

Benchmark Education Company, LLC

English Phonics, 3

Benchmark Phonics and Word Study Texas Edition, 3

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798331845162	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	0	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	107 out of 107	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	9
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 materials show instruction aligned with the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS), emphasizing increased reading stamina, comprehension, and writing complexity.

The Scope and Sequence clearly outline when and how skills are introduced. For example, in Unit 3, Week 2, students focus on the phonics skill "r-controlled vowels /ûr/ (er, ir, ur)," with vocabulary and spelling words reflecting this pattern. Later in the school year, in Unit 8, Week 2, the concept of "Hard and Soft g" with targeted words like *gadget*, *germs*, and *manage*, alongside fluency work that includes affix-focused vocabulary building such as *-ish/vanish* and *-long/belong*, is introduced.

Students are introduced to a wide variety of texts, including fables, biographies, and nonfiction passages. Reading instruction includes genre exploration, author's purpose, inference-making, and text structure analysis.

Writing expectations are increased, requiring multi-paragraph compositions and evidence-based responses. Students are expected to revise drafts, paying attention to grammar, punctuation, and clarity, while the ELPS are integrated through sentence stems, peer collaboration, and vocabulary development strategies that support both native and second-language speakers.

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 materials follow the sequence of earlier grades while placing a greater emphasis on syllable fluency and academic vocabulary. They maintain the same structured pacing approach as previous grades.

Each week's plan outlines targeted whole-group and small-group focus skills, supported by clear TEKS and ELPS alignment. Pacing options for 165, 180, and 210 days are provided. In the 210-day model, instructional time is extended to support syllable-level decoding and vocabulary acquisition. 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 unit sequence is rooted in research and guided by best practices, such as blending strategies and repetition. In the "Program Overview" and teacher guides, students are introduced to longer and more complex words, with explicit strategies for breaking them into manageable parts. For example, the syllable *ar-/argue* is introduced in Unit 2, Week 1, and reinforced in Week 3 with *lar-/larger*, and revisited in Unit 3, Week 2 as *par-/participate*, demonstrating the spiraling model in action.

The materials also promote affix recognition and syllable-type exploration, which are critical for understanding academic vocabulary.

An anchor chart and reading rope visual are included to help teachers contextualize this progression within the broader scope of structured literacy.

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

The materials show lesson design and comprehensive teacher support, with an increase in the complexity of phonics instruction. Each unit begins with a "Skills at a Glance" overview, such as in Unit 6, "Making Decisions," where the following are outlined: targeted word study skills, spelling focus, and syllable-level decoding strategies.

Teachers are provided with a detailed "Resources at a Glance" checklist that includes word cards, syllable cards, digital components, and sound-spelling tools.

Weekly planning is guided by "Walk-Through of a Week" documents that provide day-by-day support. For example, Unit 1, Lesson 1, Day 1, offers language transfer strategies for phonemes and graphemes in Spanish and other languages, specifically when teaching the long *e* sound.

Teachers are also prompted to use realia, visuals, and definitions to scaffold vocabulary instruction. In Unit 3, the curriculum introduces a built-in Syllable Fluency and Vocabulary routine, which teachers are instructed to revisit across the week. Assessments include cumulative spelling and dictation tasks that provide diagnostic insights for tailoring instruction.

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

The materials provide targeted guidance and resources to help instructional leaders support teachers in implementing the phonics program as designed. Leadership support is anchored in the "12 Essentials for Phonics Success," which outlines specific practices for consistent classroom implementation. This includes a strong focus on decoding strategies for multisyllabic words, reinforcing academic vocabulary, and applying knowledge of syllable types and morphology through explicit instruction and cumulative review.

Leaders are encouraged to observe whether students use reliable strategies to decode unfamiliar words and whether teachers reinforce generalizable rules for syllable division, prefixes, and suffixes. These essentials help leaders identify evidence of effective instruction, such as student engagement with complex words and teacher use of structured word study routines. Leaders are also advised to monitor the presence of "word curiosity" in students, which reflects deeper understanding and application of skills.

To strengthen teachers' ability to support implementation, two new leadership tools have been added. The first (EX1) provides a program-specific "look-for" checklist that outlines observable classroom practices aligned with *Benchmark Phonics* routines. The second (EX2) offers a broader phonics implementation guide that can be used across programs. Both documents serve as practical tools for walkthroughs, feedback, and coaching.

These additions equip school leaders with the tools necessary to monitor, support, and ensure fidelity to the program across grade 3 classrooms.

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 provide a high-level layout that continues the *Benchmark Phonics* commitment to spiraled skill development and teacher concept clarity.

The "Skills at a Glance" section in Unit 4 includes detailed planning for phonics instruction, word study, spelling, and vocabulary across all three instructional weeks. Teachers can see how instruction moves from decoding to academic vocabulary application.

Although comprehensive academic vocabulary definitions are not embedded in the written unit overviews, the program provides teacher-focused videos that break down essential components. For example, the "Dictation" training video explains the rationale behind dictation, how it reinforces encoding and fluency, and how to use it to monitor progress.

The "Context Clues" routine described in the *Grade 3 Launch Guide* offers practical steps to help students determine word meaning in context—essential for vocabulary acquisition.

These carefully stacked resources give educators the theoretical understanding and practical tools needed to implement the unit effectively.

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 contain well-crafted Home-School Connection Letters in both English and Spanish. The letters explain each week's phonics and spelling focus, list high-frequency words, and suggest fluency-building activities. In Unit 1, students begin with short vowels and high-frequency words such as *of*, *for*, and *said*. In Week 2, they move to long *a* patterns (*a_e*, *ai*, *ay*) and words like *wash*, *water*, and *right*. By Week 3, instruction includes both long *o* and long *u* spellings, with practice words such as *one*, *want*, *because*, and *new*.

The letters also feature the use of the *My Word Study* book and provide weekly Build Automaticity word lists for guardians to use in home practice. These resources foster meaningful family engagement while maintaining instructional alignment.

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 reviewed show advanced levels of phonics skills and vocabulary application while maintaining daily alignment with the TEKS and ELPS.

Each lesson provides precise objectives and explicit support for instruction, including formative questioning, structured spelling and sorting tasks, and connected reading. For example, in Unit 4, Week 2, Day 2, students focus on consonant *-le* syllables, with TEKS standards.

The instructional sequence incorporates activities like sorting *-le* words, identifying syllable types, and reading decodable texts. On Day 3, comprehension questions such as "How are these words similar?" and "Do they name a person, place, or thing?" guide deeper language analysis.

Teachers are provided with an Additional Materials section and weekly assessment checklists, ensuring instruction is both intentional and data-informed.

The lessons include scaffolded support for English learners, including picture cues, oral repetition, and realia, ensuring all students can access the instruction.

