

Benchmark Education Company, LLC

English Phonics, 2

Benchmark Phonics and Word Study Texas Edition, 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798331845155	Both Print and Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Compliant	Flags Not in Report	1	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	28 out of 28	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	28 out of 28	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	125 out of 125	100%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	8
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course, unit, and lesson-level design.

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	4/4
1.1b	All criteria for guidance met.	2/2
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	TOTAL	12/12

1.1a – Materials include a scope and sequence outlining the TEKS, ELPS, and concepts taught in the course.

The material presents a structured progression in phonics, fluency, and comprehension, aligned with the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). The Scope and Sequence begins with blending and segmenting CVC (consonant-vowel-consonant) words and advances to more complex phoneme manipulations. For instance, in Unit 2, Week 1, students explore long *o* spellings (*o*, *oa*, *ow*, *oe*, *o_e*), while engaging in phonological awareness tasks such as oral blending and deleting final sounds in blends. In Unit 5, Week 1, the focus shifts to adding initial and final sounds and mastering VCe (vowel-consonant-e) and consonant-le syllable patterns.

Fluency is also reinforced through a spiral review, encouraging repeated exposure to previously taught skills.

Writing instruction includes structured paragraphs with a focus on topic sentences, supporting details, and basic transitions.

Reading tasks include both narrative and informational texts, supporting comprehension strategies like summarizing, predicting, and identifying key details.

ELPS-aligned concepts are present in word banks, discussion prompts, and modeled language to help English learners participate in both oral and written language activities.

1.1b – Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, 210).

The pacing guide for each week includes both whole-group and small-group instruction, with daily alignment to the TEKS and ELPS.

Teachers are provided with pacing calendars for 165, 180, or 210 days. The 210-day calendar places additional emphasis on reading fluency and the application of learned skills. For example, the *Suggested Pacing Guide* for Unit 3 recommends pacing for the Benchmark Phonics program of 180 days, but it also includes suggestions "that have proven to be effective in adjusting to shorter or longer Foundational Skills Blocks, including 165 and 210." Suggestions include an adjusted timeline for the "Routines and Lessons" launch for the 165-day instructional calendar, and specific information about extending lessons for the 210-day instructional calendar.

1.1c – Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

The material is structured to assist students' transition from simple phonetic decoding to multisyllabic word reading. The unit progression shows a connection back to learned content in earlier grades.

The Program Overview explains that as students move into more complex reading demands, they must maintain fluency with grade K–1 skills while beginning to decode multisyllabic words. For example, the r-controlled vowel *ar* learned in Unit 4, Week 3 is spiraled again in Unit 5, Week 1 for reinforcement.

The rationale for skill introduction is outlined in both the Scope and Sequence and instructional guides, showing that lessons are sequenced from simple to more complex sound patterns.

Teachers are provided with structured routines, such as high-frequency word instruction and decoding strategies, that explicitly connect each lesson to prior knowledge.

A visual progression chart is included, which highlights that grade 2 is a turning point for building fluency and decoding stamina in preparation for upper elementary content.

1.1d – Materials include protocols with corresponding guidance for unit and lesson internalization.

The material reflects an instructional path that supports both teacher preparation and student transition to more complex phonics tasks, such as multisyllabic word decoding.

Each unit has teachers beginning with a "Skills at a Glance" document that outlines the focus for each week. For example, Unit 2, titled "Characters Facing Challenges," presents an organized view of phonics progression, spelling, and high-frequency word practice across three weeks.

Teachers are also supported through the "Resources at a Glance" list, which identifies essential instructional tools, like decodable readers, vocabulary cards, and digital resources. Internalization is reinforced by the Walk-Through of a Week guidance, which provides graduated vocabulary support for English learners through tiered strategies from beginner to advanced levels.

Teachers are given learning targets, daily routines, and a variety of instructional options. "Cumulative Assessments," such as the Spelling and Word Fluency Assessments, are included with administration procedures and actionable steps based on student performance.

1.1e – Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.

The materials provide clear resources and guidance for instructional leaders to support teachers with implementing the phonics program as designed. Guidance is structured around the "12 Essentials for Phonics Success," which outlines core instructional expectations and observable teaching practices. These essentials help leaders understand what effective phonics instruction looks like and how to monitor classroom implementation. For example, the overview emphasizes the importance of intentional instruction in multisyllabic word reading, daily cumulative review, and consistent use of blending and decoding routines that connect previously taught phonics patterns to new content.

To help leaders support teachers in maintaining program fidelity, the materials now include two dedicated leadership tools. One resource (EX1) presents program-specific "look-fors" that identify what administrators should expect during phonics lessons. The other (EX2) is a general phonics implementation guide that outlines effective instructional practices across any program. These resources give leaders practical tools to observe instruction, provide feedback, and coach teachers in aligning with research-based practices.

Together, these supports ensure that instructional leaders are well-equipped to guide, evaluate, and strengthen teacher implementation of the materials in grade 2.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	All criteria for guidance met.	2/2
—	TOTAL	4/4

1.2a – Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

The materials appear to be built on the foundation of prior grades by providing explicit overviews of instructional content and well-defined expectations for spiral review. The "Skills at a Glance" document in Unit 3 outlines phonological awareness skills, multisyllabic word patterns, primary and secondary phonics skills, and spelling words for each week. Spiral review topics include long *i*, long *u*, vowel teams, and r-controlled vowels, ensuring students revisit and retain core knowledge.

Even though the materials did not include definitions of academic vocabulary, they offer a valuable suite of professional development videos. For example, the "Word Sorts" video introduces concepts such as open, closed, and timed sorts to help teachers understand how to implement word study routines that build categorization and pattern recognition. Together, the background knowledge guides, pacing plans, and multimedia supports offer teachers a thorough instructional roadmap to effectively teach the unit concepts.

1.2b – Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

The materials emphasize home-school collaboration with detailed Home-School Letters that explain each unit's learning trajectory and offer activity suggestions to build fluency and automaticity. For instance, in Unit 2, the letter outlines instructions on long *o* spellings (e.g., *oa*, *ow*, *oe*,) in Week 1 and long *e* patterns (e.g., *ee*, *ea*, *ie*,) in Week 2. Week 3 focuses on long *i* spellings, with accompanying high-frequency word lists like *many*, *off*, *under*, and *people*.

These letters not only describe the instructional focus but also provide guidance for using the *My Word Study* book at home, encouraging students to practice reading and writing multisyllabic words.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	All criteria for guidance met.	8/8
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	12/12

1.3a – Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).

The materials focus on the application of phonics patterns to multisyllabic words, while maintaining alignment with grade-level standards and language objectives. Daily lesson plans clearly state aligned TEKS and ELPS, such as in Unit 3, Week 1, Day 3, where the focus is on long *u* sounds.

The lessons show an incorporation of vocabulary development, reading of connected texts, and use of high-frequency word practice (e.g., *move, once, walk, year*).

The structure shows intentional planning for language development, as seen in the Supporting English Language Development sections that provide sentence stems and academic language frames. In Unit 3, Week 2, Day 3, students are asked, "What do different community workers do on the job?" and "How are their jobs important?"—promoting both comprehension and oral language.

Assessment tools and material checklists are embedded in each unit, reinforcing planning and ensuring that teachers can efficiently track student progress throughout the week.

1.3b – Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.

The materials provide lesson overviews that list all essential materials. For example, in Unit 2, Week 1, Day 1, teachers are directed to use Sound-Spelling Cards for long *o* and vowel team syllables, letter cards, and High-Frequency Word Cards (e.g., *here, look, me, play, said*).

Students can work from *My Word Study*, Volume 1, and use decodable texts for reading fluency. Lessons like Unit 2, Week 1, Day 3 provide a breakdown of timing: 15–20 minutes for decoding and spelling practice, 3–5 minutes for dictation, and 10–15 minutes for small-group practice. In Unit 4, additional materials include lists of r-controlled vowel words and corresponding high-frequency words such as *was, through, when*, etc.

This structure of the materials support differentiated instruction, fluency development, and mastery of more advanced phonics patterns through strategic grouping and pacing flexibility.

1.3c – Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

The materials reviewed show an increasingly higher level of differentiation strategies that reflect students' growing skills. Lessons in Unit 3, Week 1, Day 1 direct teachers to support below-level learners by continuing to teach previously introduced skills, focusing on blending, spelling, and reading connected text.

For advanced learners, the program recommends leveraging multisyllabic word lists from the Build Automaticity page and applying syllable-division strategies in reading and writing tasks. These strategies are supported by enrichment routines provided in the "Phonics Support for Above-Level Students" resource, where a full week of activities includes tasks like adding new challenge words to individual spelling lists, building with letter or syllable tiles, and administering mini-quizzes during small-group time.

