do” and guide the teacher with a script. The materials include a grade 1 “Spelling List” with closed syllables, open syllables, initial consonant blends, final consonant blends, initial three letter clusters/blends, initial and final digraphs, final consonant trigraphs, VCe syllables, *r*-controlled syllables, and vowel teams words to guide the teacher.

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 include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words. In Set 28 of the “Phonics Review” section in the lesson plan, *The Best Pet*, the materials provide a scripted lesson. In section 1, the materials guide the teacher to introduce the skill, long *o* with silent *e*. Then, show the students a picture of the word *bone* and say the word *bone*. The materials guide the teacher to say, “There are three sounds in this word, but there are four letters.” The teacher stretches the sounds and guides, having the students identify each letter and sound in the word *bone* as the teacher writes the letters in the Elkonin boxes. The teacher is instructed to do the same process with the word *nose*. Then students practice.
- The materials provide a *Prompting Guide* that is generalized to decoding or fluency errors when reading and provides scripted prompts for the teacher to provide feedback during the lesson. For example, if the student makes a decoding error where they say the incorrect sound or miss a sound or word, the *Prompting Guide* gives scripted instructions for teachers to

provide feedback. The materials prompt the teacher to say, "Use your finger to top the sounds/words as you read. What does the letter/word say? Slide through each sound." The materials do not include recommended explanatory feedback for students based on 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 and multisyllable words in isolation and decodable connected text. (PR.2.A & 2.A.3)

(S)

- The materials include a variety of resources and activities to develop an understanding of applying letter-sound correspondence to decode one-syllable words in isolation. For example, the lesson plan materials used with the decodable book *Sloth the Dog* in set 12, guide teachers to use Elkonin boxes to build and write the word *bath*. In the decodable book *Pat Cat, Max, and the Bug* in set 16, lesson materials include a script that guides the teacher to introduce the concept of consonant blends, specifically *l* blends. Then, the teacher models and teaches students about words with *l* blends using letter tiles.
- The materials include a variety of resources and activities to practice and reinforce understanding of applying letter-sound correspondence to decode one-syllable words in isolation. In the “Phonics Review” section of the lesson plan, *Chapman Ranch* in set 13, the materials guide the teacher to state the skill and link the skill to a previously taught skill, digraphs in step 1. In step 2, the materials guide the teacher to use a T-Chart for *ch* and not *ch* to sort words on index cards, then students practice with other words. In the lesson plans for *Brad’s Dogs* in Set 18, the materials guide the teacher to use word lists and highlighters to practice highlighting the *r* blends in the words. Reading Workouts activities such as “Phonics Go Fish” allow practice and reinforcement of a skill students have learned. With multiple lessons covering the same skill in each set, students can reinforce their understanding of the letter-sound relationship covered in the lesson.
- In the “Weekly Overview,” the materials label week 36 as the “Cumulative Review.” The “Cumulative Review” section also includes a “Materials and Resources” section which guides the teacher to use *Just Right Reader* Decodables and lesson plans from sets 1-44, QR codes link to the phonics videos, *Prompting Guides*, “Reading Workouts,” and “Teacher Tools” such as Elkonin boxes and letter tiles. The materials guide the teacher to incorporate comprehensive review stations for students to review all standards taught in the “Instructional Strategies” section of the “Weekly Overview.”
- The materials include decodable readers to practice and reinforce the application of letter-sound correspondence to decode one-syllable words in context. For example, in *King Is the Man* in set 14, students have the opportunity to practice words with digraph *ng* within the context of a story. Then, students can practice reinforcing the concept in subsequent lessons with the books *Liz and Her Ring*, *The Ping-Pong Pals*, and *The Pop-up Shop*. During “Cumulative Review” in weeks 33-34. The materials guide the teacher to incorporate previously used decodables from earlier lessons to reinforce phonics skills in review stations. Although the materials include decodable readers to develop, practice, and reinforce letter-sound correspondence to decode one-syllable words in context, there are no other activities

or resources available to the teacher for the development of letter-sound correspondence in context. Since grade 1 TEKS do not cover multisyllabic words, there are no activities for multisyllabic words in isolation or context.

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 begin with simple skills and larger units of sound and gradually transition to more complex skills and smaller units of sound. Materials do not include explicit 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 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)

- In the “Additional Resources” section of the *Teacher Edition*, the materials do provide a lesson plan for “Short & Long Vowel Sort” for single syllable and multisyllabic words. The materials guide the teacher to use a T-chart to sort picture cards of long and short vowel sounds. The teacher says a target word and shows the picture. The students identify the vowel sound in the word as a long vowel or short vowel sound. Then, the teacher puts the word in the corresponding column. In the multi-syllable words, the teacher says a two-syllable word and students show which syllable has the short vowel sound and which has the long vowel sound using 1 or 2 fingers, using 1 finger for the 1st syllable and 2 fingers for the 2nd syllable. The multi-syllable extension addresses the grade 2 phonological awareness TEKS. The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS.

- The materials include a list of “Instructional Strategies” to be used in the “Weekly Overview” called “Reading Workouts.” The materials reference the “Reading Workouts” in the “Differentiation” section of each lesson plan. For example, in weeks 1-7 plans reference teachers to use the activity “Blend It,” where the teacher segments a word into its onset and rime and students blend the sounds to make the word. In weeks 12-17 the plans reference “Does it Rhyme?” In “Does it Rhyme?” the purpose is for students to recognize rhyming words. The extension mentioned in “Does It Rhyme?” where students produce their own rhyming words, aligns with grade 1 phonological TEKS. In weeks 18-21, plans reference the activity “Odd One Out.” The purpose of “Odd One Out” is for students to identify a picture that does not begin with the target sound. From Weeks 22-36, teachers may choose any “Reading Workout.” The order of skills introduced in “Reading Workouts” does not go from simple to complex. The activities “Blend It” and “Clapping Syllables” address grade K phonological awareness TEKS. The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begin with simple skills and larger units of sound and gradually transition to more complex skills and smaller units of sound.
- The materials include phonological awareness activities aligned to grade 1 TEKS. However, the order in which phonological awareness activities are presented is not systematic, nor does it begin with simple skills and gradually move to more complex skills and small units of sound. Some phonological awareness activities address grade K or grade 2 TEKS.

