

Publisher Name	Program Name
Wilson Language Training	<i>Foundations Level 1 Classroom Set for 20 &amp; Geodes Level 1 Classroom Library</i>
Subject	Grade Level
English Phonics	1

<b>Texas Essential Knowledge and Skills (TEKS) Coverage:</b>	<b>100%</b>
<b>English Language Proficiency Standards (ELPS) Coverage:</b>	<b>N/A</b>
<b><a href="#">Quality Review Overall Score:</a></b>	<b>303 / 313</b>

## Quality Review Summary

Rubric Section	Quality Rating
<b>1. Intentional Instructional Design</b>	<b>52 / 53</b>
<b>2. Progress Monitoring</b>	<b>28 / 28</b>
<b>3. Supports for All Learners</b>	<b>32 / 32</b>
<b>4. Phonics Rule Compliance</b>	<b>32 / 36</b>
<b>5. Foundational Skills</b>	<b>159 / 164</b>

### Strengths

- 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: Material support educators in effective implementation through intentional lesson-level design.
- 2.1 Instructional Assessments: Materials include a variety of instructional assessments at the unit and lesson levels, with clear definitions, purposes, and teacher guidance for accurate administration. Assessments are aligned to

TEKS and course objectives, featuring standards-aligned items at varying levels of complexity.

- 2.2 Data Analysis and Progress Monitoring: Materials provide guidance for interpreting and responding to student performance and tools to assist students in tracking their growth.
- 3.1 Differentiation and Scaffolds: Materials include teacher guidance for differentiated instruction for students but do not clarify language regarding if these resources are for students who have demonstrated proficiency in grade-level content and skill.
- 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.
  - 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
  - 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
  - 5.C.1 Alphabet Knowledge: Materials provide a systematic sequence for introducing letter names and sounds, with explicit instruction for letter identification and formation. They include activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and within meaningful print.
  - 5.C.2 Letter-Sound Correspondence: Materials explicitly (directly) and systematically introduce letter-sound relationships, include guidance for the teacher, including a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review).
  - 5.D.1 Phonological Awareness: Materials include a variety of activities and resources to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).
  - 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
  - 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.
  - 5.E.4 Morphological Awareness: Materials do not include a systematic sequence for introducing grade-level morphemes, guidance for explicit instruction, and various activities and resources for students to decode and encode morphemes.

## Challenges

- 1.1 Course-Level Design: Materials do not include a scope and sequence outlining the ELPS.
- 4.2 Daily Instructional Sequence and Routines: Lessons lack daily opportunities for collaborative student practice.
- 4.5 Progress Monitoring and Student Support: Materials lack specific guidance for progress monitoring frequency.
- 5.B.1 Oral Language Development: Materials lack a variety of instructional methods for systematic development of oral language and oracy.
- 5.D.2 Phonemic Awareness: Materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors.

## Summary

Wilson Language Training is a K-2 English phonics program. It offers a comprehensive, structured methodology for phonics instruction, incorporating phonics, fluency, and vocabulary into every lesson. The curriculum offers daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading application. Furthermore, the program includes resources designed to enhance family engagement, such as the Fun Hub Home Support section with parent letters, phonics mini-lesson videos that align with each lesson plan, and teacher resources.

Campus and district instructional leaders should consider the following:

- The product and lesson plans feature explicit and systematic activities, such as phonics review, vocabulary, and connected text practice.
- The program does not provide practice with sounds in spoken language. Instead of providing practice with spoken language for phonological awareness skills, the product attaches print to the skills introduced.
- The program includes materials that support phonics development for learners and provides structured routines. The activities may not be varied enough to meet the specific needs of all learners, specifically students with disabilities, emergent bilingual students, and gifted and talented students. Teachers may require additional support and guidance to assist these student populations effectively.

## Intentional Instructional Design

1.1	Course-Level Design	14/15
1.1a	<a href="#">Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.</a>	4/5
1.1b	<a href="#">Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).</a>	2/2
1.1c	<a href="#">Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.</a>	2/2
1.1d	<a href="#">Materials include guidance, protocols, and/or templates for unit and lesson internalization.</a>	2/2
1.1e	<a href="#">Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.</a>	4/4

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

Evidence includes, but is not limited to:

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

- The *Teacher's Manual* includes a year-long scope and sequence with 14 units and suggested pacing for concepts and knowledge taught for each unit. The "Foundations Level 1 TEKS Supplement" contains a TEKS alignment. A section titled "Foundations Scope and Sequence" in the *Teacher's Manual* outlines the sequence for phonics according to the TEKS.
- A "Learning Community" supplement references Spanish speakers and slower learners. Activities provided suggest the same differentiation implementation as the lessons. The materials do not explicitly refer to the ELPS.

**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).**

- Teachers can access a standard school pacing guide along with a pacing guide applicable to each unit. Pacing begins with an orientation and then outlines Units 1–14 by months and weeks. The "Student Learning Plan" supports teachers with a plan for each week and day.
- Teacher autonomy in adjusting the start date to their specific needs is provided by a fillable chart. A materials outline suggesting three ways to implement instruction is located in a document titled "Implementing Foundations."

---

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

- The *Teacher's Manual* provides in-depth reasoning for the importance of the foundational skills needed to progress to the next level and includes an overview of the rationale for unit order. The materials outline sequences of instruction and learning activities. "Principles of Instruction" within the overview section states how the units and lessons provide systemic, sequential, and cumulative instruction. Teachers for all grade levels have access to this manual. The section titled "Foundations Scope and Sequence," explains basic skills learned in level K and readiness skills needed for level 1.
- The *Teachers' Manual* overview of the curriculum includes an explanation of spiraling and concept reinforcement.

---

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

- The Tier 1 leveled "Pacing Guide" includes an introduction to new concepts in the unit, a schedule for learning activities, and a student learning plan with daily scripted lessons listed by unit, week, and day. Each unit contains a section with a blue box labeled "In a Nutshell," which outlines the unit's new letters, sample words, and/or trick words taught. An additional blue box labeled "Getting Ready" provides the teacher materials, student materials, suggested home support materials, and a list of activities for review per unit. The materials include a "Learning Plan at a Glance" diagram to support daily lesson planning. The daily plans include guidance and explanation of how to implement daily activities and materials for teachers and students as well as teacher instruction. The guidance materials also include two-toned activity cue cards to guide teachers' lessons. One colored section represents the learning activity procedures.
- The *Teacher's Manual* overview section includes various electronic fillable templates for use throughout the curriculum. These provide two daily learning plans, one reteach, and two intervention plan templates. The "Study Group Guidelines" document outlines guidelines for teachers to create study-level groups.

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

- A program video titled "Webinar Implementation" provides administrators and instructional coaches with guiding principles for implementing the materials. The materials include a document titled "Foundations Expert Tips," which includes a checklist for administrators to check for fidelity in teacher use of the curriculum.
- In the *Teacher's Manual* under "Principals of Instruction," administrators access resources and guidance that explain each skill, student success and engagement, differentiation, and ways to help struggling students. Administrators and/or instructional coaches can use a document titled "Learning Activity Self-Study Checklist" with unit and lesson sequences during observation protocols.

## Intentional Instructional Design

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

**The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.**

Evidence includes, but is not limited to:

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

- The "Big Picture" section of the materials provides a lesson cycle outline for the teacher titled "Plan-Do-Study-Act." The *Teacher's Manual* includes an "Implementing Foundations" section that supports teachers with a comprehensive overview of background and academic content knowledge before each unit begins. Materials contain an overview of each unit's academic vocabulary. Units include an in-depth vocabulary introduction needed for mastery of concepts. Lesson videos provide consistent usage of academic vocabulary as well.
- The "In a Nutshell" section outlines new concepts and pacing of the lessons and provides the background content knowledge and academic vocabulary necessary to effectively plan and teach the concepts. For example, the grade 1 Unit 1 "In a Nutshell" section explains the new concepts students will encounter in the lessons, including "Letter-Keyword-Sounds for consonants, Letter-Keyword-Sounds for short vowels, Letter formation for lowercase letters a–z, and sound recognition for consonants and short vowels." It gives teachers guidance on the letter introduction sequence and ideas about pacing adjustments based on whether students learned the skills in grade K.

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

- The materials include home support for English- and Spanish-speaking families for each unit and week. They further clarify the skills, activities, and resources associated with each unit. Specific strategies and activities for families to use to support students' learning and development are included in both Spanish and English.
- Digital documents, labeled "L1 Home Support Pack" and "L1 Home Support Pack (Spanish)," provide corresponding unit and lesson worksheet activities for use at home throughout the year in English and Spanish. For example, in the "L1 Home Support Pack" for Unit 1, a letter is

provided that explains the concepts students will learn in Unit 1. Then the resource gives guidance for activities parents may practice at home to strengthen student progress, such as, "Your child needs to be able to say or sing the alphabet from A to Z. Sing or say the alphabet whenever you can—in the car, bath time, bedtime, etc."



## Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- The *Teacher's Manual* includes a "Student Learning Plan" with detailed lessons for each week and daily lesson skills listed by the unit, week, and day. The "Unit Overview" page titled "The Learning Activity Schedule" provides explicit and systematic instructional routines for learning activities specific to the unit, week, and day lessons. Within the *Teacher's Manual*, the column titled "Preparing Your Materials" provides a comprehensive list of materials and instructional guidance for each unit.
- In the Foundations *Teacher's Manual*, a scope and sequence includes objectives students achieve by the end of each grade level through completing this course. For example, in grade 1, students will "distinguish long and short vowel sounds." In another chart, the skills are broken into the units that they correlate with.
- Within the "Learning Activity Overview" page of each lesson, the teacher guidance supports the teacher by providing a synopsis statement, the materials list for the lesson, and the detailed plans, which include a daily objective, questions to engage students with during the activity, and formative assessments for the lesson. The teacher can view a sample of the lesson in the "FunHub" online tools as well.

- Unit 1, Week 1, Day 1 lesson plan includes a "Student Learning Plan," teacher materials, student materials, activities, and assessments. The lesson plan tasks include systematic and structured instruction, including modeling, guided instruction, differentiation, and independent tasks. This section also provides questions and formative assessments.

---

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

- In the "Teacher's Manual Learning Activity Overview," the materials include a suggested amount of time for each activity, as well as an implementation overview. The digital resource "Foundations Lesson Planning at a Glance" guides that "Daily Learning Plans" total 30 minutes and contain three to five "Learning Activities" with unit-specific content. The "In a Nutshell" section includes a time allotment for each activity.
- The *Teacher's Manual* provides a pacing guide within the "Learning Activity Overview" with the number of weeks or days devoted to each unit and lesson.

---

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

- Each unit *Teacher's Manual* provides a guide suggesting ways for teachers to effectively present the lesson throughout the program. The "Getting Ready" portion of each unit includes a list of teacher and student materials needed for each lesson. Supplemental materials afford the teacher many avenues to effectively deliver instruction.
- The "Teacher's Manual Learning Activity Overview" supports teachers in understanding how to use all materials and resources as intended. The manual includes a synopsis, procedures, and resources for differentiation for each learning activity in the lessons. Example activities include "Dictation/Sounds," "Drill Sounds/Warm-up," and "Echo/Find Letters."

---

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

- In each unit overview of the *Teacher's Manual*, the materials recommend extended practice items and materials needed in lessons to reinforce learning at home. The "FunHub Home Support" resources provide teachers with videos for guidance in using additional print-based practice for lesson extensions and homework. "Getting Started" mentions the home support component to extend learning beyond the classroom.
- "Level 1 Home Support Unit 1" contains materials such as parent letters with descriptions of Unit 1 and provides home activity sheets for students and families to review outside the school. Video materials for unit lessons support viewing for extended practice by students and families.

## Progress Monitoring

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

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

- The materials include a resource library that provides a pretest to determine students' initial placement level, unit tests, and probes that serve as diagnostic and formative measures. Materials provide end-of-unit assessments located in the *Teacher's Manual*, for example, Unit 1, Week 3, Day 1 and Unit 4, Week 2, Day 5. Each mid-unit assessment tests a specific task or concept, such as sound segmentation/blending, trick word identification, and spelling through a variety of tasks and questions. The assessments vary in types of tasks such as decoding, encoding, comprehension, and fluency. The materials provide formative assessments throughout the units. The materials also include an assessment tool labeled "Test Recording Form/Level 1" specific to each unit with tasks related to the given unit.
- The materials include diagnostic, formative, and summative progress monitoring assessments to be conducted weekly and biweekly. Summative assessments assess overall skills and concept knowledge. For example, the Unit 5 test in the *Teacher's Manual* asks students to write sounds taught in Unit 1, such as /3/, /a/, /k/, /z/, and /ks/. Additionally, each Foundations unit test explicitly tests for current unit concepts and integrates skills from previously taught units to ensure cumulative knowledge and mastery. For example, the Unit 3

summative assessment incorporates skills from Units 1 and 2. The Unit 13 test incorporates encoding and decoding of v-e words that students learned in Unit 1, Unit 11, and Unit 12. The Unit 14 test incorporates an assessment of letter keyword sounds that students learned in Unit 1 and reviews trick words from Unit 11 and the decoding skills for multisyllabic words from all units. Each unit test in Foundations follows these same principles of incorporating parts of previous units into each unit test to ensure mastery.

---

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

- The materials include definitions and the intended purpose of instructional assessments. The "Learning Community Program Overview" under "Diagnostic Teaching" includes definitions of diagnostic assessments, formative assessments, and summative assessments. The "Assessing Student Mastery" section of the materials' "K-3 Program Overview" provides a definition of formative assessments as informal quick checks for students' understanding with the purpose of informing teachers of instructional needs in the moment.
- In the "General Description" section of the *Leveled Progress Monitoring Teacher's Guide* appearing in the "Learning Community Resource," the materials state, "Progress monitoring is a process used to measure what students know compared to the skills expected to be learned in a curriculum. Progress monitoring is helpful in assessing the responsiveness of Tier 2 students but can be used with Tier 1 students as needed."

---

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

- The materials provide clear, concise guidance to the teacher on how to administer the assessment equitably for students. A separate progress monitoring handbook in the "Learning Community Resource Library" for the beginning of the year through the end of the year guides teachers in administering accurate and consistent assessments. A "Learning Community Resource" video showcases a teacher modeling the correct administration of a beginning-to mid-year and end-of-year progress monitoring of sound identification, sound automaticity, and letter-naming tests. The "Learning Community Resource Library" lists a "Unit Test Scoring Guidelines" document, which states the benchmark as 80 percent for all unit tests for level K–2. Assessment instructions located in the document titled "Progress Monitoring, Teacher Record Level 1 (Mid-End Year)" include guidance for when to administer tests in the school year and allotted time for each tested measure.
- The scripts accompany each assessment for the teacher to remain consistent with administration to each student. For example, the *Level 1 Teacher's Manual* states the following: "Follow sentence dictation procedure, placing frames and circling those with a Trick Word. However, do not have a student write on the board or frames. Have students write the sentence independently. Lastly, have students scoop the sentence into phrases. Collect composition books to review student progress and to diagnostically plan for the following week." Another example provided in the *Level 1 Teacher's Manual* states the following:

"Practice Letters: students trace previously taught letters while naming letter-keyword-sound. Do as a group saying verbalization or circulate around the room as students do it independently."