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 reviewed show structured routines advancing students into multiplex phonics work and independent practice. In Unit 2, Week 1, Lesson 1, teachers are instructed to prepare *My Word Study, Volume 1, Word Study Resource Book*, Syllable Cards, Sound Wall Cards, and access to Articulation Videos.

Students are required to use decodable texts like "Julie's Bike" for practice. The timing is broken into strategic increments: three minutes to build fluency, five minutes for comprehension writing, three to five minutes for dictation and spelling patterns, and one to two minutes for sharing. In Unit 4, Week 2, the

lesson materials include category sort cards and resources for consonant *-le* syllables, enabling students to engage in pattern recognition and word study tasks that reinforce syllabication and morphology.

The lessons give teachers the necessary resources to support the application of learned phonics concepts in context.

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

The materials contain a plethora of resources for implementing both intervention and enrichment in word study. Within Unit 2, the "Build Syllable Fluency and Vocabulary" document outlines lesson routines for foundational skill reinforcement, including Build Words, Write the Missing Syllable, and Morphology Focus.

For enrichment, the resources provide Alternative Vocabulary Protocols, such as the Frayer Model, Semantic Mapping, and working with synonyms and antonyms, which deepen vocabulary knowledge and promote metacognitive understanding of word relationships. In Unit 8, Lesson 5, the Extend Learning/Enrichment section includes creative and engaging activities such as Word Explorers and ABC Order Writing, which allow students to apply word study concepts in meaningful contexts.

To support students needing more guided support, teachers are recommended to review the "Multisyllabic Word Division Resources" or the "Extra Support Lesson," particularly in Unit 4, Week 2, where explicit remediation guidance is provided for students struggling with accurate word reading.

The materials allow teachers to tailor instruction without disrupting the core lesson flow.

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 illustrate more advanced skills, including irregular plurals and multisyllabic decoding. Diagnostic tools like the Comprehensive Spelling Survey and the Phonological Awareness Assessment help teachers evaluate student growth across the year and determine the need for additional support.

Lessons come with built-in formative tasks such as circling long-vowel patterns or building complex words using syllable cards. In Unit 6, students work with irregular plurals like *moose*, *teeth*, and *knives* and practice oral reading fluency using expressive phrasing. A sample sentence used during assessment is "The mice hid behind the bookshelves," which helps evaluate fluency and understanding of plural word forms.

Cumulative assessments are administered weekly and focus on dictation, spelling accuracy, and automaticity.

The assessments are able to be used for grading and inform instructional decisions and groupings.

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

The 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 One-Minute Oral Reading Fluency Assessment consists of fiction and nonfiction passages students will read orally and

then answer comprehension questions. The purpose of this assessment is to evaluate students' reading rate, accuracy, and comprehension of the passages.

The materials emphasize fluency, spelling, and the application of learned phonics skills across various contexts. The Comprehensive Spelling Survey serves as the primary diagnostic tool, consisting of 25 skill-specific words. This assessment is particularly helpful in identifying students who can read words accurately but struggle with spelling. If a student misses two or more words in a section, targeted instruction is recommended.

The cumulative assessments are referenced extensively and defined as formative tools that reinforce phonics elements taught within the week and over a several-weeks schedule.

The Comprehensive Spelling Survey given in this grade "consists of 25 words for students to spell, divided by skill categories."

Teachers are encouraged to use data from these assessments to schedule repeated reading of previously taught decodable texts for example, rereading texts from one, two, and three weeks prior to promote retention and fluency. In Unit 3, teachers are guided to monitor students' written work and oral reading for signs of regression and to use those observations to form responsive small groups.

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

Assessment materials are similarly detailed, equipping teachers with specific scripts and scoring rubrics to support fidelity. The Comprehensive Spelling Survey and One-Minute Oral Reading Fluency Assessment are core diagnostics administered three times annually.

For fluency, teachers are guided step by step: Select a passage, provide an introduction, listen as students read, and mark any errors using a detailed coding system. Scoring guidance includes error types and response timing, which helps promote consistency. Unit assessments reflect phonics instruction across the week and beyond. In Unit 9, Week 2, students are assessed on spelling words like *dislike*, *unwrap*, *unclear*, and *dishonest*, mirroring the lesson's focus on the prefixes *dis-* and *un-*. Unit 3's dictation assessment also follows a scripted, ordered process to ensure standard delivery.

Clarity on how long to wait for student responses or what constitutes automaticity is sometimes missing in print materials but is explained in the "Why Assess?" training video (digital material). Overall, the system supports formative instruction and fluency development, especially when teachers consistently follow the guidelines.

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

The assessments were observed to be similarly aligned with the TEKS and instructional goals, although most assessments do not directly list TEKS references.

Diagnostic tools like the Comprehensive Spelling Survey cover complex spelling patterns and multisyllabic words, supporting TEKS 3.2.B.vi and 3.2.B.vii. For example, the Unit 6 Cumulative Assessment assesses understanding of suffixes like *-er* and *-or*, while Unit 7 and Unit 9 include sorting and spelling tasks using prefixes such as *pre-* and *re-*, all aligned with lesson objectives and TEKS expectations. The One-Minute Oral Reading Fluency Quick Check addresses fluency as outlined in TEKS 3.4.A by assessing accuracy and rate, and the assessment includes a scoring rubric to guide teachers in marking errors consistently.

Formative assessments, such as those in Unit 1, Week 2, include spelling sorts with long-vowel words like *bacon*, *plane*, and *spaceship*, helping students distinguish vowel teams and align with TEKS 3.2.B.iv.

Teachers are encouraged to assess student fluency and spelling in small groups or during independent work. Despite the consistent alignment between assessments and TEKS-based instruction, the lack of TEKS labeling on individual assessments means educators must rely on additional materials to confirm standards coverage.

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

The materials offer increasingly cognitively demanding content by providing more intricate phonological and morphological tasks. The Phonological Awareness Assessment includes advanced segmentation (e.g., breaking apart *pot*) and blending activities. Students also complete the High-Frequency Word Screener, reading from a 248-word list designed to measure recognition speed and accuracy. The Comprehensive Spelling Survey spans CVC (consonant-vowel-consonant) and multisyllabic words, including affixed forms.

Weekly cumulative assessments, such as in Unit 6, Week 2, require students to spell *chew*, *smooth*, *school*, *wooden*, and *could not*, and write sentences like "You should buy a new broom."

Formative activities include word categorization and open-syllable decoding. In Unit 6, students sort words by vowel sound and grammatical category (noun, verb, adjective), while in Unit 4, they build words like *protection*, *openness*, and *silently* using syllable cards, followed by composing original sentences.

Per the guidance examples, these instructional assessments meet TEKS standards while gradually increasing rigor and application.

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 provide rich guidance for interpreting performance across spelling, phonics, fluency, and handwriting.

The Comprehensive Spelling Survey offers clear next steps; if a student misspells two or more of the target spellings in a section, the teacher is directed to begin instruction at that skill set. Likewise, the Comprehensive Phonics Survey includes a Placement Support guide where students scoring 0–6 in "Word Study (Multisyllabic Words)" begin focused instruction, while those scoring 9–10 move on.