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. The materials guide the teacher to strategies that employ the gradual release of responsibility model (I do, we do, you do). In the “Phonics Review” section of the lesson plans for *Josh and The Big Wish*, the materials suggest the teacher use letter tiles to make the word *dish*, then build a new word with the students. Next, the students continue to build other words with consonant digraphs *sh* and *ck*. The materials do not include recommended explanatory feedback for students based on common errors and misconceptions.
- In the “Independent Reading” section of the lesson plan, *Yes!* in the “Early Decodables” section of the *Teacher Edition*, the materials guide the teacher to listen to students read aloud or by whispering and use the *Prompting Guide* when the teacher determines the need to give additional support for students in need. The *Prompting Guide*, located in the *Teacher Edition* of *Just Right Readers*, includes specific prompts for decoding, fluency, multi-syllabic words, high-frequency words, not yet decodable words, and writing. The *Prompting Guide* provides the skill, a description of student error, a prompt and more targeted prompt, and a model the teacher can use. The *Prompting Guide* includes a column listing more targeted prompts. The guide does not provide prompts for students needing support with phonological awareness. The materials do not include recommended explanatory feedback for students based on common errors and misconceptions.

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

- The “Weekly Overview” of the *Teacher Edition* identifies week 36 as a “Cumulative Review.” The section has “Materials and Resources” and “Core Instruction” sections that guide the teacher to incorporate decodables from previously taught skills in review stations and materials available within the resource. The materials also guide the teacher on using the “Reading Workouts” for instructional strategies. The materials do not include a variety of activities or resources for students to develop, practice, and reinforce phonological skills connected to grade-level TEKS (through cumulative review).
- In the “Reading Workouts” section of the *Teacher Edition*, the materials provide four strategies for “Phonological Awareness” practice. The materials reference the “Reading Workouts” in the “Differentiation” section of each lesson plan. In weeks 1-10 and 33-34, the “Weekly Overview” refers teachers to use the activity “Blend It” where the teacher segments a word into its onset and rhyme and students blend the sounds to make the word. In weeks 11-12, the “Weekly Overview” references the activity “Clapping Syllables.” In “Clapping Syllables,” the teacher says a word and students clap each syllable in the word. In weeks 13-22, the “Weekly Overview” references the activity “Does it Rhyme?” In “Does it Rhyme?” The purpose is for students to recognize rhyming words. In weeks 23-32, the “Weekly Overview” references the activity “Odd One Out.” The purpose of “Odd One Out” is for students to identify a picture that does not begin with the target sound.
- In the decodable book *Sloth the Dog*, students have the opportunity to practice reinforcement of phonological skills in “Phonics Fun.” Students play a tapping game with a partner, taking turns selecting a word from the word list and saying it while the partner listens. Then the partner has to tap their partner's shoulder for the first sound, their elbow for the second sound, and their wrist for the third sound and blend the sounds. The materials include a variety of activities and resources for students to develop and practice phonological awareness skills. The materials do not include a variety of activities or resources for students to develop, practice, and reinforce phonological skills connected to grade-level TEKS (through cumulative review).

Foundational Skills

| 5.D.2 | Phonemic Awareness (K–2) | 6/13 |
|--------|---|------|
| 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) | 2/2 |
| 5.D.2d | Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S) | 4/6 |

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

Evidence includes, but is not limited to:

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

- The materials include phonemic awareness activities that begin with identifying phonemes. Blending phonemes and segmenting phonemes are interchangeably used throughout the lesson plans. In the “Phonics Review” section of the lesson plan, *Duck and the Slush Shop*, the materials guide the teacher to state the skill and practice reading words with digraphs *sh* and *ck*. The materials guide the teacher to use letter tiles to make the word *ship*. Then, the materials guide the teacher to say, “Today, we will use a word we know to build a new word. The first word has four letters in it. This is the word *ship*.” Then, the materials guide the teacher to have students change the third letter in *ship* to make the word *shop* and ask what letter was changed. The materials then guide the teacher to have the students make the word *shot* and to continue to have students build the words *shut*, *shuck*, *shack*, *back*, and *buck*. The progression of manipulation practice does not go from simple to complex.

- In the plans for the book, *Chasing a Newt*, materials guide the teacher to practice reading words with -ew, and vowel team -ue, -ui and give a reminder of what a vowel team is. The teacher uses letter tiles to make the word *true*, identifies the number of letters in *true*, and has students observe the teacher build *true*. Then, the students build the word *phew* and identify the number of letters they need to build the word. Students continue to build words with words such as *newt*, *knew*, *clue*, *glue*, and *suitcase*. The lesson is found later in the materials and covers segmenting words, a less advanced skill. The materials do not include a systematic sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes to more complex manipulation practices.