Teachers are given guidance on how to preview small-group texts in advance for struggling readers and use echo reading and vocabulary scaffolds.

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	9/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	All criteria for guidance met.	2/2
—	TOTAL	21/21

2.1a – Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

The materials provide a strong emphasis on deeper phonics patterns and fluency. Teachers have access to diagnostic tools such as the Comprehensive Phonics and Spelling Surveys to evaluate student understanding of short vowels, blends, digraphs, and multisyllabic word structures.

The assessments are structured for fall, winter, and spring use, and are also supplemented by Quick Phonics and Spelling Assessments as needed.

Daily formative practices include activities such as using Elkonin boxes to build words like *man*, or partner discussions where students must support their answers with text evidence. For example, in Unit 6, students read *Hansel and Gretel* and identify inflectional endings and word patterns.

"Cumulative Assessments" at the end of each unit help measure overall skill acquisition. In Unit 6, students are tested on words such as *flew*, *broom*, and *school*, and use the sentence "I need a new bottle of glue" to demonstrate both spelling and fluency. Teachers analyze dictation and spelling errors to tailor instruction.

2.1b – Materials include the definition and intended purpose for the types of instructional assessments included.

Grade 2 materials include clear definitions and the intended purpose for the types of instructional assessments. For example, in the *Assessment and Screener Handbook* Introduction, it states a brief description of each assessment, as well as the purpose for the assessment. For example, the 248-Word

Screeners are specifically for this grade. This assessment includes 248 of the high-frequency words that students should be able to read accurately at the end of grade 2.

The materials offer a balanced approach that emphasizes decoding proficiency and the transfer of skills into reading and writing. Diagnostic tools like the Comprehensive Phonics Survey, which includes 50 nonsense words, are used to determine whether students are ready to move forward or need targeted intervention. For example, if a student scores 0–6 on short-vowel decoding, they are flagged for direct instruction in that skill set.

The Cumulative Assessments function as formative checkpoints, capturing data on new phonics elements as well as retention of older skills. Unit 3 guidance directs teachers to track student reading errors and written work to identify areas for reteaching. These observations can then be used to inform small-group instruction.

The assessments go beyond phonics knowledge to include spelling accuracy and writing conventions, helping ensure that students not only decode effectively but also apply those skills aptly.

2.1c – Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

The materials offer a structured assessment framework, with attention to consistent administration. The Phonological Awareness Assessment is recommended annually and as needed thereafter, with detailed directions such as in Subtest 18, which instructs students to reverse sounds in words like *nap* or *desk*.

The Comprehensive Phonics Survey, administered three times per year, also includes scaffolds for teacher decision-making. If a student misses three words in a row or shows frustration, the teacher is advised to stop the assessment and focus on instruction for those skills.

"Cumulative Assessments" reinforce the skills taught during the week. For example, the Unit 7, Week 3 spelling test includes words like *snowing*, *snowball*, and *unhappy*, which directly reflect the week's lesson on root words and prefixes.

The High-Frequency Word Screener provides further data, with directions to mark words students miss or hesitate on. Videos such as "How to Assess" define automaticity, reinforcing the two-second rule for word recognition, thus supporting accurate data collection and appropriate pacing across classrooms.

2.1d – Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

The materials reviewed show a thoughtfully structured content where assessments align to both TEKS and lesson objectives, even if the TEKS indicators are not printed on assessment forms.

Diagnostic tools such as the Comprehensive Phonics Survey test students' ability to decode nonsense words with short and long vowels, consonant blends, and digraphs—skills all covered under TEKS 2.2.B.i.

Unit-level Cumulative Assessments also reinforce grade-level expectations. For instance, Unit 6 evaluates spelling with vowel team syllables like *oo*, *ui*, and *u_e*, aligning with TEKS 2.2.C.i.

The High-Frequency Word Screener reflects TEKS 2.2.B.vii by measuring fluency with research-based sight words.

Formative assessments are strategically embedded in instruction; for example, Unit 4, Week 1, Day 1 asks students to blend and spell words like *or* and *ore*, aligning with both lesson objectives and TEKS 2.2.C.i. In Unit 7, Week 3, the spelling list includes *snowing*, *happy*, and *remake*, showing alignment with TEKS 2.2.C for spelling root words and affixed forms.

Collectively, the materials support daily formative checks, frequent diagnostic screening, and summative assessments to track mastery of phonics patterns. However, greater clarity around exact TEKS indicators would enhance usability.

2.1e – Instructional assessments include TEKS-aligned items at varying levels of complexity.

The materials present a multi-tiered structure with tools that measure decoding, encoding, and fluency using both fiction and nonfiction contexts. The One-Minute Oral Reading Fluency Assessments check for phrasing and comprehension through timed reading and post-text questions. For instance, students may read about daily routines and then respond to comprehension prompts. The Comprehensive Phonics Survey tracks skills from VC (vowel-consonant) and CVC decoding to multisyllabic word reading.

Cumulative Assessments at the end of each unit assess decoding and spelling with increasing complexity. In Unit 5, students read words like *choke*, *explode*, and *"stumble*, and spell *joke*, *wearing*, and *upstairs*, followed by a sentence like, "Tim and Ned stop and get ham for lunch."

Daily instruction also integrates formative practices, as seen in Unit 5, Week 2, where students apply words such as *above*, *began*, *different*, and *enough* in writing and spoken sentences. These assessments emphasize word recognition, spelling fluency, and vocabulary development in alignment with the TEKS.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	2/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	TOTAL	5/5

2.2a – Instructional assessments and scoring information provide guidance for interpreting student performance.

The materials are embedded with rich assessment guidance and actionable scoring data.

The Comprehensive Phonics Survey allows teachers to record student performance and use specific score bands to place them into skill-based instruction. For example, in the Complex Vowels section, a score of 0–6 signals a need for instruction in that skill area, while a 9–10 allows students to progress. Teachers are also able to use the Phonological Awareness Assessment and its Next Steps rubric to interpret scores from categories like "Segment Sounds."

In addition to phonics-based diagnostics, the One-Minute Oral Reading Fluency Quick Check provides scoring instructions and grade-level reading rate benchmarks to evaluate fluency. Also, the Cursive Handwriting Assessment includes a teacher recording form with Next Steps; teachers group students for modeling and practice if they score below expectations.

Teachers use these tools to tailor instruction based on student needs and reinforce the system's commitment to personalized learning.

2.2b – Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

The materials for this grade ensure that teachers can translate assessment data into responsive instruction. For example, after administering the One-Minute Fluency Tracker and using the Recording Sheet to collect data and form small groups, teachers can use the "Fluency Instruction Routines: Building Accuracy, Automaticity, and Prosody" to target various skills. The routines include adding a "Repeated Reading Routine to Weekly Independent and Small Group Work."

In Unit 8, the Cumulative Word Fluency Assessment checks student understanding of irregular plurals and suffixes like *-er*, *-or*, *-est*. Teachers use scoring insights to adjust upcoming lessons, such as adding irregular plural words, building to a week focused on comparatives.

The Next Steps section outlines explicit follow-up actions, including small-group reteaching with dictated word lists and phonics routines. For instance, in Unit 4, Week 1, if students fail to blend or spell words like *torn* or *worn*, the teacher uses word-building tasks that swap letters to highlight patterns. Similarly, in Unit 10, if students mix up possessive endings, the materials direct teachers to provide additional modeling and error correction routines.

Through the academic year, teachers can use these tools to respond to decoding and encoding gaps with accuracy and intention.

2.2c – Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.

The materials emphasize growth tracking through diagnostic tools and student reflection. Teachers use the 75-Word Hurdles Screener Recording Form to log student mastery of high-frequency, challenging words. The design of this form with side-by-side tracking columns lets teachers compare beginning- and mid-year data for individual students. Teachers also complete the Student Observation Form, which guides them in assessing skills such as phonics application and decoding strategies through a rating scale of one to three.

Students assume responsibility for their own progress using the 75-Word Hurdles Student Tracker, which features a bar graph they color in to show the number of words mastered over time. This student monitoring tool is equipped with a Quarterly Reflection Sheet for students to reflect on their learning throughout the year. Students use the reflection sheets to complete sentences like "I am good at ____" and "I want to work on ____."

