

Publisher Name	Program Name
William H. Sadlier, Inc.	<i>From Phonics to Reading</i>
Subject	Grade Level
English Phonics	1

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
<u>Quality Review Overall Score:</u>	311 / 313

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	53 / 53
2. Progress Monitoring	28 / 28
3. Supports for All Learners	32 / 32
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	162 / 164

Strengths

- 1.1 Course-Level Design: Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, and including resources to support administrators.
- 1.2 Unit-Level Design: Materials include comprehensive unit overview, provide content knowledge and academic vocabular for effective teaching, and suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Materials support educators in effective implementation through intentional lesson-level design.
- 2.1 Instructional Assessments: Materials provide clearly defined instructional assessments aligned to TEKS at varying levels of complexity. They provide adequate guidance on assessment administration.
- 2.2 Data Analysis and Progress Monitoring: Instructional assessments include guidance for interpreting and responding to student performance, along with tasks and activities to address performance trends. Materials also provide tools for students to track their own progress and growth
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabular and references and implement differentiated instruction.

- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.2 Daily Instructional Sequence and Routines: Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate feedback, and diverse opportunities for collaborative and independent student practice.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials offer data-management tools for tracking individual and whole-class progress, with guidance on progress monitoring frequency and strategies to accelerate learning toward mastery based on data analysis.
- 5.B.1 Oral Language Development: Materials provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.
- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.
- 5.D.1 Phonological Awareness: Materials provide a systematic progression of phonological awareness skills, explicit instruction for teaching phonological awareness, and offer corrective feedback and practice activities aligned with grade-level TEKS.
- 5.D.2 Phonemic Awareness: Materials follow a systematic sequence for phonemic awareness, provide explicit instruction, connect phonemic awareness to the alphabetic principle with practice opportunities.

- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials include a systematic sequence for introducing syllable types and division principles, with teacher guidance and varied activities for decoding and encoding one-syllable and multisyllabic words.
- 5.E.4 Morphological Awareness: Materials provide a systematic sequence for introducing grade-level morphemes and offer activities for developing, practicing, and reinforcing morphological skills through cumulative review, including decoding and encoding words with morphemes in isolation and in connected, decodable texts.

Challenges

- 5.E.2 Regular and Irregular High-Frequency Words: Materials do not systematically introduce regular and irregular high-frequency words.
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Summary

From Reading to Phonics is a K–3 English phonics program. The program contains a TEKS chart as well as tasks for ELPS broken down by proficiency levels. It offers a comprehensive and structured approach to phonics instruction. The curriculum provides specific daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading and writing applications. The program provides teacher resources for implementing instruction, including detailed lists of needed materials and professional development videos to aid teachers.

Campus and district instructional leaders should consider the following:

- The materials include a variety of instructional assessments, tasks, and question types. The assessments vary in levels of complexity and expectation of score over the academic year. The materials provide diagnostic, formative, and summative assessments to monitor student learning and growth but not no tools for students to track their own progress throughout the year.
- The program provides resources, documents, and strategies on how to use the program. Additionally, the program includes resources designed to enhance family engagement, such as a family letter in English and Spanish. The letter outlines what the students will learn in the upcoming unit, provides information on how to interact with the Take-Home Book, and provides opportunities for parents to extend their students' learning about concepts in the unit at home.

Intentional Instructional Design

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

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Evidence includes, but is not limited to:

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

- The materials include course overview documents to support the teacher with effective implementation. Within the "Teacher's Guide," a "Texas Scope and Sequence" details the learning progression of the TEKS, concepts, and knowledge taught throughout each of the 30 units for each grade level. This learning progression highlights primary skills, word study/morphology, and phonemic awareness connected to the TEKS for each instruction unit.
- The grade 1 "Unit Planner" chart guides teachers in understanding the specific concepts taught in each unit. For example, in Unit 2 of grade 1, the focus skills are phonics, short i, morphology, -s inflectional endings with verbs, phonemic awareness, oral blending, and segmentation. The "Texas Scope and Sequence" in the material lists the TEKS corresponding to each skill. The materials explicitly list the ELPS.
- The table of contents also offers an overview of skills throughout the course. This document shows how one unit consists of five lessons. In the grade 1 table of contents, teachers can find the unit and lesson numbers. Next to the lesson numbers, the table of contents lists page numbers and details, including target phonics skill, high-frequency words, connected text

title, take-home book title, word study/morphology skill focus, and the focus skills for the included cumulative assessment.

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).

- Materials include multiple suggested pacing guides to meet the needs of various implementation models. The grade 1 teacher materials contain an "Annual Pacing Calendar" in the table of contents to support the effective implementation of instructional calendars for 165, 180, and 210 days. The calendar includes 30 units and lists each unit's main skill, TEKS alignment, word study/morphology, and phonemic awareness skills. In addition, the pacing guide includes suggested units for administering beginning, middle, and end-of-year benchmarks and an anticipated number of instructional days for each.
- The "Annual Pacing Calendar" includes a link to the digital "Texas Scope and Sequence" document. Teachers reference this alongside the pacing calendar to adjust their instructional calendars and ensure effective coverage of all lessons. The 180 and 210 calendars periodically include five days for any needed reteach or catch-up, while the 165 omits the reteach and catch-up days.
- The materials offer a pacing guide with lessons and activities for a full year of instruction. The overview's "Comprehensive Phonics Solution Pacing Guide" recommends 30–40 minutes of daily phonics instruction for grade 1. However, the guide also instructs teachers on reducing the daily time for whole-group lessons to 15 minutes, if needed, without disrupting the sequence or coherence of the content. The rationale for the 15-minute optional lesson structure states, "This adjusted pacing guide maintains Wiley Blevins' research-based approach and philosophy."

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

- Materials include rationales for unit order and the progression of phonological awareness and print concepts. The grade 1 materials include a document titled "From Phonics to Reading Scope and Sequence Rationale." This rationale explains that while no sequence is perfect, some are more effective than others. The rationale explains the more effective sequences: "These sequences follow basic learning principles, such as progressing from the easiest and simplest concepts that can be immediately used to form words to more complex skills." The rationale also outlines nine guiding principles behind the learning sequence for grades K–3. Two examples of the guiding principles include emphasizing continuous consonants early to facilitate the modeling of blending sounds and introducing higher-utility letters early to increase the number of words available for reading and spelling.
- The "Mastering the Skill" teacher reference chart in the resource overview illustrates the connection of concepts to be learned. It displays how a skill is introduced, reviewed, and assessed throughout the resource using the progression of short a as an example. According to

the overview, short a is introduced in Lesson 2; applied, reviewed, repeated, and assessed throughout Lessons 3–15; developed in Lessons 16–27 with deeper application; and finally utilized as a bridge to help students "move from known to new" skills in Lessons 28–30.

- The "Phonological Awareness Rationale" teacher resource is a comprehensive outline for phonological awareness instruction throughout the K–3 "From Phonics to Reading" resource. It includes definitions of terms with research-based facts on the importance of phonological and phonemic awareness, an overview of the five basic types of phonological awareness lessons, an explicit model for each of the five lesson routines (with corrective feedback as well as multimodal and multisensory supports for each), and information on where to find phonological awareness assessments within the curricular resource.

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

- The "Unit Overview & Planner" documents provide teacher resources at the start of each unit. These documents include an explanation of the upcoming tasks for students, a chart outlining each lesson in the unit, and details for an accelerated add-on skill chart. The document also references other online guides, videos, and resources to help teachers prepare for the unit.
- The materials include the "Instructional Routines Booklet." Teachers use this booklet to understand better the routines found in the skill areas students work on throughout the program. The booklet also includes directions for tailoring instruction to student needs. For example, for the "Blending Lines Routine," materials explain, "Model the first two words and discuss students' observations. Then guide students in a choral blending of the remaining words. Tap and pause on a word for students to whisper blend, then tap again for students to blend chorally. Continue through the blending lines. Stop when completed or the activity has lasted 5–7 minutes. Students practice reading these words independently." An example of alternate pacing for students needing more initial support in the "Blending Lines Routine" is "Model the first two words and discuss students' observations. For the remaining words, run your finger under each letter as you slowly string together the sounds with students. Then have students chorally blend the sounds again. (Do NOT blend by yourself, then have students repeat. That is just a repeated, parroting activity requiring minimal student effort and diminished learning opportunities)."

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

- The "Professional Development: Explicit Instruction" document directs administrators and instructional coaches to identify critical elements of explicit teaching in daily phonics lessons. This resource document also emphasizes the factors contributing to instructional failure and specific timestamps in the professional development videos for modeling explicit teaching during each essential instructional routine commonly found in the program's lesson cycles.
- The "Instructional Routines Booklet" provides "Look-Fors" for administrators and instructional coaches concerning what they should see during each lesson's routine events. This guidance

supports them as they assist teachers in implementing the materials as designed. Examples of observed practices include the following: "The teacher models only 1–2 words, then have students chorally do the rest the first time" and "Does the teacher extend Elkonin box activities by having students replace counters with letters?" There is also teacher modeling with transfer to student implementation and, if needed, the use of manipulatives such as Elkonin box.

Intentional Instructional Design

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

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain support for families in both Spanish and English for each unit with suggestions on supporting the progress of their 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 unit overview materials provide a detailed guide in the same format for grades K–3. They provide information for teacher preparation, including the necessary content knowledge and background skills for each level. The overview defines encoding and decoding and directs teachers to the action rhyme activities and letter articulation support. The materials also emphasize the importance of accuracy and fluency.
- The "Unit Overview & Planner" for grade 1 outlines the essential background knowledge necessary to teach the concepts effectively. For example, the "Unit 2 Overview," under the "Articulation Support" heading, states, "Most children learn how to make the /sh/ and /ch/ sounds between the ages of 3 and 7."
- The "Unit Overview & Planner" for grade 1 outlines the academic vocabulary necessary to teach the unit concepts effectively. For example, the "Unit 2 Overview" states, "Consonant clusters are two consonants that appear together in a word, each retaining its sound when blended. The sounds that each cluster stands for are called a blend. The term cluster refers to the written form, and the term blend refers to the spoken form." In the "Unit 3 Overview" materials for grade 1 guide background phonemic awareness skills, the material states that "Oral Blending, Segmentation, and Distinguishing Long and Short Vowel Sounds" are prerequisites to learning.

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

- The teachers and students can access the "Dear Family" (English) and "*Apreciada familia*" (Spanish) family letters in the "Student and Family Resources" tab of every unit's resources.

The letter outlines what the students will be learning in the upcoming unit, provides information on how to interact with the Take-Home Book provided, and provides opportunities for parents to extend their students' learning about concepts in this unit at home. The material offers an activity titled "Blends and Digraphs Tic-Tac-Toe." This activity aims to help children identify and spell objects with closed and open syllables. Parents can conduct this activity at home, as the directions are written in Spanish.

- The grade 1 resources assist families in Spanish and English for every unit, offering recommendations on supporting their student's progress. Within the "Instructional Resources" section, families can access the extensions in the "Dear Family/*Apreciada familia*." The activity states, "With your child, look for words with short vowels with blends and digraphs in books, signs, magazine covers, etc. Keep a notebook of words you discover. Challenge your child to identify objects in your home or locations with short vowels, blends, and digraphs. For example, 'I spy a ring.'"

Intentional Instructional Design

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

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

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

- The materials for grades K–3 include "Unit Planners" to assist teachers in meeting the lesson content standards. The unit chart contains the following information for each lesson: the phonemic awareness skill focus, high-frequency words, the title/location of connected text, dictation, word building, word study/morphology skill focus, a cumulative assessment, support for English language learners (EL), several pages of intervention information, a home-school connection, and add-on skills. The "Unit Planners" provide lessons to support English language learners and TEKS.
- The unit chart offers an accelerated scope and sequence option. The materials reference instructional guides and professional development resources, including structured daily lesson objectives, questions, tasks, and instructions on where to access or find support materials. For example, the "English Learner" lesson states, "Sound Transfer—the /l/ sound is used or approximated in many languages. However, there is no sound transfer for /f/ in Tagalog and Korean or /p/ in Arabic. For words with fl and pl blends, focus on articulating the first letters...." The "Unit Planners" provide lessons to support English language learners and TEKS.

- The online teacher materials include a comprehensive list of all materials, supplies, and assessments needed to support instructional activities for each lesson/unit. For example, they include high-frequency words, a read-content-to-textbook activity, "My Cat," a fluency check for Lesson 1, and various instructional resources. In Grade 1 Unit 1, daily lessons are divided into parts, including phonemic awareness, high-frequency words, connected text, dictation, word building, and word study, and they end with a cumulative assessment. Each lesson begins with a specific learning objective and follows a suggested bullet-pointed structure detailing these components. The lessons follow a clear format, with teachers receiving instructions that include step-by-step instructions on teaching each new component within a lesson. Differentiation strategies for diverse learners are provided at the bottom of the structure. For example, it states, "In some regions of the United States, English speakers may pronounce /e/ as /ā/. For example, egg might be pronounced as /āg/. These speakers might write /ā/ with an e or vice versa and will need extra support." Understanding the pronunciation and articulation patterns of English learners from other countries helps phonics teachers differentiate instruction by addressing specific phonetic challenges and tailoring support to individual linguistic backgrounds. The "Unit Planners" provide lessons to support English language learners and TEKS.
- The materials provide guidance and recommendations on the required time for lessons and activities, with options for various scheduling considerations. For example, in grade 1 online resources, the "Overview" page gives teachers access to the "Annual Pacing Guide." This guide outlines when assessments are available for grades K–3 at each unit's beginning, throughout, and end. The "Unit Planners" provide lessons to support English language learners and TEKS.
- The materials include a unit and weekly planner to guide instruction. The plans are comprehensive and include details for content that is supported with assignments and activities to demonstrate mastery. Unit overviews at all kindergarten through grade 3 levels have included language support strategies. For example, the unit overview chart in Unit 4 references sound transfer on page 197. The reference states, "In Vietnamese, Cantonese, Mandarin, and Farsi, there is an approximate transfer for long o. There is no transfer in Hmong and Arabic. Focus on articulation. Model correct mouth position, emphasizing the round shape of the mouth and tight facial muscles." The "Unit Planners" provide lessons to support English language learners and TEKS.
- The materials include various types of assessments to check for mastery of concepts taught in each unit. The "From Phonics to Reading Overview" provides a detailed plan for both formative and cumulative assessments. For example, the "Read and Write" of the independent practice in Lesson 12 provides teachers an opportunity for a formative assessment of students' ability to read and write the long i sound.

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

- The materials for grade 1 contain an "Implementing From Phonics to Reading" guide that clearly outlines the suggested timing for each component of the daily lessons. For example, they state, "1. Phonemic Awareness 5 min," "2. Introduce Sound-Spelling 10 min," and "High-Frequency Words 5 min." The teachers can view suggested timing for each component of daily

lessons in clear headings throughout the materials, such as "Dictation 5 min" and "Word Building 10 min."

- The materials offer a clear overview that suggests the timing for each component. They also direct teachers to engage students regularly in tasks like oral and writing prompts to apply their knowledge. For instance, in grade 1, Unit 1, Lesson 1, teachers can access "Introduction" under the "Instruction and Practice" tab. This section suggests, "Day 1—Build Fluency, Day 2—Mark It, Day 3—Spell It, Day 4—Write About It."
- The "Comprehensive Phonics Solution Guide" includes a "Fast Track" plan for pacing. This plan is an option for school schedules that may limit the time for phonics instruction. The guide explains that the faster pace is still supported by the program designer's research-based methods of teaching.

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

- The materials for grade 1 contain an "Implementing From Phonics to Reading" guide that clearly outlines the suggested timing for each component of the daily lessons. For example, they state, "1. Phonemic Awareness 5 min," "2. Introduce Sound-Spelling 10 min," and "High-Frequency Words 5 min." The teachers can view suggested timing for each component of daily lessons in clear headings throughout the materials, such as "Dictation 5 min" and "Word Building 10 min."
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- The "Comprehensive Phonics Solution Guide" includes a "Fast Track" plan for pacing. This plan is an option for school schedules that may limit the time for phonics instruction. The guide explains that the faster pace is still supported by the program designer's research-based methods of teaching.

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

- Teachers provide families with the "Dear Family" (English) and "*Apreciada familia*" (Spanish) family letters in the "Student and Family Resources" tab of every unit's online resources to allow families to extend their students' learning from school to home.
- Teachers can reference enrichment activities for students to complete at home or school that connect with student learning in each program unit. These activities are available in both English and Spanish. For example, in Unit 2 of grade 1, there is a "Blends and Digraphs Tic-Tac-Toe" activity to have students practice identifying and spelling words with blends and digraphs.
- The materials provide opportunities for writing extension at various points throughout the units. The unit overview offers guidance for when these activities occur in the scope of the

materials. The daily plan for that lesson includes the necessary materials and resources for the instruction. For example, in Lesson 14, the students write about how the character Jill feels from their take-home text.

- The materials provide opportunities for teachers to provide enrichment to above-level students. The suggestions can be found under differentiation supports. The materials provide opportunities for teachers to provide enrichment activities. The suggestions are found under differentiation supports. For example, the materials have students write sentences in their writing notebooks for the high-frequency words from their accelerated phonics lesson.
- The materials provide opportunities to review and provide additional intervention for struggling students through "Additional Striving Students Supports." The materials provide opportunities to review and provide additional intervention for struggling students through "Additional Striving Students Supports." Examples include "Lesson 1, Short a, Blending, front-load learn and blend by guiding small groups to read the first three words in Lines 1–3 and the sentences in lines 4–5. Then repeat during the whole-group lesson."

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

Evidence includes, but is not limited to:

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

- Materials include various instructional assessments, tasks, and questions at the unit and lesson level. Grade 1 digital teacher materials contain "Comprehensive Phonics & Spelling Surveys" to administer to students in the first few days of school. This diagnostic pre-unit assessment asks students to read and write words with various phonics patterns, including short vowels, consonant blends/digraphs, long vowels, complex vowels, and multisyllabic words. The digital teacher materials include an "Assessment Overview Chart" outlining the assessments within the resource from grades K–3. The chart outlines various assessments administered at specified times throughout the academic year, including diagnostic, formative, and summative options. Materials include a variety of tasks to assess students. For example, in grade 1 online materials, the "Reading Observation Assessment" monitors and evaluates the acquisition of phonics skills, appropriate reading behaviors, high-frequency words, and fluency.
- In grades K–3, teachers can access the "From Phonics to Reading Assessment Overview." Materials offer various tools for assessing reading skills, including diagnostic, summative and formative assessments at both the unit and lesson levels. These assessments help teachers

gain a clear understanding of student progress and comprehension. For example, the overview includes a "Writing Mastery Checklist" that monitors the mastery of phonics skills. A mastery writing checklist of taught phonics skills helps a teacher by providing a clear, structured way to track student progress and identify areas needing further instruction.

- The teacher materials at all grade levels include the various assessment types.- The assessments are scheduled throughout the curriculum and noted in lessons in the teacher guide. The grade 1 materials include an interactive, comprehensive phonics survey. Students take this test on the built-in assessment platform. Teachers access the interactive assessments by clicking on the link in the digital platform under "Benchmark (Interactive)."
- Materials provide teachers with a comprehensive overview of formative assessments. For example, Lesson 12 states, "Phonics Focus: Final e (a_e, i_e), Spelling Sentences: Did she hide that cake? Do you smile when you sing? Sit on that bench. Other Spelling Supports: Dictation, Word Building, and Word Sorts." There are various tasks for the assessments.