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. In the lesson plans for “*Which Fish?*” The materials guide the teacher to use letter tiles to make the word *whim*. The teacher tells the students that there are four letters in the word, and then has students build words with the target sound. The materials do not include direct and explicit instruction for teaching phonemic awareness with explanatory feedback for students based on common errors. and misconceptions.
- In the “Independent Reading” section of the lesson plan, *Yum*, in the “Early Decodables” section of the *Teacher Edition*, the materials guide the teacher to listen to students read aloud or by whispering and use the *Prompting Guide* to give feedback and additional support for students in need. The *Prompting Guide* is also referenced in the “Weekly Overview.” *Prompting Guide* material guidance includes a listing of possible miscues or errors and a column listing more targeted prompts and directions for teacher modeling (corrective action). The first column of the *Prompting Guide* materials lists common breakdowns specifically grouped and identified under the headings “Decoding,” “Fluency,” “Multisyllabic Words,” “High-Frequency Words,” “Not Yet Decodable Words,” and “Writing.” The *Prompting Guide* does not have prompts for students who need support in phonemic awareness.

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 include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding.
In the “Phonics Review” section of the lesson plan, *Liz and Her Ring*, the materials guide the teacher in introducing the skill and practicing reading words with digraph *ng*. The materials direct the teacher to have students look at the word as she writes *ring* on a whiteboard. The teacher stretches the word and students read the word with the teacher, and the teacher circles the digraph *ng*. The teacher provides the students with 5-6 words with the digraph *ng* (*song*, *hang*, *king*, *long*, and *fang*), and students highlight the phonics skill.

- In the “Phonics Review” section of the lesson plan, *Can You Find It?*, the materials guide the teacher to state the skill, ending blends *-nd*, *-nk*, and *-nt* and use Elkonin boxes to segment sounds and write the word *mint*, the teacher holds up the word *mint*, then shares that the word *mint* has four letters and sounds. Next, the materials guide the teacher to explain because each letter makes a sound, one letter in each box is written in each box. The teacher models segmenting sounds again with the word *pond*. Then, the teacher directs the students to segment sounds and write words such as *went*, *punt*, *hand*, *skunk*, and *kind* using Elkonin boxes.

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

- The materials provide activities and resources for students to develop and practice phonemic awareness skills. In the “Reading Workouts” section of the *Teacher Edition*, the materials provide strategies for phonemic awareness. A strategy included in the “Reading Workouts” is Elkonin Boxes. The purpose of the Elkonin Boxes is to segment words and connect letters to sounds. In step 1, the materials guide the teacher in pronouncing a target word and stretching the word out by sound. Then in step 2, the materials guide the teacher to draw a box for each sound and segment the word by its phonemes. In step 4, the materials guide the teacher to slide a chip, object, or letter(s) into each box to represent each sound. Another strategy is “Secret Word.” The purpose is to deepen phonemic awareness. The materials guide the teacher in segmenting a word. Students then blend the word. While the materials include these activities for students to develop and practice phonemic awareness skills, there is no evidence of cumulative review throughout the scope of the resource.
- “Reading Workouts” are referenced in the “Differentiation” section of each lesson. One of the additional lessons instructs students to blend and segment phonemes. The teacher models blending separate sounds and putting them together. The segmenting phonemes lesson begins with the teacher modeling segmenting a word into the individual sounds. The materials then provide guided practice for the teacher to choose the skill that meets students' needs and includes two sounds, three sounds, initial consonant blends, final consonant blends, and initial and final consonant blends. The materials do not guide what specific decodable reader or lesson to use the lesson in for students to engage in cumulative review.
- The “Weekly Overview” section of the *Teacher Edition* identifies week 36 as “Cumulative Review.” Materials in the “Weekly Overview” guide teachers to establish review stations using previously taught skills and concepts in decodable Sets 11-44. Teachers are also guided to set up comprehensive review stations for students to revisit all previously taught content. The materials from the weekly overview also include a list of recommended strategies from the reading workouts and activities from page 15 of the decodable books. Materials do not provide specific guidance for teachers to use in setting up and running the review stations nor directions linking the strategies to specific skills or concepts. While the materials include a variety of activities and resources for students to develop and practice phonemic awareness skills, there is no evidence of cumulative review for reinforcement of phonemic awareness.

Foundational Skills

| 5.E.1 | Sound-Spelling Patterns | 14/16 |
|--------|---|-------|
| 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) | 4/6 |
| 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 instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources to develop and practice grade-level sound-spelling patterns. Materials do not include a variety of activities and resources to reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide a systematic phonics progression chart and a pacing guide for introducing students to grade-level sound-spelling patterns in the aligned decodable book lessons and texts. In the grade 1 “Phonics Progression” in the *Teacher Edition*, the materials begin with Digraphs in Sets 11-15. Sets 16-20 focus on “Blends,” “Contractions,” and “Inflectional Endings,” and Sets 21-25 focus on ending blends. In Sets 26-29, the materials focus on “Final e,” and in Set 30, trigraphs. In Sets 31-34, the materials focus on *r*-controlled endings, and in Set 35, words ending in *y*. In Sets 36-44, the materials provide lessons for vowel teams.
- Materials provide a sequence of opportunities for teachers to guide students to use their knowledge of sounds and the corresponding letters to develop decoding and writing skills. For example, the beginning lesson materials still direct teachers to guide and work with students as the words in the “Writing” section of the lesson plan incorporate more complex letter-sound correspondences and the sentences become longer. For example, the lesson materials

for *The Whit Family* direct teachers to engage students in a word play activity to think of words that use the digraph *wh* and write the words. The teacher follows the lesson material directions to read the word, then students read the word with the teacher. In set 17 *Stef and Spot*, the teacher introduces words with s-blends. The teacher models how to read these words by saying to the students using letter tiles. The teacher discusses with the class how the words each have four letters. Then, the teacher tells students to build a new word with an s-blend and asks what letters they used to spell the new word. In the lesson plans for the book *I Love My Hair*, the lesson materials provide guided spelling practice with words following the phonics rule in the lesson.