The Quarterly Reflection Sheet reinforces student engagement by prompting them to articulate their reading strengths and target areas for improvement.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	3/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	TOTAL	7/7

3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The materials include targeted guidance for differentiating instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. The curriculum includes 15–20 minutes of small-group time for focused reteaching. Unit 3, Week 1, Day 1 suggests continuing instruction on skills not yet mastered, including blending and word-building with decodable texts. Teachers can use Intensive Phonological Awareness routines, such as oral segmentation and blending with Elkonin boxes, to provide additional support.

Scaffolded instruction is evident in lessons where students manipulate letter cards to build and alter words. In Unit 6, Week 1, Day 2, for example, students preview and echo-read texts with teacher guidance to improve comprehension before whole-group discussions. Another scaffolded activity has students read sentences from sentence strips to reinforce sequencing skills.

These materials equip teachers with tools and clear directions to meet diverse student needs effectively.

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

The materials include clear routines designed to help students tackle unfamiliar vocabulary and references in their reading. For instance, in Unit 8, Week 2, Day 2, there is an interactive text called "Our Sandcastles," where teachers introduce words like *collector*, *sandpiper*, and *outer* through the Read Spell Define routine.

Another example can be found in Unit 3, Week 1, Day 2, which features the text *Rules and Laws*, prompting teachers to pre-teach vocabulary such as *pupils*, *few*, and *argue* before diving into the reading. Additionally, Unit 8, Week 2, Day 3 encourages comprehension support during decoding with guided questions about the text.

In Unit 3, Week 1, Day 3, a Texas icon cues the teacher to lead a discussion on civic engagement, inspiring students to think critically about how citizens can participate in democracy.

These strategies effectively link phonics instruction with vocabulary comprehension and background knowledge.

3.1c – Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

The materials include differentiated instruction and extension for advanced learners. In Unit 3, Week 1, Day 1, teachers are encouraged to utilize multisyllabic word lists from the Build Automaticity section to help advanced students with their reading and writing skills. The instruction focuses on strategies for dividing syllables. In Lesson 4 of that same week, there is an enrichment activity in which the students read and write multisyllabic words. The teachers are asked to dictate two to three multisyllabic words that fit the week's spelling pattern, allowing students to break them down and spell them one syllable at a time.

The "30-week Phonics Support Plan" for grade 2, aimed at above-level students, includes speed drills, reading decodable texts on Days 2 and 3, and writing extensions on Day 4, giving high-achieving students the chance to enhance their phonics skills even further.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
—	TOTAL	9/9

3.2a – Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.

The materials offer explicit modeling support across a variety of phonics skills. In Unit 6, Week 1, Day 1, the focus is on the sound *ōō* and its multiple grapheme representations (such as *oo*, *u_e*, *ew*, *ue*). The teacher is prompted to say, "This is a picture of a spoon. The vowel sound in 'spoon' is 'ōō'. The 'ōō' sound is spelled many ways: *oo*, *u_e*, *u*, *ew*, *ue*, *ou*, *ui*, *oe*."

In Unit 7, Week 2, Day 2, the teacher models inflectional endings with spelling changes using a chart with headings like "Double Consonant" and "Drop the E." The phonological awareness portion also provides precise modeling language, such as: "Say a word: *grand*. Guide students to change the final sound in the ending blend: 'd' to 't'. What is the word? *grant*."

3.2b – Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

The materials include consistent guidance for delivering lessons using scaffolded and multimodal approaches. For example, Unit 4, Week 2, Day 1 instruction includes whole-group teaching, small-group reteaching, guided and independent practice, and differentiation for individual learning needs.

Unit 6, Week 3, Day 1 features collaborative learning through partner sentence-building using high-frequency words and letter-card word construction for students requiring extra support. Unit 7, Week 2, Day 5 expands these strategies with multisensory learning—students build words using index cards—and written responses in spelling and dictation.

Partner-sharing and guided-vowel team reviews support language development. Unit 4, Week 3, Day 1 highlights scaffolded instruction and the Turn and Talk: Because . . ." protocol for comprehension discussions.

Together, these strategies provide a structured framework for skill acquisition, reinforcement, and fluency development.

3.2c – Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

The materials offer varied guided, collaborative, and independent practice opportunities for students to learn and apply. For instance, Unit 3, Week 1, Day 2 guides students through phoneme manipulation and word-sorting activities. Teachers lead some tasks, and students complete others with partners. Students also complete independent writing assignments using high-frequency words. Instructional routines such as those in Unit 6, Week 1, Day 1 walk teachers through skills introduction, direct modeling, and multiple opportunities for student practice. In addition, the Unit 9, Week 2, Day 1 lesson includes guided practice opportunities within several components of the lesson: phonological awareness, Spelling-Sound Correspondences, blending words, high-frequency words, and using the "Reading Big Words Strategy." These strategies promote active learning in both group and individual formats.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	All criteria for guidance met.	2/2
3.3b	All criteria for guidance met.	1/1
3.3c	All criteria for guidance met.	8/8
3.3d	All criteria for guidance met.	1/1
—	TOTAL	12/12

3.3a – Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

The materials include comprehensive and layered support that allows teachers to tailor linguistic accommodations based on proficiency levels. Guidance spans multiple modalities, such as listening, speaking, reading, and writing.

In Unit 2, Week 1, Day 3, students engage in phonics-based spelling activities with word families, such as *goat*, *boat*, and *float*, differentiated by light, moderate, and substantial levels of support.

In Unit 4, Week 1, Day 2, students use sentence strips to retell a story, aligned to intermediate speaking proficiency. The *Multilingual Learners Resource* "Routine: Shared Writing" guides students through composing text collaboratively, starting with a discussion and concluding with the display of a shared writing piece.

In Unit 5, Week 1, Day 3, the Moderate Support section helps students identify syllable patterns and construct sentences using new vocabulary, such as *hopeless* and *sidewalk*, while Light Support prompts categorization and sentence creation.

These strategies ensure consistent language development across content areas and support a gradual increase in academic language proficiency.

3.3b – Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

The materials emphasize structured support for English learners through clear teacher guidance. The *Multilingual Learners Resource* outlines Proficiency Level Descriptors and provides Thinking Prompts that help students frame responses using sentence stems like "It is as ___ as ___." For example, in Unit 8, Week 2, Day 2, teachers guide students in reading a story and sequencing events such as "Today we're making sandwiches. . . . Splash!" This activity actively promotes vocabulary development and comprehension.

The *Multilingual Learners Resource* also features a Sound-Spelling Transfer section, giving teachers explicit directions for using materials like letter cards. It defines Cross-Linguistic Transfer and provides examples, and also gives directions for a Sound-Spelling Card Routine in both English and Spanish.

Unit 3, Week 2, Day 1 includes a Language Transfer Support box on r-controlled vowel sounds, helping teachers identify what needs explicit instruction based on phoneme and grapheme transferability.

These explicit directions guide teachers on "transferable" and "non-transferable" sound-spellings for each language. These comprehensive supports enable effective delivery of bilingual content and boost English-language acquisition.

3.3c – Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

The materials in grade 2 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. Unit 5, Week 2, Day 3 features Turn and Talk discussions where students use comprehension questions and oral sentence stems.

In Unit 7, Week 2, Day 1, students practice writing inflectional endings that are not present in other languages. For instance, the teacher explains spelling changes when adding *-ed* and *-ing* to words such as *race* and *plan*. Students write the new words in isolation and in full sentences.

Earlier in the year, Unit 3, Week 2, Day 3 lessons include oral discussions on community helpers and sentence practice using high-frequency words. By Unit 7, Week 3, Day 2, students underline text details to support their written answers and incorporate high-frequency words into original sentences.

3.3d – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

The materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language. The "Dual Language Resources" prompt teachers in Unit 3, Week 1 to say: "You have learned about the vowel Uu in Spanish. Today you will learn about the long u. The long u makes the /ū/ sound. The long u makes a different sound than the Spanish Uu." It also cautions that while the sound exists in Spanish, the spelling patterns do not transfer, and additional support is needed. In addition, the Contrastive Analysis Chart on grammar outlines that Spanish nouns require gender and number agreement, which is not the case in English. This contrast is highlighted to help students make grammatical connections.

The *Bilingual Implementation Guide* for Unit 8 includes detailed weekly plans that link content across languages and provide instructional resources, supporting both phonetic development and grammar awareness.

4. Phonics Rule Compliance

Materials comply with state requirements for explicit (direct) and systematic phonics instruction.

4.1 Explicit (Direct) and Systematic Phonics Instruction

19 TAC §74.2001(b)(1)(C) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	4/4
—	TOTAL	6/6

4.1a – Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills.