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

- Materials include the definition and intended purpose for the types of instructional assessments. They also include an "Assessment Overview Chart" outlining the assessments within the resource from grades K–3. This chart outlines the following items concerning the assessments: where to find them, their purpose, administration guidance, frequency, scoring guidance, professional development support, and planning resources.
- The online materials explain fluency assessments provided throughout the academic year for grade 1. The "How Do We Assess Fluency?" article includes information on the intended purpose of these weekly assessments: it should "alert teachers quickly to decayed learning that will need to be immediately addressed so that foundational skill 'holes' don't develop."
- The digital teacher materials include an "Assessment Overview Chart" outlining the assessments within the resource from grades K–3. The chart shows various assessments, including formative and summative options, to be administered at specified times throughout the academic year. These assessments provide guidance on student progress and comprehension. For example, the "Cumulative Assessment" is a formative assessment that evaluates accuracy and fluency.
- The online materials provide access to "Benchmark Assessment Administration and Analyses." These materials offer baseline data essential for instruction and planning, enabling teachers to monitor student progress and make data-driven decisions.
- The teacher materials include a "Comprehensive Assessment System" built into the curriculum. The structure of the system is outlined in the "From Phonics to Reading Chart, Grades K–3, Assessment Overview." This document outlines the purpose of the different assessments. It also provides definitions of assessments and more guidance for teachers on why they are administered. Day 5 of each lesson in the grade 1 materials gives guidance on assessing a few students each week so that all students are assessed monthly to determine true mastery.

- Materials provide an assessment overview, from phonics to reading assessment overview, including the definition of diagnostic assessments. This pre-evaluation gauges students' knowledge and identifies learning gaps before a new topic. For example, the materials state, "Cumulative Assessment: Fluency Check, Purpose: Monitor Mastery and Identify Decayed Learning." Materials also provide professional development and instructional support from Wiley Belvins. Some assessment videos include the definition of formative assessments and their purpose of informing instruction, helping educators and students make adjustments, identifying misconceptions, gauging progress, and guiding instructional decisions.

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

- Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Materials include assessment administration guidance in the digital resources under the "Assessments" tab. The guidance applies to all instruction levels in grades K–3. All levels of assessment have the same administration guidelines with grade-appropriate content. For example, in grade 1, teacher materials explain the purpose and procedure of assessments to be given on Day 5 of each lesson cycle throughout the program to ensure consistent and accurate administration of the assessment. For example, on Day 5 of Lesson 6, the materials state, "Cumulative assessments help you determine which skills have truly been mastered.... Administer the assessment: Select a small group of children to assess.... One at a time, ask children to read the cumulative word list. Make one check for every word read correctly (accuracy) and one check for every word read automatically (fluency)...."
- Teachers receive guidance on accurately administering assessments in various assessment videos available online. These videos ensure consistent administration of instructional assessments such as the "Phonics Quick Check," "Letter-Name and Letter-Sound Assessments," and "High-Frequency Word Assessments." For each assessment, teachers can view a 60–90-second video of a student taking the assessment and a 60–90-second video outlining an interpretation of the score and suggestions for the next steps. Materials include "Benchmark Assessment Administration and Analyses," which provides an overview of the assessment, step-by-step guidance for administering each measure, and support for understanding the benchmark.
- The online materials for grades K–3 provide teachers access to administration videos that guide them in ensuring consistent and accurate administration of instructional assessments. For example, in grade 1, teachers can view "Administering: Comprehensive Phonics Survey Grade 1 Isabella," which models how to administer the assessment. Following this, teachers can view "Author Debrief," which discusses the anecdotal evidence that supports teachers in collecting consistent and purposeful data.

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

- The diagnostic, formative, and summative assessments align with the TEKS. The formative and summative assessments align with lesson objectives. In the "High-Frequency Word Assessment Analysis" document, grade K–3 teachers can view information for the summative assessment of high-frequency words, including assessment directions, teacher recording forms, student forms, and if-then documents to guide instruction. Assessments align with grade-level TEKS, and the administration timeline connects to the objectives of the lessons.
- The "High-Frequency Word Assessment Analysis" document allows grade K–3 teachers to view information for the summative assessment of high-frequency words, including assessment directions, teacher recording forms, student forms, and if-then documents to guide instruction. Assessments align with grade-level TEKS, and the administration timeline connects to the objectives of the lessons/units.
- Grade 1 teachers can digitally reference the "ELAR Assessment Item Analysis: TEKS Correlation Chart" to view a list of assessments throughout the school year with the corresponding TEKS for each listed. For example, the Comprehensive Phonics Survey aligns with TEKS ELAR 2.Bi, TEKS ELAR 2.Biii, TEKS ELAR 2.Biv, etc.
- The online materials for grades K–3 provide teachers with an ELAR "Assessment Item Analysis TEKS Correlation Chart." This chart provides a clear overview of how the assessments align with the TEKS, helping teachers ensure that their instruction meets state standards. For example, in grade 1, students are assessed on high-frequency words. Beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) expectations are listed. The EOY expectation is that students accurately and automatically read all the words on the grade 1 list, which aligns with grade 1 TEKS 2.Biv.
- The "Texas Scope and Sequence" outlines and aligns the lessons with the TEKS. This ensures that teachers can effectively track the progression of topics and align their instruction with the required state standards for each grade level.
- Materials identify TEKS alignment in assessments, which is located in the document titled "Benchmark Assessments and Expectations" under the "Overview" tab. Assessment materials are aligned by concept and identified by grade level in all guidance throughout the teacher's guides and in professional development. Materials also provide TEKS under the "Texas Scope and Sequence" heading in the "Overview" tab.
- Materials provide access to assessments in the digital resources under the assessment tab. In the analysis guidance of each assessment, teachers are provided references to mastery based on grade level performance rather than the TEKS. The "Benchmark Assessments and Expectation" document provides the TEKS correlation for tracking performance to adjust instruction based on TEKS.

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

- The instructional assessments include standards-aligned items at varying levels of complexity across different assessments. In grades K–3, the "ELAR Assessment Item Analysis: TEKS Correlation Chart" lists assessments given at the beginning, middle, and end of the year with

their corresponding TEKS for each listed. Assessments vary in levels of complexity and expectation of score over the academic year. These assessments include "Letter Formation," "Letter Sound," "Print Concepts," "Phonemic Awareness," "Reading Observation," and "Spelling Survey."

- The digital materials guide grade 1 teachers on which portions of assessments to administer at various times of the academic year in the "Benchmark Assessments & Expectations" document. The assessed skills align with grade-level TEKS and move from simple to more complex as the academic year progresses. This varying complexity is due to students' academic skill development. For example, the "Comprehensive Phonics" survey is not administered at beginning-of-year of grade 1; at middle-of-year students are assessed on short vowels and consonant blends/digraphs, and at the end of the year, students are assessed on short vowels, consonant blends/digraphs, long vowels, and complex vowels.
- The instructional assessments include standards-aligned items. For example, the materials provide a "Cumulative Review" at the end of each unit. In the grade 1 "Cumulative Review," students complete an activity using the high-frequency words give, come, some, and for. This aligns with the grade 1 standard TEKS 2.Biv, which requires students to accurately and automatically read high-frequency words.
- The digital resources provide a benchmark interactive assessment. The comprehensive "Phonics Survey" assessments and the "High-Frequency Words" assessments offer a type of assessment that allows students to record themselves reading the words and then submit the recording to the teacher.
- The "Cumulative Assessments" provide instruction on assessments that vary in level of phonics skill complexity throughout the academic year. Still, there is no variation in the student activity of reading items off the list throughout the year. Students read from a provided list. For example, in Lesson 7's "Cumulative Assessment," grade 1 students read snap, clip, and mop, and in Lesson 25's "Cumulative Assessment," students read words like child, coin, and frown.

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Digital resources contain assessment administration videos with five "Author Debrief" videos to guide teachers as they interpret student assessment data and guide the next steps. For example, the author of the "Debrief: Phonics Fluency Quick Check" video states, "This is a child. I have great concern about her moving on to first grade, not having learned the short vowel sounds. So I would immediately alert the grade one teacher that she needs some intense practice during small-group times at the beginning of the year and maybe some more intensive support for her so she can master these more quickly."
- The "Phonemic Awareness Assessment: Administration and Analyses" online document provides teachers guidance on the "Phonemic Awareness" assessment, including timelines for testing, materials for testing, interpreting performance for each designated testing window, and instructions for responding to student performance. One example of directions for responding to student data is "Provide additional small-group instruction on the specific skills assessed below grade level expectations."
- The online materials for grades K–3 provide teachers with administration videos that guide them in ensuring consistent and accurate administration of instructional assessments. For example, in grade 1, teachers can view "Administering: Comprehensive Phonics Survey Grade 1 Isabella," which models how to administer the assessment. Following this, teachers can view "Author Debrief," which discusses the anecdotal evidence that supports teachers in collecting consistent and purposeful data.
- The online materials provide a "Benchmark Assessment Administration and Analysis," which gives an overview of the assessment and offers step-by-step guidance for administering each

measure and understanding the benchmark. For example, the overview includes administration guidelines that list three steps for the teacher to follow at the beginning. Additionally, it guides teachers in interpreting student performance and responding effectively to assessment results in the section titled "Analyze Student Writing."

- The materials provide a "Comprehensive Assessment System" built into the curriculum. The system's structure is outlined in one chart titled "From Phonics to Reading, Grades K–3." This document can be found in the digital resources under the "Assessment" tab. Following this guide, students are assessed with formative, benchmark, and summative assessments on a schedule throughout the year. The overview lists resources for scoring guidance, but no live links are in the document. Guidance for scoring and analyzing data is found in the "Professional Development" tab under "Professional Development Planning." Teachers can view, access, and reference information here to guide them in scoring and analyzing assessments.
- The materials provide a comprehensive phonics survey analysis document in the digital resources under the "Benchmark PDF" tab. This tab includes guidance on analyzing various assessments such as high-frequency words, phonemic awareness, and fluency tests. Also, under this tab, teachers can access guidance for administration and explanations of the expectations for each assessment in the program. The following is an example of guidance on the administration of the comprehensive phonics survey in grade 1: "Administer this assessment as a follow-up to the real-word tests (the Cumulative Assessments found in each lesson of From Phonics to Reading), especially for children who do okay on these assessments, but seem to struggle to decode while reading."
- The online Teacher Edition, under the "Formative Assessment Overview" chart, provides materials that include specific guidance on determining the frequency of progress monitoring by providing "Weekly Cumulative Spelling Sentence." For example, grade 1 Lesson 20 provides the following spelling sentence dictation: "The farm needs two big barns. My dog barks in the night. Could you use a thick coat?"

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

- The materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include multiple avenues for teacher guidance for tasks and activities to respond to student performance trends in assessment. One example of a source for this type of guidance is the digital "Phonics Instructional Guide: Multiple Tiers for Success" booklet. Instructions for below-level, on-level, and above-level students are provided, such as the following: "For above-level students, use the Comprehensive Phonics Survey to place them further in the scope and sequence and begin instruction there during small group time. During whole-group lessons, you might wish to have students read the decodable texts on the initial day of instruction to confirm mastery but do not require them to reread it on subsequent days. Instead, use that time to meet with these students to work on more complex skills."
- In grade 1, print and digital materials guide teachers to use provided tasks and activities to support students struggling with the lesson's formative assessments. For example, the

"Teacher Table Intervention" instructions on Lesson 10, Day 4 direct teachers to "repeat the blending, dictation, and connected reading pages. Focus on applying the skills to authentic reading and writing experiences rather than skill-and-drill exercises."

- In grades K–3 of the online resources, teachers can access "Differentiation Support." This material provides targeted instruction and differentiated activities tailored to meet the diverse needs of students. For example, teachers can access "Above-Level Student Supports," which provides additional support for differentiated instruction. One suggestion is to have the students complete a writing extension at the end of the lesson. The teacher can evaluate students' writing extensions based on the current writing skill focus and provide feedback. Additionally, teachers can model for students how to combine sentences and select more precise vocabulary.
- The materials provide teachers with guidance for small grouping based on assessment performance and lack of mastery. In the digital resources, grade 1, under the "Differentiation Supports" tab, the materials state, "Address Previous Skill Needs During Small-Group Time. To help striving students benefit from phonics instruction, focus on skills you have determined they have not mastered during small-group time."
- The materials provide an "Assessing Phonics Instruction" document located in the "Assessment" tab. The materials offer guidance for low mastery in grades K–3. The guidance also refers to professional development documents and videos to support teachers as they create plans for differentiation. For example, the guidance recommends, "To meet students' needs, assess students with a three-pronged approach: Assess at the beginning of the year to identify gaps and accelerate pacing when appropriate. Assess during each Lesson to adjust instruction, thus meeting students' immediate needs. Assess the Beginning, Middle, and End-of-Year to identify any decay of learning, determine levels of mastery, and plan next instructional steps."

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

- Materials include a "Student Fluency Report" within each lesson that links to the "My Progress Checklist" containing a tool for students to track their own progress and growth in skills taught in the unit. The student tracking tool has student color in a blank circle for skills not yet mastered and a smiley face for skills mastered in the unit. For example, the Student Fluency Report for Unit 1 Lesson 3 has students track their progress toward mastering short vowels with single consonants.
- Digital materials contain the "Writing Administration and Analysis" document. This provides teachers with a tool to track student writing progress and growth. Materials direct teachers to place a copy of the "Writing Mastery Checklist" in each student's writing notebook. As new phonics skills are introduced, students circle those skills on their writing checklists and apply them in their writing. Once per month, teachers review recent student writing and place a checkmark where the student has applied new phonics skills to their writing.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- Grade 1 digital materials contain "Striving Student Supports," which teachers can reference for additional differentiated instruction supports for students who have not yet reached proficiency on grade-level content and skills. This extra support is provided for all 30 lessons of the academic year. It includes additional instruction for each area of the lesson cycle, including blending, dictation, word building, word sorting, and writing extension. One example of additional blending differentiation support is "Front-load LEARN AND BLEND," guiding small groups to read the first three words in lines 1–4 and the sentences in lines 5–6. Then, repeat this during the whole-group lesson. Teachers can have the students listen to an audio recording and follow along with the text before the whole-class reading.
- In grade 1, print and digital materials guide teachers to use provided tasks and activities to support students struggling with the lesson's formative assessments. For example, the "Teacher Table Intervention" instructions on Lesson 9, Day 2 direct teachers to repeat the "Think and Write" activity in the Student Book. Additional guidance suggests that teachers "use sound boxes and counters. Stretch the sounds in the first word. Place one counter in each box as you move from sound to sound. Have children repeat. Then model how to connect each sound with a spelling...."
- The "Pronunciation Guide for English Learners" alerts teachers to pronunciation challenges. For example, Vietnamese speakers may pronounce the /v/ sound as /d/, and Cantonese, Mandarin, and Korean speakers may substitute /t/ for /v/ due to the lack of an equivalent

sound. This knowledge helps teachers tailor instruction to address pronunciation challenges, enabling more effective communication and language development.

- The materials include a daily "Teacher Table Intervention" section for struggling learners in grades K–3 in the print version of the teacher's guide. This small-group focus activity uses embedded reteaching, reviewing, and skill modeling.

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

- Throughout the grade 1 teacher materials on Day 3 of each of the 30 lesson cycles, teacher guidance materials include instructions to preview and predict the connected text passage to preview vocabulary. The teacher manual states, "Read the title. Have children repeat. Describe the illustration on the first page using keywords to frontload vocabulary. Ask children to tell what they think the story will be about and why, noting the details in the illustration and title."
- In grade 1, a lesson introduces sound spellings within Lesson 9. Day 1 directs the teacher to reference the meaning of the academic vocabulary term digraph to support students in completing the learning activities. The materials state, "Introduce digraphs sh and th. Point out that digraphs are groups of letters pronounced as one sound. Write wish and ship, underline the sh in each word, and model blending. Then, read aloud the rhyme. Prompt children to join in, emphasizing the /sh/ sound." With this reminder of the word digraph, students are ready to successfully read the "Blend It" lines of words in their student materials.
- The online resource "Differentiation Support" offers targeted instruction and activities tailored to diverse student needs across all lessons. "English Learner Support" includes preteaching or embedded support for unfamiliar vocabulary. For example, grade 1 materials suggest preteaching the names of the items pictured on the "Independent Practice" page (bat, fan, map, mat, tap, piano, friend, and soccer).
- The teacher's guide for each lesson in grades K–3 provides a "Read Connected Text" section. The teacher's directions say to guide the children in reading the text. This guiding procedure begins with preteaching the vocabulary, reading the title to the students, and then doing a choral read-aloud as a class. The directions recommend corrective feedback if students have difficulty with words.
- In the printed Fluency Booster Practice Book, each lesson in grades K–3 provides a decodable text and a comprehension and vocabulary activity. For example, the decodable text "The Best Snack" contains a vocabulary introduction before reading. The academic vocabulary word about the book is enjoy. Teachers define the word as "to like" and give the following example: "I enjoy drinking a cup of hot chocolate on a cold day." Then, they ask, "What do you enjoy doing on a cold day?" English-learner supports include having the students listen to and follow along with the book. Then, they echo-read and discuss key ideas. Teachers preteach the words sled, snack, hill, sniff, spill, and hungry.

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

- Grade 1 materials suggest multiple ways to differentiate whole-group lessons to allow students who have demonstrated proficiency in grade-level content and skills to gain benefits. The "Above-Level Student Supports" document provides these differentiation opportunities for each event of the lesson cycle, including blending, dictation, word building, word sort, and writing extension. For example, for the dictation activity in Lesson 8, teachers include the words *tricking* and *grabbing* and the additional sentence "Is he dropping his books?" Additionally, the online "Professional Development" video entitled "Differentiation: Above-Level Students and English Learners" provides grade-level specific guidance on correctly implementing the items on the "Above-Level Student Supports" document.
- Materials include enrichment activities for students in each unit that explicitly connect with student learning. These activities are available in both English and Spanish. For example, in Unit 2 of grade 1, there is a "Blends and Digraphs Tic-Tac-Toe" activity to have students practice identifying and spelling words with blends and digraphs.
- Teachers can access differentiation support in the online resources for grades K–3. These materials provide targeted instruction and differentiated activities tailored to students' diverse needs. For example, the "Above-Level Student Supports" offer additional resources for differentiated instruction. One grade 1 writing extension activity challenges students to include the words *favorite* and *game* in their writing.
- The print materials provide an "Enrichment/Learning Centers" section in the teacher's guide. This section for each lesson is located on Day 1. These activities are set up as centers and reinforce the current skills daily. In grade 1, these activities consist of games, puzzles, computer-based apps, and some hands-on projects such as letter collages.
- The digital resources provide a document titled "Differentiation Supports: Above-Level Students." This document includes a chart with extension activities tied to each lesson by grade level for grades K–3. The materials include activities tied to the workbook pages, writing responses, and word-building practice. For example, the following activity is recommended for grade 1 extension in Lesson 4, Unit 1: "Challenge students to include these two words in their writing: *insect* and *color*."
- The Teacher Edition materials include teacher guidance on ways to enrich students proficient in grade-level skills. The materials include "Additional Above-Level Student Support," which can be found under "Differentiation Supports," "Targeted Support," and "Above-Level Student Support." For example, the materials state, "Lesson 1, Phonics focus short a, Blending Alphabet: Use LEARN AND BLEND Challenge words. Dictation: Add the following words and sentences: *caps*, *mats*, *Sam has six cats*. Word Building: Add the following word sequence to MAKE NEW WORDS: *pan*, *plan*, *plant*, *pant*. Note: The words are a continuation of the existing word sequence. Have students write the words if not all the letter cards are readily available. Word Sort: Add these words to the Word Sort: *flat*, *chat*, *plan*, *Stan*. Writing Extension: Challenge students to include these two words in their writing: *favorite*, *game*."
- The online Teacher Edition materials provide video professional development on enriching students proficient in grade-level skills. These videos are online under professional

development, "Instructional Support by Wiley Blevins, Differentiation: Above-Level Students and English Learners."