The Phonological Awareness Assessment supports further analysis, especially in areas like Delete Sounds, where score bands dictate whether students require reteaching or enrichment. The Oral Fluency and Phrasing Rating Rubric helps teachers assess fluency and intonation, while the One-Minute Oral Reading Assessment provides reading rate goals and scoring guidance to evaluate miscues and omissions.

Teachers can also use the Cursive Handwriting Assessment to group students needing letter formation support, ensuring each learner receives instruction that matches their development stage.

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

The materials guide teachers to align instruction with trends identified in student assessments. In Unit 8, the Word Fluency Assessment targets phonics concepts like hard/soft c, hard/soft g, and diphthongs.

When students underperform, teachers consult the Next Steps guidance to select missed skills and reteach using activities embedded in upcoming lessons.

The materials suggest inserting past content into current instruction, for example, reviewing soft g while introducing diphthongs.

The Spelling and Dictation section provides strategies for analyzing student writing errors and adjusting instruction during small-group time. In Unit 7, when students misread homophones like *rows* and *rose*,

teachers use Extra Support Lessons that include routines such as Rereading for Fluency and Decode by Analogy.

These lessons build reading accuracy and provide immediate feedback. They also ensure that teachers are able to select each activity, from choral reading to decodable text usage, in direct response to assessment data, which creates a responsive and skill-targeted instructional path.

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 equip teachers and students with high-quality tools to document and reflect on literacy progress.

Teachers administer the Phonological Awareness Assessment using both a detailed tracking sheet and a Student Record Summary Form, which log performance across beginning, middle, and end-of-year checkpoints. To complement these tools, the Student Observation Form enables teachers to track decoding behavior, fluency, and application of syllable patterns, such as r-controlled vowels or digraphs, during live reading sessions.

Students also manage their growth using the 100-Word Screener Student Tracker, where they chart their sight word mastery, and the Quarterly Reflection Sheet, which encourages them to answer open-ended prompts like "What reading and writing skills do you want to work on?"

These tools are to help cultivate self-awareness and provide actionable data that supports timely instructional adjustments.

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 multiple forms of differentiated support. Teachers receive guidance on using fluency routines to address decoding and comprehension issues. In Unit 2, Week 1, Lesson 4, students practice using context clues with direct instruction and guided practice on words like *distressed* and *gratitude*. Visual aids, such as posters, are included to support this activity.

The *Intensive Phonological Awareness Guide* includes routines targeting skills such as phoneme reversal.

Additional supports are clearly marked in the lesson plans with a "star" symbol. For example, Unit 2, Week 1, Lesson 4 has a star beside Context Clues. The lesson provides guidance for explicitly reinforcing the skill of context clues through modeling and practicing.

Scaffolded lessons also support English language development. In Unit 4, Week 1, students work with a partner to write and manipulate words with open syllables using sticky notes.

These structured supports help students build confidence and proficiency in foundational reading skills.

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 embed strong support for unfamiliar vocabulary and references, ensuring students can comprehend complex texts. For example, in Unit 6, Week 2, Lesson 2, students read *Mr. Moody's House*, which includes the figurative expression "his heart was not in it." The teacher guides a discussion to

unpack this expression by asking comprehension questions and prompting students to cite text evidence.

In Unit 8, Week 2, vocabulary instruction is extended through a Define It chart, where students define new words, list synonyms, and use them in sentences.

Further support is found in Unit 1, Week 1, Lesson 2, where the "Reading Big Words Strategy" helps students decode multisyllabic words.

These examples showcase a strong approach to pre-teaching and integrated vocabulary support that really helps in building academic language.

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 integrate teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, Unit 2, Week 1, Lesson 5, Extend Learning/Enrichment provides a differentiated activity for the Spelling Sort. Students play concentration with the Closed Sort Cards from Lesson 2 and the Buddy Sort Cards from Lesson 4. The goal is to match two words that have a matching long *e* spelling pattern.

The Unit 5, Week 1, Build Vocabulary and Fluency Lesson, Extend the Learning: Build Vocabulary, the Alternatives/Enrichment section suggests teachers choose the additional vocabulary protocols to guide students to record and deepen their understanding of each word's meaning. Some activities described are Frayer Model, Semantic Maps, and Synonyms and Antonyms.

Unit 3, Week 1, Lesson 5, Extend Learning/Enrichment activity called Word Explorers encourages students to locate and record classroom words containing *är* and *ôr* sounds, then sort them based on spelling. This activity promotes both word recognition and phonics mastery.

These structured activities provide students with consistent opportunities to extend their skills in vocabulary, word analysis, and comprehension while remaining engaged and appropriately challenged.

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 include structured support with detailed modeling scripts. In Unit 4, Week 1, Lesson 1, while introducing open syllables, the teacher writes *music* and *tiger* on the board and underlines the syllables. The prompt reads, "This is the word music. The first syllable in music ends with a vowel. It is called an open syllable, and the vowel sound is usually long. What vowel sound do you hear in the syllable mu?"

The materials also provide step-by-step instructions for spelling instruction. In Unit 7, Week 2, Lesson 1, teachers are prompted to "say each spelling word" and "read the sentence and say the word again" during the spelling pre-assessment. These guided prompts help ensure that modeling is intentional and clearly communicated.

The materials also include the "Reading Big Words Strategy," where the teacher models pronunciation and meaning of words such as *telescope*, using syllable identification and Greek root meanings.

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

The materials in grade 3 consistently support teachers with instructional guidance across diverse approaches. Unit 1, Week 2, Lesson 2 promotes partner work identifying long-vowel sounds, independent word building with syllable cards, writing sentences, and whisper reading of decodable texts.

Unit 5, Week 3, Lesson 1 supports differentiated instruction for multilingual learners and advanced students. Students use graphic organizers to sort words with suffixes, complete pre-assessments, and engage in sentence building with rule identification for word endings.

In Unit 6, Week 3, Lesson 1, the teacher facilitates partner work with Spelling-Sound Correspondences and collaborative fluency practice using timers. The lesson concludes with reflection using words from the lesson in new sentences.

Unit 4, Week 3, Lesson 2 integrates visual aids such as vowel team syllable charts and uses structured turn-and-talk protocols to support comprehension.

These lessons reflect thoughtful planning and support active, varied engagement with phonics and vocabulary skills.

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 provide structured opportunities for guided, collaborative, and independent practice. For example, Unit 3, Week 1, Lesson 1 includes teacher guidance in reading and sorting r-controlled vowels, partner sentence construction, and independent word analysis.

The Word Study routine in Unit 6, Week 1, Lesson 1 clearly defines instructional stages to help teachers deliver lessons effectively and keep students engaged.