Grade 2 materials include a clear and logical phonics progression. Instruction begins with short vowels and one-syllable words, then moves to long vowels and multisyllabic decoding. In Unit 1, students segment and blend short-vowel CVC words *tap* or *cut*. Unit 7 builds on this by introducing multisyllabic words like "*snowman*" and "*bathroom*," maintaining consistency in lesson structure. Unit 3 focuses on r-controlled vowels such as "ar."

The materials first teach the spelling-sound connection, then transition to blending and decoding multisyllabic words such as *market* or *garden*. By Unit 6, students manipulate vowel teams such as *aw*, *au*, and *al*, first through blending and building, then through contextual reading and word sorting.

The sequence ensures students revisit and extend skills in a systematic order, while the daily structure supports decoding fluency and retention.

4.1b – Materials include explicit (direct) and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts.

The materials include ongoing and purposeful phonics practice that builds skill both in isolation and through connected texts. Students receive focused instruction on specific spelling patterns, followed by guided reading and word study. In Unit 3, Week 2, Day 3, students practice r-controlled vowels *ar* using dictation, word clues, and the decodable text "Community Workers," which reinforces these patterns in context. In Unit 6, Week 3, Day 3, students target vowel teams *aw*, *au*, and *al* and apply this learning while reading "The Legend of the Talking Feather."

The lessons consistently provide explicit articulation, decoding, and reading practice that mirrors the instructional focus of the week.

4.2 Daily Instructional Sequence and Routines

19 TAC §74.2001(b)(1)(D) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	3/3
4.2c	All criteria for guidance met.	4/4
—	TOTAL	8/8

4.2a – Daily lessons include explicit (direct) phonics instruction with teacher modeling.

Grade 2 materials include clearly structured phonics instruction that relies on direct teacher modeling. Lessons in Unit 1, Week 2, Day 1 direct teachers to segment and blend CVC words like "mad," using phrases such as "Say the sounds: /m/ /ă/ /d/. Repeat and blend." In Unit 4, Week 3, Day 2, teachers model how to change *rare* to *care*, then to *scare* and *stare*, reinforcing sound manipulation. Unit 6, Week 3, Day 2 follows the same pattern with *walk*, *talk*, *chalk*, and *stalk*.

Scripts guide teachers in sound articulation, spelling changes, and providing feedback. For example, the Grade 2, Unit 1, Week 2, Day 1 lesson provides scripted instruction for a teacher to model the introduction of open and closed syllables—"Look at the word I wrote: m-a-p. I see a consonant at the end and the short 'a' sound spelled 'a'. Most closed syllables have a short vowel sound. Listen and watch as I sound out the word: /maaap/, map."

These modeling routines are consistently structured across units, supporting student retention through predictable phonics instruction.

4.2b – Daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback.

The materials include structured guidance for phonics instruction, and prompt corrective feedback. For example, Unit 4, Week 3, Day 2 includes the Blend and Build Words Practice section. This section lists *ai* vowel team words like *fair*, *stair*, and *chair*, for student practice. The teacher says each word, and then guides students to choose the correct letters to build the new word.

Unit 1, Week 3, Day 2 offers explicit guided instruction on blending the word *pain*. The lesson plan guides the teacher to display letter cards for *pain*. The teacher models blending the sounds: pāāān, *pain*. The teacher directs students to generate and blend new words such as *main*, *rain*, and *train*. During these exercises, the materials provide feedback prompts, such as if a student misreads *pain* as *pan*, for instance, the teacher should emphasize the vowel team and have the student re-blend the word correctly. This ensures students accurately and confidently apply their phonics knowledge.

4.2c – Daily lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice.

The materials include daily, diverse, intentional opportunities for collaborative and independent phonics practice. In Unit 3, Week 2, Day 1, students work in pairs to read Build Automaticity word lists and time each other, promoting fluency and peer feedback. Partners also use high-frequency words such as *walk*, *never*, and *year* in spoken sentences. During independent tasks, students substitute beginning and ending sounds in words to deepen phonemic awareness. They also spell r-controlled vowel words like *tar* and *scar*, underlining the vowel pattern to reinforce recognition.

Other lessons include whisper-reading stories and completing spelling activities that require students to listen to clues and write matching words.

These activities offer routine, hands-on phonics practice, helping students strengthen their decoding and spelling accuracy.

4.3 Ongoing Practice Opportunities

19 TAC §74.2001(b)(1)(E) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	2/2
4.3b	All criteria for guidance met.	1/1
4.3c	All criteria for guidance met.	1/1
4.3d	All criteria for guidance met.	2/2
—	TOTAL	6/6

4.3a – Materials include intentional cumulative phonics review and practice activities throughout the curriculum.

The grade 2 materials clearly show cumulative phonics review embedded throughout the curriculum. For example, in Unit 2, the "Spelling Patterns: Quick Check" has students practice spelling the current week's words. Lessons routinely include Spiral Review sections on Day 5. In Unit 6, Week 1, Day 5, the focus is on spelling patterns from the week. It also includes previously taught words like *brown*, *join*, and *soil*. A note reminds teachers to monitor these patterns in future assignments. Unit 8, Week 1 provides high-frequency word reviews through an unscramble activity. This activity covers words like *against*, *certain*, and *several*. Students also complete "Spelling Patterns: Quick Check" that spiral back to long-vowel team patterns learned in earlier weeks. This ongoing cycle supports skill retention and mastery.

4.3b – Practice opportunities include only phonics skills that have been explicitly taught.

The materials for grade 2 present clear opportunities for practicing phonics skills that have already been explicitly taught. In Unit 5, Week 2, students practice vowel teams *oi* and *oy* through guided blending activities using words such as *boil* and *toy*.

In Unit 6, Week 1, the lessons introduce vowel teams like *oo*, *ui*, and *ew*. Teachers use Sound-Spelling Cards to explain the *oo* sound as in *spoon* and guide students through application.

Students also review previously learned skills through Spiral Review, reinforcing mastery. For instance, in Unit 7, students apply rules for adding *-ing* and *-ed* to base words, and in Unit 9, practice with the schwa sound using word pairs such as *mount/amount*. These opportunities build on foundational skills, ensuring continuity and focused phonics development.

4.3c – Decodable texts incorporate cumulative practice of taught phonics skills.

Grade 2 materials include decodable texts that intentionally recycle and build on phonics knowledge. For example, Unit 1's "What Do You Think?" targets consonant blends and digraphs through words such as *quiz*, *think*, and *splash*.

In Unit 9, "Allowance: For and Against" allows practice with suffixes *-y* and *-ly*, such as *quickly* and *rainy*, reinforcing prior instruction.

Additional examples, like "The Brothers Grimm" in Unit 6, focus on vowel teams, allowing students to apply their knowledge of the vowel team *oo*, and Unit 8's "Earth's Changing Mountains" allows students to apply their knowledge of the suffixes *-er* and *-est*.

These structured opportunities ensure students apply and deepen their knowledge of phonics patterns.

4.3d – Lessons include an instructional focus with opportunities for practice in isolation and decodable, connected text.

Grade 2 materials include decodable texts that intentionally recycle and build on phonics knowledge. For example, Unit 1's "What Do You Think?" targets consonant blends and digraphs through words such as *quiz*, *think*, and *splash*.

In Unit 9, "Allowance: For and Against" allows practice with suffixes *-y* and *-ly*, such as *quickly* and *rainy*, reinforcing prior instruction.

Additional examples, like "The Brothers Grimm" in Unit 6, focus on vowel teams, allowing students to apply their knowledge of the vowel team *oo*, and Unit 8's "Earth's Changing Mountains" allows students to apply their knowledge of the suffixes *-er* and *-est*.

These structured opportunities ensure students apply and deepen their knowledge of phonics patterns.

4.4 Assessments

19 TAC §74.2001(b)(1)(F) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.4a	All criteria for guidance met.	2/2
4.4b	All criteria for guidance met.	2/2
4.4c	All criteria for guidance met.	1/1
—	TOTAL	5/5

4.4a – Materials include a variety of assessment tools that are developmentally appropriate.

The materials provide developmentally appropriate diagnostic and cumulative assessments. The Comprehensive Phonics Survey assesses students using 50 nonsense words, guiding teachers to place students into Tier 2 or Tier 3 support based on their performance. These assessments range from decoding CVC and blending patterns to more complex vowel combinations and multisyllabic structures.