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 Instructional Routine Booklet in the online teacher materials includes specific prompts for modeling, explaining, and communicating concepts to be explicitly learned. The booklet states, "Instructional routines are critical to phonics instructional success. They allow the students to focus on the content rather than the task." Routines for blending, high-frequency words, dictation, word building, word sorts, reading decodable texts, phonological and phonemic awareness, and cumulative assessments are listed, and they include specific teacher prompts such as the following: "Model the first two words and discuss students' observations. Run your finger under each letter for the remaining words as you slowly string together the sounds with students. Then, have students chorally blend the sounds again. Do NOT blend by yourself, then have students repeat. That is a repeated, parroting activity requiring minimal student effort and diminished learning opportunities."
- Grades K–3 teachers receive guidance for modeling, explaining, and communicating instruction for students in the "Explicit Instruction" professional development material in the digital resources. This resource describes the research behind explicit instruction principles that the curricular resource lessons are built around and provides specific examples from the lessons. For example, the materials state, "Explicit means that sound-spelling correspondences, or phonics skills, are taught directly to students, rather than using a discovery, or implicit, method. For example, students are taught that the /s/ sound can be spelled with the letter s. The teacher states the sound and spelling, has students repeat, then guides students to read words with the new skill...."

- In the online resources for grades K–3, teachers can access the "Professional Development" overview page, which offers guidance on modeling, explaining, and communicating through instructional guides and instructional videos demonstrating effective teaching practices. For example, teachers can view the "High-Impact Routine: Blending" video to support their modeling. The materials also guide teachers in explaining and communicating the concepts to be learned explicitly.
- In the online resources for grades K–3, teachers can access "Differentiation Support," which provides targeted instruction and activities tailored to diverse student needs. For example, "Striving Supports" can scaffold and differentiate instruction during whole-group lessons or assist small groups of students who have not yet reached proficiency in grade-level content and skills.
- The print materials include detailed lesson plans with prompts for teacher instruction. The lessons in the grade 1 materials have four main headings for teacher direction: "Sound/Spelling/Blending," "High-Frequency Words," "Build Fluency," and "Read Connected Text." Each heading includes prompts for explicit instruction, such as the following: "Display cards labeled with sound spellings for this week's phonics skill. Have children chorally read each card. Mix the card set, then repeat."
- The grade 1 Teacher Edition materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. For example, Lesson 20, Day 1 provides teachers with an explanation of the instructional practice for open- and closed-word sorts.

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

- Grade 1 materials include teacher guidance on utilizing various instructional approaches and tasks for lesson delivery that allow for active student participation, exploration, and experimentation. For example, in Lesson 11, Day 2 of instruction, teachers lead students in opportunities to reread a decodable text with a partner, practice segmenting words on the phoneme level and count the sounds, review word cards with all previously learned phonics skills, practice reading words in isolation with this week's skill, review high-frequency words using the read-spell-write routine and by creating oral sentences for each word, practice encoding during a dictation activity, and build words with letter cards and write the words they make.
- Digital materials provide teacher guidance on enhancing student learning by facilitating lessons with various multisensory/multimodal techniques. The instructional guide "Multisensory/Multimodal Instruction: The Latest Research" includes a chart illustrating the variety of modes teachers use as they facilitate a sample week's lesson in the "From Phonics to Reading" program: students have 14 opportunities to read (visual mode), 15 opportunities to listen/speak (auditory mode), and 12 opportunities to write (kinesthetic/tactile mode).
- In the online resources for grades K–3, teachers can access the Instructional Routine Booklet. This booklet provides a comprehensive overview of routines for all specific skills within each unit. It includes "Sample Teacher Talk" and "Teacher Alerts," which help teachers explicitly

communicate, explain, and model concepts. For example, it contains a routine for blending (final/additive) that lists six steps to follow, along with a sample teacher talk correlated with each step.

- The daily instructional strategies in the print version of the teacher's guides for grades K–3 utilize daily routine strategies. The design of the materials is based on repetition and practice: "In addition to the explicit models provided in the program's Teacher Guides, training in how to deliver explicit instruction through impactful modeling and corrective feedback is offered in the many professional development resources...."
- The materials provide the "Phonics Look Fors" document in the digital resources under the "Professional Development" tab. This document supports teachers in the delivery of instruction. The program provides a detailed implementation of instructional routines. The "Look Fors" checklist guides teachers in recommendations to ensure effective delivery. This guide is the same for grades K–3. For example, this information is suggested as teacher guidance in utilizing word sorts: "Remember that word sorts are far more than moving cards into piles—it's about the talk about how words work."
- The online Teacher Edition materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. It is on the dashboard under Unit 2, Lesson 2, and instructional practices. For example, the materials state, "Learn and Blend in Student Book, page 23 Introduce short i spelled i. Write dig and itch, underline the short i spelling in each word, and model blending. Then, read aloud the rhyme several times. Prompt children to join in, emphasizing the /i/ sound. Note: Children will complete the Daily Practice activities on Student Book, page 23, throughout the week."
- The Teacher Edition materials include "Professional Development on Explicit Instruction." This can be found under the "Professional Development" tab on the dashboard. The following is an example of explicit instruction: "Modeling and Corrective Feedback (with additional modeling). Explicit instruction includes directly modeling skills before guiding students through practice opportunities. The established model for this instruction is the I Do, We Do, You Do gradual release model. The instruction in From Phonics to Reading is based on this model."

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.

- Grade 1 materials include opportunities for students to explore concepts in lessons in various types of practice, including independent, partner work, guided practice, and group discussion. For example, in Lesson 9, Day 1, students read a list of words containing the phonics focus skill, discuss ways to sort these words with their partners and model their ideas by sorting the cards, then sort words according to teacher guidance of digraphs sh and th, write the words in the correct column to sort, read the sorted word lists, respond to teacher questions about what they learned from doing the sort which provides students the opportunity to explain the sh and th are digraphs that can begin or end a one-syllable word. They record their new understanding by writing it in their student books.

- Digital materials provide specific instructions for teachers to teach routines necessary to achieve effective instructional practices in the Instructional Routines Booklet. Specific routines are delineated for all lesson types throughout the resource, such as various phonological awareness skills, high-frequency words, dictation, word building, word sorts, reading decodable texts, phonemic awareness skills, and cumulative assessments. The Instructional Routines Booklet includes activities tied to the student workbook and cards for sorting and writing activities.
- Materials include recommended structures to support effective implementation in bulleted instructions. For example, grade 1's Lesson 9, Day 1, bulleted instructions under the heading "Word Sort" list states, "Read each word with children.... Have partners discuss ways to sort the words.... Have children independently write the words in the correct column.... Have children record their new learning on their Student Book page."
- In the online resources for grades K–3, teachers can access "Differentiation Support," which provides targeted instruction and activities tailored to diverse student needs. For example, "Striving Supports" can scaffold and differentiate instruction during whole-group lessons or assist small groups of students who have not yet reached proficiency in grade-level content and skills. The program provides targeted support in the digital resources under the "Differentiation Supports" tab. These guides provide some additional activities and scaffolds that support learning.
- The printed grade 1 Teacher Edition provides clear headings and labels to support the teacher in differentiating between the different types of guided practice (e.g., 1. Phonemic Awareness, 2. Alphabet Recognition, 3. Alphabet Sequence), learning center/enrichment, and teacher table/intervention used in Lesson 1, Day 1 structure. The online Teacher Edition provides professional development and classroom implementation videos that model guided instructions for teachers to teach the routines necessary to effectively implement different types of practice and design a learning environment that helps students focus on the content to be learned.

Supports for All Learners

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

The materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, and making cross-linguistic connections through oral discourse.

Evidence includes, but is not limited to:

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

- The "From Phonics to Reading" program offers a general overview for teachers to support English learners (ELs) under the title "Differentiation Support: English Learner Supports." This section suggests strategies such as previewing the text and providing vocabulary support.
- In grades K–3 online resources, teachers can access the "Pronunciation Guide for English Learners," which alerts them to pronunciation challenges. For example, it states, "In Spanish, the letters b and v represent one phoneme, /b/. This phoneme has two variations in pronunciation: /b/ and /β/. The /β/ sound is articulated much like /v/, except that instead of passing air through the upper teeth and lower lip, air is passed through the upper lip and bottom lip. As a result, a native Spanish speaker will often use /b/ and /v/ interchangeably."
- The resources support English learners in the Day 5 lesson for grades K–3. These activities are designed to build vocabulary by introducing English words using preteaching and picture cards to support vocabulary building. The materials guide teachers in using sentence starters and frames.

- The online Teacher Edition includes modeling through video professional development for English learners' instruction. These materials are in the "Professional Development" section, "Instructional Support by Wiley Blevins, Differentiation: Above-Level Students and English Learners."

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

- The "From Phonics to Reading" program includes guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The materials provide information for teachers of emergent bilingual students in the "Emergent Bilingual Support Implementation Guide." The materials make direct reference to the ELPS in the "Language Support" for grades K–3.
- The materials have a framework that includes details about accommodations for different levels of language proficiency, e.g., beginning/intermediate/advanced or beginning/developing/expanding.

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.

- Online materials provide teacher guidance for supporting emergent bilingual students in the differentiation support document "English Learner Supports." This document explains how to provide intentional English learner support in sound transfer and application and the following lesson routines: introduce sound-spelling, learn and blend, high-frequency words, read connected text, writing extension, and general vocabulary support. Additionally, specific English learner support is provided for grades K–3 for each of the 30 academic year lesson cycles, including vocabulary and writing extension with sentence starters and sentence frames.
- In the professional development video "Differentiation: Above-Level Students and English Learners," teachers can find guidance on the implementation of sound transfer and articulation skill instruction, vocabulary instruction (both academic and conversational), additional high-frequency word support, specialized two-sided flashcards for the read-spell-write routine with words/sentences, routines to support the reading/comprehending of connected texts, and support for making daily phonics activities accessible for emergent bilingual students.
- The print version of the teacher's guide provides a "Teacher Table" lesson for English learners on Day 5 of each lesson in grades K–3. The activities focus on articulation and building vocabulary and are generic for all levels. The materials in the lessons include embedded guidance for increasing comprehension, building background knowledge, and making cross-linguistic connections.

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

- Lessons include a section titled "Sound Transfer" that explains how an English sound differs in other languages. This section provides instructional recommendations for supporting students who are English language learners. There is no evidence that the "From Phonics to Reading" curricular materials were designed for use by 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.

- The materials include the "From Phonics to Reading Scope and Sequence Rationale" document, which explains the guiding principles behind the resource's intentional, systematic, and sequenced instruction of phonics and foundational skills. The document states, "These sequences follow basic learning principles, such as progressing from the easiest and simplest concepts that can be immediately used to form words (e.g., one letter, one sound) to more complex skills (e.g., sounds with multiple spellings)." This statement summarizes the scope and sequence of the resource from grade K to grade 3: "Cover all the basic phonics skills in [grade K and grade 1]. Reinforce those skills in [grade 2] (to ensure mastery and transfer) and begin applying the skills to multisyllabic words so that students' phonics lessons more closely match the text reading demands. Include work with multisyllabic words throughout all of [grade 2 and 3] and teach the six syllable types."
- Grade 1 materials follow a systematic progression that begins with basic skills and advances sequentially in complexity throughout the academic year. For example, grade 1 students begin their word study skill building with a review of each short vowel, then transition into more challenging phonics skills such as blends and digraphs, contractions, inflectional endings, VCe word patterns, single letter long vowels, vowel teams, *r*-controlled patterns, and diphthongs, and they end the year with complex vowels. For example, the grade 1 materials specify that the teacher begins with simple consonant sounds and short vowels (e.g., *a*, *i*, and *o*), progresses to consonant blends (e.g., *l*, *s*, and *r*), moves to digraphs (e.g., *sh*, *th*, *ch*, *tch*, and *wh*), then moves to *r*-controlled vowels and diphthongs, and finally addresses more

complex patterns like long vowels (e.g., *au*, *aw*, *alk*, *alt*, and *all*). This approach ensures that students learn these correspondences in a logical, cumulative sequence, building from simpler to more complex patterns.

- In grade 1, Unit 3, children learn the final *e* using VCe words with long *a*, long *o*, and long *i*. The children read (decode) and write (encode) long vowel words with the final *e* to reinforce skills taught in Unit 2 and prepare for long vowels in Unit 4. Each lesson includes an action rhyme to reinforce the sound and spelling pattern. This sequenced approach ensures a logical progression from simpler to more complex phonics skills, building on prior knowledge and preparing for future learning.

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

- The digital professional development resource "Explicit Instruction in Sadlier's From Phonics to Reading" defines explicit instruction using research-based references and provides justification for how the "From Phonics to Reading" curricular resource offers daily opportunities for teachers to use explicit teaching methods. The article states, "Throughout the program, there are about 20 instances in each week's lessons in which teachers are prompted to explicitly model new skills for students during the various activities... From a purely mathematical perspective, what this means is if the teacher models the minimum number of words, then that would add up to about 40–50 explicit models each week during about 2 1/2 hours of instruction... then that would add up to about 100 explicit models in a typical week of instruction. Therefore, explicit modeling is a key aspect of the phonics instruction in From Phonics to Reading."
- The digital professional development resource "Explicit Instruction in Sadlier's From Phonics to Reading" defines the importance of deliberate and distributed practice during explicit instruction and provides justification for how the "From Phonics to Reading" curricular resource offers daily opportunities for students to practice phonics skills intentionally. For example, the materials state, "Once students are introduced to a new skill, they are given opportunities to apply the skill during activities such as word building and word sorts. These activities help to deepen students' word awareness as they become flexible in their use of these skills and have opportunities to make public their thinking about how English words work."
- Grade 1 materials provide daily opportunities to teach and practice phonics explicitly. The materials include their definition for explicit instruction in the "Professional Development" tab. "Explicit instruction includes the direct modeling of skills before guiding students through practice opportunities. The established model for this instruction is the I Do, We Do, You Do gradual release model." For example, through the reading of connected text, the teacher gives explicit instruction to students in the application of phonics skills. The teacher's guidance includes details on supporting students as they read and provides scripted feedback such as the following: "Stop and model sounding it out and have students reread the correct word. Confirm understanding by asking students to use additional cues such as, 'Does the corrected

word make sense?" Lessons are followed with opportunities to practice both collaboratively and independently to solidify learning.

- The "Comprehensive Phonics Solution Pacing Guide" for grade 1 provides explicit (direct) opportunities for phonics by outlining daily activities that focus on teaching sound-symbol correspondences. Each day, the guide includes specific sessions for phonemic awareness, sound-spelling/blending, and high-frequency words. For instance, on Day 1, the guide directs teachers to introduce sound-spelling/blending and practice high-frequency words, ensuring students receive explicit, focused instruction on how sounds correspond to letters, thereby building a solid foundation in phonics. Additionally, activities such as reading connected texts, word sorting, and dictation reinforce the phonics skills taught. This daily repetition and application across various contexts ensure that students regularly practice and strengthen their understanding of sound-symbol correspondences, promoting mastery through consistent, intentional engagement. The materials provide structured timelines for daily intentional instruction as outlined in the pacing guide and detailed in the teacher's guide. For example, Day 1 in a lesson cycle includes phonemic awareness (5 minutes), sound-spelling/blending (10 minutes), high-frequency words (5 minutes), read connected text (10 minutes), and word sort (5 minutes).

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

- Grade 1 materials include the practice of phonics skills in isolation. For example, instruction in Lesson 8 focuses on students learning the r-blends. After receiving an explicit lesson on r-blend words, students put the concept into practice by reading a list of words in the "Learn and Blend" activity, like trap and grip. Students continue practicing the r-blend skill in isolation throughout this lesson as they sort and write words by type of r-blend (cr, dr, gr, or tr), spell words with r-blends with the support of Elkonin boxes and without, and participate in a dictation activity to spell r-blend words like grab, crack, and drip. The materials also include activities that focus on phonics skills in isolation, such as phonemic awareness exercises and sound-spelling instruction. During the phonemic awareness segment, students blend sounds to produce words, practicing specific sound sequences. The introduction to sound-spelling involves identifying the final e in words and underlining it, helping students concentrate on individual phonics elements without the context of full texts. Lesson 20, r-controlled ar provides a "Closed Sort": "Tell children that they will now sort the words according to word families for r-controlled vowel sounds /är/: -arm, -art, and -ark. Use Student Book, page 286. Model sorting the first word. Have children write the words in the correct column. Circulate and ask children why they are putting specific words into each column. When completed, have children read the completed word lists in each box."
- Materials provide a dictation activity in Lesson 20 that supports phonics practice in isolation and in context. After observing the teacher modeling how to segment the word "bark" and participating in guided practice to link each sound with a written letter symbol, students independently complete the "Think and Write" activity. This page in the student workbook has students write the words star, barn, shark, car, hard, farm, and mark in isolation, and then write the sentence "The park is far away" to practice writing the phonics skill in connected text.

Grade 1 materials include the practice of developing phonics skills through the reading of decodable text. For example, after students have been explicitly taught the r-blend skills and participated in activities to read and write lists of r-blend words, they read the decodable text "Brad and Trent" to apply their r-blend phonics knowledge in context. The instructional resources also include decodable books such as "Let's Bake a Cake!" which provide students with the opportunity to practice phonics skills in the context of connected texts. These decodable books allow students to apply their knowledge of phonics patterns and sound-symbol correspondences in meaningful reading experiences. Additionally, resources like letter cards, word cards, and sound-spelling cards help integrate isolated practice with reading decodable texts, ensuring a comprehensive approach to phonics instruction. Lesson 23 "Decodable Text Lesson Plan" for "Dear Mrs. Brooks" focuses on the phonics skills short oo (oo) and long oo (oo, u_e, u, ew, ue, ou). The lesson includes the decodable words books, boots, Brooks, cooks, could, food, gloomy, glue, good, looks, mood, and moon.

- Materials include the "Fluency Booster Pack." This resource contains 30 additional decodable student texts that correlate with the focus phonics skills in each of the 30 units of the academic year. Each of these additional decodable texts contains lessons in vocabulary and opportunities for written response. For example, grade 1 Lesson 9 focuses on digraphs sh and th. The "Fluency Booster Pack" resource correlating with Lesson 9 is a decodable text entitled "Beth's Wish," which extends the opportunity for students to practice reading words with digraphs sh and th beyond the scope of the regular materials.