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

- The materials include a “Phonics Review” section in the lesson plan. For example, in the lesson plan, *Brad's Dogs* in Set 18 of the *Teacher Edition*, the materials provide teachers with a step-by-step lesson script. The materials guide the teacher to state the skill and read words with *r*-blends. The materials then guide the teacher in writing *grip* on the whiteboard and have students look at the word as the teacher stretches the sounds. Then, the teacher explains the rule, "The *r*-blend makes two sounds." The teacher and students read the word *grip*, highlighting the *r*-blend, then continue reading the words *Brad*, *grass*, *drag*, *brush*, *grim*, and *cram*, highlighting the *r*-blends in words.
- The materials include detailed guidance integrating the teacher's actions for teachers to use during phonics instruction. These routines are consistent for each grade level and are aligned with the ELAR TEKS. The materials include specific terms, phrasing, and statements teachers can use during core instruction. The materials provide teachers with important points to emphasize about grade-level sound-spelling patterns. For example, in the lesson plan for the book, *What Did Beth See?* the materials guide the teacher to introduce the concept of inflectional ending *-ed* and remind students what an inflectional ending is, and the three sounds that inflectional ending *-ed* can make. The teacher guides the students through an activity with a T-chart to sort inflectional ending words on index cards. The teacher writes the word *added*, says the word, stretches the word, and puts the word under the */ed/* column. The teacher repeats the same procedure with the word *filled* with the students, placing it under the */d/* column. Students then receive 3-4 picture cards with the */ed/* ending to sort in a T-chart, taking turns with a partner, stretching the inflectional ending, and sorting it into the correct column. The materials provide the following possible words: *kicked*, *crashed*, *jogged*, *looked*, and *landed*.
- The materials include direct and explicit instruction for grade-level sound-spelling patterns. For example, in the lesson plans for *Shay and Clay Paint*, the teachers instruct the students on the sound-spelling pattern for the long *a* vowel sound using digraph *ay* and digraph *ai*. The students will see *ai* and *ay* in the text, *Shay and Clay Paint*, and will point to *ai* and *ay* words with the teacher during the guided reading portion of the lesson. Also, in the phonics review the students look at words ending in *ai* and *ay* on index cards and sort them into a T chart. Students continue to practice sorting words with *ai* or *ay* with a partner to identify words with

those sounds. The teacher will include words that don't match that phonics pattern to make sure that they are truly understanding the materials.

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

- The materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns. In the “Phonics Review” section of the lesson plan, *Cake Lane*, the teacher models for the students using Elkonin boxes. The materials guide the teacher to show a picture of the word *cake*, then say, "This is *cake*. There are three sounds in this word. Let's stretch the sounds and write the letter for each sound. We will use three boxes." Then the materials guide the teacher to ask, "What is the first sound in *cake*?" Then, students share and the teacher writes the *c* in the first box and continues with the rest of the sounds in the word *cake*. The materials guide the teacher to model again with the word *game*, then students continue to practice building and reading words such as *cane*, *face*, *shake*, *plate*, and *grape* using Elkonin boxes.
- In the “Phonics Review” section of the lesson plan *Jade Skates*, materials guide the teacher to use a whiteboard to write words with long a silent e. The materials guide the teacher to say the word *game*, stretch the sounds, then say the rule, "The vowel *a* is long because there is an *e* at the end." The students say *game* with the teacher and the teacher circles the long *a*. The students continue to read the words *brake*, *safe*, *skate*, *wave*, and *came* and highlight the long *a*. In the “Phonics Review” section of the lesson plan for *Stef and Spot*, the materials guide the teacher to use letter tiles to make the word *snap* while students watch. The teacher tells students that the word has four letters in it. The materials guide the teacher to repeat the process with the word *snap*, then students practice building words such as *skid*, asking, "What letters did you need to build the word?"
- Lesson plan materials for the book *Duck and the Slush Shop* include elements that provide a variety of activities for students to develop and practice sound-spelling patterns. Materials guide teachers in telling students the skill for the lesson: practice identifying and reading words with digraphs *sh* and *ck*, preparing students for the skill to be developed in the lesson. Lesson materials next guide teachers to use letter tiles to build the word *ship*, then students practice building other words. Next, the teacher leads students in guided and independent practice where students apply their new learning by finding and reading words with the digraphs *sh* and *ck* from the book. Teachers ask students to share the words with digraphs *sh* and *ck* they identified during their reading. Although the materials include a variety of activities and resources for students, there is no evidence of reinforcement through cumulative review.