Students have multiple opportunities to practice. For instance, Unit 2, Week 1, Day 1 provides a variety of opportunities for students to practice and apply the concepts they learn, including guided practice during Spelling-Sound Correspondences, independent practice during Spelling Patterns in Pre-Assessment, and partner practice during Build Automaticity.

This structure supports differentiated instruction across the whole class and individual practice.

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 instructional materials include a structured and practical framework for supporting students' academic language development across all language proficiency levels.

Unit 2, Week 2, Lesson 1 activity includes guidance for comparing English and Spanish cognates (e.g., *science/ciencia*) using visual aids and pantomime. Students then record the word pairs and practice pronunciation using Sound Wall Cards and Articulation Videos. The Routine: Expressive Writing supports oral-to-written language transfer with sentence frames like "I want to write about ___ because ___," before inviting students to draw, dictate, and share their writing.

In Unit 4, Week 1, Lesson 2, students use media tools such as audiobooks from the online *My Word Study* book to echo-read passages, matching the intermediate media proficiency guidance. Unit 7, Week 1, Lesson 1 provides vocabulary instruction with visual cues (show pics of vocabulary words), choral repetition, and sentence stems.

These examples, combined with grouping strategies and leveled questioning prompts, show that the materials are designed to meet the ELPS and build content-rich language skills at every stage of proficiency.

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

The materials provide comprehensive resources to support English learners in state-approved bilingual/ESL programs. The *Multilingual Learners Resource* features Basic Language Functions Frames, which guide teachers in helping students express needs or expand knowledge using structured sentence stems.

Unit 3, Week 2, Lesson 1 provides targeted English Language Development support, ensuring students understand vocabulary and content. Teachers also receive guidance for reviewing verb tenses and modeling grammar with words such as *hop*, *hopping*, and *hopped* in Unit 5, Week 3, Day 1.

For specific teacher guidance on supporting English Language Development, Unit 8, Week 2, Lesson 1 provides a good example. This guidance states, "Some students may have trouble identifying the hard and soft sounds of 'g'. Reinforce these sounds by overemphasizing them as you say the words. Focus on articulation of the target sounds, noting the placement of the mouth when making the sounds. Utilize the Sound Wall Cards and Articulation Videos for support. If students have difficulty hearing the soft 'g' sound, write 'ge', 'gi', and 'gy' on the board and have students repeat the soft sound 'j' with you for each spelling pattern. Write several words with soft 'g' on the board, say the words together with students, and have them circle the soft 'g' spelling pattern in each word."

These resources build a strong foundation for English learners while maintaining rigorous phonics instruction.

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 3 include embedded support to help emergent bilingual students engage in meaningful academic conversations and writing. Unit 5, Week 2, Lesson 2 encourages students to participate in Turn and Talk activities while echo-reading with the teacher or a peer. Unit 7, Week 2 emphasizes vocabulary building through syllable fluency tasks where students use the Frayer Model to define words, give examples, and identify non-examples.

Oral discourse is further developed in Unit 3, Week 2, Lesson 2, where students discuss text details and share their reflections on what they learned, such as facts about the Iroquois League of Nations.

Written discourse activities in Unit 7, Week 3, Lesson 4 require students to write sentences with high-frequency words and underline phrases from the text to support their comprehension responses.

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 address metalinguistic instruction by focusing on more complex language structures. In Unit 4, teachers are advised to connect prior learning by saying: "Open and closed syllables exist in both Spanish and English. However, the rules for dividing and pronouncing the syllables are different. Today we will look at and practice open and closed syllable patterns in English so you can read and write words with them."

The Contrastive Analysis Chart also explains the absence of a Spanish equivalent to the English pronoun *it*, while highlighting the use of gendered pronouns in Spanish.

The "Dual Language Resources" includes an implementation guide for Unit 7 with detailed charts in English and Spanish that show the week's skill, transference type, and aligned resources.

Additionally, the Explicitly Teaching Cross-Linguistic Transfer section describes three instructional venues for reinforcing language transfer, enabling deeper linguistic awareness and skill-building across both languages.

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.

The materials include systematic and sequenced phonics instruction, beginning with a review of long-vowel spelling patterns. In Unit 1, students learn multiple ways to spell long *a*, such as *a*, *ai*, *ay*, and *a_e*. Lessons follow a pattern: Teach the sound-symbol correspondence, apply it to reading, and extend it to multisyllabic words. For instance, after learning long *a* spellings, students decode words such as *remain* or *daybreak*. By Unit 3, instruction moves to r-controlled vowels. Students identify and apply the spelling patterns before decoding words with syllables *ar* or *or*. Unit 4 continues with vowel teams, requiring students to spell and read words such as *highlight* and *toilet*. The sequence builds complexity without skipping steps.

Each lesson supports mastery before moving on to new content. This structured design ensures students gradually develop the skills to decode and spell complex, multisyllabic words.

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

Grade 3 materials include structured and explicit phonics routines that combine sound-symbol instruction with targeted practice in reading. In Unit 3, Week 1, Day 3, students focus on r-controlled vowels and practice through decoding, spelling pattern sorts, and reading the decodable text "Electing a President." In Unit 7, Week 2, Lesson 2, instruction shifts to homophones. Students learn to identify and decode words such as *flower/flour* in the text "Stone Soup," and then complete follow-up activities that reinforce meaning and spelling.

Each lesson follows a clear structure and offers sufficient opportunity to apply phonics knowledge through meaningful practice.

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.

The grade 3 lessons include explicit phonics instruction and teacher modeling in daily phonics lessons. In Unit 1, Week 2, Lesson 1, teachers model Spelling-Sound Correspondences for words like *chase*, *rain*, and *lazy*, explaining the different spellings of the long *a* sound. Teachers underline the letters representing *ā* in each word. In Unit 3, Week 1, Lesson 2, students sort words like *chore* by vowel sound, and teachers state, "I hear the /ôr/ sound in chore. The letters ore stand for that sound."

In Unit 8, Week 1, Lesson 2, teachers model reading the word *tricolored* using a multistep word reading strategy.

Each lesson includes detailed teacher scripts and clear instructions, helping students engage with increasingly complex word structures.

These routines are predictable and applied consistently across units to support mastery through repeated exposure.

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

The grade 3 materials include more complex phonics skills and tools for guided instruction and immediate feedback. In Unit 1, Week 3, students study spelling patterns like *ow* in *owner* and *ew* in *fewer*. The teacher models syllable division strategies and supports students as they sort and decode words.

When students struggle, the materials guide the teacher to revisit familiar syllables and prompt corrections. For example, in Unit 4, Week 1, the Build Syllable Fluency and Vocabulary section, specifically "Introduce High Frequency Words," guides immediate corrective feedback during practice.

Teachers also get explicit scripts. In Unit 6, Week 2, Lesson 1, Spelling-Sound Correspondences Practice section, for instance, the teacher is told, "Write the words above on the board. Guide students to read them aloud. Provide corrective feedback, [including] support with syllable division, as needed."