Materials include opportunities for cumulative review of previously taught skills.

- Materials include multiple resources for cumulative review of previously taught skills, such as the "Cumulative Assessment Fluency Check" (on Day 5 of every lesson, it covers the week's focus skill as well as skills from the previous five weeks) and "Weekly Cumulative Spelling Sentences" (once a skill is introduced, it is reviewed in the spelling sentences for the next four to six weeks).
- The digital professional development resource "Explicit Instruction in Sadlier's From Phonics to Reading" explains the cumulative review of previously taught skills. It states, "The Blending Lines [instructional routine] starts with a focus on the new target phonics skill, then progresses to include Review Lines containing words with previously taught skills. In this way, students practice the skill over an extended period of time—the amount of time many students need to get to mastery so they can readily transfer the skill to all reading and writing situations. This review and repetition cycle is baked into the program's DNA and offers consistent, daily, deliberate, and mixed practice."
- In grade 1, the "Cumulative Quick Check: Sound-Spelling Cards" offer a way to review previously learned phonics skills. These cards help students revisit and reinforce the sound-spelling correspondences taught in previous lessons. For example, in Lesson 13, the children use the letter cards from the "Word Building" activity on a workbook page to practice building long o, long u, and long e words with final e. Write the following words for children to build with their partners: *hope, home, hole, pole, mole, and mule*. Prompt children to build any other words they can use the letter cards. Regularly using these cards enables students to connect previously learned phonics skills with new content, supporting continuous review.

- Grade 1 materials include opportunities for cumulative review, such as reviewing *r*-controlled vowels in Lesson 21. The "Build Fluency" practice sheet of the *Student Book* directs students to complete sentences using the previously taught *r*-controlled vowel patterns. Teacher directions guide the teacher in "writing and reviewing" *your, because, always, and want*.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Daily phonics lessons throughout "From Phonics to Reading" include instructions for explicit teacher modeling. For example, in grade 1, Lesson 3, the teacher explains that the short o sound is spelled with the letter o and models by writing the words frog and on, underlining the short o spelling in each word, modeling blending these words, and then reading aloud the action rhyme for short o several times, emphasizing the /o/ sound before inviting children to join in.
- High-frequency word lessons throughout the resource include the read-spell-write routine. Teachers guide students through each of the steps to read, spell, and write the words, and the most explicit modeling is in the spell section. Lesson 8 states, "Spell the word aloud and have children repeat it. Briefly point out any known spellings and then highlight the irregular or unknown spellings that need to be remembered, 'by heart.' Underline, write in a different color, or draw a heart above these letters. SAY: The word SAID is spelled s-a-i-d...."
- The Instructional Routines Booklet contains a specific script for teachers to follow during each main instructional event within the resource, including blending, high-frequency words, dictation, word building, word sorts, reading decodable texts, phonological and phonemic awareness, and cumulative assessments. The routine for most of these lesson types begins with explicit teacher modeling before students are guided to practice the skill.
- Grade 1, Lesson 12 includes a lesson on final e where the teacher provides clear, structured guidance. The teacher writes words like skate, ice, and time on the board, underlines the a_e or i_e spelling in each word, and models blending. The teacher reads the rhyme aloud several times, prompting children to join in and emphasizing the long vowel sounds. By guiding students to blend word lines and sentences, the teacher shows how adding an e changes the vowel sound to a long vowel. Also, in Unit 5, the teacher provides clear, structured guidance on the r-controlled vowel /är/. The teacher writes words like barn and start on the board,

underlines the r-controlled vowel spelling in each word, and models blending. The teacher reads the words aloud several times, prompting children to join in and emphasizing the /är/ sound. By guiding students to blend word lines and sentences, the teacher shows how the r-controlled vowel affects the word's pronunciation.

- Grade 1 materials provide explicit instruction. For example, in the word study in Lesson 20 of the teacher's guide, the teacher models using the word wagon and then divides the word into two syllables. Directions guide the teacher in explaining that syllables have only one vowel sound. Teachers then have the students focus on each syllable's vowel sound, blend the syllables, and say the word. Students complete the "Transition to Longer Words" activity in the Student Book in Lesson 20 to show understanding. Students choose a syllable from each box to create a new word, such as gar + den, to build garden.
- In Lesson 22, Day 2, "Word Study, Prefixes (dis, pre)," the Student Book says to write the word pregame. The teacher reviews that a prefix is a group of letters added to the beginning of a word, changing its meaning. Then, the teacher has the students read the word. The teacher points out that the prefix pre- means "before." The teacher asks, "What do you think pregame means?" Next, the teacher writes the word disobey. The teacher draws a line between the prefix and the base word, dis/obey and has the students read the word. The teacher tells the students that the prefix dis- can mean "not" or "the opposite of." The teacher asks, "What does obey mean? What do you think disobey means?"

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

- Daily lessons include phrasing and statements to assist teachers in providing immediate feedback during guided instruction. For example, the grade 1, Lesson 3 word sort states, "Tell children that they will now sort the words according to their short-word families: -op and -ot.... Circulate and ask children why they are putting specific words into each column.... Ask children what they learned about these words from doing the sort. Guide children to understand that the letter o can stand for the /o/ sound and that -op and -ot are common short o spelling patterns."
- Grade 1, Lesson 12 includes a lesson on the final e that provides clear, structured guidance and effectively models the learning process. The teacher introduces words like skate, ice, and time; underlines the a_e or i_e spelling in each word; and models blending. The teacher reads the rhyme aloud several times, prompting children to join in and emphasizing the long vowel sounds. The teacher helps students understand the final e's impact on vowel sounds. When children make an error, the teacher provides immediate corrective feedback by saying, "My turn," making the correct sound and having the children repeat it.
- Grade 1 materials support direct instruction in blending using the "Blend It" activity in Lesson 14, Day 1. The guidance says to introduce the single-letter long vowels in open syllables: long e spelled e, long i spelling i, and long o spelled o. Write words, underline the vowel sounds, and model blending. The program provides corrective feedback suggestions. For instance, in this example, the text for Lesson 14, Day 1's "Blend Corrective Feedback" states, "When

children make an error, say: 'My turn.' Make the sound correctly. Tap under the letter and say: 'What's the sound?' Children chorally respond. Return to the beginning of the word. Say: 'Let's start over.' Blend the word with children again."

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

- Materials provide daily detailed guidance for teachers to utilize collaborative learning as students work to learn new content. For example, the following list contains specific directions for collaborative small groups or partnerships in grade 1, Lesson 4's Day 1 learning events: "Learning Center" (small group activity involving short u word building), "Connected Text" (students share comprehension question answers with partners before answering in front of class), "Word Sort" (partners discuss was to sort the words), and "Partner Work" ("Assign books for children to reread to a partner this week. Have the partner sign and date the story to confirm the rereading."), and "Partner Work" ("Have partners reread 'Fun in the Sun'... Prompt partners to write new sentences describing something that is fun to do in the sun or something that is not fun to do in the sun.").
- Grade 1 students have daily opportunities to independently practice skills to solidify their understanding of new learning. For example, on the first day of instruction for Lesson 7, students work independently during the following portions of the lesson: "High-Frequency Words" (students write the words two times as they spell it aloud), "Read Connected Text" ("Have children mark the text prompts and answer the question on the bottom of the page."), and "Word Sort" (children complete a closed sort independently and respond to teacher questions regarding their sorting method).
- Grade 1, Lesson 12 includes a lesson on reading connected text that provides various opportunities for students to practice collaboratively and independently. The teacher guides children in reading "The Plane Ride," having them repeat and point to each word as they read aloud together. The lesson includes activities where children discuss their answers with a partner before sharing them with the class. Students also practice independently by marking text prompts and answering questions at the bottom of the page.
- Materials support daily opportunities for collaborative and independent practice. Grade 1 materials include daily independent and partner work in a designated section for each lesson. In Lesson 14 of the teacher's guide, the activity is a word sort using the word cards in the Student Book, including words such as go, got, hi, and hit. Teacher directions suggest that students work independently and then with a partner. Guidance also includes having students time one another to complete the sort. Grade 1, Lesson 20 features a lesson on r-controlled vowels that provides clear, structured guidance and effectively models the learning process. The teacher introduces the r-controlled vowel /är/ using words like car, far, and cart and models sound-spelling and blending activities. The lesson includes the "Word Ladder" activity, where students work together to change one letter at a time to form new words, and independent practice through sorting word cards.

- Grade 1 materials include designated independent practice in the student workbook. For example, Lesson 8 is an exercise in circling the word that matches the picture and then writing it. Students see a picture of a train and choose the correct word from the list, including chain, train, and tray. In Lesson 23, the teacher guides children to complete "Read and Write" independently. Directions instruct teachers to have children select and write the correct word to match the picture and use the page to assess children's developing ability to read and write words with short oo and long oo.
- Grade 1 students' decodable take-home books provide them with the practice of reading through collaborative learning. For example, in Lesson 20, the fluency plan states that partners should reread the book together the day after the teacher introduces it. The lesson also gives teachers a turn-and-talk activity to model with students, allowing students to collaborate with their peers. Teachers begin instruction by modeling a turn-and-talk routine.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include an intentional cumulative practice of phonics skills throughout the progression of the academic year. The "Mastering the Skill" document included in teacher resources illustrates the philosophy "From Phonics to Reading" curricular program was built around. For grade 1, the chart tracks the progression of the short /a/ skill: students spend time learning the skill in Lesson 1 when it is introduced as well as in Lessons 2–6, where the skill is applied, reviewed, repeated, and cumulatively assessed; students focus on developing the skill in Lessons 6–11 with a deeper application as short /a/ sound is applied to more complex words with consonant blends and digraphs and in Lessons 12–19 students move from the known to the new as short /a/ is contrasted with long vowel skills; finally, the chart illustrates the intentional, ongoing assessment of the skill throughout the year after it is introduced in cumulative assessments, comprehensive phonics surveys, and the evaluation of student writing.
- Every lesson provides intentionally consistent practice activities for students to explore and solidify new learning through multimodal techniques. The "Multisensory/Multimodal Instruction: The Latest Research" instructional guide provided in professional development resources specifically outlines five consistent practice activities found throughout each of the lesson cycles to cite how the activities engage a student's multiple senses in ways that "are focused on a direct connection to authentic reading and writing experiences." One example is the "Word Sorts" activity for reading: students read a set of words, sort them based on spelling patterns, read the words in each category they built, and share observations with partners (and/or the teacher) on what the words in each pile have in common. The grade 1 lesson cycle looks like this: Day 1—phonemic awareness (5 minutes), introduce sound-spelling skill (10 minutes), high-frequency words (5 minutes), read connected text (10 minutes), word sort 5

minutes; Day 2—phonemic awareness (5 minutes), sound spelling/blending review (5 minutes), high-frequency words (5 minutes), dictation (5 minutes), word building (10 minutes); Day 3—phonemic awareness (5 minutes), sound spelling/blending review (5 minutes), high-frequency words (5 minutes); read connect text (10 minutes), print concepts (5 minutes), word building (10 minutes); Day 4—phonemic awareness (5 minutes), review sound spelling/blending (5 minutes), independent practice (5 minutes), cumulative review (5 minutes), dictation (5 minutes), read connect text to build fluency (10 minutes); and Day 5—phonemic awareness (5 minutes), sound spelling/blending review (5 minutes), high-frequency words (5 minutes), writing extension (10 minutes), cumulative assessment (5 minutes), and writing extension (10 minutes).

- Lesson 12 of grade 1 includes a lesson on final e syllables that provides clear, structured guidance and effectively models the learning process. The lesson involves activities such as "Think and Write," where students connect their phonics skills to writing, and "Word Building," where they use letter cards to construct words like take, lake, and like. Students engage in cumulative review and independent practice to reinforce their learning. Students also participate in a dictation routine that revisits previously learned patterns before moving on to new words. Lesson 12 also includes a lesson on word sorts that provides clear, structured guidance and effectively models the learning process. The lesson begins with displaying word cards and discussing their meanings with students. Children then start sorting activities, placing words into categories based on vowel sounds such as long /a/ spelled a_e, short /a/, long /i/ spelled i, and short /i/. The lesson also incorporates collaborative activities, where children share their sorting ideas with partners, do independent tasks, and record new learning on the Student Book page. This approach ensures that students engage in cumulative review and practice, reinforcing their understanding and decoding skills throughout the curriculum.
- The materials provide opportunities for cumulative review and practice activities throughout the lessons. Grade 1 materials provide a cumulative review of high-frequency words previously learned in grade 1. For example, lesson 18, Day 4, reviews the words different, full, into, and through, located in the Student Book. Students must complete sentences using the or igh spellings and high-frequency words from the teacher's review.
- The materials provide a cumulative review of grade 1 skills through the student workbook pages labeled "Cumulative Review," one for each of the 30 lessons in the program. Lesson 22, Day 4, requires students to practice using the words or, are, and oar by completing sentences in the Student Book.

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

- The materials include the "Explicit Instruction" in Sadlier's From Phonics to Reading instructional booklet, which provides information on the program's deliberate intention to include phonics skill practice opportunities only for explicitly taught concepts. It states, "In From Phonics to Reading, deliberate and distributed practice is evidence in the robust review and repetition cycle embedded in the lessons. For example, the Blending Lines start with a focus on the new target phonics skill, then progress to include Review lines containing words

with previously taught skills. In this way, students practice the skill over an extended period of time... to get to mastery so they can readily transfer the skill to all reading and writing situations."

- Grade 1 students engage in "Cumulative Quick Check" activities on Days 2–5 of each lesson cycle that include opportunities to practice decoding using only phonics skills that have been explicitly taught. This five-minute practice activity repeatedly advises teachers to "display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say the sound. Mix the card set, then repeat." Grade 1 materials include practice activities to support new and previous learning that has been explicitly taught. The dictation activity in the student workbook is practice using the r-controlled vowel /ar/. This skill was explicitly taught on day one and practiced with the teacher and with a partner before the dictation activity.
- The materials include practice activities that have been explicitly taught. For example, in Lesson 17, the long o sound is explicitly taught in the phonemic awareness and sound/spelling activities before being practiced by reading the connected text, "Let's Go Camping." The concept is taught over four days in multiple lessons before being practiced independently in the student book. Practice material includes short /o/ words for comparison since it was explicitly taught earlier in the year. The Phonics to Reading student workbook practice opportunities include only phonics skills that have been explicitly taught. For example, Lesson 23, Day 2 consists of a dictation activity. Students listen to words with the /oo/ sounds that were explicitly taught on Day 1. They then write the spelling for each sound in a separate box. In Lessons 28 and 29, students distinguish and practice the long /i/ and long /o/ vowel sounds. They blend sounds to form words like child and cold. They also blend sounds to form words like tie and toe, directly targeting these vowel sounds. Daily practice activities reinforce this skill by having students read and write words containing long /i/ and long /o/, ensuring they can recognize and use them independently.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Grade 1 materials include the "Decodable Text Analysis" overview document, which outlines various details for each decodable text, including the cumulative phonics skill practice opportunities within it. Decodable titles are listed in lesson order. In addition to the two titles corresponding to each lesson, the chart lists the target skill for the text, word count, the current lesson's high-frequency words, target skill words, cumulative skill words, cumulative high-frequency words, and story words. For example, Lesson 5's "What Are We?" decodable cumulatively reviews phonics patterns in words such as can, in, lots, is, not, hats, sit, and big, as well as the high-frequency words little, with, this, to, and like. Another example in Lesson 8, "Brad and Trent," decodable cumulatively reviews phonics patterns in words such as can't, can, Mom, at, and six, as well as the high-frequency words to, see, you, play, with, my, come, and for.
- Grade 1 materials include cumulative phonics practice in the Fluency Booster student practice book. The Lesson 21 decodable text, "The Birds," reviews decodable short vowel words and blends that have been explicitly taught, such as digraphs sh and ch. Lesson 22 of

grade 1, supports students in practicing cumulative phonics skills with decodable texts that build on previously taught phonics patterns and high-frequency words. For example, students read "Sports Fans," a poem that helps them recognize and sort words by common spelling patterns while reinforcing high-frequency words. They read the text aloud, pointing to each word as they read, and participate in discussions to apply their phonics skills in context. Structured independent and partner work further reinforces their fluency and comprehension. These activities integrate phonics skills into the lesson, providing students with a comprehensive practice routine.

- In grade 1, a set of decodable texts provides extra practice, which helps teachers incorporate cumulative practice in teaching phonics skills. For example, the decodable book *Books, Books, Books!* focuses on the phonics skill short /oo/ and long /oo/ (oo, u_e, u, ew, ue, ou) with decodable words with phonics skill blue, books, choose, cook, due, flute, hoops, new, rule, shoot, soup, too, tune, wool, and you.

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

- Grade 1 materials include the practice of phonics skills in isolation. For example, instruction in Lesson 8 focuses on students learning the r-blends. After receiving an explicit lesson on r-blend words, students put the concept into practice by reading a list of words in the "Learn and Blend" activity, like trap and grip. Students continue practicing the r-blend skill in isolation throughout this lesson as they sort and write words by type of r-blend (cr, dr, gr, or tr), spell words with r-blends with the support of Elkonin boxes and without, and participate in a dictation activity to spell r-blend words like grab, crack, and drip. After students have been explicitly taught the r-blend skills and participated in activities in Lesson 8 to read and write lists of r-blend words, they read the decodable text "Brad and Trent" to apply their r-blend phonics knowledge in context.
- After explicit instruction, materials include opportunities to practice target/focus skills in isolation. For example, in Lesson 14, the target skill is to know the sound spellings for long /e/, /i/, and /o/. The skill is practiced in isolation in a vowel sound word sort and the "Make New Words" activity, in which students build new words using a set of letter cards. The associated text in Lesson 14, "The New School," contains words with long /e/, /i/, and /o/ sound spellings. Students practice decoding with a partner and reading independently.
- In Lesson 28 of grade 1, students focus on reading and understanding connected texts while applying their phonics skills. They read decodable texts like "A Good Pet," practicing the sound-spelling patterns both in isolation and within connected text. For example, students read sentences and stories containing the targeted sounds, applying their phonics skills to authentic reading and writing experiences. Additionally, students practice sound-spelling patterns in isolation by reading words with long /a/ and long /i/ sounds from word lists and completing word sorts. These activities help students master phonics skills in isolation before applying them in connected texts.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The "Assessment Overview" outlines the wide variety of assessments the "From Phonics to Reading" curricular program contains that are developmentally appropriate for grade 1 students based on TEKS expectations for the grade level. Formative assessment examples for grade 1 students are "Cumulative Assessment: Fluency Checks," "Writing Checklists," "Cumulative Spelling Sentences," "Reading Observation," and "Fluency Assessment Guidance."
- The formative assessments for grade 1 include the "Cumulative Spelling Sentences and Letter Formation Assessment," which helps students practice and reinforce their spelling and letter formation knowledge. The "Fluency Assessment Guidance" supports students in developing their reading speed and accuracy. At the same time, the "Print Concepts Assessment" and "Reading Observation Form" provide insights into students' understanding of print and their reading behaviors. The "Writing Mastery Checklist" helps teachers evaluate students' writing skills. These assessments allow teachers to gather comprehensive data on student progress and adjust instruction as needed.
- The "Assessment Overview" outlines the wide variety of assessments the "From Phonics to Reading" curricular program contains that are developmentally appropriate for grade 1 students based on TEKS expectations for the grade level. Benchmark assessment examples for grade 1 students are the "Phonemic Awareness Assessment," "Phonics Quick Check," "Comprehensive Phonics Survey," "Comprehensive Spelling Survey," and the "High-Frequency Word Assessment."
- The benchmark assessment for grade 1 includes the "Comprehensive Phonics Survey," which covers short vowels, consonant blends and digraphs, long vowels, complex vowels, and

multisyllabic words. These assessments help students practice and reinforce their understanding of different phonics patterns. The "High-Frequency Words Assessments" evaluate students' recognition of commonly used words. These tools allow teachers to gather comprehensive data on student progress and adjust instruction as needed.