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

- The materials provide a variety of activities and resources for practicing decoding taught sound-spelling patterns in isolation. In the lesson plans for the book *The Hike*, materials guide the teacher in reading words that use the vowel team -oe with students. The materials guide the teacher to write *toe*, *Joe*, *foe*, *aloe*, and *woe* on an index card or a whiteboard. The teacher and students decode the words together. The students then think of additional skill words using the vowel team -oe together as a group. In the lesson plans for the book *The Mud Club*, the materials guide the teacher to begin by saying that the students will practice reading words with *l*-blends and review what a consonant blend is. Students will use letter tiles to make the word *clap*. Then, the materials guide the teacher to instruct students to make a new word by changing the first letter to make the word *flap* then *slap*. Students continue to build words with the letter tiles. The materials guide the teacher to have the students read the decodable book, *The Mud Club*. After the title page, the students can view a two-minute video about the book and practice new vocabulary.
- The materials provide a variety of activities and resources for students to practice encoding taught sound-spelling patterns in isolation. The materials include an activity on page 15 of the decodable book *The Birthday Gift*, where students are directed to set a timer for one minute and with a partner write as many *ee*, *ey*, and *ea* words as they can. In the lesson *Snail and Crab Play*, the materials include an activity where students are asked to write words from the story, helping them to understand the patterns they have learned. The materials include a “Spelling” grade 1 section in the “Additional Resources” section. The lesson plan also includes a “Materials and Preparation” section. In the “Materials and Preparation” section, the materials guide the teacher for students to spell with letter tiles using the provided “Spelling List.” The section also includes a “Say It, Tap It, Write It, Check It” activity for the students to encode words. The materials include a spelling list with closed syllables, open syllables, initial consonant blends, final consonant blends, initial three letter clusters/blends, initial and final digraphs, final consonant trigraphs, VCe syllables, *r*-controlled syllables, and vowel teams words that allow for practice of newly learned or previously learned skills.
- The materials provide students with opportunities to practice previously learned skills within decodable text. In the “Independent Reading” section of the lesson plan *Jade Skates*, the materials guide the teacher in having students independently read aloud or whisper read. The learning objective for the lesson is for students to identify and read words with a long *a* with a silent *e*. The skill is covered in the decodable text with the words *Jade*, *skates*, *likes*, *safe*, *place*, *flames*, *cupcake*, *skate*, *waves*, *brakes*, and *maze*. Based on the grade 1 “Phonics Progression Chart,” the decodable includes “High-Frequency Words” from Sets 13-20 with the words *be*, *her*, *says*, and *they*. The decodable also includes words with the digraph *th* such as, *with* and *they* covered in Set 12. The decodable includes inflectional endings -s in the words *skates* and *likes* from Set 16. There are at least two titles of decodable readers that cover the same skill. The materials provide sentence dictation to practice encoding taught spelling patterns in decodable connected text. For example, in the “Writing Application”

section of the plans for *The Missing Tooth Club*, the teacher dictates the sentence “Jill is glad she is in the club.” The lesson focus is *l*-blends, but students use knowledge of short vowel sounds and VC patterns in the sentence, which were previously instructed in grade K.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include a resource for introducing high-frequency words. In the “Additional Resource” section of the *Teacher Edition*, the materials include a 200-word “High-Frequency Word List” formatted in 50-word increments. The “High-Frequency Word List” begins with 75 one-, two-, and three-letter one-syllable words, such as *I*, *am*, *has*, and *say*. Checklist materials continue listing one-syllable words, increasing the number of letters in the words to four, five, then six. The last 50 words in the list are 2-syllable words with up to 8 letters, such as *number*, *because*, and *sentence*. The list provided is the same for grade K through grade 2.
- The materials include a systematic sequence for introducing regular and irregular high-frequency words. The teacher resources in *Just Right Reader* include an “English Phonics Progression” chart. The chart includes the letters or phonics skills that are taught in each set of decodable readers. The materials also include what irregular high-frequency words are taught during each set of decodable readers. For example, in sets 16-20 for grade 1 decodable readers, the focused phonics skill is beginning blends. The new high-frequency words taught during these sets are: *be*, *came*, *down*, *from*, *have*, *help*, *her*, *love*, *next*, *of*, *over*, *says*, *too*, *want*, *was*, and *who*. Regular high-frequency words are listed within the decodable readers.

The high-frequency words are presented in a systematic way as phonics skills build beginning in Set 11 through Set 40.

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

- The materials include guidance for the teacher to provide direct and explicit instruction for encoding regular and irregular high-frequency words. In the “Additional Lessons” of the *Teacher Edition*, the materials provide a lesson plan for high-frequency words. Lesson plan materials provide a sequenced step-by-step process for teaching high-frequency words. The process in the lesson plan is “Look, Say, Spell, and Cover.” Preparation materials also guide teachers to pre-select words they are to teach from the HFWs list, found in the resource pages of the grade level TE. Materials include two step-by-step directions to guide teachers when teaching high-frequency words that do not follow common sound-spelling patterns..
- The materials include a “High-Frequency Words” lesson plan is a template for explicit instruction in teaching students to identify, read, and spell high-frequency words, including decoding for high-frequency words that are decodable. The lesson plan guides teachers in how to use a “Look, Say, Spell, Cover” methodology that includes recognizing non-decodable high-frequency words, decoding decodable high-frequency words, and encoding/spelling all the words. The lesson is designed to be used with groups of high-frequency words as they are introduced in the lesson decodable books, with the systematic sequence available in the “English Phonics Progression Chart.” Once introduced, high-frequency words are reviewed as they are spiraled throughout the lessons that follow. Other activities to reinforce decoding high-frequency words are available in the “Reading Workouts,” including “Phonics Go Fish” and “Racetrack,” which can be used with any group of high-frequency words. The “High-Frequency Words” lesson plan also provides tracking for teachers to track which words have been introduced.

