

Really Great Reading Company

English Phonics, 2

HD Word Texas Edition, Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781964745411	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	<u>24</u>	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	25 out of 26	96%
3. Supports for All Learners	27 out of 27	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	124 out of 125	99%

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	<u>7</u>
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.

In grade 2, located in the *HD Words Teacher Guide, Appendix*, a scope and sequence is included that outlines the specific order of English Language Arts and Reading (ELAR), the TEKS, ELPS, and concepts taught throughout the year. For example, Unit 1 has five lessons that will cover concepts including Decoding, Phonological Awareness, Spelling, and Developing Handwriting, the TEKS 2.2.B.i, 2.1.C, 2.1.D, 2.2.B.v, 2.2.A.ii, 2.2.C.i, 2.2.A.i, 2.2.A.iii, 2.2.A.iv, 2.3.D, and 2.3.E, and a variety of ELPS from subsection C.

In the grade 2, *HD Word Teacher Guide, "Introduction,"* a yearlong scope and sequence of concepts for instruction is included. The materials provide an intentional sequence and have connections between phonological awareness, encoding and decoding, and spelling.

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).

In grade 2, "Appendix B" in the *HD Word Teacher Guide, Books 1–3*, includes a pacing guide as part of the scope and sequence. The materials provide a clear pacing guide, which includes the book number, unit number, lesson, activities, skill, the TEKS, and ELPS that are being taught. The scope and sequence are broken down by units, and each unit contains five lessons, which allows for the pacing of a unit per week or a lesson each day.

The materials provide a flexible scheduling chart that shows how lessons may be taught in different time increments. The chart also shows how long it would take to complete all units. The materials provide calendars to support varying numbers of instructional days.

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

In the grade 2, *HD Word Teacher Guide*, the materials provide a section titled "Lesson Design." This section explains the progression of the lesson, including concepts, materials, objectives, and a "What You Need To Know" section that contains a thorough explanation of the concepts, routines, and procedures in that lesson. This information, in conjunction with the Scope and Sequence, shows the importance of the unit order and progression.

In grade 2, the "Introduction" in *HD Word Teacher Guide, Book 1*, explains each part of the lesson under the section titled "Unit Structure of HD Word," and an explanation for how concepts are connected through the course is explained in a paragraph about the HD focus in the "Overview" section. The units are structured for five daily lessons with each lesson containing a specific focus, including teacher-led instruction, whole group, small group, and individual practice using a variety of resources.

In grade 2, the "Introduction" in *HD Word Teacher Guide, Book 3*, provides an explanation for how concepts are connected in a paragraph regarding *HD Book 3*. The section "Unit Planners Overview & Design" refers to a Unit Planner at the beginning of each unit that demonstrates how the units fit together.

In the "Supply Room/Teacher Resources/Research," research is given to further explain the logic behind unit progression. The materials provide explanations about the logic behind each unit progression and the conceptual connections across units.

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

In grade 2, located in the *HD Word Teacher Guides*, the materials include internalization guidance for each unit. For example, the Unit Planner chart provides information on "the essential whole-group, small group, and independent practice and assessment required in each unit, along with resources for Spanish-speaking students and the wider English Language (EL) population. Notes throughout the units direct the teacher to the corresponding resources as they teach each lesson." The materials include internalization guidance for each lesson by providing specific supports to meet the diverse needs of students.

For grade 2, the *HD Word Teacher Guide Books* include processes for teachers to thoroughly understand and prepare to teach each unit. In the introduction, it gives teachers information about the strand concentration by unit, unit and lesson structure, the breakdown of the lesson design, and a brief synopsis of each strand taught. The materials include an implementation guide that provides lesson

internalization protocols with teacher guidance on how to use them. In the "Unit Planners Overview" and "Design Section," a breakdown of each unit lesson is provided with a diagram. It includes direct instruction, handwriting, resources for ELs, practice to mastery, small group, independent practice, and Spanish resources. The Introduction in *HD Word Teacher Guide Books* section titled "Unit Planners Overview & Design" references a Unit Planner that is available in *HD Word Online* for teachers to print and use to help plan for the upcoming unit and lessons.