- The materials include an overview of the assessment in the digital resources, which provides a list of available and recommended assessments for grades K–3. The "Phonics Quick Check" is a benchmark assessment recommended for grade 1, monitoring knowledge of short vowels and final e. It is administered at the beginning of the year. The "Fluency Assessment" is recommended for grade 1 and is administered no less than once a month.
- Teacher materials for grade 1 include a developmentally appropriate high-frequency word assessment tool. The tool monitors student knowledge of high-frequency words, is assessed one-on-one, and is given three times a year: beginning, middle, and end. It is one of the variety of assessment tools mentioned in the "Assessment Overview."

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

- Materials include clear, consistent directions to support teachers in accurately administering each assessment within the "From Phonics to Reading" program. Grade 1 administration videos include the "Comprehensive Phonics Survey," "Cumulative Fluency Check," "High-Frequency Word Assessment," and "Phonemic Awareness Assessment." For each assessment, teachers can view a 60–90-second video of a student taking it, as well as a 60–90-second video outlining an interpretation of the score and suggestions for next steps. These videos cover phonics surveys, fluency checks, high-frequency word assessments, and phonemic awareness assessments. For example, teachers learn to conduct fluency checks with detailed steps, ensuring they can effectively monitor students' progress.
- Grade 1 online assessment instructions provide teachers with clear and consistent reference tools to ensure the accurate administration of assessments. Formative assessment guidance documents include specific information on "Cumulative Spelling Sentences," "Fluency Assessment Guidance," "Letter Formation Assessment," "Print Concepts Assessment," "Reading Observation Form," "Writing Mastery Checklist," "Cumulative Assessment: Fluency Check," "Cumulative Spelling Sentences," and "Writing Formative Assessments." Benchmark assessment guidance documents include a comprehensive "Phonics Survey," a "Comprehensive Spelling Survey," "High-Frequency Word Assessments," a "Phonemic Awareness Assessment," and a "Phonics Quick Check."
- The materials' "Benchmark Assessments and Expectations" overview for grade 1 provide clear and consistent assessment administration directions. Teachers use these guidelines to ensure students accurately identify phonemic elements, read words, and demonstrate fluency. For example, by the end of the year, students should be able to read words from sections like short vowels, consonant blends, and complex vowels.
- Instructions for transitions and provide detailed scoring procedures, ensuring students meet grade-level expectations and get the support they need. The materials, including cumulative assessments, are found in the teacher's guide and embedded in the lessons with detailed instructions for administration. For example, the cumulative fluency assessments located in

the weekly lesson cycle state, "One at a time, ask children to read the cumulative word list. Make one check for every word or letter-sound read correctly (accuracy) and one check for every word or letter-sound read automatically (fluency). Record the results on the Student Fluency Report on page 9C. You may want to note any specific errors on the form."

- The materials include clear and consistent directions for when to administer all assessments in the print version of the grade 1 teacher's guide. The information provides details about assessments over time. In the cumulative fluency assessment directions, the guidance states, "The goal is to cycle through all of the children every 3 or 4 weeks." Students are assessed individually using the lesson's cumulative word list.

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

- Materials include tools like the "Writing Formative Assessment" that systematically measure students' acquisition of grade-level phonics skills. The Phonics Assessment instructional booklet states, "Writing is one of the most valuable and underused tools to evaluate a student's growing mastery of phonics skills.... If you notice a student consistently using a phonics skill in writing... then you know that this student can read these words in connected text." The "Writing Formative Assessments" document outlines how teachers can monitor student writing according to the phonics skills being taught: "When you introduce a new phonics skill, ask students to circle the name of the skill on the checklist. Tell them you will begin looking for the correct use of this skill in their writing in the current and upcoming weeks. Once per month, review students' recent writings in their writing notebooks and other assignments using a 'phonics' lens. Review the circled skill names. If you see accurate and consistent skill use, place a checkmark in the appropriate column (indicating movement towards mastery) and record a few sample words from their writing using the skill to celebrate their progress."
- Materials include tools like the "Writing Formative Assessment" that accurately measure students' acquisition of grade-level phonics skills. The Phonics Assessment instructional booklet states, "Writing is one of the most valuable and underused tools to evaluate a student's growing mastery of phonics skills.... If you notice a student consistently using a phonics skill in writing... then you know that this student can read these words in connected text."
- Lesson 28 of grade 1, "Fluency Check," uses progress-monitoring tools that systematically measure students' acquisition of grade-level phonics skills. Teachers give cumulative assessments to check accuracy and fluency, ensuring students master skills before moving on. For example, teachers assess students' ability to read a cumulative word list accurately and fluently, recording results on the "Student Fluency Report." The lesson guides teachers to select small groups of children for assessment, use planners for small-group instruction, and involve families in practice activities.
- Lesson 30 of grade 1 offers a decodable passage that systematically uses progress-monitoring tools to measure students' phonics skills. Teachers assess fluency through activities like choral reading and interactive text exercises. The lesson includes comprehension questions

and interactive tasks to evaluate students' understanding and application of phonics skills. For example, students read a passage about "How to Have Fun at the Zoo," and teachers check their reading accuracy and comprehension. This approach provides detailed insights into each student's phonics abilities, helping teachers identify areas needing more practice.

- Materials include a variety of formative progress-monitoring assessments that accurately measure the acquisition of grade-level skills. The digital resources under the "Assessment" tab outline formative assessments for assessment and analysis by grade level. One assessment in grade 1 is the "Phonics Quick Check," which monitors knowledge of short vowels and final e spellings.

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

- Materials include benchmark assessment items like the "Comprehensive Phonics Assessment Survey" (administered at the middle of the year and the end of the year of grade 1) and the progress-monitoring tool "Cumulative Assessment: Fluency Check" (recommended on Day 5 of each of the 30 lessons throughout the academic year), which are aligned in task for students. Using these tools together allows teachers to monitor student skill growth and take action as needed to ensure students meet grade-level content learning expectations. For example, suppose a student reads the target number of words without the required automaticity. The program recommends using level A materials to reteach and support small-group instruction with short vowel and consonant blend lessons (6–11).
- Teacher guidance materials include benchmark assessment recommendations to administer five different assessments to grade 1 students three times throughout the academic year: at the beginning, middle, and end of the year. Teacher guidance materials also include multiple formative assessment opportunities throughout the lessons to determine if grade 1 students are making adequate progress toward meeting grade-level expectations for each benchmark assessment window goal. If students are not progressing, recommendations are detailed for intervention support and corrective feedback opportunities.
- The "Assessment Item Analysis" for grade 1 incorporates assessment opportunities throughout the school year, aligned with progress-monitoring tools. Teachers assess students at the beginning, middle, and end of the year on critical skills such as phonemic awareness, phonics, and spelling. For example, students are expected to accurately and automatically read words with short vowels and consonant blends, progressing to long vowels and complex vowels by the end of the year. Regular assessments help teachers monitor student progress, identify areas needing additional instruction, and adjust their teaching strategies accordingly.
- The "Fluency Assessment Guidance" for grade 1 aligns with progress-monitoring tools throughout the school year. Teachers evaluate students' accuracy and automaticity in reading through Day 5 "Cumulative Assessments," assessing their mastery of target skills and words from previous weeks. For example, fluency is measured in words correct per minute (WCPM) during the fall, winter, and spring to track progress and identify students needing additional support.

Phonics Rule Compliance

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

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

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.

- Digital materials include data-management tools to view individual student progress on assessments throughout the year, which allows teachers to make informed instructional decisions. The "From Phonics to Reading (FPR) Assessments Report" dashboard provides teachers the option to build reports by choosing an individual student, the assessment period, and the assessment titles. The generated report allows teachers to determine the best learning path for each student.
- Materials provide "Progress Check" documents at the beginning of each unit for teachers to track individual student results. This form records the lesson target phonics skill, date, number correct, number automatic, and words misread for each "Fluency Check" formative assessment administered on Day 5 of each lesson. Teachers can use this information to make instructional decisions for small groups and partner work to ensure each student receives the type of accelerated instruction needed to continue growing their skills.
- The grade 1 materials offer tools to collect student data, analyze results, and plan the next instructional steps to meet each student's needs and accelerate growth. These resources, detailed in the "Assessing Phonics Instruction" section, include "Professional Development Videos," "Instructional Guides," "Assessment Resources," and "Differentiation Supports." Teachers can use resources like "Small-Group Planners," "Interactive Lesson Planners," and the Phonics Assessment e-book by Wiley Blevins to create effective action plans. Additionally,

differentiation supports such as additional routines, targeted support, and a decodable text library help address specific skills and groups of learners.

- Materials include digital tracking and print versions of student management tools to track individual student progress. The digital reports allow teachers to view data for various points in the year and determine progress. The print version of the "Student Fluency Report" is on page 9C in each teacher's guide for grades K–2. Teachers can use these sources of student data to guide instruction for each student in small-group intervention activities and to accelerate instruction.
- Grade 1 materials include online data-management tools for individual student progress, which teachers use to make appropriate instructional decisions and accelerate instruction. Each student has an online dashboard where they are assigned assignments based on skills learned. The online management tool grades the assignments so teachers have quick access to data to make appropriate instructional decisions for student success.

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

- Digital resources include teacher access to the "FPR Assessment Report," a data-management tool that allows teachers to track the progress of whole-class students to analyze class patterns and the needs of students. Teachers choose from many options to build the report they need to make instructional decisions; options include class, group, program level, assessment, part, and assessment period. Reports generated provide the following information for each student: name, date, category, assessment period, accuracy, fluency, rate, recordings (if available), and the option to view the assessment itself. Analyzing this report data equips teachers to group students with similar needs for intervention/advanced instruction as well as to see whole-class patterns that indicate a need to shift whole-group instruction.
- The "Graded Assignments" and "Assignment Review" for grade 1 offer essential tools for tracking student progress and understanding their needs. Teachers can monitor student performance from the beginning, middle, and end of the year by using charts and tables to organize data on specific skills like CVC words. These resources help teachers document when students master particular skills, clearly showing class wide progress. The electronic data-management system enhances this by generating detailed reports such as line graphs and histograms, which are organized by TEKS and specific skills. These reports enable teachers to plan and adjust instruction based on comprehensive data, ensuring that they can identify patterns and effectively address all students' needs. This system supports customized progress reports for each student, aiding in the creation of targeted instructional groupings and strategies for reteaching or extending learning as needed.
- The "Assessment Overview" for grade 1 includes comprehensive tools to monitor student progress and tailor instruction to meet individual needs. This system uses assessments such as the "Comprehensive Spelling Survey," "High-Frequency Word Assessments," "Phonics Quick Check," and "Comprehensive Phonics Survey" to evaluate key literacy skills, including spelling, high-frequency word recognition, decoding, and phonemic awareness. Administered

one-on-one or to the whole class at critical points throughout the year—beginning, middle, and end—these assessments ensure continuous monitoring and instructional adjustments. Teachers can effectively interpret results and apply them to instruction with guidance and resources available on SadlierConnect.com. Resources like professional development videos, small-group planners, and interactive lesson planners help teachers create targeted action plans.

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

- Assessment materials include multiple pieces of guidance for how to administer and score assessments, when to administer assessments, how to track assessment scores, and if/then charts to guide teachers in the interpretation of scores and best next steps according to those scores. Guidance is provided throughout the academic year materials to inform teachers of specific feedback to provide if students struggle, small-group intervention lessons that correlate with lesson content, additional scope and sequences to accelerate instruction for students ready for it, and many more supports for students need.
- The "Student Fluency Report" includes information for teachers on the frequency of progress monitoring based on students' strengths and needs: "Administer the Cumulative Fluency Check every 3–4 weeks for all students. On the 2nd or 3rd assessment of a skill, the expectation is both accuracy and fluency. If a student misreads two or more words per "lesson" segment of the assessment, increase progress monitoring for that student to every two weeks to determine if the current instruction and intervention is positively impacting student achievement or if adjustments need to be implemented."

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

- The "Writing Mastery Checklist Administration & Analyses" document provides teachers of grades K–3 guidance on how to accelerate learning based on their writing mastery observations to give the students needed support to reach mastery of specific phonics concepts. Among the many recommendations the document provides, it states, "If you notice that a large number of students are struggling with one or more skills, add words with these skills to upcoming dictation, word building, and word sort activities. In addition, have students reread previous decodable texts focusing on these skills, find words in the text with target spelling patterns, and practice reading and sorting these words by spelling pattern."
- In the grade 1 materials, the "FPR Assessment Report" provides detailed insights into individual student performance, aligning with the guidance on accelerating learning based on progress monitoring data. For example, the report allows teachers to filter assessments by individual students, classes, and specific assessment types. This feature enables teachers to identify areas where students struggle or excel. By analyzing the data, teachers can tailor their instructional strategies to address gaps in learning or provide enrichment. The system also

includes options to view detailed reports on accuracy, fluency, rate, and recording, which help in developing targeted action plans. This comprehensive data analysis supports creating small-group instruction and individualized learning plans, ensuring each student's educational needs are effectively met.

- Materials include guidance on how to accelerate learning for specific concepts based on progress monitoring data. Using data results teachers locate appropriate support strategies provided in the teacher's guide under the heading of Intervention. Intervention lessons specific to target skills are provided each week. For example, in the grade 1 teacher's guide, Lesson 20, the intervention activity uses sound boxes and teacher modeling to build decoding skills.

Foundational Skills

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

The materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information and share information and ideas.

Evidence includes, but is not limited to:

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

- The digitally provided "Oral Language Development" document provides teachers with explicit instructional guidance on developing student oral language and oracy skills. This document contains very explicit instructions for teachers in supporting students as they learn to ask questions, answer questions, participate in conversations/discussions by taking turns listening/speaking, and practice "Turn-and-Talk." Teachers can follow the provided guidance to include oral language instruction throughout daily phonics lessons (during modeling, guided practice, coaching, feedback, and independent practice) but are directed in the document that "an ideal time to incorporate meaningful oral language activities is during work with decodable texts." Routine instruction for teachers contains examples that can easily be substituted for items throughout the curricular resource in order to be applicable to every appropriate lesson. For example, guidance for "Turn-and-Talk": "Begin your instruction by modeling a turn-and-talk routine. Establish expectations that students understand are consistently expected in Turn-and-Talks. You can create a checklist or poster students may reference when they engage in the routine. For example, In a Turn-and-Talk activity, you turn to your partner and remember to tell your partner your answer or thought in a complete sentence or two, listen to your partner as they tell you their answer, don't interrupt, be kind to your partner and respectful of their responses, focus on the assignment, staying on topic. As students engage, provide feedback and guidance, tapering as students can become more independent." In Lesson 17, the "Read Connected Text" activity, students retell the story in

their own words to a partner. They use illustrations as cues for their writing. The teacher supports students with an effective and simple way to teach conversational turn-taking, such as the conversation object (it can be a "talking stick," a conversation ball, a stuffed animal, or another object that can be used as a symbol showing that the person who is holding the "stick" is the only one talking). The teacher circulates and listens in while giving corrective feedback. Grade 1 Decodable Text Lesson Plan "The Best Snack" provides explicit instructional guidance to develop oral language through a variety of methods. For example, the "Read/Blend/Spell/Connect Routine" incorporates direct instruction where the teacher reads the word and has students chorally repeat it, modeling correct articulation.

- Instructional materials include systematic instructional guidance to support teachers in developing student oral language and oracy. The digitally provided "Oral Language Development" document explains: "While there should be numerous informal opportunities across the instructional day for oral language development, it is also crucial to give explicit focus to oral language in lesson planning. An ideal time to incorporate meaningful oral language activities is during work with decodable texts. The sophistication of these activities will grow across grade levels." Evidence of the systematic nature of oral language development from simple tasks to more complex ones throughout the academic year can be seen across the From Phonics to Reading program. For example, grade 1 students are asked in Lesson 1's decodable lesson to identify what a character likes with their partners (decodable text pages read 'I like ___' making this a very simple task), but in Lesson 28, students have progressed to explaining to partners more complex comprehension answers to questions like: "What will happen if you don't train your dog? Use details from the story to explain." These strategic opportunities allow students to use progressively more complex oral language and oracy skills over the academic year to combine the oral language skills they are explicitly taught with their growing phonics knowledge during decodable text lessons. Grade 1 Decodable Text Lesson Plan "The Best Snack" provides systematic instructional guidance to develop oral language through a variety of methods. For example, the "Read/Blend/Spell/Connect Routine" incorporates direct instruction where the teacher reads the word and has students chorally repeat it, modeling correct articulation. This routine guides students through blending sounds, identifying sound-spellings, and segmenting and spelling words.
- The materials include many discussion prompts, group/partner collaborative learning experiences, and other opportunities for students to practice using their oral language skills, but lack systematic and explicit guidance for developing specific oral language skills in the Teacher Edition print materials. Teachers must use online tools to access oral language instruction guides.

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

- Grade 1 materials contain opportunities for students to engage in social communication for different purposes and audiences. "Online Decodable Text Lesson Plans" include the "Read/Blend/Spell/Connect" routine for pre-teaching "Story Word" vocabulary that provides

social communication opportunities in the "Connect" portion of the lesson. For example, in Lesson 1's "What Do We Like?" text lesson plan, students work with partners to create a sentence using the vocabulary word using a sentence starter provided by the teacher (such as "I felt exhausted when..."). The "Academic Vocabulary Word About the Book" lesson, which is also included in the online "Decodable Text Lesson Plans," provides another example of social communication. For example, in Lesson 3, the vocabulary word is scorching, and students respond to the question: "What do people do to cool off on scorching days?" The audience for this discussion would be partners, the class, the teacher, or a small group. Grade 1 "Decodable Text Lesson Plan Block Party" includes opportunities for students to engage in social communication for different purposes and audiences. For example, the "Turn-and-Talk" activity has students share their thoughts and listen to their peers, fostering turn-taking and respectful interaction. This activity develops students' ability to communicate in informal peer-to-peer settings. Additionally, the "Conversational Turn-Taking" activity uses a "talking stick" to manage turns, allowing students to practice speaking and listening in a controlled manner during small group discussions. These activities help students express themselves and respond to others in various social contexts, such as peer discussions and collaborative tasks.