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

- The materials include a resource for students to practice skills to read regular and irregular high-frequency words. For example, the *Prompting Guide* provides guidance for the teachers to address if students are struggling with decoding a high-frequency word when reading the decodable book. The teacher will prompt them by saying "Remember, this is a unique word. Try reading it again." The *Prompting Guide* gives a targeted prompt by saying, "The letters make the sound /__/." The teacher then models by having students read the word and having students echo the word. The materials include various resources for students to develop, practice, and reinforce skills to decode regular and irregular high-frequency words through cumulative review.
- The materials include an activity to develop and practice skills to encode regular and irregular high-frequency words. In the “Additional Lessons” of the *Teacher Edition*, the materials

provide a lesson plan for high-frequency words. The teacher guides the students by saying, "I am going to show you how to read and spell a new high-frequency word." Then, the teacher provides four steps for students to learn new high-frequency words. In Step 1, the teacher shows the new high-frequency word on chart paper or a whiteboard. In Step 2, the student says the word with the teacher. In Step 3, the students spell the word with the teacher and spell it one more time. Then in Step 4, the students cover the word and spell it out loud again. The teacher repeats the same four-step process with the same word. The notes section at the bottom of the lesson plans includes an activity for addressing sound-spelling patterns that are "tricky or don't follow the regular sound-spelling pattern." The materials guide the teacher to have students draw a heart around a "tricky" sound or pattern, or highlight the regular sound or pattern in one color and highlight the "tricky" sound or pattern in another color. The activity is the same in the grade K, grade 1, and grade 2 *Teacher Edition*.

- "Reading Workouts," found in the "Additional Resource" materials include three high-frequency word activities that could be used to practice reading regular and irregular high-frequency words. "High-Frequency Word Go Fish" guides teachers to choose 15-25 high-frequency words and create 2-4 cards with the same word. Students play "Go Fish" in a small group, and the objective is to match two cards containing the same high-frequency word. Students practice reading the words and asking players if they have a card with the same word that is being requested. "High-Frequency Word Racetrack" guides students to read the high-frequency word written on the index card as they move a toy car across the card. "High-Frequency Word Find It" guides students to search for 5-6 high-frequency words in a book, newspaper, magazine, or junk mail and write the words on a piece of paper or whiteboard. Guidance for teachers is found in the "Differentiation" section of each lesson plan. The guidance states "Identify where students are getting stuck." Guidance then refers teachers to "Reading Workouts" to address decoding challenges.

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)

- In the "Additional Lessons" of the *Teacher Edition*, the materials provide an activity for students to recognize, read, and write high-frequency words in isolation. The teacher guides the students by saying, "I am going to show you how to read and spell a new high-frequency word." Then, the teacher provides four steps for students to learn new HFW. In Step 1, the teacher shows the new high-frequency word on chart paper or a whiteboard. In Step 2, the student says the word with the teacher. In Step 3, the students spell the word with the teacher and spell it one more time. Then in Step 4, the students cover the word and spell it out loud again. The teacher repeats the same four-step process with the same word. The notes section at the bottom of the lesson plans includes an activity for addressing sound-spelling patterns that are "tricky or don't follow the regular sound-spelling pattern." The materials guide the teacher to have students draw a heart around a "tricky" sound or pattern, or highlight the regular sound or pattern in one color and highlight the "tricky" sound or pattern in another color. The activity is the same for grade K, grade 1, and grade 2.

- The materials include a variety of activities for students to recognize and read high-frequency words in isolation. “Reading Workouts,” found in the “Additional Resource” materials include two high-frequency word activities that could be used to practice reading high-frequency words in isolation. “High-Frequency Word Go Fish” guides teachers to choose 15-25 high-frequency words and create 2-4 cards with the same word. Students play “Go Fish” in a small group, and the objective is to match two cards containing the same high-frequency word. Students practice reading the words and asking players if they have a card with the same word that is being requested. “High-Frequency Word Racetrack” guides students to read the high-frequency word written on the index card as they move a toy car across the card. Lesson plan materials include an activity for students to read high-frequency words in isolation. For example, lesson plan materials for the book *Shelby at the Dock* include a teacher-guided choral reading of a list of high-frequency words, followed by a reading of the list by students with a partner and ending with an independent reading of the list by students. Materials then direct students to mark “Yes” or “Not yet” as they read the list on their own.
- Two activities in the materials provide students an opportunity to recognize and read high-frequency words in connected text. High-frequency words are found in all decodable books. For example, In the decodable text, *Duck and the Slush Shop*, the high-frequency words *goes*, *what*, *say*, and *your* have been incorporated into the text. In the book *The Math Whiz*, the materials allow the students to read the high-frequency words *which*, *when*, and *what*. The book *Sloth the Jazz Dog* includes high-frequency words *about*, *its*, and *who*. The “Reading Workout” activity “High-Frequency Word Find It” guides students to search for 5-6 high-frequency words in a book, newspaper, magazine, or junk mail and write the words on a piece of paper or whiteboard. The materials provide activities with memory-building strategies for students to be able to recognize and read high-frequency words.

Foundational Skills

| 5.E.3 | Decoding and Encoding One-Syllable or Multisyllabic Words | 23/23 |
|--------|--|-------|
| 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) | 1/1 |
| 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) | 2/2 |
| 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) | 8/8 |

Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multi-syllabic words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multi-syllabic words (through cumulative review). Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multi-syllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials include a sequence for introducing grade-level syllable types, as outlined in the TEKS. In the grade 1 “Phonics Progression” in the *Teacher Edition*, the materials provide lessons in Sets 11-25 with words with closed syllables. In Sets 26-29, the materials include lesson plans for final e-syllables. In Sets 31-34, the materials include lessons for r-controlled vowels, and in Set 35, words ending in y. In Sets 36-44, the materials provide lessons for vowel teams.
- The program includes a systematic sequence for introducing grade-level syllable types and syllable division principles. The sequence is based on phonics research and can be viewed in the “English Phonics Progression” chart for Texas. The “Open Syllables” lesson plan provides instruction for decoding one- and multi-syllable open-syllable words. In the lesson, students

identify and read words with the open syllable pattern (CV). Scripted instructions for the teacher and practice for the student are included.