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

The grade 2 materials provide a list of materials needed to successfully implement the unit lessons. For example, the "Supply Room" contains an "Instructional Resources" tab. That tab includes "Instructional Videos," "Articulation Videos," "Vowel Sound Animations," "Posters," and "Charts." The "Unit Planners Overview" and "Design Section" gives the teacher a complete breakdown of each section of the lesson design, with a short description of the teaching expectation for each section. However, the materials do not include guidance for instructional leaders to guide planning or improve instruction.

The grade 2 materials provide a *Formative Assessment Guide*. This guide explains how to use the *HD Word Reading Playground* to assess students' understanding; however, the materials do not include guidance for instructional leaders about how to support teachers with using the assessments within the materials as designed.

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.

In grade 2, each lesson in the *HD Word Teacher Guide, Book 1–3* contains a "What You Need to Know" section, which is designed for the teacher and contains a thorough explanation of the concepts, routines, and procedures included in that lesson. In the "What You Need to Know Section," "Functional Vocabulary" outlines clear definitions of academic vocabulary to be taught within each lesson.

In addition to background knowledge, some lessons also contain an "Important Definitions" section, which provides the instructor with key academic vocabulary needed for that specific lesson. Academic vocabulary necessary to effectively teach the concepts can be found in the "Glossary" in *Appendix B*.

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

In grade 2, located in the *HD Word Supply Room*, the materials include supports for families in both English and Spanish for each unit. For example, under the "Home Connections" tab in Teacher Resources, there are Parent Letters and Home Activities provided for each unit in both English and Spanish. The letters in Spanish are located under "EL Resources" in "Home Resources." Grade 2 materials include resources to use at home, such as: Letter Tile Freeplay, Using Letter Tiles for Spelling, Heartword Magic, and a Glossary of Terms. The Home Letter that is also supplied has links for parents to click on to take them to the activity. In the supply room, students are provided with videos such as "Instructional Animations," "Spanish Articulation," and "Spanish Skill Routine."

In grade 2, there is a QR code that takes families to a *Family Website* that provides videos that are divided into different skills that students will be learning in the classroom to teach foundational and critical concepts. It also provides home resources to help support students at home, as well as practice ideas to use at home. This website is provided in both English and Spanish.

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).

In grade 2, the lessons in *HD Word Teacher Guide, Book 1* are aligned to the TEKS, contain daily objectives aligned to lesson standards, ask questions to check for understanding, include tasks to promote mastery of lesson objectives, list necessary materials for teachers and students, and have a reference to how mastery of the TEKS will be assessed. For example, Unit 1 Lesson 5 lists the TEKS addressed at the top of the lesson; teacher and student materials are listed in text boxes; lesson objectives are bulleted under the heading "Objectives"; checking for understanding by asking questions are in the "We Do" section; and tasks like "Mark It" and "Word Sort" promote mastery of lesson objectives. Unit 21, Lesson 5 also has a text box at the end of the lesson on the left side of the page that references using data from the Reading Playground to assess students and drive instruction. The ELPS are notated in the Scope and Sequence and are specifically tied to lessons, and listed specifically with the lesson plans in the teacher guidebooks.

The grade 2 materials include daily learning objectives related to the TEKS being addressed in the lesson. Objectives for each lesson are clearly stated. For example, in Unit 21, Lesson 2, the following objective is stated: Students will learn that letters are arranged in a fixed sequence in the alphabet. The lessons provide limited opportunities to allow students to engage in conversation and critical thinking. For example, in Unit 21, Lesson 3, the lesson directs the teacher to do the following:

"Say 'Let us review what we just learned.'

Ask:

'What is a chunk?'

A: a combination of letters that almost always spell the same sounds.

'Which four chunks that we learned have a vowel letter followed by ng?'

A: ang, ing, ong, and ung.

'Which four chunks that we learned have a vowel letter followed by nk?'

A: ank, ink, onk, and unk.

View the Vowel -ng and Vowel -nk Chunks."

In grade 2, in the *HD Word Teacher Guide Books*, the daily lessons include a list of necessary materials for each day. For example, in Book 2, Unit 17, Lesson 3, states the teacher needs *HD Word Online* in the "Teacher Materials" box, and in the "Student Materials" box, states holding board with tiles, working board, and dry erase marker.