---

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

- The materials provide teachers with a TEKS document aligned to all learning activities and assessments (e.g., the "Level 1 Unit 1 Teacher's Guide Unit Assessment.") The materials include lessons that outline how the materials teach specific concepts and skills that correlate to TEKS (e.g., Level 1, Word Talk description; Unit 11).

---

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

- Instructional assessments are aligned to the objectives of the unit and correlate to the standards. Assessments become more complex throughout the year. For example, *Level 1 Progress Monitoring Teacher's Guide* states the beginning-to-mid-year word identification benchmark is to decode 25 real and high-frequency words. The end-of-the-year word identification benchmark is to decode 50 real and high-frequency words.
- Assessments provide dictation to write sounds or letters or orally read sounds. The online assessment bank offers different unit tests, materials, and resources.
- The materials include an assessment manual, which explains how to differentiate each activity, such as, "Be aware of students' 'trouble spots' such as the spelling of words with the letter x. Circulate the room when dictating these challenging Unit words. Provide additional assistance to struggling students by helping them tap or with questions that will guide them to determine the letter for a sound." Further, the "FunHub" intervention includes video lessons for every Foundations week in every Foundations unit, which could be used to support reteaching or modeling for a teacher about how to reteach.

## Progress Monitoring

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

**The instructional assessments and scoring information provide guidance for responding to student performance. Instructional assessments and scoring information did not provide guidance for interpreting 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 *Teacher's Manual* includes scoring guidelines and intervention activities for students scoring below the 80 percent benchmark on unit tests and progress monitoring. The materials provide a *Progress Monitoring Teacher's Guide* with the following subsections: "Getting Started," "Administration Guidelines for Measures," and "Additional Support to Target Specific Skills." A section in the *Teacher's Manual* models how to chart students' performances and track them over time to evaluate student progress.
- The materials give guidance for responding to student performance by suggesting teachers extend time in the unit if less than 80 percent reach mastery as well as meeting with struggling students individually to discuss errors and explain further practice needed. The materials give teachers suggestions on videos, small group lessons to revisit, or activity pages for additional practice as needed.

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

- The materials provide a *Teacher's Manual*, "Intervention Inventory," and *Progress Monitoring Teacher's Guide* with additional activities to support struggling learners. The *Progress Monitoring Teacher's Guide* provides these materials at the end of the manual. The "Level 1 Additional Support Activities" include resource material on instructional strategies to use to support students who need one-on-one target-specific skills. The "Level 1 Home Support Activities: Practice at a Glance" contains resources with activity name, purpose, and location for targeted practice of skills for students.

- An intervention inventory document appears in the "Learning Community Intervention Guide" and supports teachers by directing them on how to utilize students' probe results to plan more intense interventions.

---

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

- The materials provide teachers with graphs and data trackers for use in tracking student progress and growth. For example, the materials provide unit test trackers in the "Assessment and Test" section of the online components, which are teacher resources for tracking data. The *Progress Monitoring Teacher's Guide* located on the "Learning Community" online also provides trackers for teachers to implement in progress monitoring.
- Foundations provides a variety of tools that enable students to actively track their progress and growth throughout the program. Both unit tests and progress monitoring systems offer student-friendly trackers. For instance, the Progress Monitoring Teacher Guide includes "Student Record and Recording Forms," which feature graphs for charting progress across different measures (see page 4). Teachers can create individual copies for each student, allowing them to review assessment results together after each test. This process helps students better understand their learning trajectory.
- Additionally, the Unit Test Tracker on the FUN HUB allows teachers to input and analyze student data, identifying strengths, weaknesses, and trends in unit test scores. These visual representations of assessment data can be shared and discussed with students, giving them a clearer picture of their progress.
- Foundations also encourages students to use personal notebooks and composition books as a tool for reflection, allowing them to see how much they have progressed over time. The combination of digital and written tracking tools—including those available on the Foundations Learning Community, the FUN HUB, and student notebooks—provides comprehensive methods for students to monitor their growth and understand their mastery of concepts. By regularly reviewing these trackers with students, teachers can foster an environment of self-awareness and continual improvement.



## Supports for All Learners

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

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

- Each overview provides differentiation for activities and instruction for the lesson. The materials provide teachers with differentiated paired (scaffolded) instruction during whole-group lessons. See the differentiation section in "Learning Activity Overview Echo/Find Word" for an example. A year-long intervention chart supports teachers with daily 15-minute targeted lessons for below-grade level students per week. The "Targeted Instruction" weekly planner located in the online "Learning Community" section of the materials, provides teachers a section of additional support activities to use with students who have not attained proficiency in grade-level skills.
- Unit 4 of the *Teacher's Manual* includes guidance for teachers to differentiate by having students who have difficulty remembering the bonus letter in words, such as *hill*, *miss*, and *puff*, refer to the last letter at the end of each row of their magnetic letter boards. Then, it guides them to have students tap each letter in the word. The "Learning Community Resource" section titled "Lesson Activities—Expert Tips" provides teachers with a game board and snowball activity to use with students struggling to blend simple VC and CVC word patterns.



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

- The Foundations "Scope and Sequence" in the *Teacher's Manual* includes letters, letter sounds, and vocabulary words introduced per unit. Lesson plans review previously taught vocabulary skills in "Drill/Sound Warm Up" before introducing a new concept. The "Introduce New Concept" section of the lesson explicitly teaches new vocabulary. Taught skills are spiraled throughout the daily lessons before introducing a new skill. The "Word Talk" section of lesson plans reinforces vocabulary. Students decode and discuss word structure and meaning of previously taught words before attempting new words for the lesson. The "Word of the Day" section reviews words from the current unit and discusses vocabulary words in the unit. In the *Teacher's Manual* Level 1, Unit 2, "Word Play" provides structured opportunities for students to practice and review past concepts and vocabulary while building, tapping, and reading words. Materials include a "Vocabulary Dictionary" to write the letter that matches the sound/word and "Storytime." In the "Teacher's Note" section of the classroom library, *Geodes* (decodable readers) outlines vocabulary words to preteach. A "Student Dictionary/Notebook" in the materials enables students to write unfamiliar vocabulary words, phrases, and dictated words, letters, and sounds.
- A lesson activity titled "Expanding Vocabulary in Foundations Spelling" in the "Learning Community" section states the following: "After students have written and proofread, the teacher quickly directs students to think about word meaning by telling them to reread and erase based on hints the teacher provides." For example, the teacher says, "Erase the word that is the opposite of wet." Students must select from a list of words, such as *lip*, *dry*, and *mop*.

---

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

- Weekly lesson plans for each level's *Teacher's Manual* guide the extension activities for students who are proficient in grade-level content and skills. The "Targeted Instruction" resource and "Foundations Practice Guide," located in the materials' "Learning Community," guides teachers on ways to enrich, extend, or differentiate instruction and activities for students who have demonstrated grade-level and/or skill proficiency. The differentiation section of weekly lesson plans contains activities for below-, on-, and advanced-level students.
- The provided online supplementary resource document, entitled *Foundations Practice Book Guide*, provides materials for students to practice taught skills outside the regular 30-minute Foundations lessons, for example, at home, in small groups, or independently. Documents provide the teacher with examples of targeted skills for practice, such as the alphabetic principle, letter formation, alphabetical order, word structure, trick word practice, and comprehension. For example, in the section titled, Advanced Learners, the materials suggest that the teacher should "challenge students to continue writing the story or write a "Part 2" to the story" or challenge students to write an alternative ending that involves a "new solution to the problem."

- The section titled "Differentiation" of the *Teacher's Manual* "Learning Activity Overview" provides the following example of recommended differentiation: "As you circulate, ask the advanced students quick, challenging questions such as, What do you know about that sound? or What is a word that starts with that sound?" A video demonstration located in the "Learning Community" outlines how to teach students to extend vowel sounds during the "Drill Sounds" portion of a lesson.

## Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- "Unit Orientations" provide guidance, modeling, and explanation for teaching each activity. Scripted daily lessons in each unit of the *Teacher's Manual* include instructional routines with explicit prompts and supports for teacher modeling and communication of concepts. The learning activities reference whole-group instruction, provide differentiation instructions for small groups, and reference online resources for small-group activities. "Learning Activity Overviews" include guided instructions for activities and "Activity Cue Cards" that can be printed and displayed for teacher's use.
- "Activity Cue Cards" accompany the "Activity Overview" in the *Teacher's Manual* and are divided into three distinct sections: what the teacher does, what the teacher says, and students' responses. The materials' "Activity Cue Cards" provide explicit prompts and guidance to support teachers' modeling and explanation of each lesson's content.

---

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

- Materials throughout the program such as videos, "Home Support Packet," and student interactive learning hub offer guidance and recommendations for a variety of instructional activities. The "FunHub" and "Learning Community" provide the needed support for teachers to facilitate effective lesson delivery and suggest varied learning tasks that allow exploration and experimentation by the student. "Learning Activity" recommendations allow the students

to explore hands-on activities, independent practice, and game-like tasks. These materials suggest strategies for all levels of ability.

- The online "Learning Community Resource Library" provides full-lesson videos that show teachers how to deliver and facilitate lesson components, such as "Drill Sounds/Warm-Up," "Word Talk," "How to Trick Word Reading," and tapping/marking unfamiliar words. Each unit in the materials' *Teacher's Guide* provides varied lesson activities, such as "ABC Order," "Storytime," "Word Play," "Make It Fun," and "Trick Word Practice." "Activity at a Glance Cue Cards" provide teacher guidance and recommendations for effective lesson delivery and facilitation. Cards support varying activities and 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.**

- The *Teacher's Manual* quotes a gradual release model offering multiple types of practice in whole-class, small-group, and one-on-one settings. In the sample completed "Intervention Learning Plan" template appearing in the "FunHub," teachers lead students in whole-group choral fluency drills, then have them echo real words, trick words, and nonsense words individually.
- Lessons include guided practice structures for small-group, whole-group, and individual practice. Unit 4, Week 1, Day 2 has the teacher dictate sounds, words, and sentences. The students use the "Large Diction Grid" to write the answers. Independent practice structures included in the *Teacher's Manual* and online resources provide only worksheets and student notebooks.

## Supports for All Learners

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

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, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

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

- The materials provide generalized guidance for teachers to lead students in identifying word meanings. Guidance references students who require differentiated instruction, for example, emergent bilingual students (EBs) and students with a language-based learning disability in the "Learning Activities Overview" and "Unit Introduction" sections of the *Teacher's Manual*. This material gives guidance to support EB students by enhancing explicit instruction with visual, physical, and kinesthetic methods. The document references additional suggestions to the teacher to support EBs, such as providing ample opportunities for students to practice phonemes that are not present in students' native languages, using chaining activities to differentiate sounds, and sound-tapping techniques to help with sound identification. Teachers use modeling and the materials' reference posters along with student notebooks to write ABC order, trick/nonsense/real words, and syllable/sentence frames.

- The "ELL Lesson Plan Template- Level 1 Unit 2-5 MLL /EB Weekly Intervention Plan" and "ELL Lesson Plan Template- Level 1 Unit 2-5 MLL / EB Tier Daily Planner" supports the teacher in creating daily lesson plans to address linguistic accommodations for Speaking, Listening, Reading, and Writing in alignment with the ELPs.

---

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

- Documents in the "Intervention" section of the "Learning Community Resource" state that teachers may use the materials with English language learners. The document provides information for the teacher on how each level of Foundations incorporates instructional strategies for English learners to read and write in English. The document informs the teacher about the use of teaching techniques of modeling, scaffolding, and hands-on activities to enhance skill mastery. The "Storytime Activities" provide information for the teacher on how storytime involves listening, reading, and writing activities with narrative and informational text. It goes on to explain how Foundations curriculum supports multilingual learners with "Storytime Activities" in unit lessons for the development of emergent literacy skills. "Storytime Activities" incorporate learning strategies: print awareness, choral reading, paired reading, fluency, comprehension strategies, story retelling, and learned vocabulary.
- The "Foundations Expert Tips" document provides scaffolded instruction and lesson activities for Multilingual and EB students. The material provides information and guidance for activities that can be used within different Unit lessons to support ELPS such as Dictation activities, Drills/Warm-ups, Echo activities, Sky Write/Letter Formation, Letter-Keyword Sound, Student Notebook, Trick Word Practice, Make it Fun activities, Storytime and Word Play.

---

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

- Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through oral discourse. The materials provide two documents that state how the material helps English language learners as a generic overview. In the online "FunHub," the "Getting Started" section suggests using the tabletop version of the program's reference posters to support English language learners' development. The material gives guidance to support EBs by enhancing explicit instruction with visual, physical, and kinesthetic methods.
- The materials include embedded guidance for teachers to support emergent bilingual students in building background knowledge and comprehension through oral discourse. The document references additional suggestions to the teacher to support EBs, such as providing ample opportunities for students to practice phonemes that are not present in students' native languages, using chaining activities to differentiate sounds, and sound-tapping techniques to help with sound identification. The materials provide letters/letter sounds,

vocabulary, and comprehension strategies such as sound tapping, choral reading, and fluency practice that are spiraled throughout the unit lessons and levels.

- Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through written discourse. Learners use a "Vocabulary Dictionary" and "Student Notebook" in the materials for their academic vocabulary development. Materials provide embedded (written) guidance to the teacher for lessons, content, or instructional strategies for the teacher to effectively teach the state-approved ESL program or connection to ELPS. 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 through planning using the "ELL Lesson Plan Template - Level K Unit 2-5 MLL/EB Weekly Intervention Plan".
- The document titled Cross-Linguistic Connections and Foundations: Level 1 guides the teacher with additional activities and instructional support for Phonology, Morphology, Syntax and Grammar, Semantics, Pragmatics, and Communicative Competence. This material provides tips to support emergent bilingual students in Unit lessons. For example, in the "Introduce New Concepts-Letter-Keyword-Sound" teacher tip suggests the teacher review letter-sound association and build metalinguistic awareness by making comparisons to the student's primary language. In the "Drill Sounds/Warm-up" Section the guidance encourages the teacher to provide time to practice letter-sound associations and attend to sound patterns that are not like the student's primary language. Within the "Word of the Day" Section for all units the material suggests when the students generate sentences for the Word of the day, the teacher models how to change the meaning of the word with voice tone. Also, this recommends the teacher explains the use of different end marks to show meaning.

---

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

- The "ELL Lesson Plan Template- Level K Unit 2-5 MLL /EB Weekly Intervention Plan" and "ELL Lesson Plan Template- Level K Unit 2-5 MLL / EB Tier Daily Planner" supports the teacher in creating daily lesson plans to address linguistic accommodations for Speaking, Listening, Reading, and Writing in alignment with the ELPS.
- The document provides information for the teacher on how each level of Foundations incorporates instructional strategies for English learners to read and write in English. The document informs the teacher about the use of teaching techniques of modeling, scaffolding, and hands-on activities to enhance skill mastery. The material provides information and guidance for activities that can be used within different Unit lessons to support ELPS.



## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials provide systematic and sequential instruction of phonics and foundational skills. The *Teacher's Manual* scope and sequence begins with reviewing skills learned in "Level K Foundations" and increases in complexity by building on prior knowledge throughout the units. For example, Unit 2 provides instruction on blending and reading three-sound short vowel words, Unit 4 introduces glued sounds, and Unit 12 builds the concept of syllables in multisyllabic words. Weekly activities titled "Echo/Find Words" provide practice in blending and reading words.
- The "Trick Word List" (this program's name for high-frequency words), located in the "Learning Community," provides an explicitly systematic and sequential approach to instruction. The trick words' complexity increases as the year progresses. For example, Unit 3 covers *done*, *goes*, and *pretty*; Unit 8 covers *world*, *answer*, and *different*; and Unit 17 covers *trouble*, *couple*, and *young*.