- Grade 1 materials include multiple opportunities for students to engage in different types of academic conversation with different audiences. For example, Lesson 8 directs teachers to ask students to discuss answers to comprehension question prompts with partners before sharing answers with the class, discuss why to sort words into particular categories with partners and the teacher during the "Word Sort" activity, create oral sentences for the week's high-frequency words to share with partners (with the added challenge to expand on one sentence by adding details or combining two ideas); students predict what they believe the story will be about orally with the class (noting details from the illustration and title to support their prediction), students discuss with partners (before sharing with the class) their comprehension responses to the teacher's questions; and as class students orally suggest examples of contractions (teacher writes the list). Grade 1 "Decodable Text Lesson Plan Block Party" provides opportunities for students to engage in academic communication for different purposes and audiences. In the "Asking Questions" section of the "Oral Language Development" document, teachers model asking clarifying questions about the text and guide students in practicing this skill. This practice prepares students for academic discussions where they can ask and answer questions to deepen their understanding of the material. Furthermore, the "Academic Vocabulary Word About the Text" section involves defining key terms like celebrate and using them in context, helping students communicate their ideas using precise academic language. These activities support students in articulating their thoughts clearly and engaging in academic discourse with teachers and classmates, enhancing their ability to participate in structured academic settings such as classroom discussions and presentations. In the "Independent/Partner Work" portion of Lesson 17, students work together with a partner to practice word-building skills.
- The materials provide academic and social communication opportunities with various audiences and purposes. The decodable lessons in the digital resources support social communication, such as listening. For example, say, "As a listener, do not talk while the speaker is talking. Instead, keep your eyes on the speaker and listen. If you want to say

something or ask a question, wait until others are finished before taking your turn to talk. Sometimes, more than one person wants to say something or ask a question. Good listeners raise their hand and wait their turn before speaking."

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

- Evidence of authentic opportunities for students to actively listen, ask questions, and engage in discussion to understand and share information are woven throughout the From Phonics to Reading instructional materials. The "Multisensory/Multimodal Instruction" Teacher Guide outlines the research regarding the importance of a multimodal approach to improve student learning and explains the intentional design of instruction in the From Phonics to Reading program to provide students a wide variety of opportunities to actively engage students' senses as they learn. On page 6 of the guide, a chart is provided from one week's lessons outlining 16 literacy activities provided in the resource, along with notations on whether the activity provides students opportunities to engage in visual, listening/speaking, and kinesthetic/tactile ways. Sixteen out of the 16 activities involve listening/speaking. This intentional emphasis on student learning through listening and speaking can be found across all lessons in grades K–3.
- Materials provide multiple authentic opportunities for students to actively listen to understand information and listen to others share information and ideas. For example, grade 1 students listen to understand every lesson as their teacher explicitly models and provides specific corrective feedback to guide their learning. Scripted lessons provide daily directions for students to listen as a partner shares ideas and information, such as rereading "Blending It" words, comprehension question answers, word sort ideas, and using high-frequency words in sentences. Lesson 13 of grade 1 provides authentic opportunities for students to listen actively, ask questions, and engage in discussion to understand and share information. Students actively listen to the reading of *My Garden* and to their peers during the choral reading activity. They ask questions to clarify their understanding of the text and discuss answers with a partner to refine their comprehension. The instructions state, "Guide children in a reading of *My Garden*. Read the title. Have children repeat" and "Ask questions about the poem to check comprehension. Allow children to discuss answers with a partner before you call on one of them to answer." These activities engage students in active listening, questioning, and discussion to both understand and share information and ideas. Materials implement a "Read Connected Text" routine for grades K–3, including various questioning strategies. More details are included in the Instructional Routines Booklet on page 13. In the "Read Connected Text" activity, the students listen as the teacher reads the title, *The Boat*, in Lesson 17 and front-loads vocabulary. Students predict what the story will be about. Students discuss the questions with a partner before answering the teacher.
- Grade 1 materials provide authentic opportunities for students to engage in discussion and ask questions in order to understand, share information, and share ideas. Daily lessons contain a variety of learning tasks with instructions for intentional student discussion, such as partners discussing answers to comprehension questions before engaging in classroom

discussion, partners discussing ways to sort words with known phonics skills, partners predicting what they think the decodable text will be about after hearing the teacher read the title and looking at the front cover, students retell the story in their own words to partners, students create high-frequency word sentence to share with partners, and students brainstorm ideas for writing extension activities together before writing their response. Lesson 12 of grade 1 provides authentic opportunities for students to listen actively, ask questions, and engage in discussion to understand and share information. Students actively listen to the reading of *The Plane Ride* and to their peers during the choral reading activity. They ask questions to clarify their understanding of the text and discuss answers with a partner to refine their comprehension. The instructions state, "Guide children in a reading of *The Plane Ride*. Read the title. Have children repeat" and "Ask questions about the story to check comprehension. Allow children to discuss answers with a partner before you call on a child to answer." These activities engage students in active listening, questioning, and discussion to both understand and share information and ideas. Materials include opportunities to engage in discussions to understand questions and share ideas. In the decodable text, students discuss the comprehension questions with a partner before answering the teacher. Teachers circulate and support guidelines for effective conversation by reminding students of the conversation checklist located in the oral language development document. For example, students ask themselves: Did I participate in the discussion? Listen quietly to others? Raise my hand before speaking? Let others finish speaking? Add to what others said. Use polite phrases to show that I heard what others said.

Foundational Skills

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

The materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation and decodable connected text.

Evidence includes, but is not limited to:

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

- Grade 1 materials include explicit instruction scripts to support teachers in delivering letter-sound instruction that allows students to apply skills to basic decoding and encoding. Day 1 of each grade 1 lesson contains an explicit lesson that supports decoding in the "Introduce Sound-Spelling" section. This lesson section contains a predictable routine from lesson to lesson, with shifts only being the focus phonics skill of the week and in the application page, which includes previously learned letters/sounds. Lesson 7 includes this explicit "Sound-Spelling" skill lesson: "Introduce the s-blends *sc, sk, sl, sm, sn, sp, st, and sw*. Write *sled* and *smell*, underline the consonant blend in each word, and model blending. Then, read aloud the rhyme several times. Prompt children to join in, emphasizing the s-blends. Model blending the first two words in Line 1. Compare the words, noting that the letter s is part of a consonant blend in *slip*. Then have children chorally blend the remaining words..." Students use this explicit lesson to gain skills needed to decode words on the "Learn and Blend" page, such as *spill, spin, smell*, and the sentence "I smell as skunk." Weekly dictation lessons illustrate an example of explicit instruction that supports basic encoding. Similar to the "Sound-Spelling" lessons, dictation lessons follow the same explicit routine to ensure students can focus on learning the phonics skills rather than the steps of a new activity. Lesson 7 includes this explicit dictation lesson: "Say *swim*. Model segmenting the word sound by sound. Move your

hands from left to right as you go /s/ /w/ /i/ /m/. Have children repeat. Ask: How many sounds are in *swim*? Guide children to connect each sound to a spelling. Say what the first sound is in *swim*. That's right /s/. What letter do we write for that sound? [Write letter s.] What is the next sound in *swim*? Yes, it's /w/. The word *swim* begins with the s-blend *sw*. Continue to guide children in spelling *swim*, sound by sound..." This explicit lesson guides students in encoding with the knowledge of letter-sound relationships. The systematic "Scope and Sequence" for grade 1 supports teaching short vowels before long vowels. Grade 1 materials include explicit and systematic instruction for letter-sound relationships that support encoding. The materials support a variety of writing activities in the weekly lessons. Lesson 14, "Independent Practice," requires students to read and write words with the long *o*, which is the target sound for that lesson. The "Word Ladder" activity has students apply new skills to build words in context.

- Materials include a systematically ordered "Scope and Sequence" for introducing letter-sound relationships that support basic decoding and encoding. In grade 1, basic letter symbols and their corresponding sounds appear in the first lessons of the year (such as short vowels and basic consonant blends), and skills gradually increase in complexity as instruction progresses (such as *r*-controlled vowels, diphthongs, and complex vowels). This progression allows students to build a firm foundation for reading and writing using their knowledge of letters, letter combinations, and their corresponding sounds. In Unit 4, single-letter long vowels in open syllables are introduced. The teacher uses the "Learn and Blend" routine. For example, the teacher's guidance says; "Write *we*, *hi*, and *go*, underline the long vowel spelling in each word, and model blending. Then, read aloud the rhyme several times. Prompt children to join in, emphasizing the long *e*, long *i*, and long *o* sounds." Additional support for utilizing daily routines such as "Learn and Blend" are located in the digital resources for teachers. The Unit 6 "Overview" for grade 1 systematically introduces letter-sound relationships in a clear, logical progression to support basic decoding and encoding.
- The lessons build on previously taught skills, gradually increasing in complexity to ensure a thorough understanding. For example, Lesson 28 begins with long *i* and long *o* sounds, focusing on sound-spellings like *i*, *ie*, and *o*. Lesson 29 advances to long *i* (*ie*) and long *o* (*oe*) spellings, incorporating more complex word patterns. Lesson 30 covers long *e* (*y*, *ey*, *ie*) spellings, expanding the range of vowel sounds and their applications. Each lesson includes specific activities for oral blending, phonemic manipulation, and dictation, reinforcing the systematic introduction of these sound-spellings. This structured approach ensures that students can apply these relationships in both reading (decoding) and writing (encoding), providing a comprehensive and systematic foundation in phonics. The grade 1 materials end the year with *r*-Controlled *er*, *ir*, *ur*, *r*-Controlled *or*, *ore*, *oar*, Short *oo* and Long *oo*, Diphthong */ou/* (*ou*, *ow*), Diphthong */oi/* (*oi*, *oy*), Complex Vowel */ô/* (*au*, *aw*, *alk*, *alt*, *all*), *r*-Controlled *are*, *air*, *ear* in lessons 21–27. With these skills, students are able to decode one-syllable words and blend sounds to produce words.
- Grade 1 materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding. The materials provide a "Scope and Sequence" overview that shows a progression that is most useful in decoding. For example, grade 1 materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic encoding. In Lesson 20, students are to complete the activity "Think and Write," connecting children's growing phonic skills to writing.

For example, the teacher says the word *bark* and models segmenting the word sound by sound. "Move your hands from left to right as you go from one sound to the next (/b/ . . . /är/ . . . /k/). Have children repeat. Ask: How many sounds are in the word *bark*? Guide children to connect each sound to a spelling. Say: What is the first sound in the word *bark*? That's right, /b/. What letter do we write for that sound? [Write the letter *b*.] What is the next sound in *bark*? Yes, it's /är/. What spelling have we learned for this sound? [Write the letters *ar*.] What is the last sound in the word *bark*? Yes, /k/. What letter do we write for that sound? [Write the letter *k*]."

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)

- Grade 1 materials include "Intervention" supports in each lesson to provide teachers with direct instruction to address common student errors as they work to connect phonemes to letters. One frequent Intervention strategy to support students is the use of Elkonin boxes to support students in understanding how to segment words into sounds and represent each sound with the proper grapheme. For example, in Lesson 9: "Use sound boxes and counters. Stretch the sounds in the word *am*. Place one counter in each box as you move from sound to sound. Have children repeat. Then, model how to connect each sound with a spelling. For example, ask: 'What is the first sound in the word *ship*? What spelling do we write for the /sh/ sound? Refer children to the sound-spelling cards or your alphabet wall frieze. Remove the counter and replace it with the letter *sh*. Guide children to orally segment each remaining word, then replace each counter with a spelling..."
- Lesson 12 of grade 1 guides the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words. The "Learn and Blend" activity helps students understand the final e-pattern by modeling how to read and blend words like *skate*, *time*, and *nice*. Teachers explain the final e-spelling and guide students in recognizing and blending these sounds to read longer words. This direct instruction helps students connect phonemes to letters and understand how the final e pattern contributes to word pronunciation. The lesson includes recommended explanatory feedback for students based on common errors. The "Corrective Feedback" section provides detailed instructions for teachers to address mistakes, such as asking students to repeat the sound, identifying the missed final e pattern, and using contextual cues to confirm the correct word. This feedback helps students understand their errors and learn the correct pronunciation and spelling of words with the final e-pattern.

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

(S)

- Materials include a wide variety of resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode single-syllable words in isolation. Resources for developing letter-sound correspondence in isolation include items like the explicit lesson scripts to guide teachers as they introduce and model letter-sound skills, as well as the specific guided practice opportunities outlined within the scripted lessons for all letter-sound correspondence skills covered in that academic year. Student workbooks contain ample resources for practicing letter-sound skills in isolation. The layout of these practice pages in grade 1 is consistent throughout the year with variance only in the phonics focus skill of that lesson, and they include the top of the "Learn and Blend"; "Read-Spell-Write" for high-frequency words; "Handwriting"; "Think and Write"; "Trace, Write, and Build"; "Sort it Out"; and "Read and Write." Resources supporting the reinforcing of letter-sound correspondence skills learned through cumulative review of the skills in isolation include the "Cumulative Quick Check" activities on days 2–5 of each lesson, contain sound-spelling cards for all previously taught phonics skills and Day 5's "Cumulative Assessment Fluency Check" reviews a list of phonics skills learned in the current unit as well as those of the last 4–5 lessons. Lesson 28 of grade 1 includes a variety of activities for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode words. The "Learn and Blend" and "Blend It" activities guide students in distinguishing and blending the sounds for long *i* and long *o* using specific sound-spellings. For example, students read words like *wild*, *find*, and *sold* and apply their knowledge of long vowel sounds to decode these words. This activity involves breaking down the words and understanding the vowel patterns, which supports the development of their letter-sound correspondence skills. Additionally, the lesson includes activities for decoding multisyllabic words, such as *acting* and *finding*, providing students with opportunities to apply their skills to longer words.

Moreover, the lesson provides practice and reinforcement through exercises such as oral blending sequences, where students blend sounds to produce words. The "Daily Practice" activities have students read words like *wild*, *sold*, *kindest*, and *oldest* and identify the long *i* and long *o* sounds in context. The teacher uses corrective feedback techniques, such as having students repeat the correct pronunciation of words and emphasizing the long *i* and long *o* sounds. The materials suggest that students complete the "Daily Practice" activities throughout the week, emphasizing cumulative review and reinforcing their skills over time. The use of repeated practice with these vowel sounds in isolation and within sentences ensures that students consistently apply their understanding of syllable types and letter-sound correspondence, thereby reinforcing their learning.

- Materials include a wide variety of resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode single-syllable words in decodable text. Resources for developing letter-sound correspondence in the connected text include explicit lesson scripts to guide teachers as they lead students through lessons like high-frequency words (put in the context of sentences), the first read of a decodable text, and

the end of dictation activities conclude with writing a sentence. Student workbooks contain ample resources for practicing letter-sound skills in connected text. The layout of these practice pages in grade 1 is consistent throughout the year with variance only in the phonics focus skill of that lesson, and they include the last lines of the "Learn and Blend" page, the decodable reader, the bottom of the "Listen and Spell" page; "Build Fluency," and "Write About It" for writing extension. Resources that provide reinforcement and review for single-syllable words in the connected text include the decodable passages/stories in each unit and the decodable texts in the "Fluency Booster Pack." Each of these texts specifically focuses on the phonics focus skill and high-frequency words in the current lesson, as well as a cumulative review of previously learned phonics skills and high-frequency words. Materials include a variety of resources for students to develop their understanding of applying letter-sound correspondence to decode words in isolation and in connected text. The materials provide resources for practice that include a cumulative review of previously taught skills. The "Interactive Practice" resource provides sorting, word building, and spelling practice for words in isolation. Interactive decodable texts provide an interactive version of the take-home text for the practice of decoding in text. The "Fluency Booster" component provides text-reading practice that includes previously learned skills. The decodable text library includes passages specific to phonics skills to practice and review.

- Materials include a variety of activities for students to develop their understanding of letter-sound correspondence to decode one-syllable words and multisyllabic words in Lesson 19 in isolation and in connected text. Materials provide opportunities for cumulative review to reinforce understanding of letter-sound correspondence to decode words. The weekly "Read, Spell, Write" routine provides practice for students to apply letter-sound correspondence to words in isolation and in sentences. The weekly connected text reading provides practice in decoding words in context. The "Weekly Dictation" routine provides practice for students to write the correct sound to match the letters as the teacher calls out the words. The activity includes sentence writing with the new words in addition to previously learned phonics skills. The "Build Fluency" routine included in each week's lesson includes opportunities to build words and sentences in context with previously learned sounds and the new letter sounds introduced that week.

Foundational Skills

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

The materials 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 sounds (e.g., adding, deleting, and substituting syllables). Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).

Evidence includes, but is not limited to:

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

- The materials include a multi-page Developmental Progression document that contains an easy-to-use chart demonstrating how phonological activities progress by grade to reflect how activities begin with simple skills and transition to more complex skills over time. This document illustrates how identifying and producing rhyming words, alliteration, and word identification fit into the instructional sequence and how that transitions to more complex skills such as adding, deleting, and substituting syllables.
- The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS. From Phonics to Reading program's

phonological awareness skill designed to progress systematically from larger sound units to single sound units (sentence/syllables to phoneme) as students master simple skills to complex skills (isolating to manipulating). The "Phonological Awareness Scope and Sequence Rationale" explains, "There are five basic phonological awareness activity types. These are listed below in a general progression from easiest to most complex. ." The "Scope and Sequence" document contains a list of phonemic awareness skills for each grade K and 1 to show alignment with this philosophy. For example, grade 1 Lesson 1 focuses on "Oral Blending, Oral Segmentation, and Recognize and Produce Rhyme," Lesson 15 focuses on "Oral Blending, Oral Segmentation, and Distinguishing Long and Short Vowel Sounds." Lesson 30 focuses on "Oral Blending, Oral Segmentation, Phonemic Manipulation: Add and Delete Syllables." g which word has those symbols in order and writing the word on the line).

- The materials progress systematically through phonological awareness content before jumping into phonemic awareness items such as blending and segmenting words at the phoneme level. Day 3 of each lesson cycle in Units 1 and 2 includes a lesson on phonological awareness skills (outside of the phoneme level). These Day 3 lessons move systematically through basic phonological awareness skills. For example, the objectives of these Day 3 phonological awareness lessons in Unit 1 are Lessons 1, 3, and 5—identifying and producing rhymes and Lessons 2 & 4—identifying and producing alliteration.

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

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

- The materials include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. The "Phonological Awareness Scope and Sequence Rationale" lists explicit routines for each phonological awareness skill, instructions for teachers on what to say/do while teaching, tools to support student understanding through guided and independent practice opportunities, corrective feedback, and multimodal/multisensory supports.
- The materials include an instructional routines guide alongside the teacher's guide, which provides direct and explicit instruction for teaching phonological awareness skills, along with recommended, explanatory feedback based on common errors. For example, in Lesson 2, Day 1, the students learn to recognize rhyme. The teacher's guide provides basic instruction, but the Instructional Routines Booklet includes "Routine 7: Rhyme" instructions to guide teachers in teaching students to identify rhyming words. If students make errors or build misconceptions about identifying rhymes, the Instructional Routines Booklet offers teachers the following multimodal and multisensory supports: "Use color cards. Break apart a word by onset/rime (e.g., /s/ /at/) and place a color card for each part. Use the same color for the rime (e.g., at) in words that rhyme (e.g., sat, mat)." The color cards provide a concrete representation of the same ending sounds across words to boost student understanding.
- The materials include the Instructional Routines Booklet Routine 9, which outlines the explicit process for "Oral Segmentation" lessons. Teachers should follow the oral segmentation routine when teaching lessons throughout the academic year, which involves oral segmenting

(at any level of sound). After instructions outline the routine steps and sample teacher talk, teachers can reference the "Multimodal and Multisensory Supports" to support them as they work with students who make errors or have misconceptions. The booklet directs teachers: "When segmenting by syllables, teach children the 'chin drop' technique. Have them place their hand underneath their chin and count the number of chin drops (vowel sounds) as they say the word. Remind students that each syllable has one vowel sound."