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)

- Materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types to decode one-syllable words. For example, in the lesson for the decodable book, *Candy*, the materials guide teachers to tell students about syllables with vowel teams. In the “Introduction” of the “Phonics Review,” the teacher says, “Remember, when two or more letters make a vowel sound, it is called a vowel team.” In the “Introduction” of the “Phonics Review” for the lesson *The Princess and the Badger*, the teacher defines an *r*-controlled syllable when presenting the word *perch*. The teacher tells students the vowel *e* is not long or short because it is controlled by the *r*. And, in the “Phonics Review” for the lesson *Late Kate*, the teacher says “Remember, when *e* is at the end of a word, the vowel before it is typically long, and the *e* is silent.
- Materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types to encode one-syllable words. In the grade 1 “Spelling” lesson, located in the “Additional Activities” section of the *Teacher Edition*, “Instructional Notes” are provided for the teacher to guide understanding of closed syllables, open syllables, VCe syllables, *r*-controlled syllables, and vowel teams.

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 a variety of activities for students to develop and practice skills to decode one-syllable words. For example, in the lesson for the decodable *Late Kate*, students practice a range of activities to decode one-syllable words with the *a_e* pattern. Students use Elkonin boxes to write the word *rake* and identify the sounds in the word. The students practice with the teacher again using the word *kate*. Students independently use Elkonin boxes to write the words *game*, *wake*, *mane*, *case*, and *shape*. During the “Reading Review,” students go through the decodable reader to find words with a long sound and point them out to read with a partner.
- The “Additional Resources” section of the *Teacher Edition* includes a lesson titled “Closed Syllables.” Students identify and read words with closed syllable patterns such as VC, CVC, CCVC, and CVCC. Materials guide teachers to introduce the lesson by defining closed syllables and using the word *an* as an example. The lesson materials then guide the teacher to tell students to look at the word *sick* as she writes it on a whiteboard and asks students what the vowel is in the word. The teacher is then guided to tell students that the word *sick* is a closed syllable, and the vowel sound will be a short *i*. The lesson continues with a guided practice using single-syllable words such as *at*, *in*, *up*, *map*, *hat*, *top*, *bit*, *gum*, *rub*, *web*, *sit*,

lot, and *bag*. The materials provide a variety of activities to practice skills in encoding one-syllable words. In the “Phonics Review” section of the lesson plan, *Josh and the Big Wish*, the materials include the letter tiles to build words with closed syllables and digraphs *sh* and *ck*. In the lesson, the materials guide the teacher to tell the students that they will use letter tiles to build words and begin with the word *dish*. Next, the materials guide the teacher in having students build the word *back* and share the letters used to build the word. The students continue to build words such as *hush*, *lick*, *neck*, *mesh*, and *sock*. At the end of the decodable reader from the lesson, *King is the Man*, the materials include a “Phonics Fun” section. The materials guide the student to select five words from the list of words in the book and partner 1 reads the words while partner 2 writes the words. Then the partners switch roles. The materials provide the words *ding*, *dong*, *hang*, *Jing*, *King*, *long*, *ping*, *pong*, *ring*, *sing*, *wing*, and *zing*.

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)

- Materials include a variety of activities for students to practice decoding one-syllable words, using knowledge of syllable types in isolation that builds on previous instruction. For example, in the lesson for the decodable book *The Name Game* students practice reading words with the long vowel sound *a* with silent *e*. Each student receives a copy of the book before the teacher-led modeling of reading the text. The teacher guides students to identify the word in the text that has a long sound. The teacher directs students to place their finger on the word as the teacher reads the word. The teacher is then guided to have the students say the word with her before reading the sentence containing the word. Then, students independently read the decodable, practicing reading words with the long vowel sound *a* with silent *e*.
- The materials include a “Spelling” grade section. In the lesson plan, the materials guide the teacher to instruct students to spell with letter tiles. The section includes a “Say It, Tap It, Write It, Check It” activity for the students to encode words. The materials include a grade 1 “Spelling List” with closed syllables, open syllables, Vowel Consonant *e* syllables, Vowel-*r* syllables, and vowel team syllables. The materials guide the teacher to say, “We will practice spelling words. You will choose one word from the word list. As you say each sound, place the letter tile(s) that match the sound.” The materials guide the teacher in asking students not to look at the word list while spelling. Then, the students check the spelling of their words using the word list provided. The materials then guide the teacher to model in step 1. In step 2, the materials include the teacher and students saying the word and choosing the letters to match the sounds. In step 3, the students practice independently with the word list provided by the teacher.

Foundational Skills

| 5.E.4 | Morphological Awareness (1–3) | 12/19 |
|--------|---|-------|
| 5.E.4a | Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR.2.A.1) | 0/1 |
| 5.E.4b | Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR.2.A.1)(T) | 4/4 |
| 5.E.4c | Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR.2.A.1 & 2.A.3)(S) | 4/6 |
| 5.E.4d | Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR.2.A.1 & 2.A.3)(S) | 4/8 |

The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit instruction for supporting the recognition of common morphemes and using their meanings to support decoding, encoding, and reading comprehension. Materials do not include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities for students to decode and encode words with morphemes in isolation. Materials do not include a variety of activities for students to decode and encode words with morphemes in decodable connected text that builds on previous instruction. Materials do not include a variety of resources to decode and encode words with morphemes in isolation or decodable connected text that builds on previous instruction.

Evidence includes, but is not limited to:

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

- The materials include a sequence for introducing grade-level phonics standards. For example, in the grade 1 *Pacing Guide*, Weeks 1-2 focus on teaching the digraphs *sh* and *ck*. The “Scope and Sequence” shows progress to more complex phonics skills, such as teaching ending blends in weeks 12-17.
- Materials include an introduction of grade-level morphemes, as outlined in the TEKS. The grade 1 “Phonics Progression Chart” indicates lessons for words ending in *-s* and *-ing* in Set 16 and the three sounds of *-ed* in Set 20, beginning with the most common morpheme, *-s*. The focus of instruction in these lessons is on decoding the morphemes. Instruction is not spaced for introducing grade-level morphemes.