Students are formally assessed in oral reading fluency three times a year using grade-leveled fiction and nonfiction passages. For example, Unit 6's Cumulative Assessments evaluate students' spelling of words with silent letters (*know*, *write*, *knee*). It includes a dictated sentence like "She took a wrong turn on Main Street." The program also features Student Observation Forms that enable teachers to track fluency and decoding in real time. In daily instruction, formative checkpoints—such as "Check to See" prompts—provide targeted Next Steps, like adjusting small-group instruction if students struggle during word-building tasks. The assessment tools are determined to be grade-level appropriate.

4.4b – Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

The assessments reviewed are indicative of the development and refinement of students' phonics abilities through cumulative and formative checks. Instruction is aligned with increasingly complex spelling and phonics patterns, such as silent letters and affixes. In Unit 7, Week 2, the Cumulative Assessments include spelling words like *stepped*, *baked*, and *making*, while students read words like *shopped* and *taking*.

The Student Observation Form and in-lesson checkpoints ensure real-time progress-monitoring. For example, in Unit 7, Week 1, Day 1, students blend and build words containing silent letters. Teachers are directed to provide targeted small-group support if students struggle with these concepts.

Later in the year, in Unit 10, Week 2, students work with prefixes (*un-*, *re-*, *dis-*) using syllable cards to construct and write multisyllabic words, addressing TEKS 2.2.C.vi.

These structured, spiraled assessments allow for both review and advancement of critical phonics skills, with ongoing guidance for intervention based on student performance.

4.4c – Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

The materials emphasize mastery of complex phonics patterns through both formal and ongoing evaluations. The Comprehensive Phonics Survey, administered three times a year, helps place students into differentiated groups based on their needs. For example, students who score 0–6 on complex vowel sets are directed to begin instruction in that skill area. Each unit includes weekly Cumulative Assessments that reinforce skills learned during the week and spiral in review content from previous weeks.

In Unit 2, students focus on long-vowel syllable patterns like *oa*, *ow*, and *o_e*. On Day 3, students write dictated words like *window* and *unload* and complete a sentence such as "She saw snowflakes six days ago." This directly prepares them for the Cumulative Assessments sentence: "We slowly drove along the road home."

The "Teacher's Resource System" provides guidance on how to use the assessments to group students with similar learning needs and reteach during small-group time.

The majority of the assessments are paired with the Comprehensive Phonics Survey and placement protocols for Tier 2 and Tier 3 support, allowing for targeted instruction that is responsive and grounded in evidence.

4.5 Progress Monitoring and Student Support

19 TAC §74.2001(b)(1)(G) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.5a	All criteria for guidance met.	1/1
4.5b	All criteria for guidance met.	2/2
4.5c	All criteria for guidance met.	2/2
4.5d	All criteria for guidance met.	1/1
—	TOTAL	6/6

4.5a – Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.

The materials provide layered data tools that allow teachers to track student growth and accelerate instruction at the beginning, middle, and end of the year.

The High-Frequency Word 248-Word Screener Recording Form enables teachers to document mastery from the beginning through end of year, while the Comprehensive Phonics Survey pinpoints readiness for skill advancement.

When students achieve high scores in Short Vowels, Consonant Blends, and Long Vowels, teachers are prompted to begin instruction in Complex Vowels.

The *Assessment and Screener Handbook* includes a One-Minute Fluency Passage Recording Sheet, which supports fluency tracking and informs grouping based on performance trends. Online, teachers can access a Fluency Analysis Report through the digital platform, which displays scores in phrasing, pacing, and intonation across time.

Teachers use these data-management features to group students for advanced instruction.

4.5b – Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

The materials provide a clear structure for tracking whole-class phonics progress.

Teachers can use the Phonological Awareness Assessment Class Record Form to gather and organize data on each student's skill performance, which, when viewed collectively, reveals patterns that can inform class-wide instructional priorities.

The Next Steps guidance tied to this form supports educators in selecting interventions that match the class's overall proficiency level.

Digitally, the Placement Table within Benchmark Universe shows every student's instructional starting point based on screener results, while the Class Overview page gives a historical view of all tests and subtests completed.

Through this system, teachers can quickly identify gaps shared across the class, such as difficulties with complex vowel patterns, and adjust lesson pacing or reallocate instructional time.

The Class History feature under About History View provides easy-to-read visuals of student mastery by standard, helping educators ensure that core instruction targets the class's greatest areas of need.

4.5c – Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

The grade 2 materials include specific guidance that supports differentiated progress-monitoring based on individual student performance. Originally, monitoring intervals were consistent across all learners, with limited flexibility for adjusting frequency based on student strengths or demonstrated mastery. To address this gap, a Progress Monitoring Schedule that outlines how to adjust reassessment timelines according to student needs is included. This schedule helps teachers determine when and how often to administer checks for mastery, allowing for more responsive and personalized instruction. Students who demonstrate early mastery can be monitored less frequently, while those needing more support can be tracked more closely.

The Progress Monitoring Schedule offers teachers a structured approach to track student growth and tailor instructional pacing more effectively.

4.5d – Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

The materials integrate data-driven recommendations for accelerating or reinforcing learning. For example, a section is provided in the teacher lesson plan that specifies which activities to assign students when they have already demonstrated mastery of a concept or skill.

The Unit 9, Week 1, Day 1 lesson plan identifies specific instructional activities based on student proficiency. Teachers are able to guide above-level students to use the multisyllabic word list from the Build Automaticity page and focus on syllable division strategies for reading and writing.

For students needing remediation, the same lesson advises reteaching irregular plurals and suffixes (-er, -or, -est) through familiar word building and decodable texts. Lessons such as Unit 2, Week 1, Day 4 include challenge sections directing teachers to dictate additional multisyllabic words aligned with that week's spelling patterns.

The "Phonics Support for Above-Level Students" supplemental guide in Unit 5 outlines a full 30-week enrichment pathway with additional word sorts and sentence writing tasks to deepen phonics understanding.

In Unit 7, Week 3, Day 1, small-group instruction is adjusted to emphasize continued support for students who have not yet met the week's blending goals, demonstrating the curriculum's flexibility based on progress-monitoring outcomes.

Overall grade 2 materials provide guidance on how to accelerate learning based on the progress-monitoring data to reach mastery.

5. Foundational Skills

Materials include guidance for explicit (direct) and systematic instruction in foundational skills, instructional routines, student practice, and cumulative review.

5.B Oral Language

5.B.1 Oral Language Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 5E – Oral Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	All criteria for guidance met.	8/8
5.B.1b	All criteria for guidance met.	4/4
5.B.1c	All criteria for guidance met.	4/4
—	TOTAL	16/16

5.B.1a – Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

The materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods by deepening the use of guided practice and peer discourse. Unit 8, Week 2, Day 3 includes the "Read Accountable Text" lesson where students discuss the text "Mudslide" using the Turn and Talk: Student-Generated Questions protocol. This strategy instructs students to reflect silently, generate a question, share with a partner, then the class, and finally discuss selected questions together. Such methods scaffold oral expression and critical thinking.

The Turn and Talk: Why Do You Think That? protocol enhances this with steps that guide students through stating an idea, asking and providing rationale, responding, and clarifying, all with sentence stems to structure the exchange.

The materials present a strong commitment to developing oral language and oracy through intentional, scaffolded instruction.

5.B.1b – Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

The materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Students use structured discussion protocols such as Turn and Talk: I Think to share personal insights and academic content. In Unit 1, Week 3, Day 3, after reading "My Desert Blog," students respond to prompts including "What does the girl learn about the desert?" and "Describe the animal that makes the strange noise outside." These questions guide student reflection and promote personal engagement with the text.

Similarly, in Unit 5, Week 2, Day 3, students read "Satellites" and discuss comprehension questions using the Turn and Talk: Because protocol, which helps them justify answers using textual evidence. These structured opportunities strengthen both reasoning and oral language development in meaningful contexts.

Across the content, the materials consistently provide support for building social and academic communication skills.

5.B.1c – Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

The materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. For example, in Unit 1, Week 1, Day 1, students are guided to listen carefully as the teacher models sound blending (e.g., /chaaat/, *chat*), helping them build foundational phonics skills. Later in the lesson, students use new high-frequency words in oral sentences, promoting both vocabulary use and expressive language.

In addition, the "Speaking and Listening Protocols" resource includes a Student-Generated Questions section that supports the development of student inquiry and classroom discourse. This protocol provides step-by-step guidance for students to create, share, and discuss questions about a topic, reinforcing both comprehension and critical thinking.