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

- The materials include various activities and resources for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). The *Instructional Routines Booklet* provides recommended steps and sample teacher talk routines specific to supporting students as they develop and practice individual phonological awareness skills. Routines align with the "Phonemic Awareness" lessons taught throughout the academic year so teachers can intentionally pair the routine with the corresponding instructional activities as they encounter them in the lessons (e.g., Routine 7—Rhyme, Routine 8—Oral Blending, Routine 9—Oral Segmentation, Routine 10—Phoneme Manipulation (Substitution), Routine 11—Phoneme Manipulation (Addition), and Routine 12—Phoneme Manipulation (Deletion)).
- There are multiple lessons across grade 1 materials for students to practice their phonological awareness skills in explicit lessons with phonological skill development as the primary objective and lessons with alternate objectives where phonological skills are practiced repeatedly (such as the skill of segmentation in dictation lessons). Additionally, multiple resources are suggested in the *Instructional Routines Booklet* and the intervention lessons throughout the curricular resource to support students, such as Elkonin boxes, counters for sounds, arm/hand motions, color cards to illustrate concepts, and more.
- Materials include various activities and resources for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). Resources, in addition to daily lessons and practice materials included in the teacher's guide, are discussed in the "High-Impact Routine" video. Some of these resources include color counters and cards to make sounds concrete as students say the syllables and picture cards (in the back of student books) to connect sounds to concrete items. Timestamps in the videos for resources are located at 11:50 and 17:35. Teachers learn high-impact routines in the professional development video to enhance daily instruction in the classroom. Activities discussed in the video support students in grades K and 1 and include, teaching students to move hands left to right as they separate sounds/syllables in words, tap the arm starting at the shoulder and moving down to the wrist to count out syllables and sounds, and counting chin drops to find the number of syllables in words. Additional support for rhyme is not provided in the video. Documentation of the program philosophy on less use of rhyme and more on segmenting and manipulating sounds and syllables is located at 45:06 in the video. The program describes an overfocus on rhyme and does not recommend focusing too much

on rhyme with students who do not pick it up quickly. One thing to note about rhyming lessons in the program is they do include a cumulative review. For example, in Lesson 3, students practice recognizing and producing rhymes with words included in the practice sets from Lessons 1 and 2 that review short *a* and *i*.

- The materials include a variety of resources for students in K and 1 to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (with cumulative review). The lessons include support for cumulative review in "High-Frequency Words" and the "Cumulative Quick Check" with "Sound-Spelling Cards." For example, in Lesson 15, students review previously taught skills, such as using *doesn't*, *away*, and *something* in independent practice. The teacher's guide includes a "Cumulative Quick Check" in each lesson that reviews previously taught phonics skills. The materials also provide activities for memory-building. The activities are in the professional development online materials and classroom implementation video. The teacher says a word, and the students use a combination of oral (spelling) and body movement (jumping jacks) to spell it.

Foundational Skills

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

The materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce 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 a multi-page Developmental Progression document that contains an easy-to-use chart demonstrating how phonemic awareness activities progress by grade. This document illustrates how students begin with identifying, blending, and segmenting phonemes in the early grades and transition to more complex manipulation over the grade span.
- The materials include a systematic sequence for introducing phonemic awareness activities. Grade 1 materials teach blending and segmenting words by phoneme before advancing into phonemic manipulation skills such as adding and substituting phonemes. Students work with blending and segmenting phonemes in Lessons 1 through 9; in Lesson 10, they advance to include the phonemic manipulation skill of adding phonemes and move into learning how to substitute phonemes in Lesson 14. The materials accurately reflect the phonemic awareness

TEKS. For example, lessons include segmenting and blending words with four to five phonemes and initial and consonant blends, recognizing long and short vowel sounds in one-syllable words, and manipulating phonemes in base words.

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)

- The materials include direct and explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions in the teacher's guide. Routine 8 in the Instructional Routines Booklet outlines the explicit process for "Oral Blending" lessons. Teachers should follow the "Oral Blending" routine when teaching lessons throughout the academic year, which involves oral blending (at any sound level). After instructions outlining the routine steps and sample teacher talk, teachers can reference "Multimodal and Multisensory Supports" for information on guiding students' misconceptions. These supports include items to make the process visual that do not contain letter symbols, such as teachers moving their hands from right to left as they move from sound to sound to emphasize the sounds changing or moving their arms to model the sound shifts. Additional advice included: "Do not tap the sounds you are blending as some students struggle holding onto sounds and will generate a word with the last sound they hear" (research from Gonzales-Frey and Ehri, 2020).
- The materials include the Instructional Routines Booklet Routine 9, which outlines the explicit process for "Oral Segmentation" lessons. Teachers should follow the "Oral Segmentation" routine, which involves oral segmenting when teaching lessons throughout the academic year. After instructions outlining the routine steps and sample teacher talk, teachers can reference the "Corrective Feedback" information to guide their responses to student errors. It states: "When students make mistakes, stretch the word using the rubber band technique. Have students repeat. Then, use the sound boxes to model how to place one counter on each box as you stretch the word and move from sound to sound. Repeat the routine using the same word, asking students to respond with you."
- The materials include direct and explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions in the teacher's guide. For example, in Lesson 18, the teacher's directions say to say sound sequences and ask the children to blend sounds to make words. Provide corrective feedback by modeling how to stretch the sounds together. Teachers can access direct and explicit instruction by utilizing the Instructional Routines Booklet.

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

- The materials in grade 1 regularly include direct and explicit guidance for connecting the phonemic awareness skill of phoneme segmentation to the alphabetic principle to support

encoding skills in dictation lessons. For example, in Lesson 3, teachers are guided to say the word sob. They model segmenting the word sound by sound while they move their hands. Children repeat this and count the number of sounds in sob. Then, teachers guide students in connecting each sound to its spelling by asking what the sound is, what letter connects to that sound, and modeling writing that letter symbol. Once the teacher has modeled this, students complete the process for several words independently. If students struggle with this, intervention lessons involving sound boxes and counters are included to support connecting segmented sounds with letter symbols.

- The materials include the Instructional Routines Booklet "Routine 1A: Blending," which integrates the phonemic awareness skill of blending with the alphabetic principle to support students in transitioning from oral language activities to basic decoding. It states: "Write the letter, point to it, and say the sound. /s/ Write the next letter, point to it, and say the sound /a/. Slowly slide your finger under the two letters as you blend the sounds /sssaaaa/. Repeat, but slide your finger under the letters this time and blend more quickly /sa/. Write the next letter, point to it, and say the sound /t/. Slowly slide your finger under all three letters as you blend the sounds /ssaaaaat/. Repeat faster and say, "The word is sat." Teachers use this routine regularly on Day 1 of each lesson when introducing the phonics focus skill as they model and support students in reading words on the "Learn and Blend" student workbook page. Step 3 of the "Sound Wall" lesson template document explicitly provides teachers guidance on connecting segmenting a word into sounds, referring to the "Sound-Spelling Cards" posted to find the letters that make that sound, and writing them.
- The grade 1 materials guide the connection of the alphabetic principle to phonemic awareness in the transition from oral language to basic decoding. Teacher guidance provides directions for connecting letters to sounds in the "Read-Spell-Write" routine. For example, the "Read-Spell-Write" routine in Lesson 18 has the teacher read a word "different," then the teacher spells the word, and the students repeat the spelling. The teacher asks how many syllables you hear. Can we sound out the syllables? The teacher goes through each syllable and guides students to match the letters with the sounds in each syllable. In Lesson 19, "Think and Write" routine, the teacher reads a word such as cut and spells aloud. Students repeat the spelling. The teacher asks students to identify the sound in the word's beginning, middle, and end, then match a letter to the sound. The teacher has students add an e to the end of cut and asks what the new word is to reinforce the silent e spelling pattern. In Lesson 20, Day 4, phonemic manipulation: substitute sounds, the teacher says the word bar. Tell children you want them to replace the /b/ sound with /f/. Say: /f/ /a/ /r/. The word is far. The teacher continues by having children replace the initial consonant sound in each word: far, /j/, part, /k/, and card, /h/.

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

- Materials include various activities for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). The digital resources provide interactive practice activities for skills. The "Sound It, Spell It" activity has students build words by sound

and match the letter to the sound in an interactive game format tied to each lesson's skills. The digital resources also include some of the print activities in digital form. For example, the "Blend It" routine at the beginning of each lesson is interactive, so students can click on the words, sound them out, and say them. The "Sound Wall" in the digital resources provides a visual of the mouth forming the sounds and shows the letter symbol with the sound for practice and reinforcement. In the digital resources, students can access many instructional practice tools such as sound boxes, letter cards, and sorting boxes.

- The materials provide online teacher resources to develop, practice, and reinforce phonemic awareness skills. Lesson 20, Day 2, is a word-building activity that guides children to use letter cards to build words: car, cart, part, park. The teacher says a word for the children to make. Then, the teacher tells the children which letter to replace, c in cart to p, and the new word. Grade 1 online material provides activities for students to develop, practice, and reinforce phonemic awareness skills. In the chart, under interactive practice, list the following activities: "Sort It," "Build It," "Sound It," "Spell It," and "Is It a Word?" This activity requires students to attend to the phonemes in words.
- The materials provide resources, including manipulatives like magnetic dry-erase boards with markers, counters, and tiles, and online interactive practice resources to provide students with additional support in developing and practicing phonemic awareness skills. For example, grade 1 materials suggest using Elkonin boxes and counters/letter tiles during lessons to support student understanding and growth.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing grade 1 sound-spelling patterns. The "Scope and Sequence" highlights the progression of primary skills, which move from simple to more complex. For example, Lessons 1–5 cover short vowels one week at a time, Lessons 6–8 cover consonant blends, Lessons 9–11 cover consonant digraphs, Lessons 12 and 13 cover Final e spellings, Lessons 14–19 cover long vowel patterns, Lessons 20–22 cover r-controlled vowel patterns, and Lessons 23–30 continue covering complex vowel patterns that grow in complexity.
- The materials include phonics skill lessons across the grade 1 academic year aligned with grade-level TEKS sound-spelling patterns. The From Phonics to Reading Correlation to the Texas Knowledge and Skills for English Language Arts and Reading document illustrates the many lessons the following skills are represented: students learn how to decode words in isolation and context by applying common letter-sound correspondences (all units/lessons), decode and encode words with initial and final consonant blends, digraphs, and trigraphs (Lessons 6, 8, 28, etc.); decode and encode words with every syllable type other than final

stable syllables (all units/lessons); use their knowledge of base words to decode common compound words and contractions (Lessons 15, 19, 24, etc.); and spell words using sound-spelling patterns as well as using their knowledge of high-frequency words (Lessons 6, 15, 24, etc.).

- The materials include a systematic sequence for introducing sound-spelling patterns as outlined in the TEKS. The sequence outlines the progression of skills for grades K–3 with this basic summary: to cover all phonics skills in grades K and 1, reinforce those skills in grade 2 (ensure mastery and transfer), and begin to apply skills for multisyllabic words throughout grades 2 and 3 while teaching the six syllable types. In grade 3, provide differentiated instruction for students who have not mastered skills from earlier levels.

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 guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. In grade 1, the Teacher Guide uses two routines to teach sound-spelling: the "Phonemic Awareness" routine and the "Sound-Spelling" routine. Students are instructed to blend a sound and then apply it in the lesson action rhyme. The teacher's guidance is explicit and direct as the skill is introduced. The script has the teacher explain the sound and match the symbol (both upper and lowercase), then guide students to find the letter in the text and underline it. For example, in Lesson 7's Word Building, extra support was given to struggling students by focusing on the position and spelling of sounds that change from one word to the next. Model your thinking as you build a new word. For example, slip and skip sound almost the same. The only difference is their beginning sound. Slip starts with the /sl/ sound. The /sl/ sound is spelled with the blend sl. Skip starts with the /sk/ sound. The /sk/ sound is spelled with the blend sk. So I need to take away the blend sl in slip and replace it with the blend sk to make the word skip." In Lesson 20, in the Teacher Edition, the teacher introduces the r-controlled vowel spelling and models reading a set of words and then guides the student to join in reading the list of words. Then, the students will chorally blend r-controlled vowel words on the "Learn and Blend" worksheet.
- The materials include a "Sound Wall" lesson template that ensures direct and explicit instructional routines for teachers as new sound-spelling concepts are introduced throughout the academic year. Four steps are outlined, including introducing a "Sound Card," focusing on "Articulation," "Connecting to Letters/Spelling," and "Connecting to a Sound-Spelling Card." These four steps include specific directions for teacher actions and a "Teacher Talk" template with a sample script. For example, Step 4: "Connect to Sound-Spelling Card" instructs teacher actions by asking for the "Sound-Spelling Card" to be displayed and for the teacher to point to the photo for the keyword to connect the sound and spelling, and the "Teacher Talk" template includes three bullet points guiding what teachers will say each time they connect to a "Sound-Spelling Card" (such as "Let's look at our Sound-Spelling card for _____. Look at the picture of the _____. This picture can help us remember the sound and its spelling(s). When you are reading and writing and aren't sure of which sound or spelling to use, look at the Sound-Spelling card for help."

- The materials include the Instructional Routines Booklet, which integrates additional instructional support into the teacher's professional development. The booklet includes sample "Teacher Talk" to guide explicit instruction. For example, the scripted lesson for blending includes, "I am going to put sounds together to make a word. I'll say each sound in the word. Then, I will blend the sounds together to say the word. Listen: /s/, /a/, /t/, /sssaaat/, sat. The word is sat."

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 from the From Phonics to Reading program include various activities for students to develop, practice, and reinforce their knowledge of sound-spelling patterns. For example, grade 1 materials include a wide variety of learning center activities (such as the short u word game in Lesson 4); opportunities to build, sort, and discuss words (in every lesson cycle for each sound-spelling pattern—including word ladder activities); opportunities to write words (in dictation lessons as well as writing extensions, cumulative review work, and decodable online lessons); and "Cumulative Assessment Fluency Checks" on Day 5 of each lesson. These activities help students review and practice their sound-spelling knowledge. In Lesson 24, Day 5 provides a word-building activity. Students must complete a word ladder where the teacher gives a clue and prompts the student to write the word.
- The materials include a variety of resources for students to develop, practice, and reinforce their knowledge of sound-spelling patterns. For example, grade 1 materials include the following resources: student workbook pages to guide independent application of skills taught, magnetic letters, Elkonin boxes, picture cards to aid in word sorts, mirrors, high-frequency word cards, consonant and vowel sound walls, sound-spelling cards, color tiles, counters, and if/then charts to guide teachers in planning differentiated instruction to best fit students' needs.
- Materials include a variety of resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). The online resources available in grade 1 for support in sound-spelling include the "Sort It," "Build It," "Sound It," "Spell It," and "Is It a Word?" interactive games. The "Skills Crosswalk" document ties the lesson to the practice and allows the teacher to assign practice based on the student's needs. For example, in Lesson 24, the interactive make new words resource has the computer say a word, pond, and then students use a set of letters to spell the word. Next, the computer says the word pound, and students must add a letter to change the word pond to pound.

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 in grade 1 provide a wide variety of resources and activities that include teaching sound-spelling patterns to support students in growing their abilities to decode and encode words in isolation and decodable connected text. For example, in every lesson, students blend words on the top portion of the "Learn and Blend" page, write words in isolation during "Dictation" lessons, participate in word sorts, word building activities, and word ladder building (both in building/grouping words, but also in partner/class discussion about how to think and generalize word patterns); decode the decodable text and encode sentences in response to it during the "Writing Extension" activity, review all sound-spelling patterns learned so far in "Cumulative Review" lessons on Days 2–5 of each lesson cycle, and read the letter/word list on the "Cumulative Assessment Fluency Check" on Day 5. In Lesson 18, the long /l/ sound is introduced by reviewing the long /l/ and teaching students that the letter /l/ has two sounds, short and long. Students do the "Learn and Blend" activity to practice the words in isolation and the word sort activity to practice all sounds/letters they've learned with the long /l/. Students read the decodable text, *The Night Sky*, to practice long /l/ and review short /a/, letter D, and letter S from previous lessons.
- The materials provide a variety of activities and resources to decode and encode words in decodable, connected text that support students in reviewing previously taught sound-spelling patterns. For example, in grade 1 weekly lessons, the last lines of the "Learn and Blend" workbook page include sentences to decode; the decodable text is read and re-read multiple times throughout each lesson; the connected text passage involves both reading the passage and writing a sentence in response to the "Interact with the Text" question; "Dictation" lessons ask students to write a complete sentence; "High-Frequency Word" lessons require students to write a sentence using new high-frequency words; and there are additional reading/writing opportunities with additional decodable texts available in the "Fluency Booster Pack" texts/lessons.
- Grade 1 materials provide a variety of activities to support students in decoding words, including teaching sound-spelling patterns in isolation. Lesson 23, Day 2, teacher table intervention: write the word jug and read it aloud. Guide children to build the word with letter cards. Then, have them add -s to build jugs. Read the word with children, reminding them that the -s ending sometimes makes the /z/ sound. Continue with other words. Ask children what sound the s makes at the end of each word. Then, have children dictate or write sentences using the plural form of each word. Have children circle the plural word in each sentence. Lesson 23, Day 5 provides a cumulative check word list to assess children's growing decoding skills taught in Lessons 18–23.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	40/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	0/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1)(T)	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 do not 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 do not include a systematic sequence for introducing regular and irregular high-frequency words. Grade 1 materials lack a consistently coherent sequence for introducing regular and irregular words that correspond with the sound-spelling patterns being learned in phonics skill lessons. For example, Lesson 4's phonics focus skill is short u, and the high-frequency words taught are little, with, have, and are; Lesson 5's phonics skill is short e, and the high-frequency words taught are give, come, some, and for; and Lesson 11's phonics focus skill is digraphs ng/nk and the high-frequency words are who, know, was, and made. There are isolated incidences of a matching phonics skill and high-frequency word pattern (such as in Lesson 15 ai/ay with the word away and Lesson 13's u_e pattern with the word use). Still, these are the only incidences throughout the academic year.
- The materials include a high-frequency word list (representing both regular and irregular words) in From Phonics to Reading is research-based. Wiley Blevins explains in the "High-Impact Routine" video: "High-Frequency Words" that the 248 high-frequency words taught in the program are a combination of the Dolch 220, Fly 100, and American Heritage 100 with repeating words eliminated. The program also systematically revisits high-frequency words

that, due to the recent teaching of a new phonics skill, have transitioned from irregular to decodable for students and include recently learned high-frequency words in decodable/connected texts. There is no clear, systematic sequence for introducing regular or 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. (PR 2.A.1) (T)

- The materials guide teachers to provide explicit instruction for decoding and encoding regular and irregular high-frequency words. Routine 2 in the Instructional Routines Resource Booklet focuses on explicit instruction for high-frequency word lessons. The routine used throughout the program for this is called "Read-Spell-Write-Extend" and is used for both regular and irregular high-frequency words. The "Read" portion of the routine focuses on guiding students to decode the word by asking the teacher to write the high-frequency word students are to learn in a context sentence and underline the word. The teacher then reads the sentence aloud, points to the new high-frequency word, and reads it aloud. Students then say the word together and tap (or say) the sounds they hear in the word. The "Spell," "Write," and "Extend" portions of the routine focus on guiding students to encode the new word in isolation. For "Spell," the teacher highlights known and unknown spellings that must be remembered by heart for irregular words. During the "Write," students write the word (in the air, on dry-erase boards, or on paper) multiple times in isolation as they spell it aloud. In the "Extend," students see the word added to the correct spot on the sound/spelling wall and then write an oral sentence, which they can extend further on subsequent days of instruction.
- Grade 1 Lesson 12 provides direct and explicit instruction for decoding and encoding both regular and irregular high-frequency words. The lesson includes clear instructions for decoding words such as water, that, of, and carry. Teachers guide students to read these words in context, break them down into syllables, and tap out the sounds they hear, helping them understand the phonetic components. For encoding, the lesson includes activities where students write and spell the words water, that, of, and carry. Students write each word multiple times and spell them out loud, with the teacher modeling the spelling process and guiding them through practice. This repetition and context usage reinforce their ability to encode these high-frequency words.
- Grade 1 materials include guidance for the teacher to provide direct and explicit instruction for decoding regular and irregular high-frequency words. The "Read-Spell-Write" routine gives explicit instruction to the teacher to read the word to students, tap the syllables, say the sounds together, spell the word, and discuss spelling patterns as well as any irregular spellings. For example, the words in Lesson 15 include both regular and irregular high-frequency words such as away, something, one, and doesn't. A professional development video for teaching high-frequency words through a high-impact routine is located in the digital materials. The "Read-Spell-Write-Extend" explains the theory behind the steps in the process. For example, the video explains how to activate various brain parts to commit the words to memory (timestamp 2:05–2:45). Students complete the "Read-Spell-Write" routine with practice on spelling and writing the new words in isolation and context. The "Extend" portion of

the same routine has students build sentences connecting known words with the new words in context for practice (timestamp 2:50).