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

- The materials include guidance for the teacher to provide direct and explicit instruction for supporting the recognition of common morphemes and using their meanings to support decoding, encoding, and reading comprehension. Lesson materials in the “Additional Resources” section include a lesson titled “Suffixes -s and -es.” Lesson plan materials are scripted and provide explicit instruction supporting the recognition, pronunciation, and meaning of the suffixes -s and -es, along with a definition of a suffix. Lessons covering grade-level prefixes *re-* and *un-* and suffixes *-er* and *-est* are included in the “Additional Resources” section and follow the same type of guidance for explicit instruction. The explicit guidance in these lessons supports word meaning and reading comprehension at the word and sentence level.
- Materials include guidance for the teacher to provide direct and explicit instruction to support the recognition of common morphemes. In the “Phonics Review” section of the lesson plan *Max Gets Locked In!* the learning objectives focus on identifying and reading words with inflectional ending *-ed*. The key skills in the materials inform the teacher that the inflectional ending *-ed* can make three sounds: /t/, /d/, and /ed/. The materials guide the teacher in introducing inflectional endings and the three sounds that *-ed* can make.

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

- Materials provide resources for students to develop and practice phonics skills by reading words with grade-level inflectional endings. In the “Phonics Review” section of the lesson plan *Max Gets Locked In!* the materials guide the teacher to introduce inflectional endings and the three sounds that *-ed* can make: (/t/, /d/, and /ed/). The teacher writes the word *added* on the whiteboard, stretches the sounds, and has the students read the word in unison as the teacher circles the *-ed*. Next, the teacher says, “The inflectional ending *-ed* is making the sound /ed/. The students continue reading the words: *huffed*, *kicked*, *tugged*, *insisted*, and *missed* and highlight the *-ed*. In the “Independent Reading” section of the lesson plan, the students read the decodable reader as the teacher listens. In the “Reading Review,” students find *-ed* words in the text, and in the “Writing Application” section, the teacher says the sentence, “Max sniffed and licked the kids” and the students write the sentence. Materials do not include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review).
- The materials include a resource for suffixes -s and -es in the “Additional Resources.” The teacher explains the meaning of the suffixes -s or -es when added to the end of a noun. Students have an opportunity for guided and independent practice with spelling words with -s and -es. Materials do not include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review).

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

- Materials include a variety of activities for students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected text. In the “Phonics Review” section of the lesson plan *Max Gets Locked In!* the teacher writes the word *added* on the whiteboard, says the word, stretches the sounds, and has the students read the word in unison as the teacher circles the *-ed*. The teacher says, “The inflectional ending *-ed* is making the sound /ed/.” The teacher continues reading and highlights words that use the inflectional *-ed* ending. In the “Independent Reading” section of the lesson plan, the students read the decodable reader as the teacher listens. In the “Writing Application” section, the teacher says the sentence, “Max sniffed and licked the kids” and the students write the sentence. On page 15 of the decodable reader, the materials provided a word list. In the “Reading Review,” students find *-ed* words in the text, and in the “Writing Application,” the materials guide the teacher to dictate a sentence containing *-ed* and students write the sentence.
- In the lesson plan for the book, *What Did Beth See?* the teacher guides students through a lesson to identify and read words with inflectional endings *-ed*. The teacher models for the students by using a T-Chart to sort words on index cards. The teacher models by saying, “This says *added*. Listen as I say the word slowly and stretch the inflectional ending *-ed*.” The teacher repeats the process with the word *filled* and has students read the word back to them. The students work with partners to sort words that have *-ed* on index cards. Students have an opportunity to read the story, *What Did Beth See?* practicing reading the words in connected text.
- In the “Phonics Review” section of the lesson plan *The Mixed Up Day*, the materials guide the teacher to use letter tiles to build the word *rushed*, identify the number of letters, say the word, and have the students watch as the word is built. The materials guide the teacher to have the students take turns building words and identifying the number of letters they need to build the word and students continue to build words. There are multiple lesson plans covering the same inflectional *-ed*, allowing students to practice words with *-ed* multiple times. The materials do not provide lessons that refer to previous instruction to connect to new learning.
- Lesson materials in the “Additional Resources” section include a lesson on suffixes *-s* and *-es* which focuses on decoding and encoding words with morphemes in isolation. Lesson materials guide the teacher to explain that adding suffixes *-s* and *-es* at the end of words makes nouns plural. Lesson materials provide the word *cat* as an example, changing *cat* to *cats* the, *-s* has the /s/ sound. Materials guide the teacher to explain that in some words like *pans*, the *-s* make a /z/ sound. When making the word *bus* into meaning more than one bus, the *-es* is added it makes the /ez/ sound. Lesson materials provide a “Guided Practice” section. Lesson materials in that section guide the teacher to cover the spelling rules guiding the spelling of words when adding *-s* and *-es*. The materials guide the teacher to model using the word *bench*, using the spelling rules to decide whether to add *-s* or *-es*. Once the teacher has modeled spelling, the teacher applies the meaning of the suffix to the word. The next section of the lesson is an independent practice where the teachers are given a choice of activities to use with students. The initial activity described in the independent practice has

students using word cards and suffix cards. Students work independently to create new words. Materials include a recommendation for students needing more support, such as using picture cards. The materials do not include resources to support decoding and encoding in connected text that connects to previous instruction.