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

The grade 3 materials include meaningful collaborative and independent phonics practice. In Unit 3, Week 2, Lesson 1, students pair up during spelling assessments to compare charts and use r-controlled vowel words in oral sentences. They also engage in shared writing discussions to clarify their ideas before composing. Independently, students complete chart-based word sorts, underline spelling patterns, and practice fluency through whisper-reading. The Dictation section requires students to write teacher-read sentences, reinforcing spelling and sentence construction skills.

These structured activities foster individual accountability while encouraging peer collaboration to support mastery of phonics concepts.

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 materials consistently integrate cumulative phonics review and practice activities within a structured weekly framework. Lesson 5 each week focuses on review and assessment. For example, in Unit 6, Week 1, students reread "Emma's Secret Dream" to practice decoding words with irregular plurals.

The lesson revisits multisyllabic decoding strategies from earlier units. Unit 8, Week 1 emphasizes the difference between hard and soft *c* in words like *centipede* and *contest*. Students apply decoding strategies by marking syllables and building vocabulary.

In Unit 2, word sorts are used weekly to reinforce spelling patterns, and spiral reviews appear in Build Syllable Fluency and Vocabulary lessons. These routines ensure that prior learning stays fresh while new content builds logically on foundational skills.

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

The materials in grade 3 give students consistent practice in phonics skills they have already learned. In Unit 5, Week 2, the lessons emphasize r-controlled vowel syllables. The teacher models the word *party*, showing how *ar* changes the vowel sound.

In Unit 6, students practice irregular plurals such as changing *loaf* to *loaves* after direct instruction. In Unit 7, Week 2, Lesson 2, "Word Study," and Unit 9, students focus on homophones and prefixes like *dis-* and *un-*, respectively. They work with words such as *dishonest*, *new*, *rose*, and *disloyal*. They do this after learning definitions and usage through explicit teacher modeling.

These lessons ensure students practice only taught material, which reinforces retention and application.

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

Grade 3 materials include cumulative phonics instruction through multisyllabic decodable texts. In Unit 3, *Wave the Flag!* focuses on r-controlled vowels with words like *honor* and *parades*. In Unit 9, "Volunteers!" provides practice with suffixes *-able*, *-ful*, and *-less* in context, using words like *acceptable* and *helpful*.

The program emphasizes prior learning while introducing more complex phonics concepts. For example, in Unit 6's *Mr. Moody's House*, students read multisyllabic words with the digraph *oo*, such as *understood* and *moody*. The instruction connects past skills with new ones in meaningful, engaging ways.

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

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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 assessments show increased complexity in phonics and morphology tasks. The Comprehensive Spelling Survey starts with CVC (consonant-vowel-consonant) words and scales to multisyllabic and morphologically complex words, which helps teachers pinpoint spelling gaps.

Formal fluency assessments include the One-Minute Oral Reading Fluency Assessment and aligned comprehension checks using both fiction and nonfiction texts.

Formative assessments are embedded in daily instruction; for example, in Unit 7 Week 1, students read and spell words with the suffixes *-er* and *-or*, like *farmer*, *sailor*, and *sculptor*, while also categorizing them using T-charts. Another lesson in Unit 8, Week 3 assesses diphthongs like *ou* and *oi* in words such as *shout* and *boil*.

The cumulative assessments show complexity. For example, in Unit 7, students orally spell homophones (*there*, *weak*, *son*) and complete word sorts to reinforce understanding.

Teachers are also able to use Student Observation Forms to document decoding and fluency challenges in real time.

The assessments collectively show developmental appropriateness while simultaneously supporting rigorous phonics and spelling instruction.

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

The assessments are comprehensive, with increasingly complex phonics skills, including syllable types, vowel teams, and r-controlled vowels. Teachers can track student learning through structured cumulative assessments, such as the Unit 4 Cumulative Assessment, which evaluates spelling and reading of words like *speed*, *glow*, and *countdown*. Weekly lessons include formative progress checks. For example, in Unit

4, Week 1, Lesson 1, students are assessed on their ability to read words like *music* and *tiger* in the Spelling-Sound Correspondences section.

If needed, additional support is recommended through targeted small-group activities. A detailed progress-monitoring tool in Unit 5, Week 2, Lesson 1 helps teachers assess decoding of one-syllable r-controlled words like *storm* and *burning*, aligned to TEKS 3.2.B.i.

The materials support a systematic approach to mastering multisyllabic word spelling and reading.

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

The materials provide a system to track student growth in advanced phonics and spelling patterns, and support upper-elementary reading development. The Comprehensive Spelling Survey, administered three times a year, evaluates student performance across short vowels, complex vowel teams, and multisyllabic words.

Weekly cumulative assessments reinforce these skills and help identify gaps in learning. For example, in Unit 2, the primary focus is on long *e* vowel patterns (e.g., *ea*, *ee*, *ey*, *ie*). During daily instruction, students categorize and write words like *secret*, *reach*, *stampede*, and *chief*, then use them in written tasks. At the end of the week, students are assessed on spelling words such as *wheel*, *beach*, *sweep*, and *misread*, which align directly with the week's instruction.

Teachers are directed to analyze results, form skill-based small groups, and reteach missed content. The One-Minute Oral Reading Fluency Assessment further supports progress-monitoring, with goals such as 83 words per minute at the beginning of the year and 112 by year's end.

These assessments provide a robust framework for evaluating decoding, encoding, and fluency.

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 emphasize actionable data through well-integrated tracking systems.

Teachers use the High-Frequency Word 248-Word Screener Recording Form to record student progress over multiple administrations. When students demonstrate mastery in short vowels, long vowels, complex vowels, and multisyllabic words, the program suggests placing them into Level 4, Unit 1 to build reading fluency.

The digital component includes Reading Behavior Reports, which summarize patterns based on Oral Reading Records. Teachers can see exactly when and how often specific reading behaviors, such as decoding unfamiliar words or self-correcting, occur, enabling them to group students by need and design targeted instruction.

These data-driven tools allow for timely decisions that maximize student growth and help close achievement gaps.

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

The materials guide teachers to use Benchmark Phonics tools to examine whole-class trends and tailor instruction accordingly.

The Phonological Awareness Class Record Form captures each student's performance on essential phonics skills across multiple checkpoints. Teachers analyze this data collectively to detect patterns, such as frequent errors in r-controlled vowels, and implement whole-class reteaching sessions.

The digital Placement Table and Class Overview page allow teachers to see which instructional unit each student should begin with and track assessment history.

In the Class History section of About History View, teachers can view summaries of group performance on phonics subtests, facilitating data-driven decisions about pacing and grouping.

Also, the Standards Overview Reports generate visual graphs of class performance on selected assessments, highlighting the distribution of mastery across the student group and prompting focused instructional adjustments at the class level.