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 grade 1 materials include various daily activities to support students in reading and writing regular high-frequency words through opportunities to develop the skill, practice the skill, and reinforce their skills through cumulative review. Within lesson activities include an introduction to the high-frequency words of the week with the "Read-Spell-Write" routine on Day 1, extending the "Read-Write-Spell" routine by creating sentences containing the week's four high-frequency words on Day 2, a review of the week's words on Day 3 through the "Read-Spell-Write-Extend" routine as well as applying the words to a writing exercise during the "Use in Context" workbook page and reading decodable text which strategically includes the high-frequency words of the week, engaging in a cumulative review of the week's high-frequency words as well as completing a corresponding sentence on Days 4 and 5. In addition, games students can play in stations or small-group intervention time for activities to support their development, practice, and review of regular high-frequency word skills, including: "Mix It Fix It" and "What's Missing?" The "Manipulatives Kit" provided to each teacher supplies every class with high-frequency word cards (with a word on the front and a sentence containing the word on the back), dry-erase boards, and dry-erase markers. Additionally, these items within the kit provide extra support in reading and writing regular high-frequency words: instructional sound cards, phoneme/grapheme cards, and syllable cards.
- The grade 1 lesson materials help students develop, practice, and reinforce their skills in decoding and encoding irregular high-frequency words through structured activities and routines. For example, in Lesson 2, students focus on words like what, to, do, and this. The "Read-Spell-Write" routine has students read each word in a context sentence, underline it, and say or tap the sounds they hear. They write each word twice and complete sentences using these words, such as "What is in the bag?" and "Do the kids sit in the van?" Regular practice and the "Use in Context" activity ensure that students repeatedly encounter and decode these irregular high-frequency words. Additionally, the lesson includes activities that help students develop, practice, and reinforce their skills to encode irregular high-frequency words. Using words like what, to, do, and this, the "Read-Spell-Write" activity has students spell each word aloud and write it twice. They practice by writing each word multiple times and using them in sentences. The "Use in Context" activity and ongoing practice in the "Learning Center" provide a cumulative review.
- The grade 1 materials provide a comprehensive and structured approach to developing, practicing, and reinforcing both decoding and encoding skills for irregular high-frequency words. These lessons ensure students build a strong foundation in literacy through a variety of engaging activities and resources. For example, Lesson 28 includes various activities to develop, practice, and reinforce these skills. Activities like "High-Frequency Words," "Read Connected Text," and "Word Sort" help students practice decoding skills, including irregular

high-frequency words. In the "High-Frequency Words" section, students work with words such as even, never, most, and another. To reinforce these skills, the lesson includes "Cumulative Review" and "Cumulative Quick Check: Sound-Spelling Cards," which help students retain and build upon their knowledge. For encoding, activities like "Word Sort," "Dictation," and "Writing Extension" offer students opportunities to practice spelling irregular high-frequency words. "Word Building: Make New Words" and "Writing Extension" provide repeated practice to reinforce spelling skills. Additionally, the lesson plan features cumulative review activities and assessments, such as "Fluency Checks" and "Student Fluency Reports," to help students reinforce their encoding skills over time.

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1) (S)

- The materials provide multiple activities for students to recognize, read, and write high-frequency words in isolation. The "Manipulatives Kit" includes sight-word cards teachers can use to introduce the words in isolation on Day 1 and review the words on days 2–5 of each learning cycle. The "Spell" and "Write" portions of the "Read-Spell-Write-Extend" student workbook page provide an opportunity on Day 1 for students to read and write the words in isolation. The two high-frequency word games included in the program ask students to write the missing letters in the high-frequency words listed in isolation ("What's Missing?") and to rebuild a high-frequency word in isolation that has its letter cards all mixed up ("Mix It Fix It"). For example, in Lesson 28, students engage in the "Read-Spell-Write" activity, where they read, spell, and write words like even, never, most, and another in isolation.
- Grade 1 materials contain multiple activities for students to recognize, read, and write high-frequency words in connected text. Words are introduced using the "Read-Spell-Write-Extend" routine, which involves students recognizing and reading the underlined word that will be learned in a sentence and writing sentences orally created with a partner that includes the high-frequency words; students write the high-frequency words of the week on the bottom of the "Read-Spell-Write" page to complete a sentence and read it; students engage in dictation activities to write sentences that frequently include the high-frequency words of the week; and students read (and reread multiple times throughout the program) connected texts that intentionally include the week's focus high-frequency words as well as previously learned high-frequency words. In Lesson 28 "Use in Context" activity has students read and write these words in sentences, such as "Did a child catch the most fish?" and "He doesn't even mind the cold."
- The grade 1 materials include a variety of activities for students to recognize, read, and write high-frequency words in isolation and connected text. The online professional development provides a "High-Impact Routine" in the "High-Frequency Words" video to teach and model for teachers. The video includes modeling for high-frequency activities such as flashcards, cumulative sentence folders, "Read-Spell-Write" routines, "Mix It Fix It," and what is missing.

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

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

Evidence includes, but is not limited to:

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

- Grade 1 materials include a systematic sequence for introducing grade-level syllable types. Lessons 1–5 cover closed syllables with short vowels; Lessons 12 and 13 introduce VCe syllables; Lesson 14 introduces open syllables; Lessons 15–19, 23, and 29 and 30 explore vowel teams and consonant digraphs, Lessons 20 and 21 cover *r*-controlled syllables, and Lessons 24 and 25 focus on diphthongs.

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

- The grade 1 materials include guidance for teachers to provide explicit instruction for students to apply their knowledge of syllable types to read and write one-syllable words. For example, in Lesson 12, the teacher's directions regarding words with final e-syllable types include: "Point out the vowel sound /a/ in *hat* and note that adding e to the end changes the vowel sound to /a/ as in *hate*." In the word sort activity in Lesson 12, teacher instructions after students have sorted words include: "Guide children to understand that the vowel and final e work together to make the long vowel sound, and the final e is silent. This is a different kind of vowel team because the vowels are not side-by-side in the word..." This distinction between the syllable types supports student knowledge of decoding words. Regarding encoding instruction, Lesson 12 offers this in the dictation lesson as students work to spell the word *tape*. Teachers guide students in segmenting the word by phoneme and work to support students in connecting each sound to spelling and using their new knowledge of final e-syllables to write the word. After having written *tap*, teachers say: "This word is *tap*. What letter do we need at the end of *tap* to make *tape*? Yes, a final e that is silent."
- The grade 1 "Scope and Sequence" provides a comprehensive and structured approach to developing, practicing, and reinforcing decoding and encoding skills using various syllable types. The "Scope and Sequence" includes explicit instruction for decoding and encoding one-syllable words using knowledge of syllable types such as closed syllables, open syllables, VCe syllables, vowel teams (including vowel digraphs and diphthongs), and r-controlled syllables. The lessons cover short vowels, blends, digraphs, VCe syllables, single-letter long vowels, vowel teams, and r-controlled syllables. The materials offer detailed guidance for teachers to help students decode and encode these syllable types.

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

- The materials include a variety of activities and resources for students to practice reading and writing one-syllable words in isolation, using their knowledge of syllable types (closed, open, r-controlled, final e, and vowel teams). Activities/resources include "Learn and Blend" lessons/workbook pages correlating with the week's phonics skill, various "Learning Center/Enrichment" activities with letter and word cards, "Word Study/Morphology" lessons, the beginning of the "Dictation" lessons, "Word Building," "Word Sorts," and "Fluency Check Cumulative Assessments." The materials also provide a variety of activities and resources for students to practice reading and writing one-syllable words in connected, decodable texts each week using their knowledge of syllable types. These include the last lines of the "Learn and Blend" lesson, including sentences, the decodable readers, the final portion of the dictation lesson asks students to write a sentence, the "Cumulative Review," and the writing extension activity.

- Grade 1 Lesson 28 effectively supports students in developing their decoding and encoding skills through various targeted activities and resources. The lesson includes activities that help students practice decoding and encoding one-syllable words using knowledge of different syllable types. Students engage in "Transition to Longer Words" exercises, choosing syllables to form words, blending, and writing them, focusing on closed syllables, open syllables, VCe syllables, vowel teams (including digraphs and diphthongs), and r-controlled syllables. The "Print Concepts" section guides students in understanding sentence construction and contractions, using examples like "He doesn't do as he's told." In the "Word Study/Morphology" section, students break down words into syllables (e.g., tum and ble in tumble) and blend them to read the whole word. "Word Building" activities focus on the position and spelling of sounds that change from one word to the next (e.g., sold and told), ensuring comprehensive mastery of these skills through both isolated practice and real-world use. The lesson also includes word lists and sentence exercises to support decoding and encoding practice, aligning with grade 1 TEKS.
- The grade 1 materials provide a well-structured approach to developing, practicing, and reinforcing decoding and encoding skills. These lessons help students build a strong literacy foundation through various engaging activities and resources. Lesson 29, for example, focuses on decoding and encoding one-syllable words using knowledge of syllable types in alignment with grade 1 TEKS for decoding words with closed syllables, open syllables, VCe syllables, vowel teams (including digraphs and diphthongs), and r-controlled syllables. In this lesson, students work on "Transition to Longer Words" exercises, where they choose a syllable from each box to make a word and then write and blend these words, such as kitten and toenail. "Print Concepts" activities guide students in understanding sentence construction, quotation marks, and the use of commas with sentences like "Moe brings Joe a new pie." The "Word Study/Morphology" section reinforces these skills by breaking down words like dishes into syllables (dish/es) and blending them to read the whole word. The lesson also includes resources like word lists and sentence exercises to support decoding and encoding practice. Additionally, "Word Building" activities, which focus on the position and spelling of sounds that change from one word to the next (e.g., toes and goes), ensure comprehensive mastery of these skills through both isolated practice and real-world use.

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

- The materials include a variety of activities and resources for students to practice reading and writing one-syllable words in isolation, using their knowledge of syllable types (closed, open, r-controlled, final e, and vowel teams). Activities/resources include "Learn and Blend" lessons/workbook pages correlating with the week's phonics skill, various "Learning Center/Enrichment" activities with letter and word cards, "Word Study/Morphology" lessons, the beginning of the "Dictation" lessons, "Word Building," "Word Sorts," and "Fluency Check Cumulative Assessments." The materials also provide a variety of activities and resources for students to practice reading and writing one-syllable words in connected, decodable texts each week using their knowledge of syllable types. These include the last lines of the "Learn and Blend"

lesson, including sentences, the decodable readers, the final portion of the dictation lesson asks students to write a sentence, the "Cumulative Review," and the writing extension activity. TEKS does not support grade 1 lessons involving syllable division principles.

- Grade 1 Lesson 28 effectively supports students in developing their decoding and encoding skills through various targeted activities and resources. The lesson includes activities that help students practice decoding and encoding one-syllable words using knowledge of different syllable types. Students engage in "Transition to Longer Words" exercises, choosing syllables to form words, blending, and writing them, focusing on closed syllables, open syllables, VCe syllables, vowel teams (including digraphs and diphthongs), and *r*-controlled syllables. The "Print Concepts" section guides students in understanding sentence construction and contractions, using examples like "He doesn't do as he's told." In the "Word Study/Morphology" section, students break down words into syllables (e.g., *tum* and *ble* in *tumble*) and blend them to read the whole word. "Word Building" activities focus on the position and spelling of sounds that change from one word to the next (e.g., *sold* and *told*), ensuring comprehensive mastery of these skills through both isolated practice and real-world use. The lesson also includes word lists and sentence exercises to support decoding and encoding practice, aligning with grade 1 TEKS. TEKS does not support grade 1 lessons involving syllable division principles.
- The grade 1 materials provide a well-structured approach to developing, practicing, and reinforcing decoding and encoding skills. These lessons help students build a strong foundation in literacy through a variety of engaging activities and resources. Lesson 29, for example, focuses on decoding and encoding one-syllable words using knowledge of syllable types in alignment with grade 1 TEKS for decoding words with closed syllables, open syllables, VCe syllables, vowel teams (including digraphs and diphthongs), and *r*-controlled syllables. In this lesson, students work on "Transition to Longer Words" exercises, where they choose a syllable from each box to make a word and then write and blend these words, such as *kitten* and *toenail*. "Print Concepts" activities guide students in understanding sentence construction, quotation marks, and the use of commas with sentences like "Moe brings Joe a new pie." The "Word Study/Morphology" section reinforces these skills by breaking down words like *dishes* into syllables (*dish/es*) and blending them to read the whole word. The lesson also includes resources like word lists and sentence exercises to support decoding and encoding practice. Additionally, "Word Building" activities, which focus on the position and spelling of sounds that change from one word to the next (e.g., *toes* and *goes*), ensure comprehensive mastery of these skills through both isolated practice and real-world use. TEKS does not support grade 1 lessons involving syllable division principles.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The grade 1 materials include a systematic sequence for introducing grade-level morphemes that align closely with grade-level TEKS. The "Scope and Sequence" document outlines how students begin their morphological journey with the -s inflectional ending in Lesson 2, learn how to wield the -ed inflectional ending in Lesson 9, and round out their TEKS morphological TEKS in Lesson 10 with the -ing ending. The -ed and -ing skills are explicitly reviewed again in Lesson 13 as well.
- The "Scope and Sequence" of this program include many morphological patterns introduced in grade 1 outside of the grade 1 TEKS. Students cover the prefixes re- and un- and suffixes -ful, -less, -er, and -est (grade 2 TEKS). Additionally, grade 1 of this program also includes prefixes dis- and pre- as well as suffixes -ly and -y (grade 3 TEKS). In Lesson 26, students engage in a comprehensive review of all inflectional endings learned throughout the program. This warrants concern since so many lessons would need to be excluded from Texas classrooms if they needed to include only grade-level TEKS in their Tier 1 whole-group instruction.

- Grade 1 materials include a systematic sequence for introducing the grade-level morphemes outlined in the TEKS. The materials include instruction on inflectional endings *s*, *ed*, and *ing*. For example, the inflectional endings *s* are taught in Lesson 2, *ed* in Lesson 9, and *ing* in Lesson 10, and then reviews are given in Lesson 26. Grade 1 materials go beyond what is specified for grade K TEKS. For example, the materials teach inflectional endings *s*, *ed*, and *ing*, but also include skills such as double final consonants, prefixes *re* and *un*, and suffixes *ful*, *less*, *ly*, *y*, which fall in grade 2 TEKS.

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

- Grade 1 materials include instruction on the morphemes *-s*, *-ed*, and *-ing* in alignment with the TEKS. Morphological lessons for each of these three morphemes follow this pattern in Lessons 2, 9, and 10: The teacher writes a word that ends in the focus morpheme for that lesson and asks students, "What word do you see in ___+ending?", teachers guide students to separate the base word from the inflectional ending (but do not receive instruction naming these word parts or establishing the meaning of the morpheme), then blend the two-word parts, and repeat with another word. Then students complete a workbook page to add the inflectional ending to several words (with no spelling changes to base words).
- For example, in the "Word Study/Morphology" instruction within Lesson 13, teachers review adding *-ing* and *-ed* morphemes to the end of base words, not needing a spelling change, but then move to words ending in the final *e*. Teacher guidance in the material asks them to say: "Vote ends in a final *e*. To add *-ed* to vote, I must first take away the final *e*. Then I add *-ed*. In words that end in *e*, you drop the *e* before adding *-ed*." Then the teacher draws a line through the final *e*, writes *voted*, and repeats the process for *ing* to make the word *voting*. This supports students as they encode words with final *e* syllables but does not mention the meaning of the morpheme that will support their reading, spelling, comprehension, or ability to identify common morphemes.

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)

- The "Fluency Check" word lists beginning in Lesson 3 contain two to three words with morphological patterns learned, for example, Lesson 3 has two words with *-s*; Lessons 4–6 contain three words with *-s* endings; Lesson 7 has two words with *-s* endings; Lesson 9 has an *-ed* word ending; Lesson 10 has one *-ed* word ending and two *-ing* words; Lessons 11–12 have two *-ing* words and one *-ed* word; etc.
- In Lesson 14, Day 3, students practice adding prefixes *un* and *re* to base words. Students first write the morpheme and then write the new word formed by adding the morpheme to the base word. Students then practice writing sentences with the words.

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)

- Grade 1 "Cumulative Review Fluency Check" word lists allow students to decode words in isolation. "Fluency Check" word lists beginning in Lesson 3 contain two to three words with morphological patterns learned. For example, Lesson 3 has two words with -s; Lessons 4–6 contain three words with -s endings; Lesson 7 has two words with -s endings; Lesson 9 has an -ed word ending; Lesson 10 has one -ed word ending and two -ing words; Lessons 11–12 have two -ing words and one -ed word; etc. Students work to encode words with inflectional ending skills in isolation during the "Word Study/Morphology" lessons during Lessons 2, 9, 10, and 13 by writing the inflectional ending next to the provided base word and then copying two of those full words on the bottom portion of the workbook.
- Decodable texts in grade 1 contain opportunities to practice reading words with morpheme in connected text that builds on previous instruction. For example, the text for Lesson 18, "The Night Sky," provides practice with the suffix *est*. The texts for lessons 21 and 28 provide decoding practice with skills taught in lessons 14 and 18 (prefixes *re* and *un* and suffixes *er* and *est*).