The materials explicitly support students' speaking and listening development through thoughtful questioning and structured protocols.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E- Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	All criteria for guidance met.	2/2
5.C.2c	All criteria for guidance met.	12/12
—	TOTAL	18/18

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

The materials explicitly and systematically introduce letter-sound relationships, allowing students to immediately apply them to basic decoding and encoding. The lessons demonstrate a strong commitment to explicitly teaching letter-sound relationships, particularly for vowel teams and more complex sound patterns. Lessons include structured decoding practice followed by encoding instruction to reinforce phonics knowledge. For instance, in Unit 2, Week 1, Day 1, students explore long *o* spellings, including *oa*, *oe*, *ow*, and *o_e*. The teacher models: "I can add an 'a' after the 'o' to make the vowel team 'oa'—listen as I blend the new word 'goat.'" Encoding begins in the next day's small-group session, where students use Elkonin boxes to transform *cot* into *coat*. This paired approach enables practical application of learned letter-sound relationships.

In Unit 5, Week 2, Day 1, the teacher explicitly models how to decode words with the vowel teams /oi/ *oi*, *oy* in Blend and Build Words. The teacher displays the letter cards for each word, starting with "most," and models how to decode the word by saying, "Now listen as I blend all four sounds together: /mooost/, most. Say the word with me: most." Students then practice decoding words with vowel teams /oi/ *oi*, *oy*. Within that same day, students encode in the Spelling-Sound Correspondences section. The teacher displays the Word Card for *toy* and then guides students, saying, "This is a picture of a toy. The vowel sound in 'toy' is /oi/. The /oi/ sound can be spelled two ways: 'oi' and 'oy'. In the word 'toy', /oi/ is spelled with 'oy'."

These materials give clear, sequential instruction to help students develop essential decoding and encoding skills for reading and writing success.

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

The materials continue to offer structured and precise instruction to guide students in correcting phoneme-letter misalignments. In Unit 4, Week 2, Day 2, for instance, students who misread the vowel team *ea* in the word *year* are guided through a series of steps: The teacher points to the letter combination, explains that *ea* makes the long *e* sound, has the students repeat *ea*, /eeee/, and then blend the word again from the beginning. This systematic correction builds automaticity and decoding fluency.

Another example in Unit 4, Week 3, Day 2 focuses on r-controlled vowels. Teachers are advised to help students identify the r-controlled sounds in *far* and *hurt* and engage them in kinesthetic learning by standing for each r-controlled sound. This physical engagement deepens student understanding of abstract vowel sounds while encouraging active participation in phonics instruction.

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

The materials in grade 2 include a variety of activities and/or 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. The materials build fluency with vowel teams and multisyllabic decoding. Unit 6, Week 1, Day 2 includes "Blend and Build Words" with the *oo* sound, using words such as *hoop*, *tooth*, *suit*, and *fruit*. Students also decode multisyllabic examples such as *spacesuit* and *seafood*. On Day 3, students apply these decoding skills in the story "Hansel and Gretel," which includes both one-syllable and multisyllabic words with vowel teams.

The lesson structure offers practice through modeling, guided reading, and comprehension prompts. Instruction integrates explicit modeling, guided decoding, and opportunities to apply phonics skills through individual and small-group practice.

Decodable texts align with the phonics focus and provide context-rich reinforcement. These structured learning experiences support students in progressing from foundational decoding to fluent reading across multiple word types and reading contexts.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–2)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 6E – Phonological Awareness

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.1a	All criteria for guidance met.	2/2
5.D.1b	All criteria for guidance met.	2/2
5.D.1c	All criteria for guidance met.	4/4
—	TOTAL	8/8

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

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 and gradually transitions to more complex skills and smaller units of sound.

Early in the year (Unit 1, Week 1, Day 1), students engage in oral blending and segmenting of CVC words such as *back*, *red*, and *fun*. The materials gradually introduce phoneme substitution tasks. For example, students change the medial vowel in *lead* to *o* to form *load* or substitute initial and final sounds in words such as *bride* to form *pride* and *slap* to form *clap*.

The instructional sequence encourages blending and segmenting multisyllabic words, illustrated in Unit 1 with *basket*, where students practice saying and clapping the syllables *bas-ket* and blending them to form the complete word.

By progressing from simple recognition and production of phonemes to manipulating sounds within words, the materials support the development of essential phonological processing skills that prepare students for fluent reading and accurate spelling.

5.D.1b – Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

The materials provide explicit instruction focused on more advanced phonological skills, such as sound substitution. For instance, in Unit 5, Week 1, Day 1, teachers are advised to use letter cards to build and manipulate words, adding sounds to create new ones while guiding students through blending.

Additional support is included for common misconceptions, such as in the Unit 2, Week 3, Day 1 lesson on long *i* spellings. Teachers are instructed to model the *ī* sound and help students articulate it using high-utility words, such as *tie*, *find*, *my*, and *time*. The guidance highlights that while the *ī* sound is present in many languages, its graphemes may not transfer. Teachers are provided scripts and articulation modeling strategies to ensure clarity and prevent misinterpretation of sound-symbol relationships.

This approach reinforces accurate phoneme-grapheme connections and supports the diverse language needs of students.

5.D.1c – Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

The materials build on prior skills and introduce more complex phonological tasks with ample support and engaging memory-building strategies. In Unit 3, Week 1, Day 1, students learn about long *u* through Sound Wall and Sound-Spelling Cards, which show various graphemes (*u*, *u_e*, *ew*, *ue*) and the word *uniform*. Students listen to words, write them down, and underline the part representing the long *u*. On Day 2, they change the medial vowel from short to long *u*. These lessons promote accuracy and fluency in sound-spelling correspondence. The Long u Balloon Pop game and sorting activity reinforce the lesson through visual and auditory feedback.

In Unit 5, Week 2, Day 2, students engage in phoneme deletion, substitution, and addition with blends. For example, they change *broil* to *boil*, *coil* to *coin*, and *soil* to *spoil*. These activities challenge students to manipulate sounds while providing structured practice. A spiral review includes transitions such as *like* to *lime*, reinforcing prior learning.

Guidance documents also support differentiated instruction for older students. The "Phonological Awareness Overview" suggests integrating oral segmentation with spelling to promote automaticity.

Together, these activities ensure that students revisit and reinforce skills over time through varied modalities, all while adhering to grade-level TEKS.

5.D.2 Phonemic Awareness (K–2)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 6E – Phonological Awareness

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	All criteria for guidance met.	3/3
5.D.2b	All criteria for guidance met.	2/2
5.D.2c	All criteria for guidance met.	2/2
5.D.2d	All criteria for guidance met.	3/3
—	TOTAL	10/10

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)

The materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices, such as adding, deleting, and substituting syllables. The materials deepen phonemic awareness through a systematic and complex progression of skills. Lessons begin with CVC word manipulation in Unit 1, Week 1, Day 1, where students blend and segment simple words such as *back* and *fun*. This is followed by syllable work in Unit 1, Week 2, Day 1, where students identify and blend syllables in multisyllabic words such as *napkin* and *silent*. These foundational activities help students prepare for more advanced manipulation tasks.

Subsequent lessons incorporate phoneme deletion and substitution. In Unit 3, Week 2, Day 2, students substitute *ar* for *or* in *born* to create *barn*, and *ar* for *ir* in *dirt* to form *dart*. In Unit 4, Week 1, Day 1, students add *ch* to *art* to form *chart*, developing phonemic precision and decoding fluency.

These exercises promote auditory flexibility and reinforce the impact of phoneme changes on word meaning.

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)

The materials support phonemic awareness through explicit instruction and a strong focus on addressing misconceptions during more complex sound manipulation tasks. For example, Unit 4, Week 2, Day 1 includes guidance on substituting initial and final sounds. Teachers are instructed to use letter cards to build the original word, add the substituted letter, and blend the new word, supporting students with visual and tactile tools.

In Unit 5, "Additional Resources," the Phonemic Manipulation Routine (Substitution) extends this by recommending different-colored counters to visually represent the substituted phoneme, helping students notice changes in sound.

Also, in Unit 2, Week 1, Day 1, the Small Group Instruction box directs teachers to use "Intensive Phonological Awareness Routines and Activities" for students who need more support. This highlights the integration of targeted interventions and feedback, ensuring all students access responsive and corrective instruction.

These examples demonstrate how the materials help students refine their phonemic awareness with precision and clarity.

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)

The materials maintain instructional rigor, providing explicit, scaffolded lessons that connect phonemic awareness to decoding and encoding. These lessons expand into more complex phonics structures. For example, in Unit 3, Week 1, Day 1, the long vowel *u* is introduced. Teachers model blending to form the word *cut*, then demonstrate how adding a silent *e* transforms it into *cute*.