---

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

- Materials provide explicit phonics instruction with lessons that include modeling, guided practice, and independent practice (which follow the "Gradual Release of Responsibility Model"). An example of this appears in the "Word of the Day" activity in Unit 2, Week 2, Day 4,



located in the *Teacher's Manual*. As the teacher builds the "Word of the Day" (*quit*), the teacher reteaches *qu* and then taps the word out. Students mark up the word. The teacher repeats unit words, and then students read and tap out the words. Students write a sentence in their student notebook with the "Word of the Day" (*quit*) for independent practice. Additionally, daily lessons in the *Level 1 Teacher's Manual* show teacher-led activities and intentional phonics instructional opportunities that include the "Gradual Release of Responsibility" method, such as in the Unit 6, Week 1, Day 3, "Word of the Day" activity in the *Teacher's Manual*. Instructions for teachers include, "Review concepts, reteach base word and suffix, and discuss plurals (or more than one) using the 'Word of the Day.' Also, discuss the sound of the s (/z/). Have a student mark up the word by underlining the base word and circling the suffix: *job s*." Another example includes the "Student Notebook Entry" activity. Teachers are instructed to "show students the 'Word of the Day Card' and have several of them use the word in a sentence, prompting them as needed. Write a short sentence on the board, scoop it into phrases, and read it. Have students add the 'Word of the Day' and the sentence to the 'Vocabulary' section. Add the card to your 'Word of the Day Card' practice pack."

- Materials include intentional daily opportunities for phonics (sound-symbol correspondence) skills. For example, in level 1, the "Online Resources" by unit include videos of teacher-led phonics lessons for targeted instruction. Video lessons follow the modeling, practice, and feedback format for lesson activities. The activities "Skywrite/Letter Formation" and "Word Chaining" provide examples.

---

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

- Students learn sounds and associated letters in isolation in the "Echo/Letter Formation" daily activity. For example, in the *Teacher's Manual*, Unit 1, Week 2, Day 4, the activity "Echo/Letter Formation" teaches the sound /p/ in isolation. The teacher says, "What says /p/?" and the students name the letter *p*. Students then write the letter on their dry-erase writing tablets. Level 1 materials provide an online resource titled "Foundations InterActivites" These online resource materials allow students to access home support or to utilize it by following along with electronic devices with the teacher when practicing phonics or targeted skills.
- Phonics skills practice in isolation and decodable text appears in level 1, Unit 10, Week 1, Day 5. The *Teacher's Manual* provides an example of decoding text associated with "Story Time." *Geodes*, the program's decodable books, which align with each unit/lesson provide connected text that incorporates the phonics skills for the week. For example, *Fed By Art: the Work of Leo Lionni* reviews double final consonant (*ff, ll, ss, and zz*) words.

---

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

- The *Level 1 Teacher Manual* emphasizes ongoing review through daily observations of activities like "Drill Sounds/Warm-Up" and "Word Play." "Unit Tests" assess student mastery of these skills, with guidance to extend units if class mastery falls below 80 percent. For example, Unit 5's test revisits prior skills, requiring students to locate test pages in their

*Composition Books*, dictate sounds and words, independently circle "buddy letters," box glued sounds, underline digraphs, and mark bonus letters. Sentences are dictated, and students use sentence frames, identifying trick words and phrasing sentences by scooping. Additional progress-monitoring tools are utilized for students receiving intervention. Materials also include a review of the previous year's content in Unit 1 of level 1, progressing in complexity throughout the year. For instance, level K skills are reviewed initially, followed by consonant and short vowel sound recognition, letter formation, and alphabetical order exercises.

- Daily review of sounds in "Drill Sounds/Warm-Up" sessions at the beginning of each lesson reinforces previously taught and current sounds, exemplified in activity Unit 3, Week 2, Day 5 of the *Teacher's Manual*. In "Word Talk" during Unit 10, Week 3, Day 2, students use "Standard Sound Cards" and "Suffix Frames" to create and decode words from previously taught "Word of the Day Cards."

## Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	6/8
4.2a	<a href="#">Daily lessons include explicit (direct) instruction with teacher modeling.</a>	1/1
4.2b	<a href="#">Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.</a>	3/3
4.2c	<a href="#">Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.</a>	2/4

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

Evidence includes, but is not limited to:

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

- In the *Teacher's Manual*, the "Introduction" guides teachers through structured lessons that employ the "I do, we do, you do" model to shift students towards independence gradually. The program emphasizes teacher modeling for clear and direct instruction. The *Teacher's Manual* includes Activity Cue Cards for each unit within the "Learning Activity Overview," designed to facilitate systematic instruction using the Gradual Release Model daily. Each lesson incorporates explicit instruction and teacher modeling, reinforcing learning objectives. For example, the Learning Activity Cue Card for Unit 2, Week 2, Day 5 engages students in "Echo/Find Letters" where they echo sounds modeled by the teacher and locate corresponding letters on a sound wall, reinforcing phonetic skills. In Unit 4, the teacher models "finger tapping" words containing digraphs like *chick*, *mash*, and *thin*; students repeat.
- In Unit 6, Week 1, Day 2, "Echo/Find Words" provides instruction for students to identify base words when spelling, starting with words like *bugs* and guiding students to recognize and manipulate suffixes. This method transitions from teacher modeling with manipulatives to oral exercises to student application with current unit words such as *rugs*.
- Additionally, in Unit 10, Week 1, Day 1, the lesson "Introduce New Concepts" models the introduction of new sounds like /oa/ /oe/ /ow/. Teachers demonstrate correct pronunciation and have students repeat and practice tapping out words containing these sounds.

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

- The program emphasizes direct and explicit guided instruction, ensuring immediate corrective actions. The Level 1 curriculum provides comprehensive teacher guidance across these components. Daily systematic lessons begin with explicit teacher modeling and guided practice before students practice independently. Activities such as "Word of the Day" in Unit 2, Week 2, Day 2 focus on reinforcing tapping and blending concepts through practical examples like digraphs and glued sounds. The teacher models and then provides guided practice where students tap and blend words with digraphs and glued sounds. The Unit 2, Week 2, Day 4 "Word of the Day" activity, introduces the word *quit*, revisits the /qu/ sound, conducts tapping exercises, and guides students through reading and writing sentences independently with the word of the day.
- Materials provide structured lessons with direct and explicit instruction and built-in opportunities for immediate feedback. For instance, in Unit 6, Week 2, Day 2, the "Word of the Day" activity guides students in using Standard Sound Cards and Suffix Frames to form words, emphasizing reading base words before whole words. Students practice using the word in sentences, followed by segmenting a provided sentence into phrases for cohesive reading practice and vocabulary expansion.
- Teachers utilize lesson guidance to provide corrective and affirmative feedback throughout the activity. For example, in Unit 7, Week 1, Day 1, within the introduction of glued sounds (/ang/ /ing/ /ong/ /ung/), students engage in Sound Card reading through repetition and interactive tapping exercises to solidify new concepts. Teachers provide corrective and affirmative feedback, such as reminding students to blend the initial sounds with the new ending, as students reinforce their learning by coloring and gluing sound words in their workbooks. Immediate and corrective feedback opportunities are also provided during "Word of the Day" exercises. For example, in Unit 7, Week 1, Day 2, the lesson guides the teacher to support struggling students in blending the base and affix by guiding them to reread the base word and then read it with the affix.

---

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

- Level 1 provides systematic daily lessons with ample opportunities for independent practice and guided instruction. Materials provide daily lessons, emphasizing repetitive instruction focused on letter names, sounds, associated keywords, and correct letter formations. For example, the Unit 4, Week 1, Day 3 "Word of the Day" activity prompts students to use words in sentences and then write short sentences independently in their student notebooks. This activity promotes independent practice while reinforcing vocabulary and writing skills. In Unit 8, Week 4, Day 1, students learn the letter *t* through modeling and grid-based writing activities, as demonstrated in the "FunHub Unit Orientation Video." In the "Dictation" section of Unit 10, Week 2, Day 4, students independently practice sounds, words, or sentences. Students are encouraged to use resources like their student notebooks and strategies, such as tapping, to support their learning. Other whole-group activities include "Drill Sound/Warm-ups," which

help students master letter-sound associations through repetitive practice. "Echo/Find Letters" instructs students to collaboratively echo and point to letters on their letter boards, reinforcing letter recognition and sound associations in a group setting. The daily lessons primarily focus on whole-group instruction and independent practice. The Online Learning Community provides additional support activities designed for small-group interventions and individualized practice. These intervention resources offer teachers flexibility in lesson design, addressing specific student needs outside of the Tier 1 daily lesson plans.

- The daily lessons provide ample opportunities for independent practice and guided instruction but do not consistently include daily collaborative learning activities for partner work and small-group learning. For example, the *Foundations Practice* book includes some evidence of partner work tasks and the "Challenge" Tasks support collaboration. These do not occur daily. Support and intervention materials are available for targeted student needs through the Online Learning Community.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The *Level 1 Teacher's Manual* incorporates cumulative review and practice throughout each unit. The "Echo/Find Words (Single-Syllable Words)" activity supports phonemic awareness by guiding students in orally isolating phonemes within spoken words, a crucial skill for phoneme segmentation. Additionally, the "Weekly Teach Trick Words—Reading and Spelling" activity helps students learn high-frequency words for both reading and spelling, reinforcing proper capitalization, punctuation, and reading fluency. Daily activities such as "Drill Sounds/Warm-Ups" focus on students memorizing and producing letters, keywords, and sounds independently with "Large Sound Cards." Weekly, the "Echo/Find Words (Multisyllabic Words)" activity aids in syllabic segmentation, guiding students to orally break down words into syllables and spell them one syllable at a time. This process supports their ability to spell longer words accurately. When students encounter a new sound in the curriculum, they first repeat the sound and name the letter(s) before writing. As mastery develops, they progress to repeating, writing, and then naming the corresponding letter(s). Similarly, for unit words, students repeat the word, tap out its sounds, and spell it orally before writing, with opportunities to mark up these words for further reinforcement.
- Throughout level 1, the curriculum maintains consistency in review activities, such as Unit 3, Week 2, Day 5's "L1 Review Concepts," which revisits rules like the dependency of *q* on *u* in words and the spelling of /k/ after a short vowel. Students actively engage by marking up words to highlight these concepts. "Dictation," another regular activity integrated into weekly lesson plans, reinforces prior learning. For example, in Unit 9, Week 1, Day 2, students practice dictating three sounds, two review words, two current words, two trick words, and one sentence from the provided resources. Students repeat each dictation, and one student writes on the "Large Dictation Grid."

---

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

- The materials provide teachers with structured opportunities for students to practice applying skills that have been explicitly taught. For instance, in various activities like "Word of the Day" in Unit 2, Week 2, Day 4, students engage in specific exercises such as building and analyzing words. This involves reviewing previously taught concepts, marking up words, and independent application through writing sentences in their notebooks. These practices are detailed in the *Level 1 Teacher's Manual*, ensuring cumulative review and practice throughout each lesson and unit. Additionally, level 1's curriculum includes repetitive review activities with a focus on foundational skills, such as the "Echo/Letter Activity" in Unit 2, Week 2, Day 5, where students echo letter sounds and interact with magnetic boards.
- The materials also emphasize the explicit teaching and subsequent application of skills like syllable segmentation and suffixes. The curriculum supports teachers in guiding students to apply previously learned skills, as seen in activities like "Word Play" in level 1, Unit 8, Week 2, Day 2. Here, students review base words and suffixes by constructing and reading new words, reinforcing their understanding through interactive exercises with sound cards and suffix frames. In Unit 12, Week 1, Day 2, for instance, students practice orally segmenting multisyllabic words using syllable frames before writing and proofreading them.

---

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

- The *Geodes* "Classroom Library" features decodable texts that reinforce phonics skills learned, such as "Small Tells," which revisits words from previous lessons teaching FLOSS words. Level 1 *Geodes* "Classroom Library" includes the following sample titles and skills: *Super Spiny Mouse* and *A Wish to Fly* (focusing on different sounds of final y).
- In the *Geodes* library various decodable book texts address a variety of skills from each module. For example, in Module 3, students have four informational texts to read which incorporate cumulative review of skills such as vowel consonant e and single-syllable words.

---

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

- Teachers have access to level 1 materials that systematically practice sounds in isolation. For example, "Echo/Letter Formation" in Unit 1, Week 2, Day 4, where students identify and write the sound /p/ using dry-erase writing tablets. These resources offer explicit instructions for practicing sound-spelling patterns in isolation, enhancing phonics skills development. The "Drill Sound/Warm-Up" activity in Unit 1, Week 2, Day 5 of the *Teacher's Manual* involves using sound cards to review previously learned and new sounds daily. Similarly, the "Echo/Find Words" activity in Unit 2, Week 2, Day 1 guides teachers to dictate words like *lap*, prompting students to tap out and spell each sound, building the word with letter tiles for hands-on learning. This activity supports cumulative review of both new and previously learned words.
- In level 1, Unit 10 "FunHub" introductory video, students participate in interactive activities focused on learning welded sounds and their corresponding letters. They take turns pointing

to and spelling out loud sounds like /ong/ in *song* and /unk/ in *junk*, reinforcing these through repetition and drilling. Afterwards, students read sentences containing words with these welded sounds. Furthermore, the *Geodes* "Classroom Library" provides decodable books aligned with phonics units, offering students cumulative practice with phonics skills, high-frequency words, and developing print awareness through activities like identifying book titles and covers.



## Phonics Rule Compliance

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

Evidence includes, but is not limited to:

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

- Materials include several developmentally appropriate assessment tools, such as the Mid-Unit Check in Unit 1 and the Unit Tests administered at the end of each unit. Each Unit Test evaluates students' understanding of lowercase letter identification, corresponding sounds, and writing lowercase letters, ensuring the assessments align with the developmental progression of skills. Additionally, the Unit Tests in Level 1 are designed to gradually increase in complexity across units, maintaining developmental appropriateness. For example, the Unit 13 Test follows a consistent format where students locate test pages, listen to dictated sounds and words, write independently, identify trick words in sentences, and practice sentence phrasing. The Level 1 assessments align with grade-level expectations and cater to the continuum of phonological awareness and phonics skills outlined in the curriculum standards (Texas Essential Knowledge and Skills). Activities like "Dictation" and "Echo/Find Words" provide ongoing assessment opportunities during the week but are classified as instructional activities rather than formal assessments.
- In Level 1, the *Teacher's Guide* offers formal assessments for phonics diagnostics in Beginning-Mid and Mid-End year Unit Check-ins. These assessments gauge skills such as letter naming, letter sound automaticity, sound identification, word identification, nonsense word fluency, phoneme segmentation, and sight word fluency. Progress monitoring tools for both levels allow teachers to continually assess students throughout the year, providing a comprehensive view of student progress.