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

The grade 3 materials include specific guidance that helps instructional staff adjust progress-monitoring schedules based on students' individual performance levels. Initially, monitoring frequency was uniformly applied across all learners, regardless of mastery or rate of progress. This limited instructional flexibility and responsiveness. To strengthen teacher support, a Progress Monitoring Schedule that outlines how often to assess students according to their specific needs is included. The new resource clarifies when to increase or reduce the frequency of progress checks based on factors such as demonstrated decoding proficiency, fluency, and overall reading growth. Teachers now have explicit direction on how to tailor reassessment intervals for both struggling learners and those performing above grade level.

The materials offer actionable guidance for teachers and allow for instructional pacing that reflects individual student progress.

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

The materials support differentiated instruction by offering enrichment and support pathways based on assessment data. In Unit 2, Week 2, the Extend the Learning section recommends vocabulary strategies such as semantic maps and Frayer Models to enhance word meaning for advanced students.

The Unit 8, Week 2, Lesson 5 lesson plan provides Enrichment Activities like open sorts with hard and soft *g*, where students brainstorm multiple ways to classify words. These tasks serve as extensions for learners who show early mastery.

Meanwhile, the Unit 8, Week 2, Lesson 1 lesson plan includes a Check for Understanding, which advises teachers to use Extra Support Lessons if students struggle with word decoding, ensuring that instruction targets specific phonics gaps.

Overall, the materials equip teachers to adjust pace, groupings, and activity complexity based on student performance patterns captured through regular assessments and daily observations.

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. In Unit 8, Week 2, Lesson 2, students read "Pecos Bill Rides a Tornado" and engage in guided discussions using the Student-Generated Questions protocol. Teachers prompt students to reflect, partner-share questions, and engage in class-wide discussions. This process builds speaking confidence and encourages curiosity.

Also, the Build Up an Idea protocol prompts students to express an idea, clarify it, and support it with reasons or evidence. These structured formats give students opportunities to practice academic conversation in progressively more complex ways.

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 structured and purposeful opportunities for students to communicate socially and academically across varied tasks and audiences. In Unit 1, Week 1, Lesson 4, after reading "How Animals Stay Cool," students answer comprehension questions that include personal connections such as "What are some things you do to stay cool when the weather is hot?" These responses promote social dialogue grounded in personal experience.

For academic engagement, Unit 5, Week 2, Lesson 2 features the decodable text "Getting from Here to There," followed by comprehension questions and the Turn and Talk: Because protocol (also found in Unit 4, Week 1, Lesson 2), supporting students in backing up their ideas with evidence.

These activities create meaningful interactions and extend students' understanding through conversation.

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 consistent opportunities for students to listen attentively and engage in meaningful dialogue. In Unit 1, Week 1, Lesson 2, the teacher models short-vowel sounds (e.g., the short *u* in *bunk*), and students are prompted to sort words by sound, which encourages attentive listening and language application.

Students also participate in a comprehension discussion using the Turn and Talk: I Think . . . protocol, which fosters collaborative idea exchange and reasoning.

Additionally, the Build Up an Idea protocol in the Speaking and Listening Protocols resource guides students to support their responses with evidence, clarify their thinking, and engage in sustained conversation with peers.

These structures help students refine their oral language and discussion skills across academic contexts.

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 in grade 3 explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. It shows support for advanced phonics instruction by reinforcing long-vowel patterns and complex multisyllabic words. Lessons maintain an explicit and systematic structure, reinforcing prior knowledge and introducing new phonics concepts clearly. In Unit 2, Week 1, Day 1, the focus is the long *e* sound. The lesson guides students to sort words based on their spelling: "The word *cheat* has a long *e* sound spelled with *ea*. . . The word *greet* has the long *e* sound spelled *ee*." On Day 2, the Spelling-Sound Correspondences lesson uses a Long *e* Chart to help students spell words such as *unfeeling* and *neatly*. These activities are supported by a detailed Scope and Sequence that outlines weekly focus skills, ensuring consistent skill development.

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 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. In Unit 4, Week 2, Lesson 2, students explore spelling patterns with consonant-le final syllables. Teachers are prompted to ask students what they notice about the words, leading them to observe whether the first syllable is open or closed. This reflective process promotes metacognitive awareness of word structure.

Furthermore, in Unit 4, Week 3, Lesson 1, the program integrates the use of "Multisyllabic Word Division Resources." Teachers receive guidance to support students struggling with decoding vowel teams, such as modeling how to keep vowel teams together when dividing multisyllabic words.

These resources combine visual modeling and rule-based explanations to reinforce accurate decoding and reduce persistent spelling errors in students transitioning to more advanced phonics.

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 3 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 instruction emphasizes decoding fluency and morphology. In Unit 6, Week 1, Lesson 1, "Word Study" lessons introduce irregular plurals, including *leaf/leaves*, and *life/lives*. The teacher models decoding words such as *feet*, *wives*, and *bookshelves*, followed by student practice. Instruction extends to multisyllabic decoding with words such as *children* and *velvet*. In Lesson 2, students apply these skills in the Accountable/Decodable Text "The Legend of Molly Pitcher," which supports both decoding and vocabulary development. These experiences help students integrate phonics knowledge into reading extended text. 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.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 provide a systematic sequence for introducing sound-spelling patterns that align with the TEKS. The instructional sequence starts with open and closed syllables in multisyllabic words, then moves to r-controlled syllables, final stable syllables, and words with affixes.

In Units 1 and 2, students practice decoding and spelling words with closed and open syllables such as *misread*, *excited*, and *seafood*. By Unit 3, instruction shifts to r-controlled vowel patterns. Students receive practice spelling multisyllabic words such as *turkey*, *garden*, and *scored*. Unit 5 and beyond incorporate instruction on inflectional endings, irregular plurals, and variant vowel spellings in more complex multisyllabic words.

Cumulative assessments reinforce previously taught patterns, and complexity gradually increases to support student mastery. For instance, students are expected to spell multisyllabic words that integrate various syllable types and affixes by Unit 10. This includes spelling patterns found in words such as *unopened*, *hopeless*, and *restarted*. This structured progression allows students to develop decoding and encoding fluency with multisyllabic words by integrating knowledge from earlier units.

The consistent review of patterns ensures students retain and apply their knowledge across increasingly complex tasks.

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 build on earlier instruction by guiding students through more advanced "Sound-Spelling Correspondences." In Unit 3, Lesson 1, teachers review r-controlled vowels using words such as *verb*, *bird*, and *fur*. The script instructs teachers to underline the letters *er*, *ir*, and *ur*, and emphasize how each represents the *ûr* sound. This helps students understand multiple spellings for the same phoneme. In

Week 2, Lesson 2, teachers use a chart to review r-controlled vowel patterns, guiding students through spelling and reading words such as *first*, *curb*, and *her*. The teacher asks, "What do you notice about the vowel i in first?" and helps students identify *ir* as a spelling for *ûr*.