Unit 4, Week 1, Day 1 focuses on phoneme addition, such as adding *ch* to *art* to make *chart*, followed by encoding practice with r-controlled vowels. Students identify and encode words such as *or*, *oar*, and *ore*.

In Unit 6, Week 1, Day 1, students blend and build words like *hop*, while in Day 2, they encode words such as *boot* and *tooth*, sort them by spelling patterns, and underline vowel teams.

These lessons directly support the transition from oral skills to written decoding and encoding, reinforced through modeling, repetition, and concrete visual aids such as sound boxes and letter cards.

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

The materials in grade 2 emphasize increasingly complex phonemic awareness tasks while reinforcing prior learning. For instance, in Unit 4, Week 1, Day 1, students focus on r-controlled vowels through articulation modeling and blending tasks. They practice adding initial and final sounds and engage with digital games such as the r-Controlled Vowels Balloon Pop and Matching Game. Within the same lesson, phoneme addition is shown by turning *art* into *chart* using *ch*. Students then manipulate sound pairs such as *pour/pork* and *tore/torch* to deepen their understanding.

Additionally, in Unit 3, Week 1, Day 1, students focus on the long *u* sound by blending and building words using letter cards and identifying the long *u* in written text. Teachers can use digital ePocket Charts to further support interactive word building.

Students receive a combination of structured and interactive support to practice and review phonemic awareness skills cumulatively, ensuring mastery through frequent exposure and varied formats.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.1a	All criteria for guidance met.	1/1
5.E.1b	All criteria for guidance met.	1/1
5.E.1c	All criteria for guidance met.	3/3
5.E.1d	All criteria for guidance met.	4/4
—	TOTAL	9/9

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

The materials in grade 2 include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The Scope and Sequence begins with one-syllable words containing open and closed syllables and gradually moves toward multisyllabic words, vowel teams, and r-controlled vowel patterns. For instance, students are expected to understand and spell one-syllable and multisyllabic words with closed syllables, open syllables, VCe syllables, and common vowel team words successfully by the end of Unit 2. Unit 3 introduces r-controlled vowel patterns with words such as *bore*, *thirst*, and *peer*. By Unit 5, students work with final stable syllables and multisyllabic words. At the end of Unit 5, students demonstrate mastery of spelling r-controlled vowel syllables and words with final stable syllables.

The materials maintain a systematic approach by introducing each new pattern only after ensuring mastery of simpler forms (a structured progression that aligns with the TEKS).

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

The materials include explicit scripts for teaching sound-spelling patterns with increasing complexity. In Unit 3, Week 2, Day 1, the lesson focuses on the *ar* spelling pattern in the word *barn*. Teachers explain that *ar* is an r-controlled vowel spelling pronounced *är*, and they support student understanding through repeated modeling and guided practice. On Day 2, students work with rhyming words containing the *är* sound. Teachers display words such as *car* and *star*, *hard* and *yard*, and guide students in spelling and reading each word. These exercises help students recognize consistent spelling patterns in words with similar sounds.

Unit 5, Week 2, Day 2 provides further instruction on vowel team spelling with *oi* and *oy*. Teachers use a word-building approach with letter cards: *coin* becomes *coil*, then *soil*, and finally *spoil*.

These lessons support understanding of grade-level sound-spelling patterns.

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

The materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). The resources include targeted activities to support r-controlled vowel instruction, followed by cumulative review. For instance, in Unit 4, Week 3, Day 1, students write words such as *pair*, *rare*, *tear*, and *where*, identifying and spelling r-controlled vowels. In another activity, they build and blend words like *car*, *care*, *air*, *hair*, *scare*, and *pear* using a pocket chart and then chorally spell each word. These lessons continue with inflectional endings applied to r-controlled vowels in words such as *wearing*, *pairing*, and *cairing*, promoting transfer of skills. By Day 5, students participate in a spelling dictation and cumulative assessment that covers the week's and prior units' spelling patterns.

This repeated exposure helps consolidate understanding and application of r-controlled vowel patterns.

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

The materials provide a variety of activities and/or resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation and decodable connected text that builds on previous instruction. For example, in Unit 3, Week 2, Day 1, students decode words such as *cat* and *car* using letter cards and Elkonin boxes. The Build Automaticity drill emphasizes words with "ar," helping students gain fluency. On Day 2, students read texts such as "A Special Lady," which includes r-controlled vowel words in context. On Day 3, students complete encoding tasks like reading and chorally spelling *ar* words written on index cards, sorting them by rhymes, and using clues to write words such as *farm*. Students also complete dictation practice, such as "Josh once sent me a charming postcard."

These experiences deepen understanding of sound-spelling patterns through repetition and real-world application.

5.E.2 Regular and Irregular High Frequency Words

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.2a	All criteria for guidance met.	2/2
5.E.2b	All criteria for guidance met.	4/4
5.E.2c	All criteria for guidance met.	12/12
5.E.2d	All criteria for guidance met.	4/4
—	TOTAL	22/22

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

The materials include a systematic introduction and reinforcement of high-frequency words. Early in the year, the curriculum reviews foundational words such as *a*, *can*, *and*, *come*, and *go*. These words were first introduced in kindergarten and reviewed in grade 1. They are critical for fluency and appear in the "Top 150 Words in English." In Unit 1, Week 2, Day 1, students review decodable words including *and*, *can*, and *big*, while also learning irregular high-frequency words such as *have*, *put*, *want*, and *what*. This blend allows students to anchor new learning in familiar content.

As the year progresses, the materials introduce more complex high-frequency words, often after students have mastered relevant phonics patterns. For example, Unit 4, Week 3 introduces *another*, *every*, *hurt*, and *over*, following lessons on r-controlled vowels. Unit 6 presents multisyllabic words such as *river*, *second*, and *example*, which build on instruction in vowel teams and final stable syllables.

This sequencing supports decoding and recognition skills, providing students repeated exposure to high-utility words in both isolation and connected text.

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

The materials offer the structure of explicit instruction for decoding and encoding regular and irregular high-frequency words through the Read, Spell, Write, Apply routine. Teachers display the word, have students repeat it, and draw attention to both regular and irregular sound-spelling features. For instance, in Unit 6, Week 2, Day 1, students learn *group*, where *ou* represents the long *ōō* sound, and *between*, where *e* stands for *ī*. The routine includes spelling the word as students chorally repeat it, followed by writing the word and using it in a sentence. Words such as *food*, which follows a regular sound pattern, are also included.

Additional lessons, such as Unit 4, Week 3, Day 1 and Unit 7, Week 3, Day 1, further guide instruction for words such as *another*, *become*, and *could*, with irregular spellings shown in red to help teachers highlight key features.

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

The materials include structured and varied activities to support cumulative review of decoding and encoding high-frequency words. Students begin each week with the Read, Spell, Write, Apply routine and continue to revisit words through games, workbooks, and connected texts. On Day 1 of Unit 2, Week 1, students work with new words like *here* and *said*, as well as previously introduced words such as *he* and *like*. By Day 2, they apply these in the text "Lion and Mouse." In Unit 4, Week 2, students use word ladders and sentence-writing activities to encode words such as *always*, *any*, and *blue*, reinforcing application and fluency.

Resources such as Interactive Learning Games and the *Phonics & High-Frequency Words Activity Book* offer multiple opportunities to practice with words in both isolation and sentence-level context. For instance, Unit 5 features games where students form words using letter tiles, and activity pages where students choose the correct word to complete a sentence.

Connected texts such as "A Letter to the City" in Unit 7 integrate previously taught words, and teacher prompts for combining current and prior high-frequency word cards further ensure cumulative review.

These strategies promote memory retention and accurate word usage.

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

The materials include structured, scaffolded opportunities for reading and writing high-frequency words in both isolated and contextualized formats. Each new set of words, such as *almost*, *animal*, and *around* (located in Unit 7), is introduced using the Read, Spell, Write, Apply routine. Students engage with these words across multiple days through oral repetition, choral reading, and interactive sentence creation.

Lessons incorporate cumulative review by asking students to revisit previous weeks' words alongside new ones. The student text *My Word Study* features decodable and accountable texts, such as "Sacagawea," that include the high-frequency words from weekly lessons.

Interactive games and picture card activities support memory-building and allow for additional encoding practice. Writing activities include sentence dictation, word card rotation, and the use of *Phonics & High-Frequency Words Activity Book*, where students complete and compose sentences.

These multiple entry points reinforce spelling, meaning, and fluency while supporting students in recognizing and producing high-frequency words accurately.