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

- Materials provide clear and consistent directions for administering assessments. The *Teacher Guide* provides scripts and instructions that ensure standardized administration. For example, materials include prompts such as starting a timer, asking students to name letters, and providing guidance if a student struggles with a response. Alternate methods are suggested to support students who may need additional assistance during assessments. Level 1 Unit Assessments, outlined in the *Teacher's Manual*, occur after each unit, where teachers direct students to locate Unit Test pages in their composition books. Instructions include dictation of sounds, words, and sentences, followed by independent writing and application tasks such as identifying trick words or marking syllables and digraphs. These directions ensure consistency across assessments and provide alternate methods for adapting to individual student needs if initial attempts are not successful.
- The materials provide comprehensive guidance and instructions to teachers for administering progress monitoring assessments. For instance, the progress monitoring tools are available for both Beginning-Mid Year and Mid-End Year assessments. The *Progress Monitoring Teacher's Guide* offers clear guidelines on getting started, administering measures, additional support activities, and progress reports. Within the *Teacher's Manual*, educators can find detailed information on the skills being assessed, student record forms, class records templates, steps for progress monitoring, quick reference guides, data graphs, and examples illustrating each type of assessment. The *Level 1 Learning Community- Progress Monitoring* section and the *Progress Monitoring Teacher's Guide* provide these resources.

---

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

- Materials include progress monitoring tools that accurately measure students' acquisition of grade-level phonics skills. The materials feature comprehensive progress monitoring tools for intervention designed to accurately assess students' acquisition of grade-level phonics skills. For example, the progress monitoring assessments focus on skills such as letter naming, sound identification, word identification, nonsense word fluency, phoneme segmentation, and sight-word fluency. From the beginning to the end of the year, the focus expands to encompass word identification (optional), nonsense word fluency, and oral reading fluency. Materials provide individualized trackers and various probes tailored to each assessment. Moving to the Mid-End Year phase, assessments expand to include word identification, nonsense word fluency, phoneme segmentation, and sight word fluency. For instance, "Level 1 Teacher Record (Beginning-Mid Year)" systematically evaluates students' progress in word identification, nonsense word fluency, and phoneme segmentation. Similarly, the "Level 1 Teacher Record (Mid-End Year)" continues to assess these skills, with an additional focus on oral reading fluency. These assessments also utilize a variety of probes to measure student proficiency across these skills. These tools facilitate routine and systematic assessment of students' phonics skills, providing clear insights into progress and areas needing further support.

- Materials provide comprehensive progress monitoring tools for Intervention, and the evidence systematically measures students' acquisition of grade-level phonics skills for Tier 1 instruction. The "Foundations Unit Test Tracker" explains, "Administer end-of-unit assessments with your students, track test results, and more..." The materials also refer to progress monitoring in *Level 1 Learning Community- Progress Monitoring*, stating progress monitoring as optional but highly recommended. The materials also refer to progress monitoring in *Level 1 Learning Community- Progress Monitoring*, stating progress monitoring as optional but highly recommended.

---

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

- The *Level 1 Teacher's Manual* provides comprehensive Unit Tests to formally assess students after each unit with accompanying recommendations for beginning and mid-ending assessments. The assessments also guide teachers in identifying students who may benefit from progress monitoring based on formal assessment data. If intervention is necessary, Tier 2 intervention strategies are recommended as the next step for struggling students. Students scoring below 80% on any item will require additional assistance with that skill, and teachers provide personalized support to address specific areas of difficulty. Level 1 students have opportunities to be progress monitored every week throughout the year. The progress monitoring assessments are aligned with the previous learning of the child and the skills taught in the materials.
- Materials include opportunities for teachers to progress monitor across the span of the year with a variety of probes that align with progress monitoring tools. For example, Level 1 materials provide teachers with seventeen different probes for word identification, nonsense word fluency, and oral reading fluency.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The *Learning Community* equips teachers with various data trackers, including individual student trackers and progress monitoring data trackers. These tools empower teachers to assess student progress and determine if students are advancing at grade level or need additional instruction. They identify areas requiring improvement and highlight skills that may need reinforcement.
- "Assessment and Progress Monitoring" features a digital spreadsheet document titled "Tier 2 Instruction and Progress Report." This tool functions as a data-management progress monitoring tool, tracking progress for phonics skills such as phoneme segmentation, word identification, nonsense word fluency, and oral reading. It enables teachers to monitor and record student growth, pinpoint areas needing additional support, and document specific interventions like providing extra time or targeted activities to enhance student learning. Additionally, Level 1 materials provide teachers with a digital graphing tool designed for the progress monitoring of each student. This tool includes a target line and graphical representation to monitor progress across a comprehensive range of probes throughout the academic year. Furthermore, the *Level 1 Learning Community* offers a "Progress Monitoring Class Record," providing teachers with tables to track progress by skill, probes, and students. This tool enables teachers to visualize student progress over time and aligns with the progress monitoring framework.

---

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

- Materials include data-management tools for tracking whole-class student progress to analyze patterns of students. In the *Level 1 Learning Community*, the "Progress Monitoring Class Record" functions as a data-management tool. It tracks individual student progress, enabling teachers to analyze patterns and identify individual student needs. This tool assists teachers in collecting and recording skills taught, ensuring focus on student development. The data tracker provides a place for each skill assessment to be documented on a tracking sheet provided within the materials. Furthermore, the materials include data-management tools for tracking general whole class progress.
- The *Learning Community* offers a whole-class tracker for each Unit Test, allowing teachers to see how the whole class did. The tracker establishes a benchmark requiring the entire class to achieve 80% or above overall before advancing to the next unit. Within the online tool, ("FUN360"), teachers view whole-class trackers and analyze how students performed, providing evidence of how the whole class performed on individual skills in the editable charts and graphs. The variety of tools in "Fun360" provides teachers with specific guidance for analyzing progress to determine student needs.

---

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

- All students are subject to progress monitoring at the beginning, middle, and end of the school year. The "Progress Monitoring Teacher's Guide" prompts teachers on when to administer beginning and mid-year tests, as well as how to progress monitor Tier 2 instruction for students who do not achieve 80% mastery. The materials do not clarify how often progress monitoring occurs for students with phonics skills below the benchmark or for those who have achieved 80% or higher mastery. "Using Data to Inform Instruction and Providing Additional Support" suggests conducting assessments every three weeks for all students, rather than adjusting the frequency based on individual strengths and needs.
- The progress monitoring materials do not provide specific guidance on determining the frequency of tests based on student strengths and needs. The intervention component recommends weekly progress monitoring for Tier 2 students but does not include corresponding guidance for Tier 1 students in the program.

---

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

- In *Level 1 Learning Community*, a document titled "Additional Support Activities" details intervention strategies. This resource guides teachers on utilizing progress monitoring data to plan small-group and one-to-one instruction tailored to students' needs. It includes examples of targeted activities from Level 1 unit lessons, such as reviewing "Letter Sound Automaticity,"

"Drill Sounds' Warm-up," "Echo/Find Letters" and "Vowel Extension" for phoneme segmentation.

- Materials also provide teacher guidance to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. For example, the "Learning Activity Overview" states "Advanced students can be challenged by alphabetizing letter tiles on the blank side of their Letter Boards. Provide struggling students with the letters already placed in alphabetical order."

## Foundational Skills

5.B.1	Oral Language Development	17/21
5.B.1a	<a href="#">Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)</a>	4/8
5.B.1b	<a href="#">Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)</a>	4/4
5.B.1c	<a href="#">Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)</a>	9/9

**The materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through one method (e.g., modeling, guided practice, coaching feedback, and independent practice.) Materials do not include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include opportunities for students to engage in 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)**

- Materials include explicit (direct) and systematic instructional guidance on developing oral language. For example, in Foundations level 1, learning community, story time activities, the material provides instructional guidance for story time activities implementation, practicing comprehension skills, and students' awareness of print. The material offers instructional cue cards for oral discussion, questioning, citing evidence, and text structure. An example of oral discussion includes partner discussion: "What details in this passage hint at \_\_\_?"; "Why do you think the character might be acting \_\_\_?"; "What did you find interesting in the passage?" and "Why did you mark that detail with a sticky note?" The materials do not include additional explicit (direct) instructional guidance on developing oral language through additional methods.
- The material includes explicit and systematic guidance for oracy development. For example, story time unit 7, week 1, day 5 provides the following guidance, "Ask the following questions: Who are the characters in this story? Where did the story take place? What happened first? Then what happened? What happened at the end? Use the chart to retell the information." This lesson provides evidence that level 1 materials help students to develop oral language and oracy.
- The materials do not include opportunities for developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent



practice). For example, in the teacher's manual, unit 3, week 1, day 4, the materials provide instructions on new digraphs (*rash, such, chip*) to introduce in drill sound/warm-up, building words (*shut*) while tapping in the activity *Word of the Day*. The activity calls for echo/find letters and words to dictate sounds for students to repeat and use letter boards to identify sounds. Students have opportunities to speak to varied audiences for varied purposes in the three examples on the listening and speaking activity cue card within the story time activities resources. The extensions state, "Speaking extension: Imagine you are a reporter tasked with presenting information to a television audience. Discuss how your word choice would differ between an informal discussion and a formal presentation. How might you adapt your language to effectively communicate with a broader audience and convey the message?" and "You've been invited to speak at a local elementary school as an expert on a specific topic such as animals, the environment, space, etc. Develop a detailed list of facts to include in your presentation and prepare your talking points accordingly. Consider how you would adapt your presentation to suit students in different grade levels." In the level 1 Fun HUB Unit 4, Week 1, Day 2 video, the teacher models how to use trick words in complete sentences. Then the students repeat the sentences, "We went home. She went home." three times. The teacher circles the trick words, but the materials do not include evidence of feedback or coaching through this activity. In level 1, unit 13, number 1 FUN HUB video, the teacher points to an "r-controlled" word chart while verbalizing the sounds represented by "ar, er, ir, or, and ur." The teacher then directs students to echo her. Guidance does not include feedback or coaching for student's oral development.

- The materials do not include a variety of methods for systematic instructional guidance on developing oral language. For example, in unit 13, week 1, day 5 activity *Word Talk* uses the standard sound cards, syllable, and suffix frames to make 4-5 words from the previously taught word of the day cards practice pack. Students decode them and discuss the meaning and structure of each word. Students mark the word, give synonyms and antonyms of the word, or a student uses the word in a sentence. Materials do not reference explicit or systematic ways to develop oral language or oracy through this activity.
- The materials do not include other methods for systematic instructional guidance on developing oral language. For example, unit 13, week 1, day 5 activity *Word Talk* uses the standard sound cards, syllable, and suffix frames to make 4-5 words from the previously taught word of the day cards practice pack. Students decode them and discuss the meaning and structure of each word. Students mark the word, give synonyms and antonyms of the word, or a student uses the word in a sentence. Materials do not reference explicit or systematic ways to develop oral language or oracy through this activity.
- Materials include systematic instructional guidance on developing oracy. For example, in the teacher manual, the materials guide students through systematic echo drills and repetition of phrases or sentences to build oracy and monitoring of rate and tone. These activities are systematically integrated across the lessons of the entire year. However, this approach does not extend to other methods. Only choral rehearsal is included. The materials do not include other methods of guidance for developing oracy such as individual practice.

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

- The materials include authentic opportunities for students to engage in social and academic communication as well as authentic opportunities for students to engage in discussion to understand information. The materials provide opportunities for communication within the classroom setting, aimed at sharing academic information with peers. For instance, the Foundation level 1 learning community provides materials that include scripted lessons and opportunities to engage in communication during unit story time activities.
- Materials titled *Reading Comprehension S.O.S* (Stop-Orient-Support/Scaffold) in the Foundations classroom provide examples of scripted opportunities to read, reflective awareness and visualization, replay, and retell for story time lessons. In addition, in the level 1 teacher's manual, unit 8, week 2, day 5 story time, students retell a story, *The Pink Dress*, previously read in unit 1. The teacher prompts students to remember the story in their minds and then retell the story in their own words to the class.
- Materials include opportunities for students to engage in social communication as well. In unit 4, week 2, day 5 story time, the teachers prompt students to retell a story from a week ago, *The Big Mess*, to the class. Students discuss how the characters feel throughout the story. They also discuss any relevant student experiences. In the home support video section of the level 1 FUN HUB, the teacher models how parents can spur conversations about books their children have read by talking about the story plot, and characters, and making predictions. The following statement is in the FUN HUB's level 1, unit 5 home support letter sent to parents says, "In unit 5, your child will continue to practice reading sentences in phrases and learn to write sentences, emphasize capitalization, punctuation, and the difference between real and make-believe stories."
- Materials include opportunities for students to share information for different audiences and purposes. For instance, in unit 3, week 2, day 5, the materials provide the teacher with explicit instruction and guided practice for the students with the same audience. In the story time activity, the teacher reads the story *Cod Fish*, the students recall the story with a movie in their heads and discuss the story and characters with the whole group. In unit 5, week 1, day 5, the materials provide whole group lessons with whole group discussion, as with other activities the audience and purposes for communication remain the same.

---

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

- Materials include authentic opportunities for students to listen actively to understand information and share information and ideas. For example, in the unit 12 home support video, the teacher suggests parents ask their child where to divide words (such as admire, bathtub, pockets) and whether the syllables are closed, open, or vowel-consonant-e. Then the teacher tells parents to name the child's favorite places and things and have them identify how many syllables are in the words. Students listen actively to understand and share information and ideas. Additionally, in level 1, unit 6, week 1, day 5, story time lesson, the teacher reads, "Mack and Bugs." The teacher discusses the title and predictions about what the title may tell about

the story. While the teacher reads the story, the students listen actively. When finished reading, teachers ask questions about characters and settings. Next, students make mental pictures in their minds and retell the story in their own words. A discussion of the character's feelings follows requiring the students to actively listen to understand and share information and ideas. In level 1, unit 11, week 3, day 5 activity *Word Talk*, students discuss the meaning and structure of words as well as the meaning of antonyms and synonyms.

- The materials provide opportunities for students to engage in discussions to share information. For example, in week 2 of unit 2, students spell words orally during the *Word Talk* activity and provide a synonym or antonym during an academic discussion. Additionally, in level 1, unit 6, week 1, day 5 story time lesson, the teacher reads *Mack and Bugs*. The teacher discusses the title and predictions about what the title may tell about the story. While the teacher reads the story, the students listen actively. When finished reading, teachers ask questions about characters and settings. Next, students make mental pictures in their minds and retell the story in their own words; a discussion of the character's feelings follows.
- The materials include authentic opportunities for students to ask questions to understand information, and to share information and ideas. For example, the level 1 learning community, and story time activities provide guiding questions cue cards. The material assists the teacher with developing oral discussion for students to share information about stories read from Storytime, Geodes, and Foundations readers. Cue card oral discussion prompts provide sample questions including, "What was your favorite part of the book and why? Did you like the ending of the story? Why or why not? If you had to change it, what would you change?" Retell the story from another character's perspective."
- The material provide questioning prompts for students. For example, in unit 7, week 1, day 5 in the story time activity *King Sam*, the students read the story 1-2 sentences at a time. Then a volunteer reads the story out loud while the students repeat it. The teacher asks the question "Why is the word *Stop* capitalized?" The class discusses why the title is capitalized. The teacher and students use the graphic organizer (character, setting, main events) to answer some questions such as, "Who are the characters?" and "What happened first?" Additionally, in unit 8, week 1, day 5 activity in story time, the students read, *The Pink Dress* 1-2 sentences at a time. The teacher and students read the title and predict the story. Then a volunteer reads the story out loud while the students repeat it. The teacher and students use the graphic organizer (character, setting, main events) to answer some questions, "Who are the characters?" and "What happened at the end?" The students then tell the main events of the story.

## Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding. Unit 1 begins with a review of the letter-keyword-sound concept, building upon concepts taught in level K and reinforced throughout unit 1. Students apply their understanding of letter-sound relationships through decoding activities such as *Word Play*. In this activity, using standard sound cards, the teacher constructs words, says them aloud, and guides students in tapping out each sound to blend them together. This practice includes reviewing previously learned words and introducing new unit words (e.g., "lit", "lip", "rap", "sip"). In level 1, unit 1, week 1 of FUN HUB videos, students participate in structured activities to strengthen their understanding of letter-sound relationships. For example, during day 2 of the video series, students echo the teacher as she introduces the letter names, keywords (supported by picture cards), and sounds for *n* and *m*. Moving to day 3, students echo and drill the letters and sounds for *i* and *u*. By day 4, students continue this drill and echo exercise, focusing on the sounds for the letters *c* and *o*. Level 1 home support materials provide weekly letters to families, outlining systematic instructions aligned with the Level 1 teacher's manual. For example, in unit 2, weeks 1-2, guide parents in practicing letters, keywords, sounds, short vowel sounds, trick words, letter formation, and activities such as modifying initial and final sounds in words (e.g., changing *fit* to *sit*, *kit* to *kid*). In unit 3, the curriculum explicitly teaches digraphs such as *wh*, *ch*, *sh*, *th*, and *ck*. Teachers

provide scripted explanations on how digraphs function, emphasizing that these pairs of letters blend together to produce a single sound. The teacher demonstrates the finger tap activity emphasizing that the digraph has one tap not one per letter. Students then practice the finger tap activity with words like *mash* (/m/a/sh/), marking the two letters that form the digraph sound. Moving to unit 8, week 1, day 1 introduces new concepts, distinguishing between blends and digraphs. The scripted lesson explains that blends, like in the word *slip* (/s/l/i/p/), consist of two letters that make two distinct sounds, whereas digraphs, as in *ship* (/sh/i/p/), are two letters that produce one unified sound. This differentiation is reinforced through tapping exercises, where students identify and mark the sounds of words containing blends and digraphs. The level 1, unit 10 FUN HUB, advises the teacher to employ large sound cards featuring keyword pictures to introduce students to welded sounds like /ong/ and /unk/.

- Materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic encoding. The teacher explicitly teaches encoding in the activity *Dictation Composition* in unit 3, week 2, day 3.
- The Teacher dictates three sounds, three current words, one review word, two trick words, and one sentence from the unit resource. Students repeat the sound, one student writes on the large dictation grid, and all students write on their dry-erase writing tablets. When first learning a new sound, students repeat the sound and name letter(s) before writing. As the sound is mastered, students repeat, write, and then name the corresponding letter(s). Students also practice encoding in unit 5, week 1. Here the teacher explicitly directs students to repeat the glued sounds /am/ and /an/ before spelling (using letter tiles) and writing words with glued sounds, such as *pan*, *ran*, *ham*, and *Sam*. Additionally, in unit 7, week 2, day 4 *Dictation (Composition Book)* activities. Here, the teacher dictates sounds, reviews previously learned words, and introduces new words. Students repeat the words, tap out the sounds, and spell them on paper, fostering their skills in applying letter-sound relationships in written language.

---

**Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions.** (PR.2.A & 2.A.2) (T)

- Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors or misconceptions. For example, level 1, materials include a scripted lesson titled *Trouble Spots*.
- Materials provide the teacher with a guide for direct and explicit instruction of sounds or glued sounds, for example, distinguishing *ong* from *ung*. Instructions suggest making note of student error(s) on future lesson plans. Discuss the error with the student(s), reteach and practice, and address the sound concept in all parts of unit lessons.
- Materials provide additional trouble-spot lessons and include specific feedback to students. In level 1 materials in the targeted instruction resources, and intervention activities, materials include guidance for connecting phonemes to letters within words.



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

(S)

- Materials include a variety of activities and resources for students to develop their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. In level 1, unit 4, week 1, day 3 FUN HUB video, the teacher begins by reviewing digraph sounds, providing that *wh* typically occurs at the beginning of words and *ck* at the end of syllables. The teacher then proceeds to model the creation of words like *shop*, *ship*, *chin*, and *thud*. Unit 12, week 1, day 2's activity *Introduce New Concepts* introduces multisyllabic words with syllable division using sound cards and syllable frames. For example, the teacher builds a multisyllabic word (*limit*) and teaches syllable division. The teacher uses sound cards and syllable frames to build words. The teacher then has students use magnetic tiles to build other multisyllabic words (*bathtub/catnip*).
- Materials include a variety of activities and resources for students to develop their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in decodable-connected text. For instance, in unit 12, week 1, day 5's story time activity, the teacher reads the title *Jackson* aloud and teaches syllable segmentation by modeling the scooping of syllables in words like *bucket* before students engage in reading the decodable text. Other materials noted for decodable connected text include *Geodes*.
- Materials include a variety of activities and resources for students to practice their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. The level 1 FUN HUB home support letter addressed to parents, emphasizes the importance of students spelling the base word before adding suffixes by stating, "Currently, students are working with closed syllable words that contain five sounds, such as *slump*." In the activity *Isolate the Sounds in a One Syllable Word*, the teacher dictates a word, and students repeat it. Then, the teacher places tiles on the table to represent the sounds in the word, and students tap each tile while saying the sounds. Eventually, students select the tiles independently.
- Materials include a variety of activities and resources for students to practice their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in decodable-connected text. Within the level 1 learning community, multi-level kit K-2, the materials provide resources to decode and blend sounds effectively. This kit provides story sets featuring illustrated readers by Barbara Wilson and Laura Appleton-Smith, which offer decodable controlled texts. Titles include *Jack and His Pal Max*, *A Sled Dog Morning*, and *The Splendid Pool*. Other materials noted for decodable connected text include *Geodes*.
- Materials include a variety of activities and resources for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. The materials offer activities and resources designed to help students reinforce their skills through cumulative review. These include

magnetic letter tiles, word chains, rhyming activities, and sorting exercises that apply letter-sound correspondence to decode one-syllable and multisyllabic words in isolation.

- Materials include a variety of activities and resources for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in decodable-connected text. For example, in the activity *Isolate the Sounds in a One Syllable Word*, the teacher dictates a word, and students repeat it. Then, the teacher places tiles on the table to represent the sounds in the word, and students tap each tile while saying the sounds. Eventually, students select the tiles independently.



## Foundational Skills

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

**The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).**

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and gradually transitions to more complex skills. The supplemental material possesses suggestions on how to teach the various segments of phonological awareness: 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). For example, the TEKS supplement level K guides teachers to first sort by initial consonant (alliteration) and later sort by final consonant sound. For example, in unit 3, week 1, day 1 FUN HUB video, the

teacher models closed syllable exception words by rhyming words such as *old*, *cold*, *kind*, *find*, *wild*, and *mild* as he flashes large sound cards.

- Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and gradually transitions to smaller units of sound (e.g., adding, deleting, and substituting syllables). Unit 9 begins instruction with syllable types which introduce closed syllables and open syllables. For example, in Unit 12, Week 3, Day 3, *Make It Fun* syllable match activity, students match syllables to make a word. They also practice segmenting syllables in words. Guidance includes, "Write the first syllable of a word in a left-hand column and the second syllable in a right-hand column creating a match game. Put four syllables in each column. Have a student find a match and draw a line from the first syllable to the second syllable. If the student is correct, have another student write it on the white syllable frames (e.g., *gob-lin*). Have everyone read the word. What would it be if I took away *gob*? Remove the *gob* frame." The learning community provides a document titled *Additional Phonological Awareness Activities* that includes deleting a syllable from a compound word, the material gives instructions to dictate a compound word example *upset*, then directs the student to say the word without up, to get set. The activity *Do These Words Rhyme* instructs the teacher to select and say a pair of rhyming words such as *mad/bad*, and words that do not rhyme, then ask students, "Do these words rhyme?"
- Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with 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. In unit 7, week 1, day 2, *Make it Fun Rhyming* activities, the teacher says *thing* and the students say *ring*. The activities continue to grow in complexity throughout level 1. They provide opportunities in phonological awareness grade-level TEKS in producing rhyming words and distinguishing between long vowels and short vowels. For example, the material provides a lesson on producing rhyming words in unit 7, week 1, day 2, *Introducing New Concept* section. The teacher teaches glued sound *-ng* and says (*thing*) and has students repeat. The students then produce rhyming words (*ng*), chart them and chorally read the list. The supplemental material possesses suggestions on how to teach the various segments of phonological awareness: 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). For example, the TEKS supplement level K guides teachers to first sort by initial consonant (alliteration) and later sort by final consonant sound. Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with larger units of sound (e.g., identifying and producing rhyming words, recognizing spoke alliteration, identifying the individual words in spoken sentences), and gradually transitions to smaller units of sound (e.g., adding, deleting, and substituting syllables). The material provides opportunities for phonological awareness in producing rhyming words and distinguishing between long vowels and short vowels. For example, the material provides opportunities to distinguish between long vowels and short vowels in unit 11, week 1, day 1. In

this lesson, the teacher teaches long vowels and reviews closed-syllable words. The teacher has the students tap out *hop* and then *hope*.

---

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

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

- Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. In unit 3, week 2, students drill sounds-letter names-keywords by echoing the teacher, and the teacher manual reminds the teacher, "Remind students to 'clip' the consonant sounds. Pronounce the letter *m* as /*m*/ not /*muh*/. Clipping consonant sounds make blending more successful."
- The supplemental resource, *TEKS Phonological Awareness Supplement level 1* guides teachers in strategies that the teacher can integrate into *Storytime*, *Word Play*, *Dictation*, *Echo/Find Letters*, *Echo/Find Words*, and *Make it Fun* activities. The guide for the supplement explains, "While phonological awareness activities are embedded into various Foundations activities in the Level 1 curriculum, consider using these supplemental activity ideas to explicitly reinforce phonological awareness skills. These supplemental activities include opportunities or explanatory feedback such as the guiding questions in the *Which One's Rhyme?* activity which supports students with, "Ask the student to produce additional words that also rhyme. Note: Have students then confirm the rhyme by separating the initial sound from the rhyme."

---

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

- Materials include a variety of activities and resources for students to develop, practice, or reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). The program provides 1-2 opportunities for phonological awareness in producing rhyming words and distinguishing between long vowels and short vowels. For example, the material provides a lesson on producing rhyming words in unit 7, week 1, day 2, activity *Introducing New Concepts*. The teacher teaches glued sound *-ng* and says (*thing*) and has students repeat. The students then produce rhyming words (*ng*), chart them and chorally read the list.
- The supplemental resource, *TEKS Phonological Awareness Supplement Level 1*, guides teachers in strategies that the teacher can integrate into *Storytime*, *Word Play*, *Dictation*, *Echo/Find Letters*, *Echo/Find Words*, and *Make it Fun* activities. The guide for the supplement explains, "While phonological awareness activities are embedded into various Foundations activities in the Level 1 curriculum, consider using these supplemental activity ideas to explicitly reinforce phonological awareness skills. These supplemental activities include opportunities or explanatory feedback such as the guiding questions in the *Which One's*

*Rhyme?* activity which supports students with, "Ask the student to produce additional words that also rhyme. Note: Have students then confirm the rhyme by separating the initial sound from the rhyme."

## Foundational Skills

5.D.2	Phonemic Awareness (K–2)	12/13
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)	1/2
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 and give recommended feedback for students based on common misconceptions. Materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors. 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)

- Materials include a systematic sequence for introducing phonemic awareness activities that begin with identifying phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. In unit 1, the materials focus on identifying phonemes. For example, in the level 1, unit 1, week 1, FUN HUB *Recognizing Beginning Sounds* activity, students circle the corresponding beginning sounds that match pictures: *top, bat, iguana, crab, umbrella, frog, cat, necklace, mop, and octopus*. Students progress to adding the suffix *s* to base words such as *as, rug, pen, mill, path, neck, ship, chip, and rock* as they tap and say the base words and derivatives.
- Materials include a systematic sequence for introducing phonemic awareness activities that begin with blending phonemes and gradually transition to more complex manipulation

practices such as adding, deleting, and substituting phonemes. In *Word Play*, unit 2, week 1, day 4 the teacher makes each word and then says and taps each sound. Students tap along, blend the sounds as they drag their thumb across, and say the word. Next, they point under each card as they say each sound, then drag their finger under all three cards as they blend the sounds to read the word. In the level 1, unit 8, week 1 part 2 targeted skill FUN HUB video, the teacher reviews previously taught concepts of digraphs and blends. She explicitly shares that blends and digraphs may appear in the same word, as in the words "stick and brush." In level 1 teacher's manual, unit 9, week 2, day 2, activity *Word of the Day*, the materials provide blending of phonemes with blends (*drills*), to blend and read words. Unit 2 in the teacher's manual starts sound manipulation (*initial, final, medial*). In these activities, the teacher leads a phoneme substitution lesson by changing one magnetic letter at a time as follows: *sob-job-jab-tab-tob*.

- Materials include a systematic sequence for introducing phonemic awareness activities that begin with segmenting phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. In unit 1, the materials focus on identifying phonemes, and then move to blending and segmenting phonemes in unit 2. For example, in unit 2, week 1, day 1, activity *Echo Find Letters and Words*, the materials segments lap to /l/ /a/ /p/ and sip to /s/ /i/ /p/. In the level 1 teacher's manual, unit 2, week 2, day 1, activity *Word Play*, continues with changing final/initial consonants, for example, *mat-cat* and *cut-cup*.

---

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

- Materials include explicit (direct) instruction for teaching phonemic awareness and recommended explanatory feedback for students based on misconceptions. The evidence does not support feedback based on common errors. For example, in a level 1, unit 3, week 2, FUN HUB video, the teacher explicitly points out the beginning, middle, and ending sounds as she makes the following words using letter tiles: *mad, sad, sip, rip, rib*.
- Materials do not support the recommended explanatory feedback for this lesson. Additionally, in a level 1, unit 8, week 1, day 1 video, the teacher explicitly teaches students the difference between digraphs and blends as she does three-finger taps for words spelled with digraphs and four-finger taps for words with beginning or ending blends. Some of these words include: *ship, slip, flip, test, mask, flag, brag, and sent*. Materials do not clearly list misconceptions between blends and digraphs.
- The level 1 teacher's manual, unit 10, week 1, day 1 provides guidance for teachers to review three rows of the vowel team poster. A scripted lesson guides the teacher in presenting the vowel teams oa, oe, ow. The script includes, "Today we are going to learn three new vowel teams that say /ō/. One of these new vowel teams, *ow*, will also say /ou/. Because it makes two sounds we will learn two keywords for *ow*. I will say the letter-keyword-sound and then you can echo. (Point to the vowel team on the poster.) *oa - boat - /ō/ oe - toe - /ō/*. For *ow*, we have two keywords because *ow* can say /ō/ or /ou/. I will say the letter-keyword-sound and then you can echo (Point to the vowel team on the poster.) *ow - snow - /ō/ ow - plow - /ou/*."



- Materials do not clearly list misconceptions. The learning activity cue card guides teachers on how to support students through what could be common misconceptions. The materials do not provide explicit instruction or guidance with recommended explanatory feedback on common errors.