Later in the year, in Unit 7, Lesson 1, the focus shifts to affixes. The teacher introduces the word *worker*, explaining that the suffix *-er* means "one who does something." Students also learn that when a base word ends in *e*, the *e* is dropped before adding the suffix.

These lessons support understanding of sound-spelling patterns at the syllable and morpheme levels, preparing students for more complex tasks.

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).

In grade 3, the instruction emphasizes multisyllabic words and vowel teams through a variety of cumulative activities. For example, in Unit 4, Week 3, Lesson 1, students focus on words such as *raisin*, *repeat*, *beetle*, and *pillow*, identifying vowel teams and reading multisyllabic words. On Day 2, a closed sort allows students to categorize words by vowel team. Lessons 4 and 5 continue with featured sorts and a spelling pattern assessment that revisits previously taught skills. The cumulative review strengthens automaticity and ensures students retain and apply their knowledge of complex vowel teams and multisyllabic decoding strategies.

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 in grade 3 extend phonics instruction to include more advanced sound-spelling patterns through focused decoding and encoding practice. For example, in Unit 3, Week 2, Lesson 1, lessons begin with a mini-lesson review on r-controlled vowels—*ar*, *or*, *oar*, *ore*—featuring words such as *verb*, *bird*, and *fur*. In Lessons 2 and beyond, students engage in drills with both one-syllable and multisyllabic words and apply this learning while reading texts such as *One Nation from Many* and *A Debate About Voting*. Encoding activities include closed sorts using words such as *girl*, *turkey*, and *after* under appropriate categories (*ir*, *ur*, *er*). In Lesson 3, dictation exercises such as "Fern can run further and faster than any other girl on the track team" offer opportunities to write complex sentences using the taught spelling patterns.

These lessons ensure that students apply decoding and encoding skills in both isolated word study and contextual reading and writing tasks.

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 sequence for introducing regular and irregular high-frequency words. The curriculum begins with foundational words such as *of*, *for*, *from*, and *said*, many of which are irregular and introduced in earlier grades. These are taught through the Read, Spell, Write, Apply routine in Unit 1, Week 1.

The program builds complexity by introducing words with more advanced phonics patterns as instruction progresses. For example, in Unit 1, Week 2, Lesson 1, students learn high-frequency words *rain*, *stay*, *lazy*, and *chase* alongside instruction on long *a* patterns.

In Unit 6, Week 3, Day 4, the materials include a mix of regular and irregular high-frequency words such as *one*, *once*, *stop*, and *thank*. Unit 7 introduces even more complex multisyllabic and irregular words including *could*, *would*, *should*, and *show*, which correspond with instruction in long and short *oo* and diphthong *ou* patterns.

This consistent alignment between phonics instruction and word introduction helps students decode and recognize these words more efficiently.

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 provide structured guidance to ensure explicit instruction in both decoding and encoding high-frequency words. Teachers use the Read, Spell, Write, Apply routine, by displaying the word and having students segment the sounds. Teachers point out spelling patterns, especially irregular parts that must be learned "by heart."

In Unit 6, Week 2, Lesson 4, *put* is taught with emphasis on the *ōō* sound from *u*. The word *people* is explained with attention to the irregular *eo* spelling for the long *e* sound and the *le* final syllable. Students read and spell the words aloud, then write them while spelling.

Other lessons, such as Unit 2, Week 1, Lesson 4, also use this method to address words such as *there*, *their*, and *about*.

In Unit 6, Week 3, Lesson 4, teachers highlight irregularities in words such as *was*, pointing out that the letter *s* represents the *z* sound.

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 support high-frequency word development, particularly for students who require additional intervention. The Read, Spell, Write, Apply routine is introduced in Week 1 of each unit and used consistently, especially during Day 4 intervention lessons. These routines focus on the top 250 high-frequency words. Students engage in decoding and encoding through activities such as oral reading, sentence writing, and interactive pocket chart games. For example, in Unit 5, Week 2, students review new words including *who*, *many*, and *ate*, while also spiraling back to prior words such as *there* and *people*. They spell these words aloud, use them in oral sentences, and write them in notebooks. On Day 5, students practice reading and spelling the words chorally.

Teachers also use manipulatives such as letter cards and pocket charts to reinforce encoding by challenging students to reconstruct jumbled words and use them in oral sentences.

Although grade 3 materials do not include videos or games, teachers are encouraged to access these materials from previous grade levels.

Additional resources include high-frequency word cards, syllable cards, and printable charts. Connected texts in the *My Word Study* book further integrate these words for continued review and application.

These materials effectively reinforce decoding and encoding through meaningful, consistent practice.

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 provide a well-rounded set of tools and strategies that support students in reading and writing high-frequency words with increasing independence. Instruction follows a predictable routine that begins with the Read, Spell, Write, Apply sequence and gradually expands into connected application. For instance, students learn words such as *could*, *would*, *should*, and *green* in isolation during Unit 7, and then apply them in decodable texts such as "The Mission District" and "Community Action." Teachers guide

students in writing each word in their notebooks and using them in original sentences, reinforcing both spelling and context.

Daily review activities incorporate previous weeks' words to ensure cumulative mastery. Resources include syllable cards, word cards, and printable charts that categorize words by common syllable types, further aiding retention.

Student books, including *My Word Study*, offer engaging texts that help students encounter high-frequency words in meaningful ways.

These structured, multimodal strategies foster fluency and spelling accuracy while supporting long-term retention of high-frequency vocabulary.

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. The materials include a structured progression, fulfilling TEKS 3.2.Aii and 3.2.Bv. Students begin by reviewing closed syllables in Unit 3, Week 3, with words such as *button* and *collect*.

Open syllables follow in Unit 4, Week 1, with examples such as *future* and *open*. Unit 4, Week 2 introduces consonant-le syllables (*handle*, *triple*), and Week 3 includes vowel teams (*exhausted*, *toilet*). Unit 5 then adds r-controlled syllables like *pattern* and *perform*.

Instruction on syllable division begins with VCCV (vowel-consonant-consonant-vowel) and VCe (vowel-consonant-e) patterns in Unit 3 (e.g., *penny*, *admire*). Unit 4 expands to include VCV (vowel-consonant-vowel) (e.g., *music*, *tiger*), consonant-le (e.g., *little*, *maple*), and vowel teams (e.g., *raisin*, *repeat*). In Unit 5, students divide r-controlled syllables, with explicit examples such as *morning* (*mor/ning*) and *purple* (*pur/ple*).

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 include explicit (direct), detailed teacher guidance for decoding and encoding multisyllabic words based on syllable types and division principles. Lessons such as Unit 4, Week 2, Lesson 1 focus on consonant-le syllables. The teacher script highlights the syllable *-ble* in *table* and explains how the first syllable *ta-* is an open syllable with a long vowel. Students sort multisyllabic words into categories based on whether they contain short- or long-vowel sounds, including words such as *bubble*, *apple*, and *eagle*. In Unit 3, Week 2, Lesson 2, students use charts and decodable texts such as *One Nation from Many* to reinforce decoding skills. Teachers model reading and identifying r-controlled vowels, followed by guided choral reading.