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

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.3a	All criteria for guidance met.	2/2
5.E.3b	All criteria for guidance met.	8/8
5.E.3c	All criteria for guidance met.	12/12
5.E.3d	All criteria for guidance met.	8/8
—	TOTAL	30/30

5.E.3a – Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)

The materials follow a structured, sequential approach to introducing syllable types and division patterns that align with the TEKS. In alignment with TEKS 2.2.Bii and 2.2.Cv, the materials introduce syllable types and division principles beginning in Unit 1. Closed syllables are taught in Week 1, followed by open syllables in Week 2, and vowel spellings in Week 3.

Instruction gradually increases in complexity, reinforcing early patterns before introducing long vowel teams in Units 2 and 3, r-controlled syllables in Units 3 and 4, final stable syllables in Unit 5, and variant vowel teams in Units 6 and 7. For example, Unit 2, Week 1 includes multiple long *o* spellings such as *o*, *oa*, *ow*, *oe*, and *o_e*, using words such as *coat*, *bold*, *doe*, and *home*.

Division principles are also introduced early. In Unit 1, Week 2, teachers model VCCV (vowel-consonant-consonant-vowel) splits using words such as *insect* (in/sect), while Unit 3, Week 3 introduces r-controlled divisions such as *hurtful* (hurt/ful).

5.E.3b – Materials include teacher guidance to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)

The materials guide teachers in providing direct instruction for decoding and encoding either one-syllable and/or multisyllabic words using syllable types and syllable division principles. In Unit 1, Week 2, Day 1, teachers introduce students to open and closed syllables using clear definitions and examples. Students work with words such as *nap*, *kin*, and *napkin*, where the teacher models how to identify and blend syllables.

For encoding, the lesson directs students to write words such as *silent* and *napkin*, identifying each syllable as open or closed. Teachers are instructed to provide scaffolding, such as segmenting by syllables and modeling correct spellings.

In later units, such as Unit 7, Week 1, Day 2, the instruction extends to compound words. The teacher models how to decode and encode multisyllabic words such as *pancake* and *snowman* through spelling activities using index cards. In another lesson, teachers guide students to distinguish r-controlled syllables using words such as *barn*.

The combination of phonological awareness and spelling activities ensures that students receive multiple opportunities to practice decoding and encoding with support.

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

The materials provide repeated opportunities for students to develop and reinforce decoding and encoding skills through cumulative practice using multisyllabic words. Unit 7, Week 1 includes a teacher-led "Blend and Build Words" lesson featuring words such as *seashell*, *mailbox*, and *popcorn*, supported by decodable resources like "The Wright Brothers Take Off!" and "The Baseball."

Encoding practice features words such as *railroad*, *bathroom*, and *doorknob*, alongside small-group spelling with Elkonin boxes and interactive games, including the Compound Words Balloon Pop Game.

Further reinforcement occurs in Unit 8, where students review compound and closed-syllable words such as *townspeople* and *fishhooks*, use analogy strategies to decode unfamiliar words such as *swordfish*, and read connected texts like "Sam Kent's Journal."

The instructional materials offer consistent support, including syllable-based phonics songs, a student reading and writing book, and printable charts from the "Multisyllabic Word Division Resource."

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

The materials support students in building decoding and encoding skills for both one-syllable and multisyllabic words. Lessons offer structured practice in applying syllable types in isolation and through cumulative review in connected texts. The materials provide explicit teacher guidance and repeated student practice. For instance, in Unit 10, Week 1, Day 1, the teacher models decoding the word *dog's*, followed by guided practice with words such as *children's*, *child's*, and *guardian's*, supported by the Reading Big Words Strategy. Students also engage with the decodable texts "Lemonade" and "Up, Up, and Away!" to reinforce the target skills within connected reading passages.

Encoding activities use manipulatives and guided dictation. Students spell words such as *picky* and *sunny* using Elkonin boxes and letter cards. They also practice sentence dictation, such as "The three birds' nests contain sticks and moss." In Unit 5, Week 1, students receive explicit instruction on VCe and consonant *-le* syllables, spelling words such as *make*, *remake*, *purple*, and *fable*. These skills are reinforced through Build Automaticity drills, and texts including "Found!" and "A Cool Solution."

5.E.4 Morphological Awareness (1–3)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.4a	All criteria for guidance met.	1/1
5.E.4b	All criteria for guidance met.	4/4
5.E.4c	All criteria for guidance met.	3/3
5.E.4d	All criteria for guidance met.	4/4
—	TOTAL	12/12

5.E.4a – Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)

The materials include a clearly structured, TEKS-aligned sequence for introducing grade-level morphemes. This sequence is evident across units and supports both explicit instruction and repeated practice. The program begins with introducing suffixes *-er* in Unit 1, Week 3; *-ly* in Unit 2, Week 2; and *-est* in Unit 3, Week 1. In spiral review, inflectional endings *-er*, *-est*, and *-ly* occur in Unit 9, Week 2 and Unit 10, Week 1. Prefixes *un-* and *re-* are reviewed in Unit 10, Week 3.

The materials provide activities that involve circling suffixes *-ed* and *-ing* and discussing their meaning, as seen in Unit 3, Week 2, Day 1. Students also explore spelling rules, such as changing *y* to *i* when adding *-es* in Unit 5, Week 2. This consistent review reinforces morphological understanding.

Overall, the materials provide a thorough and consistent approach to teaching morphemes.

5.E.4b – Materials include teacher guidance to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

The materials build upon prior instruction and provide systematic teacher guidance to introduce morphemes and their meanings through decoding, encoding, and comprehension tasks. In Unit 1, Routine 14: Reading Big Words instructs teachers to guide students in identifying prefixes, suffixes, and base words. This lesson helps students blend word parts and write meaningful sentences.

In Unit 3, Week 1, Day 1, students practice with inflectional endings *-er* and *-est*. Teachers display and discuss word sets such as *few/fewer/fewest* and *cute/cuter/cutest*, and explain how these endings compare two or more things. Students then blend similar words like *bright/brighter* and use them in sentences.

In Unit 10, Week 2, Day 1, the focus shifts to prefixes *un-*, *re-*, and *dis-*. Teachers model with *unroll* and follow up with practice words such as *unclear*, *disobey*, and *refill*. On Day 3, during the reading of the text "Water!" teachers draw attention to words with these prefixes and model blending. Students then spell related words such as *unsafe* and *reuse* based on clues.

5.E.4c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

The materials systematically build on morphological instruction by introducing more complex concepts, such as changing *y* to *i* when adding suffixes and using prefixes and suffixes in multisyllabic words. Instruction is consistent and supported through a range of scaffolded activities that promote both recognition and application. For example, in Unit 3, Week 2, students explore words ending in *-ing* and *-ful*, using decodable texts such as "A Special Lady" and "Martin Luther King Jr." to see these endings in context.

Unit 5, Week 2 introduces the rule of changing *y* to *i* with words such as *fly/flies* and *carry/carries*. Unit 6, Week 3 continues the spiral with the *-er* ending in both "Word Study" and "Blend and Build Words" activities.

Unit 8, Week 3 introduces comparatives *-er* and *-est* with words such as *bright*, *brighter*, *brightest* and *quicker*, *quickest*. Students underline suffixes, circle base words, and complete cloze sentences to demonstrate understanding.

In Unit 10, the focus shifts to prefixes, with students using syllable cards to build words like *unpack* and *disbelieve*. Cumulative Assessments require students to read and write words such as *undo*, *useless*, and *painless*, reinforcing long-term mastery.

The materials provide repeated exposure to morphemes in multiple formats—word sorts, decodable texts, drill pages, and home-school activities to build morphological understanding, retention, and application in reading and writing.

5.E.4d – Materials include a variety of activities and/or 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)

The materials include extensive, varied opportunities for students to decode and encode words with morphemes, in isolation and in context. For example, in Unit 10, Week 3, Day 2, students read and build words such as *playful*, *ageless*, and *sleepless*. They categorize these into suffix groups and chorally spell them. Encoding is reinforced through sorting and oral repetition.

In connected text, the Week 3, Day 3 lesson focuses on decoding words like *beautiful* and *useless* in "New Planets." In Unit 10, Week 2, students read and write affixed words such as *unwrap* and *disagree*," using texts like "Changing Liquids and Solids" and practice books for reinforcement. Earlier in Unit 10, Week 2, Day 1, students decode and encode words with prefixes (*un-*, *re-*, *dis-*) using activities such as Build Automaticity, where they read and write words like *reheat* and *unsafe*. The "Dictation Procedure" extends application in context through structured sentences.