---

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

- Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in transitioning from oral language activities to basic decoding. During the tapping routine students say a word and then tap out the letters. Students then blend the sounds as they drag their thumb across their fingers and say the word. The teacher then points under each card as students say each sound, then drags their finger under all three cards as they blend the sounds to read the word. Students repeat this activity with the words: *lit, lip, lap, rap, rip, nip, sit, sip, and set*. In unit 5, week 1, day 1 the teacher explains how the *m* and *n* make the short vowel sound more nasally than a pure short *a*. Teacher explains that *am* and *an* are easier to read and spell these words when they are glued together rather than segmented. The level 1 teacher's manual, unit 1, week 1, day 1 teaches vowel consonant *e* syllables such as *hop-hope*. The scripted lesson explains how an *e* can jump over one sound to change the vowel from a short to a long vowel sound. Teachers point out the *a-consonant-e* and tell students that "whenever there is a vowel, then a consonant, then an *e* at the end of the syllable, the *e* is silent and the vowel says its name (the long sound)."
- 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 encoding. For example, in the level 1 teacher's manual, unit 2, week 1, day 2, activity *Introduce New Concepts/Teach Tapping to Spell*. The materials provide the following instruction to the teacher, "Now we are going to do something a little bit different. I'm going to say a word and we are going to tap it without seeing the letters. Are you ready to try?" The teacher says the word *map* and taps out the three separate sounds without the cards. Then tell the students to try to picture the three cards in their minds as they attempt to spell the word. In unit 2, week 1, day 2, *Echo/Find Letters and Words* activity, the teacher dictates a word (*lap*). The teacher says "This word gets three taps /l/ /a/ /p/." The students repeat the word and tap it, then the students build the word with magnetic tiles. Additionally, in the level 1 teacher's manual, unit 5, week 1, day 3, *Make It Fun* activity, the materials guide teachers to dictate a list of words, one at a time, some with glued sounds, some without. After they dictate a word, the students repeat the word and stand up if they hear a glued sound. They tap the word together and remember to "glue" fingers when tapping a glued sound.



**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 a variety of activities and resources for students to develop phonemic awareness skills (through cumulative review). In the FUN HUB Digital InterActivities students have reference posters, large sound cards, standard sound cards, letter formation grids, trick word flashcards, and syllable/sentence frames to aid in developing phonemic awareness skills. In level 1, unit 1, FUN HUB, a fluency activity provides cumulative review for students to practice these letter sounds *b, qu, r, f, t, a, e, i, o, u, t, x, y, n, m, g, i, d,* and *s*.
- Materials include a variety of activities and resources for students to practice phonemic awareness skills (through cumulative review). In unit 2, week 2, day 4, *Make it Fun* activity, students practice listening for glued sounds. The teacher dictates a list of words, one at a time, some with glued sounds, and some without. After dictating a word, the students repeat the word and stand up if they hear a glued sound. Students then tap the word and remember to "glue" fingers when tapping a glued sound. Echo activities provided in the materials also solidify phonological awareness skills. These activities allow students to segment sounds in a word, and tap out phonemes orally before identifying the letters associated with the sound, and finding the corresponding letter tiles to spell the word.
- Materials include a variety of activities and resources for students to reinforce phonemic awareness skills (through cumulative review). For example, lesson warm-ups include large sound cards to reinforce concepts previously taught. Additionally, sentence and syllable frames assist in segmenting sentences and syllables. The activity overview in the teacher's manual states that "Make It Fun Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity." For example, in unit 2, week 2, day 4, *Make it Fun*, the material provides guidance for teachers to tell the students that they need their help to spell. Students will come up to the front if they have a letter that will help to spell a word. The teacher dictates a word such as a map. Students echo and tap it out. The teacher asks, "What is the first sound in *map*?" as they hold their index finger to their thumb. The teacher then asks for that letter. Additionally, dictation activities develop phonemic awareness and reinforce understanding of word structure. On either dry-erase boards or composition books, students echo and tap out the individual phonemes orally before independently writing out the combinations of sounds, words, and sentences. In unit 4, week 2, day 4 *Dictation (Dry Erase)* activity the teachers dictate three sounds, three current words, one review word, two trick words, and a sentence from the unit resources. Students repeat each dictation. One student writes on the large dictation grid and all students write on their dry-erase writing tablets.

## Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The "Scope and Sequence for Level 1" includes the progression of words, including spelling patterns in each unit. For example, Unit 2 has *map, lit, job, fix, quit*; Unit 5 has *ham, can, fan*; Unit 8 has *bump, stash, bled, past, pinch, shrug, steps*; and Unit 14 has *blinks, slashing, blended, disrupted, insisting, disputes*. The "TEKS Supplement in the Learning Community" outlines each concept location throughout the curriculum indicating unit number and page numbers for each skill. The TEKS supplement addresses skills not included in the original program for Level 1. Additionally, in the "Fun Hub" videos, the materials include the following progression: in Unit 3, Week 1, students learn words spelled with digraphs; in Unit 5 students learn two-letter glued sounds /am/ and /an/; in Unit 7, Week 1, students learn three-letter glued sounds such as *-ang, -ing, -ong, -ung, -ank, and -ink*; then in Unit 8, Week 1, students learn words with r-controlled syllables.

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

- Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Unit 3, Week 1, Day 1 teaches digraphs *wh*, *ch*, *sh*, *th*, and *ck*. Instructions include, "explain that these consonants 'stick together' to form one sound, even though there are two letters. That is why they are on one card. They are not separated. Sh, for example, will not say /s/, /h/. These letters stay together to say /sh/. Teach the digraphs *wh*, *ch*, *sh*, *th*, and *ck* with the Large Sound Cards. Digraphs get one tap, with one finger make the word *mash*. Say the sounds separately, and then blend them together. Tap a finger to your thumb over each sound card while saying the sound. Tap your index finger to your thumb while saying /m/, middle finger to thumb while saying /a/, and ring finger to thumb while saying /sh/." Materials also include the Fun Hub videos, which show teachers modeling different phases of the lesson cycle to provide explicit instruction. Additionally, in Unit 3, teachers model blending three sounds in a word before segmenting and spelling CVC words. Teachers use the color-coded salmon, green, yellow, and ivory blank tiles and cards to represent consonants, glued sounds, vowels, and r-controlled vowels in words. Materials also provide an "Activity Cue Card-Teach Trick Work Spelling" that guides the teacher with "Teacher Does/Teacher Says/Response" cues.

---

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

- Materials include a variety of activities and resources for students to develop grade-level sound-spelling patterns. For example, in Unit 2, Week 1, Day 4, "Word Play" activity, the teacher uses "Standard Sound Cards" to build and say words. The teacher and students tap out each word and blend new unit words (*lit*, *lip*, *rap*, *sip*). The teacher also reviews words previously learned. "Word of the Day and Echo/Find Letter and Words" activities provide knowledge of grade-level sound-spelling patterns. The "Echo/Find Letter and Words" activity in Unit 7, Week 2, Day 4 uses manipulatives to help develop learning. The teacher dictates a sound and holds up Echo. Students repeat. The teacher asks, "What Says\_\_\_\_?" and includes new sounds: *fang*, *ring*, *song*, *lung*. Students point to the letter on their Letter Board, saying the name of the letter. Teachers can see "Echo Sounds" in the "Unit Resources" for expected student responses. One student finds the letters from the "Standard Sound Card" display. The teacher then dictates three to five sounds.
- Materials include a variety of activities and resources for students to practice grade-level sound-spelling patterns. In Unit 8, Week 1, "Additional Print Activities," students tap and read CCVC and CVCC flashcards such as *must*, *drip*, *stop*, and *last*. Word of the Day and Echo/Find Letter and Words activities review, practice, and reinforce knowledge of grade-level sound-spelling patterns. Additionally, Unit 10, Week 2, Day 2, reviews the concepts of blends. This activity discusses the *str* blend and that some blends at the beginning of the word have three letters. Students tap out the word with five taps. They discuss closed syllables because the word has one vowel followed by a consonant closing it making the vowel short. Students mark up the word by underlining the three-letter blend and marking the closed syllable. The "Multi-

Level Kit K-1" includes a variety of resources and materials for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns. For example, "Home Support Packs 1" provide activities and resources, such as letter writing and letter identification. This pack includes Standard Sound Cards to use for drill sounds and to teach word structure, as well as "Aa-Zz Keyword Puzzles," with picture keywords and sounds for students to match.

- Materials include a variety of activities and resources for students to reinforce grade-level sound-spelling patterns (through cumulative review). In Unit 11, Week 1, students tap and read VCe words on flashcards in a Fun Hub "Additional Print Activity." The words include *tide*, *plane*, *mine*, *cube*, *hope*, and *flute*. The "Dictation (Composition Book)" activity in Unit 7, Week 2, Day 4, reinforces material as the teacher dictates sounds, reviews words, and introduces new words. The teacher dictates words and sounds, for example, *bang*, *sang*, *long*, *song*, and *sink*. Students repeat the words, tap the sounds out, and spell the word on paper.

---

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

- Materials provide a variety of activities and resources to support students in decoding words that include taught sound-spelling patterns in isolation (e.g., word lists). The "Learning Community," "Home Support" offers activities to reinforce skills taught in the unit. For example, materials provide parents with suggested words to practice with their students as well as suggested books the students should be able to read on their own. In Unit 2, Week 2, Day 4, "Word of the Day," the teacher builds the word of the day (*quit*), reteaches *qu*, and then taps the word out. Students mark up and tap out the words. Students write a sentence in their student notebook with the word of the day for independent practice. Additionally, Unit 5, Week 1, Day 1, "Introduce New Sounds," introduces the *an* and *am* sounds. The teacher models the tapping of sounds first. Next, students tap out the sounds for the word (*bam*). Then students tap out additional words *pat*, *pad*, *pal*, and *pan*. In Unit 10, Week 1, "Additional Print Activity," the teacher instructs students to "be a word detective and find closed syllable words that contain blends such as *cramp*, *drank*, *raft*, *draft*, and *skunk*." In Unit 11, Week 1, Day 1, "New Concepts," the material provides opportunities to distinguish between long and short vowels. In this lesson, the teacher teaches long vowels and reviews closed-syllable words. The teacher builds the word *hop* and has the students tap out *hop*, then adds *-e* to make *hope*. The students blend and decode *hope*. The lesson continues with other words like *cap/cape*.
- Materials provide a variety of activities and resources to support students in decoding words that include taught sound-spelling patterns in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). The materials include 64 books in the "Geodes Library" that support decoding sound-spelling patterns in connected text. A few of the titles and skills include: "Just in Time" (bonus letters), "A Library to Go" (glued sounds), "The Crab and the Urchin" (consonant blends), and "The Hares and the Frogs" (suffix *-s*). Additionally, Unit 5, Week 1, Day 5, provides a decodable text, "Pam and Dan," for *an* and

*am* sound practice. This text also reinforces previous instruction, such as digraphs, CVC words, and *ill/all* words. Students read the text silently, one or two sentences at a time. The teacher selects a student to come read a sentence using the "Baby Echo" pointer. The teacher ensures the student uses proper expression and phrasing and models if needed. The whole class repeats the sentences. Then they read it all together with choral reading as the teacher scoops the phrases with Baby Echo.

- Materials provide a variety of activities and resources to support students in encoding words that include taught sound-spelling patterns in isolation (e.g., word lists). For example, in Unit 1, Week 1, the materials guide teachers to "dictate the review sound /t/ and new sounds. Say the sound as students echo and say the corresponding letter names. Finally, call students to the Large Letter Formation Grid to make the letter." In Unit 5, Week 1, Day 1, "Introduce New Sounds" introduces the *an* and *am* sounds. Students use magnetic boards to spell words with teacher guidance. The teacher explains that an will now be shown with a green card (*an*) instead of (*a*) (*n*). Students use magnetic boards to practice spelling *ham*, *Sam*, *can*, *fan*, *than*, *pan*, and *man*. In Unit 10, Week 1, Day 2 of the *Teacher Manual*, students write closed syllables with blends before and after the vowel in their "Student Notebooks." A few of these words include: *trust*, *skunk*, *blast*, and *slept*. Prior to writing these words in their Student Notebooks, students write them on letter grid boards and make them using magnetic letter tiles.
- Materials provide a variety of activities and resources to support students in encoding words that include taught sound-spelling patterns in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). For example, activities from the teacher's manual include "Echo Find Letters, Echo Find Words, Word of the Day/Dry Erase, and Dictation/Composition Book." In Unit 5, Week 1, Day 3, "Dictation/Composition Book," the teacher dictates three sounds, two review words, two current words, two Trick Words, and one sentence from the "Unit Resources." Instructions included for the "Sentence Dictate" state to have students repeat the sentence, then have students place the "Sentence Frames" and write the sentence. Students then scoop the sentence into phrases and read it with fluency. Unit 5, Home Support, provides a script for the parent to use when students are writing their words and sentences. The encoding for Unit 5 includes: Review Words-*ball*, *fox*, *quill*; Current Words - *ham*, *jam*, *can*; Trick Words-*from*, *does*, *have*; Dictation sentence-*Mom will shop for ham*.

## Foundational Skills

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

**The materials include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high frequency words and encoding regular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode 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)

- Materials include a systematic sequence for introducing regular high-frequency words. In the "Learning Community," a document titled "Guide to Student Work" organizes the list of regular and irregular high-frequency words or "Trick Words" by unit and by week. The outline provides the teacher with a list of words from "Word of the Day" and Trick Words activities for students to complete in their notebooks and composition books. For example, in Unit 2, Week 2, Word of the Day Trick Words are *the, a, and, is, his, and of*. Regular high-frequency words are incorporated into lessons as the phonetic principle is taught. A document titled "How We Teach Trick Words for Immediate Recognition in Foundations" in the Learning Community guides teachers to student mastery of the first 100 high-frequency words following grade-level expectations for recognizing regular and irregular words. In Unit 3, Week 1 of the *Teacher's Manual*, the teacher introduces the Trick Words *as* and *has* prior to having students repeat the sentence "Meg is as tall as I am." Then students place and write it on sentence frames. The routine for the introduction of Trick Words remains the same throughout the program.
- Materials include a systematic sequence for introducing irregular high-frequency words. Irregular high-frequency words are introduced in order of complexity of the word. Level 1



students, by the end of first grade, will read and spell the first 100 high-frequency words, including irregular words (Trick Words). Unit 2, Week 2, Day 1 introduces the irregular high-frequency words, then teachers show Trick Word flashcards and point out parts learned and tricky parts. The teacher points to each word and says it. Students repeat. Students add words to student notebooks for future reference. In Unit 10, Week 1 of the *Teacher's Manual*, the teacher introduces the following Trick Words to students: *any, many, how, now, down, out, about, and our*. The teacher says the sentence, "Do you have any crayons?" Students repeat. A student places the "Sentence Frames" as needed. The teacher writes the sentence on the frames and discusses capitalization and punctuation before modeling by circling the word *any*. The teacher asks students to listen to the sentence and see if they can tell the word circled. Then the teacher writes the identified word on the board. Students practice orally by scooping the sentence into phrases and reading it. After erasing the frames and putting them to the side, the rest of the lesson continues with flash cards and the students identifying and spelling 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)

- Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular high-frequency words. In the Learning Community, "Program Overview K-3" provides a background knowledge overview for teachers of the decoding and encoding skills taught alongside each other. Materials explain it teaches sound mastery in two directions: letter to sound and sound to letter. The material explains that the "Sound-to-Letter Activity" teaches students to hear a word, break the word down into individual phonemes by using the tapping technique, and associate the individual phonemes in the word with the appropriate letter for spelling.
- The materials provide a systematic sequence to introduce and read high-frequency words. In Level 1, the materials start introducing Trick Words in Unit 2 and progress to more complex words. For example, in Unit 2, Week 2, Day 3, "Trick Word Reading and Trick Word Spelling" activity, the teacher introduces Trick Words (*is, his, was*). The teachers write the sentences using *is, his, and was* on sentence frames. The teacher reads and scoops the sentences, identifies Trick Words, and then finds and circles the Trick Words. Then the teacher has students say it — sky write it — say it, first with eyes open and then with eyes closed. They use their finger to write the word on their desk, and then students write the word in student notebooks, spelling it correctly. Per the *Teacher's Manual*, the use of manipulative cards and tiles with letters during the "Echo/Find Words" activity, "Dry Erase Writing Tablets," and "Student Composition Books" during the "Dictation Activity" provides encoding instruction. For example, materials provide sample lessons in "Echo/Find Words," Level 1, Unit 2, Week 1, Day 2, and Dictation activity Level 1, Unit 2, Week 1, Day 4. In the Echo/Find Words activity listed above, the teacher dictates several decodable CVC high-frequency words; students build the words with letter tiles and spell the words orally. Additionally, in Unit 6, Week 1, Fun Hub video, the teacher presents the Trick Words *were, are, to, I, and has* and tells students these words cannot be tapped out.



- Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding irregular high-frequency words. Lessons follow the same format throughout the program. Teachers write sentences; students identify trick words from the teacher reading the sentence; students then identify the word with flashcards. Teachers point out the part of the word they have already learned and the tricky part of the word. The teacher writes the new Trick Word in large print on the board. They discuss the word and have students say it with eyes open — sky write it — and say it with eyes closed. Students use their fingers to write the word on their desks. Students read the prior learned Trick Words and then write them in their notebooks. For example, in Unit 2, Week 2, Day 1, "Trick Word Reading/Trick Word Spelling" activity, the teacher introduces the words *the*, *a*, and *and* by reading the Trick Words in a sentence on the board. The teacher circles the Trick Word and has the student read the Trick Word circled. The teacher writes Trick Words on the board and has students skywrite each word with eyes open and then eyes closed. The students then write Trick Words in Student Notebooks. Additionally, in Unit 13, Week 2, Day 1, the teacher introduces Trick Words *their* and *being*. The teacher writes, "Their dad is being funny." and says, "I am going to circle this word (circles *their*). Listen to the sentence and see if you can tell me the word I circled." The teacher then writes the identified word on the board as they show students two Trick Word Flashcards, *there* and *their*, and explains that *their* spelling shows that something belongs to people. The teacher states "Their dad is spelled this way because the dad belongs to the kids in this sentence." The teacher then states, "Now, I am going to circle another word (circles *being*). Listen again and see if you can tell me the new word that I circled." When a student identifies the word, the teacher writes it on the board. Then the teacher scoops the sentence into phrases and reads it. The teacher underlines the *ei* in both *their* and *being*, telling students that "this is the tricky part of these words and that it helps to remember both of them together in this sentence."

---

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

- Materials include a variety of activities and resources for students to develop skills to decode and encode regular and irregular high-frequency words. The materials provide a background for the instruction of Trick Words in the Learning Community document titled "How We Teach Trick Words for Immediate Recognition in Foundations." Per this resource, Level 1 Trick Words introduce words through the context and meaning of a sentence. Teachers provide instruction on the "tricky words/parts" and discuss the phonetic word parts. Students then map these words using multisensory strategies such as fingerwriting, gel boards, and skywriting. Trick Words review and practice decoding and spelling activities, including sentences, phrases, and story reading. For example, in Unit 3, Week 1, Day 1, "Teach Trick Word Reading and Teach Trick Words Spelling," the teacher introduces Trick Words (*as/has*) and uses sentence frames ("Meg is as tall as I am."). The teacher circles the Trick Words, and students read them. The teacher uses flashcards as students read current and previously learned Trick Words. Students sky-write (eyes open/closed) and write words with their fingers on the desk. Then they write the word in Student Notebooks. Materials provide this same instruction across the

units throughout Level 1. In Unit 11, Week 1, Fun Hub video, the teacher uses flashcards to present the Trick Words, *friend*, *other*, and *another* before having students track, copy, and write them on a worksheet.

- Materials include a variety of activities and resources for students to practice skills to decode and encode regular and irregular high-frequency words. Materials include "Practice Large and Small Grid" resources. The material also provides a fillable practice worksheet for Level K-2 to support the spelling of trick words. In Unit 4, Day 2 of the *Teacher Manual*, it directs the teacher to write the following sentences on the program's "White Magnetic Sentence Frames": "We went home. She went home. He went home." Then the teacher asks a student to find and circle the Trick Words on the board. Afterward, the teacher discusses the "known and tricky parts of each word." Additionally, in the daily "Drill Sound/Warm Up" activities that begin lessons, students review previously taught words. Each lesson provides the same framework. For example, in Unit 7, Week 1, Day 3, the teachers write Trick Words in a sentence, and students try to pick out the Trick Words. Students spell the words in the sky, on their desks, and in the Student Notebook. In Unit 8, Week 2, Day 4, "Dictation (Composition Book)" activity, students write the Trick Word with two fingers on their desktops before writing in Composition Books. Teachers encourage them to refer to their Student Notebooks as needed. The document for the activity "Sentence Seeds" suggests using Large and Small Grid worksheets in a workstation for students to practice Trick Words. The material suggests using unit Word of the Day, Sound-Alike, and Trick Word cards in the workstation. Additionally, as stated in the Geodes Library, at least 90% of the module's decodable student readers include the program's decodable and Trick Words based on alignment with the scope and sequence.
- Materials include a variety of activities and resources for students to reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Decoding and spelling activities, which include sentences, phrases, and story reading, provide reinforcement of decoding and encoding of Trick Words. For example, in Level 1, Geodes, Module 4, Jerry Draws, the students decode Trick Words (*a*, *and*, *his*, *from*, and more).

---

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

- Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize high-frequency words in isolation (e.g., word lists). For example, materials include an external link for students to read Trick Words and then recognize the correct trick word to complete the sentence, for example, "\_\_\_\_\_ pup is not sad." Materials provide the word choices; *you*, *the*, *and*. Materials include activities for Units 2–14. In Unit 7, students recognize the Trick Words taught in a printed "Fluency Practice" that includes the following: *try*, *into*, *what*, *were*, *some*, *why*, *by*, *my*, *from*, *have*, and *very*. Additionally, in the Geodes Library, students have a chance to recognize high-frequency words in connected text by engaging with decodable stories. For instance, in the book "The Brothers Grimm," students read sentences including the following: "Have you met the Brothers Grimm? One is Jacob--this is him. That is Will. He has a hat."

- Materials include a variety of activities and resources (including the use of memory-building strategies) for students to read high-frequency words in connected text (e.g., within sentences or decodable texts). For example, the material includes a variety of worksheets for Units 2–14 for automaticity practice with sounds, real words, nonsense words, and Trick Words for fluency practice within phrases and with a story. The document titled "Level 1 Unit 2 Fluency" provides phrases to drill students within 60 seconds. Example phrases include "on the bed," "in the den," "had a pet," "in the sun," and "in the mud." The document also provides a story without pictures, "Peg and the Pup," for students to read. In Geodes-Module 1/Set 1, decodables provide practice reading Trick Words in the book, "Anansi and the Pot of Beans." The materials note all the Trick Words provided for practice and include Level K Trick Words for review. In Unit 2, Week 2, Day 3, "Trick Word Reading and Trick Work Spelling" activity, the teacher introduces Trick Words (*is*, *his*, *was*). The teachers write the sentences using *is*, *his*, and *was* on sentence frames. The teacher reads and scoops the sentences and identifies and circles the Trick Words. Then the teacher has students "say it - sky write it - say it," first with eyes open and then with eyes closed. Additionally, Unit 9, Week 1, Day 2 "Drill Sounds/Warm-Up Activity" reviews Trick Words. Students read the flashcards with the Trick Words on them. Once students master words, the teacher removes them from the practice drill. The Unit 9, Week 2, Day 5 "Storytime" Activity, "Fred the Frog," incorporates high-frequency words in connected text throughout the story as well.
- Materials include a variety of activities and resources (including the use of memory-building strategies) for students to write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). For example, in Unit 2, Week 2, Day 1, "Trick Word Reading and Trick Work Spelling" activity, the materials introduce the words *a*, *and*, and *the*. The teachers write the sentences using *a*, *and*, *the* on sentence frames, reads and scoops, identify Trick Words, then find and circle the Trick Words. Then the teacher has the students say it - sky write it - say it, first with eyes open and then with eyes closed. They have them use their fingers to write the word on their desks, and then have students write the word in student notebooks, spelling it correctly. In Unit 4, Week 1, students do an activity titled, "Additional Print Practice," which includes tracing, copying, and writing the Trick Words *you*, *your*, and *they*.

## Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	23/23
5.E.3a	<a href="#">Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR.2.A.1)</a>	1/1
5.E.3b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR.2.A.1)(T)</a>	2/2
5.E.3c	<a href="#">Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR.2.A.1 &amp; 2.A.3)(S)</a>	12/12
5.E.3d	<a href="#">Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR.2.A &amp; 2.A.3)(S)</a>	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 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)**

- Materials include a systematic sequence for introducing grade-level syllable types, as outlined in the TEKS. The *Level 1 Teachers Manual* "Scope and Sequence" reviews closed CVC, CCVC, and CVCC words in Unit 2. Then it introduces base words and suffixes in Unit 6 while introducing r-controlled syllables in Unit 8. By Unit 9, materials focus on open and vowel team syllables (*ai, ay, ee, ea, ey, oi, oy*) in a systematic sequence. Unit 10 materials provide instruction on vowel team syllables (*oa, oe, ow, ou, oo, ue, ew*). Materials introduce VCE one-syllable words in Unit 11. In the *Teacher's Manual*, Unit 12 Introduction, teachers show students how to read, spell, and segment (divide) two-syllable words with closed syllables, such as *catnip*. For example, students are told to divide between the middle consonants (*cat nip*) before they divide words, such as *lim/it*.

---

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

- Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types to decode one-syllable words. For example, the "Learning Community" provides videos of direct and explicit guidance. These videos provide an explanation of the six types of syllables and examples of all the instruction for syllables. For example, in the "Fun Hub," a video for Unit 8, Week 1, Day 2, provides explicit instruction to decode one-syllable words with r-controlled vowels like *ar*, *or*. The teacher says, "This year we are going to learn the sounds of many vowel combinations. We are going to use an r-controlled vowel poster to learn and practice vowel combinations. Notice we have a vowel followed by an r, and an o followed by an r. We will learn keywords to help us remember these letter combinations. Let's practice, I'll say the letter, keyword, and sound then you echo me. Ready, ar, car, /ar/, now your turn, students echo the teacher." The teacher repeats steps for r-controlled vowels *or*, *horn*, /or/. Materials also provide scripted, direct and explicit guidance for instruction. For example, in Unit 9, Week 1, Day 1, guidance provides instruction on the closed syllable concept. Guidance states "Form the word bat with your Standard Sound Cards. Tell the student that a closed syllable has one vowel only (point to a) and must be closed in (move the t closer to the a to show how it closes it in). A closed syllable gives the vowel the short sound; /ă/ which is the short sound of a. Now remove the b to leave the word at. Tell the student that there need not be a consonant in front of the vowel. The important point is that one vowel (point to a and stress one) is closed in (move t) by at least one consonant. Make the word bath. Tell the student that the vowel can be closed in with more than one consonant (point to th). Use the Standard Sound Cards to form the following words: such, it, she, boat. Ask the student to point to the closed syllables (such, it). Discuss each word, asking the student to explain why a word is or is not a closed syllable."
- Unit 9, Week 1, Day 1, also introduces the syllable concept in the "Introduce New Concepts" activity. This unit guidance states "You will teach students the concept of a closed syllable. Explain that words have parts that go together called syllables. A syllable is part of a word that can be pushed out in one breath. Cat is one-syllable. Catnip has two syllables. There are six kinds of syllables. All the words so far have been closed syllables."
- In Unit 9, Week 3, Day 1, Introduce New Concepts activity, the materials include explicit instruction to decode one-syllable words with vowel teams ai/ay. The teacher says, "This year we are going to learn the sounds of many vowel teams. A vowel team is two vowels together that make just one sound. We will learn keywords to help us remember the sounds of the vowel teams." The teacher uses "Baby Echo" to point to the vowel team poster and show examples of ai/ay (*bait/play*). Additionally, in Unit 11, Week 1, Day 1, Introduce New Concepts activity, the materials introduce vowel consonant-e. The teacher explicitly teaches the rules for vowel consonant-e by using "Large Sound Cards" and saying "a says /a/ in *safe*." The teacher explains that the vowel consonant-e has two sounds, like in *mule/rule*. Then the teacher reviews closed syllables and has the students tap out *hop* and then *hope*, explaining that they both have three sounds but teaching that in the word *hope* to make it say its name,



they must add an e. The teacher continues to teach explicitly with the words *cap/cape*, *fat/fate*, and *tap/tape*. The materials also include explicit instruction to encode one-syllable words with vowel consonant-e.

- In Unit 11, Week 1, Day 2, "Teaching Spelling," the teacher dictates the words (*cap/cape*, *tub/tube*, *not/note*, *spin/spine*) and has the students repeat and tap, listening for the short or long vowel sound. Then the student builds the word with the standard Sound Cards and names letters aloud.
- Materials include guidance for the teacher to provide explicit (direct) instructions for applying knowledge of syllable types to decode multisyllabic words. Materials provide instruction on syllable division principles in Unit 12, Week 1, Day 1. For example, under "Teach Syllable Division," guidance states "Tell students that words are made up of parts. Sounds go together to make each part. Sometimes there is only one part and other times, more than one. The word cat has one part made up of three sounds. The word catnip has two parts. You can hear it. Each part is one push of breath. Explain that this is called a syllable. When another push of breath is needed, it is a new part or syllable. Point out that the two vowels in this word are separated by consonants. This is easy to see with the different colored cards used to represent vowels and consonants. The salmon vowel cards are not together. Whenever vowels are separated, the word must be split into two parts or syllables somewhere between the two separated vowels. If there are two consonants between the vowels, then split or divide between the two consonants." The Learning Community, Unit 12, Week 1, Day 1 video instructs teachers to tell students that to read or spell longer words with more than one syllable, they must do one part at a time.

---

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

- Materials include a variety of activities and resources for students to develop skills to decode and encode one-syllable or multisyllabic words. The program's encoding resources include student composition notebooks, gridded and lined dry-erase boards, gel markers, magnetic color-coded letter tiles, and syllable/sentence frames. In Unit 12, activities include the use of syllable frames, magnetic letter tiles, and letter boards to develop the decoding and encoding of multisyllabic words. For example, the teacher dictates a word, and the students repeat the word while touching each syllable box when saying the word. In the word *bath tub*, students would echo *bath tub* and then divide the word into parts, saying each part or syllable as the teacher points to each blank "Syllable Frame." The students follow by touching each syllable box on their "Magnetic Letter Boards" to represent each syllable part. Students say the first syllable (*bath*) and touch their first syllable box. Then one student orally spells the first syllable as they write it on their first white Syllable Frame. Then students say the second syllable (*tub*) and touch their second syllable box. Someone orally spells the second syllable and writes it on the second Syllable Frame. Students then immediately read the word back while the teacher scoops syllables from left to right with their index finger. Next, the students spell current unit words on their Letter Boards. Students use the boxes to represent syllables.