Encoding is reinforced through dictation activities in Unit 7, Week 1, Lesson 3. Students divide multisyllabic words by syllables and spell them one part at a time. The resource "Model Lesson for Dividing Multisyllabic Words for Writing" provides step-by-step procedures for encoding multisyllabic words by identifying syllables and writing each one sequentially.

This structured approach helps students decode and encode complex words with increasing independence.

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 include comprehensive resources for decoding and encoding multisyllabic words using cumulative practice. For example, lessons in Unit 7, Week 2 emphasize word study with homophones such as *here/hear* and *week/weak*, using decodable texts like "Stone Soup" and "Community Action."

The program supports encoding with spelling instruction using words such as *week*, *whole*, and *farmer*, along with sentence writing linked to the week's text. Unit 8 continues this focus, where students analyze spelling patterns and syllable types in words such as *contest*, *recite*, and *hurricane*, and engage in spelling activities sorting words by hard and soft c.

Earlier units also feature decoding tasks in "Julie's Bike" and encoding with r-controlled vowels in words such as *circle* and *pattern*.

The materials integrate resources such as student word study books, strategy posters for decoding "big words," syllable-type-specific word lists, and articulation videos to reinforce instruction through multimodal and multisensory approaches.

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 provide multiple structured opportunities for decoding and encoding one-syllable and multisyllabic words using syllable types and division principles. Teachers guide students through decoding activities that begin with explicit modeling. In Unit 10, Week 1, Lesson 1, students decode *broken*, followed by guided practice with words such as *eleven* and *gallon*. In Lesson 2, they apply the "Reading Big Words Strategy" to decode *unbroken*. Connected reading practice includes texts such as "Spin, Twist, and Zoom!" and "How Not to Win at Baseball."

Students also engage in encoding with increasing complexity. They spell words such as *ribbon*, *chosen*, and *stolen*, using visual tools such as the Unaccented Final Syllables chart. Closed sort activities help students classify words including *hidden*, *villain*, and *basin*. A sentence-writing task prompts them to write, "The best muffin in the cooking contest was chosen by a panel of judges and given a blue ribbon."

Instruction building continues throughout the year. For instance, in Unit 4, Week 1, the teacher introduces open syllables through examples such as *music*, and *tiger*. Students read and spell related words, sort by syllable type, and practice reading connected texts such as "Two Crows and a Pitcher."

Later lessons ask students to identify and underline final syllables in words such as *table*, and *circle*, then read decodable texts including "The Blind Men and the Elephant" and "A Big Move." These activities reinforce decoding and encoding in both isolation and context.

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. The program builds on prior knowledge by introducing more complex morphemes, such as *in-*, *dis-*, *pre-*, *-ness*, *-y*, and *-ful*. Unit 1, Week 1 begins with the prefix *in-*, followed by suffix *-y* in Week 2. Unit 2 introduces *dis-*, and Unit 3 focuses on *-ful* and *pre-*. Unit 6, Week 2 introduces *-ness*.

The instruction is reinforced with word lists and decodable texts throughout the year. For instance, in Unit 9, Week 2, the teacher presents words such as *like* and *dislike* and explicitly explains the meaning of the prefix *dis-*.

Students also engage in categorizing suffix rule types and practicing automatic word recognition and spelling, such as with *recommended*, *scratching*, and *carried* in Unit 5, Week 3.

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 provide clear, explicit (direct) teacher guidance to support student understanding of common morphemes and their meanings to aid decoding, encoding, and reading comprehension. Lessons follow a structured sequence across multiple units and focus on specific suffixes and prefixes. For example, in Unit 9, Week 1, Lesson 1, teachers introduce the suffix *-able* using the word *wash*. The script explains how *wash* becomes *washable*, noting that the suffix *-able* means "able to be." Students then apply this understanding in the Build Automaticity section, where they decode words with suffixes such as *-able*, *-ful*, and *-less*. The lesson continues with a Spelling Patterns: Pre-Assessment that guides teachers in helping students spell these words correctly. Lesson 2 provides instruction for reading the

Accountable/Decodable Text "Volunteers!", which includes words with the suffixes *-able*, *-ful*, and *-less*. Teachers guide students in identifying these words within the text and circling them, reinforcing decoding and meaning recognition. Lesson 4 also emphasizes the suffix *-ful* using the word *colorful*. Teachers lead students in understanding and spelling the word and extend the instruction through reading the decodable text "Computer Whiz." The lesson connects vocabulary to comprehension by prompting students to consider what skills the main character is developing.

Unit 9, Week 2, Lesson 1 introduces prefixes such as *dis-* and *un-* with examples including *like* and *dislike*. The script explains the meaning of each prefix, helping students understand that *dislike* means "not like." Students practice with related words such as *hurt/unhurt* and *obey/disobey*, and then craft silly sentences to reinforce meaning and usage.

This comprehensive approach ensures that students receive meaningful instruction that links morphemes to reading and writing in varied and accessible ways.

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 instructional materials in grade 3 deepen students' morphological understanding by focusing on a broader range of affixes and promoting independent analysis of word structure. Students receive guided instruction, followed by independent practice with affixes such as *-able*, *-ful*, and *-less*, as well as embedded review through texts and assessments. For instance, in Unit 1, Week 2, students begin reading and building words with affixes using the "Reading Big Words Strategy." In Unit 5, Week 3, students identify base words and practice with forms such as *saved*, *jogging*, and *painted*. These are later reinforced through the decodable text "Robot to the Rescue."

In Unit 9, Week 1, students sort words such as *likable*, *spotless*, and *fixable* by suffix. In the Spelling Patterns: Closed Sort lesson, students analyze spelling changes in words like *useful*, *reckless*, and *wireless*.

The student book *My Word Study, Volume 2* extends practice with words such as *profitable* and *affordable*, while the interactive text "Volunteers!" supports decoding within context. "Home-School Connections" adds further practice with affixed words for reinforcement beyond the classroom.

Cumulative assessments feature decoding and encoding tasks using words such as *enjoyable*, *peacefully*, *useful*, and *careless*.

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 integrate decoding and encoding of morphemes into both isolated word work and connected text. For example, in Unit 9, Week 1, Lesson 1, students decode and encode words such as *joyful*, *fearless*, and *spotless*, using timed drills and sorting activities that require underlining suffixes and noting spelling changes.

In Unit 10, Week 2, students build, spell, and write words such as *amusement*, *building*, and *weakness*, after practicing reading them in isolation. Encoding practice includes using the words in dictation and writing them in sentences.

In context, students read texts such as "Volunteers!" and "Androcles and the Lion," which include affixed words like *helpful*, *movement*, and *happiness*. Instruction highlights suffixes *-ing*, *-ment*, and *-ness*, helping students connect morphological patterns with comprehension and fluency.