Initially, students get the "Magnetic Letter Tiles" to spell the words, putting the tiles in the syllable boxes.

- Materials include a variety of activities and resources for students to practice skills to decode and encode one-syllable or multisyllabic words. The Learning Community lists Level 1's nonsense words by units (1–14) to be used to practice and reinforce students' decoding skills. The following reflects a few of those nonsense words by unit: Unit 2-*bix, jat, lop, niz, quib*; Unit 3-*thap, thim, yath, nuch*; Unit 4-*shess, thuff, zall*; Unit 8-*drell, presh, twums, thrasp*; Unit 10-*gristed, pronts, thristed*; Unit 12-*lidesop, razflate, tipdex*; Unit 14-*blpishing, cranches, glissets*. Materials also provide worksheet activities. An example of worksheet activities for Unit 7, Week 1, titled "Make a New Word," instructs the student to change the sound in the box to another sound to make a new word. The student then writes the new word on the line provided, for example, *bang - fang. Nan - \_\_an = \_\_\_\_*. Another practice activity for Unit 9, Week 1, titled "Find the Syllable Type," instructs the student to find words containing the specific syllable type. The student reads the words, circles the words containing a closed syllable, and crosses out words that do not contain closed syllables. Students then write the closed-syllable words and mark them up.
- Materials include a variety of activities and resources for students to reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). For example, in Unit 3, Week 1, Day 2, "Dictation," the teacher has students read and write one-syllable words (*rash/such/chip/much*). The teacher dictates unit sounds, words, Trick Words, and sentences. The teacher also reviews one previously learned review word. When the teacher dictates a word, students repeat the word, tap sounds, and spell orally before writing. Students then mark up these words. In Unit 13, Week 1, Day 3, students apply the skills they have learned by listening to words the teacher says and applying their knowledge of syllable division. Students say and spell each syllable orally before writing the syllables in the Syllable Frames at the top of the "Dry Erase Writing Tablet." They then write the word on the lines below. Immediately after writing, students scoop the word into syllables while reading it to proofread. Students then mark up these words. Additionally, in Unit 12, Week 1, Day 3, "Word of the Day" activity, the teacher introduces the Word of the Day (*limit*), which reviews multisyllabic words from previous lessons. The teacher reteaches syllable division (closed syllables), and students mark up words and scoop them into syllables. Then the students make words by using sound cards and syllable frames to read it and scoop.

---

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

- Materials include a variety of activities for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types in isolation (e.g., word lists) and through connected text that builds on previous instruction. The material provides activities to give opportunities for students to practice encoding CVC words in a decodable in isolation. For example, in Unit 12, Week 2, Day 1, the "Teach Spelling" activity uses the same



procedure for spelling multisyllabic words with vowel-consonant-e syllables that they used when spelling multisyllabic words with only closed syllables. The students use sentence frames on dry-erase boards. The teacher says a word and invites students to repeat it. The students say the word in syllables, touching each syllable frame as they say each syllable. The students then write the multisyllabic word on their dry-erase boards. In Unit 13, Week 1, Day 5 Storytime, "Brad's Lost Glasses," after the teacher reads the story, students mark words, make a capital letter frame around words that have a capital letter, and discuss why (at the beginning of a sentence or a person's name). Students then underline base words and circle suffixes, find multisyllabic words, and underline and mark syllables.

- In Unit 14, Week 1, Learning Community, "Make It Fun-Suffix Frames" activity, students develop their knowledge of adding suffixes (*-ing*, *-ed*, *-s*) to one-syllable and multisyllabic words. The Learning Community also includes a Go Fish card activity focused on different types of syllables. Some words include *plugs*, *go*, *use*, *stiff*, *hide*, and *rent*. The activity "Closed Syllable Hunt" reinforces the concept of closed syllables and practices reading closed-syllable words. The teacher then instructs students to write a variety of words on the board. They select a student to come hunt for and cross out any non-closed syllable words. Then they have another student hunt for and mark a closed syllable word with syllable marking. They continue until all words have been either crossed off or marked as a closed syllable. Lastly, students read the closed-syllable words on the list: *we*, *trim*, *bite*, *foam*, *it*, *wept*, *look*, *fun*, *ball*, and *shrug*. The material provides activities and resources to give opportunities for students to practice decoding CVC and VC words in a decodable connect text. The material provides "Geodes" that align with the skills taught in each unit. In Geodes Module 3, Set 4, "Measure the Wind," the decodable words in the text include words taught through Unit 11 (*added*, *flaps*, *this*, *gave*, *ship*, *fast*, *whip*). This passage provides a cumulative review of past skills for students to reinforce.
- Materials include a variety of resources for students to practice decoding and encoding, one-syllable or multisyllabic words, using knowledge of syllable types in isolation (e.g., word lists), and through connected text that builds on previous instruction. For example, Level 1 provides a student workbook, with activities for Units 1–14 for students to match initial letter sounds in words, tap and blend words, phase read, and blend one and two-syllable words. Unit 9, Week 1, Day 4, "Make It Fun Preparation," suggests using the "Resource List" for closed-syllable words. Teachers intersperse with other one-syllable words that are not closed syllables. These include double vowel words, vowel-consonant-e words, and open syllables such as *she*. The material provides the resource Geodes with the phonetic focus of text and the connection to Foundations scope and sequence. For example, Geodes Level 1, Modules 1–4 contains recurring content words that demonstrate alignment with CVC words, words with digraphs, and the suffix-s. Module 2 alignment provides short-vowel, one-syllable words up to four sounds, with consonant blend, digraph, and *ng* and *nk* blends. Module 3 contains one-syllable words of up to five sounds in a closed syllable with the suffix *-s*, *-ed(/ed/)*, or *-ing*, and VCe words with five sounds with the suffix-s. Module 4 includes multisyllabic words with closed and vowel-consonant-e syllables, including compound words with the suffix *-s*, *-es*, *-ed (/ed/)*, or *-ing* added to unchanged base words.

## Foundational Skills

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

**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)

- Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. The *Teacher’s Manual* "Scope and Sequence states "students will identify frequently occurring root words and their inflectional forms (i.e., look-looks-looked-looking)." For instance, Unit 6 introduces /s/, Unit 10 teaches students to read and spell non-changing base words with suffixes *-ed* and *-ing*, and by Unit 13, the materials add suffixes to multisyllabic words. Students learn to define words by category and key attributes by the end of Level 1. For example, in Unit 13, Week 1, the teacher points out that word meanings include both plural and action words, i.e., brushes.

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

- Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes. The materials include professional resources and videos to enhance teachers' knowledge of adding suffixes to basewords. The material video titled "Marking: Adding Suffix to a Baseword" guides teachers to emphasize the baseword and suffix by underlining the baseword and circling the suffix. The material also guides teachers to identify the sound of suffixes, for example, the words *bugs* and *hits*. The *Bugs* suffix -s has a sound of /z/, and the *hits* suffix -s has a sound of /s/. The materials reinforce affix -s in the lesson in Unit 6, Week 1, Day 2, "Introduce New Concepts-Echo/Find Words" activity. The teacher teaches "/z/ can be represented by both -z and -s." The teacher reminds students to work from the baseword. The teacher makes the word *bugs* using yellow suffix frames, students read the word, then the teacher removes the -s. The teacher says, "What is the base word?" The lesson continues with another affix -s, and the teacher has the students tap out the word (*rug*) and make the word with magnetic tiles. In Unit 13, Week 2, Day 1, the lesson "Introduce New Concepts" provides instructional guidance to the teacher to explain that es is a vowel suffix. Suffixes -s and -es both make a word mean more than one thing or plural.
- Materials include guidance for the teacher to provide explicit (direct) instruction for using common morphemes meanings (e.g., affixes, roots, and base words) to support decoding. For example, in Unit 6 Introduction, the materials provide direct instruction on what affix -s means. The materials state "You will also introduce the students to the concept of plurals, teaching them that when they add the suffix -s, it means more than one. In Week 3, you will also teach that some words with a suffix -s added are not plurals. They are action words. When suffix -s is added to these words, it means something is happening now (*fills*)." In Unit 10 Introduction, the materials provided meaning to affixes -ed and -ing. The material states "Teach students that when -ing is added to an action word, that means it is happening now. When the -ed suffix is added, it means that it already happened."
- Materials include guidance for the teacher to provide explicit (direct) instruction for using common morphemes meanings (e.g., affixes, roots, and base words) to support encoding. In Unit 10, Week 3, Day 1, "Introduce New Concepts" activity, the teacher makes the word *bugs* with sound cards and yellow suffix frames and reminds students that suffix endings change the meaning of the base word. The teacher says, "Today you will learn suffix -ed and -ing." They explain that the suffix -ed says /ed/ and /it/. The teacher makes the word *rented* and has students read the base word (*rent*) and then the whole word. The materials then again provide guidance to the teacher on the meaning of -ed and -ing. Then the teacher changes the suffix to -ing and has them read the base word (*rent*) and then the whole word (*renting*).
- Materials include guidance for the teacher to provide explicit (direct) instruction for using common morphemes meanings (e.g., affixes, roots, and base words) to support reading comprehension. Materials instruct teachers to "weave vocabulary into all activities by using child-friendly definitions and examples." Unit 10 introduction states "In this Unit, you will introduce two more common suffixes: -ed and -ing. Teach students that when -ing is added to an action word, that means it is happening now. When the -ed suffix is added, it means that it

already happened, for example, squint ing squint ed." During the program's "Word Play" activities, as students build words for tapping and reading practice, the guidance directs teachers to ask students what the words mean. Additionally, during "Word of the Day" and "Word Talk Activities," the teacher discusses the meanings of words with affixes, such as words *waxes* and *crosses*.

---

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

- Materials include a variety of resources and activities for students to develop grade-level morphological skills (through cumulative review). A "Learning Community" activity titled "Make It Fun: Suffix Frames" promotes the development of students' morphological skills. For example, students use printable suffix frames to follow the teacher's modeling by adding *-s*, *-es*, *-ed*, and *-ing* to words. Materials provide activities and resources to introduce affix *-s* in Unit 6 and activities and resources to introduce *-ed* and *-ing* in Unit 10. For example, in Unit 6, the teacher introduces the concept of a base word and suffix, with the suffix *-s*, using the *-s* "Standard Sound Card" and the yellow "Suffix Frame." The teacher practices the skill with the words (*bugs*, *chills*). The teacher instructs students to add the suffix *-s* to the words studied in previous units and states that "when the suffix *-s* is added to a word, it sometimes says /s/ as in the word *shops* or it sometimes says /z/ as in the word *bugs*."
- Materials include a variety of activities and resources for students to practice grade-level morphological skills (through cumulative review). According to the Scope and Sequence, Unit 8 provides practice activities and resources to review suffix *-s* previously taught in Unit 6, and Unit 13 material and activities reinforce affixes *-s*, *-ed*, and *-ing*. For example, in Unit 6, Week 1, Day 1, Introduce New Concepts activity, the materials introduce the affix *-s*; students use sound cards to build the word *shop* and use yellow suffix frames to add *-s* to the base words. A Unit 14, Week 1 activity titled "Expanding Vocabulary in Spelling" develops students' skills as follows: "The teacher says erase the word on your board that is the opposite of *agreement*—*dispute*." Then students are told to erase the word that is the opposite of *dry*—*wet*."
- Materials include a variety of activities and resources for students to reinforce grade-level morphological skills (through cumulative review). For example, in Unit 10, Week 3, "L1 Home Support," students read the words, underline or scoop the syllables, and circle suffixes (*-ed*, *-ing*, or *-s*). Then students write the word with *ing* or *ed* suffixes. Unit 14, Week 1, Day 4, includes the "Make It Fun" activity "Suffix Shuffle." The teacher uses Suffix Frames printed from the Foundations Learning Community. The teacher copies and cuts words with the suffixes *-s*, *-ed*, *-ing*, *-es*. The teacher distributes one Suffix Frame per student. Then the teacher dictates a word with a suffix. All students repeat the word. The students holding the correct suffix stand up and hold up their suffix cards. Students then write the word with the suffix, underlining the base word and circling the suffix.

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

- Materials include a variety of activities and resources for students to decode words with morphemes in isolation (e.g., word lists). The "Additional Support" section of the Fun Hub provides reinforcement of students' fluency in decoding by reading previously taught base words with suffixes. The materials include instructional routines, such as using dictation to encode and marking words to decode. For example, with *Level 1 Teacher's Manual*, Unit 6, Week 1, Day 2, activity "Introduce New Concepts-Echo/Finds Words," the teacher reminds students to work from base words. The teacher makes the word *bugs* using yellow suffix frames, students read the word, then the teacher removes the -s. The teacher asks, "What is the base word?" The lesson continues with another affix -s and then the teacher has the students tap out the word (*rug*) and make the word with magnetic tiles. Unit 10, Week 3, Day 1, "Introduce New Concepts," includes scooping and circling suffixes in base words and spelling words with a suffix. Example words include *rented*, *renting*, *planted*, *twisting*, and *blending*. Unit 13, Week 1, introduces suffixes -s, -ed, and -ing to non-changing base words. On Day 1, "Introduce New Concepts," the students read the base word and then read the word with the added suffix (e.g., *invent-s*, *invent-ing*, *invent-ed*). Then they continue to the activity "Review Marking of Words," where students scoop or underline syllables and circle the suffix. Day 2 of the lesson builds on the previous concept with the lesson "Introduce New Concepts, Teach Spelling of Multisyllabic Words with Suffix -ing." For example, the teacher dictates a word such as *finishing*; the students repeat the word and name the base word (*finish*); the teacher then instructs students to spell *fin* (f-i-n) *ish* (i-s-h), and then add the suffix -ing. The teacher then asks, "What's the base?" to check for understanding.
- Materials include a variety of activities and resources for students to decode words with morphemes in decodable connected text. For example, in Unit 14, Week 1, Word Play Fun Hub video, the teacher says, "We will review consonant and vowel suffixes '-s, -es, -ed, -ing'." Then the teacher tells students to "Hold up 1 finger if the suffix is a consonant suffix and 2 fingers if it is a vowel suffix." The teacher places color-coded tiles on the board to spell the following words: *cones*, *renting*, *blasted*, *taxes*, and *singing*.
- Materials include a variety of activities and resources for students to decode words with morphemes in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). In Unit 5, Week 1, Day 5, "Storytime," students read one or two sentences at a time. The teacher advises them to tap words when reading silently when necessary after the reading routine. Students mark words as directed (highlight all quotation marks, box glued sound, star bonus letters). Students use Units 7 and 8 Word of the Day lists to write sentences using words with suffixes, such as *thinks*, *bluffs*, *shreds*, *fangs*, and *hanging*. In Unit 14, Week 1, Day 5, "Storytime," in the decodable text "The Big Splash," students have the opportunity to read affixes -s, -ed, and -ing in a decodable text.
- Students have opportunities to encode words with morphemes in isolation and within the context of authentic text. For example, the "Level 2-Learning Community Expert Tips" document titled "Sentence Seeds" states "This Expert Tip includes using Word of the Day, Sound Alike and/or Trick Word Cards at a work station. Have students choose a word as a

'seed' to begin a sentence. Students should write a sentence that includes the word and demonstrates its meaning."