For grade 2, the lessons include references to assessments to determine content objective mastery. For example, in the "What is Assessed" section in the introduction, it explains how students will be assessed throughout the lesson cycles. The "Countdown Quick Checks" are a set of reproducible, quick-to-administer, informative, daily mini assessments to ensure that students have grasped and internalized the concepts taught in each lesson. Teachers will administer a pencil and paper "Quick Check" at the end of each day's lesson that targets the specific concepts taught. Assessments are not always listed in the lesson but can be found in the *HD Word Online's Supply Room Teacher Resources* section of the materials.

The materials consistently include the ELPS addressed in each lesson and how mastery of content will be addressed.

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 grade 2 materials provide a "Lesson Design" section in the "Introduction" that explains what is needed to teach the unit. For example, the TEKS being addressed are listed at the top of each lesson. The objective of the lesson is clearly stated, and to the right of the objective, the materials needed by the teacher and student are provided. The materials also provide Teacher Notes, which provide sidebar notes to give additional information or tips about the materials, routines, or concepts taught in the lesson, and how to differentiate instruction for students. In the *HD Word Teacher Guide, Book 1*, each lesson provides a list on the first page with teacher and student materials listed out separately. For example, in Unit 1 Lesson 1, it states teachers will need *HD Word Online* for their materials for this lesson, and students will need an HD Word Kit. The lessons include a section that includes a list of teacher and student materials, as well as a description and sidebars throughout the lesson with information about materials, concepts being taught, and how it is important to the lesson. The lessons in the *HD Word Teacher Guide, Book 3*, provide sections titled "Teacher Materials" and "Student Materials," where the materials necessary to deliver instruction are listed. To the left of the Materials are headings "Objective" and "What You Need to Know," which provide an Overview of the lesson.

In grade 2, the "Supply Room" in *Blast Online* contains "Unit Lesson Planners" that give a suggested timing for each component of the lesson. For example, the Unit 16 planner suggests that Direct Instruction be 20–30 minutes daily, Practice to Mastery 5–10 minutes daily, Small Group Instruction 10–20 minutes daily, and Independent practice 30–40 minutes weekly.

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

The grade 2 materials provide a variety of extension activities for students. For example, the Activities and Extension Units section in the *Supply Room* provides extension activities for teachers and students to use. An example is an Extension Unit titled: HD Word & HD Word Plus Challenge Words. The materials describe how to use the HD word challenge words. Additionally, in the *HD Word Online* "Supply Room," there are teacher resources to differentiate instruction for students who need additional help or more of a challenge. Grade 2 materials provide differentiation activities to support the needs of each student. In the "Teacher Resources" section, there is a "Differentiation Resources" section that allows you to simplify the activities or make them more challenging to meet the needs of your students. There are differentiated activities to use in small groups, with the Special Education (SPED) population, EB population, and students with dyslexia.

The grade 2 lessons in *HD Word Teacher Guide, Book 1*, have symbols in a text box at the end of some lessons that suggest activities to use for enrichment. Additionally, grade 2 materials provide opportunities for students to extend their learning at home. For example, students can click on Letter Tile Freeplay, Using Letter Tiles for Spelling, or Heart Word Magic.

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	The materials do not provide the definition of assessment types.	1/2
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	20/21

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 words in the diagnostics are representative of foundational literacy skills (those found in the *HD Word* curriculum) that focus on: simple and complex single-syllable words, select sight words, complex single-syllable words, and decodable two- and three-syllable words. The materials provide the teacher with information on how to administer the survey and how to use the data received from the survey.

Grade 2 materials provide opportunities for formative assessment. At the lesson level, the formative and summative assessments vary in types of questions and tasks. In "Appendix A" in the *HD Word Teacher Guide, Book 3*, guidance is given on using the activity, Read a Row, as an assessment. The guide explains, "In Read a Row, individual students read a row of Heart Words to the class. Their goal is to read the row accurately on the first try. This activity may be used for informal assessment purposes using the instructions below."

At the unit level, the diagnostic and summative assessments vary in types of questions and tasks. Three Reading Playground games from each unit can be utilized as formative assessments. The games showcase students' abilities as accurately as possible without face-to-face interaction. Each game assesses a unique skill taught within the current unit. The concepts targeted in the assessment games are phonemic awareness, phonics, letter identification, letter-sound correspondence, decoding, and encoding. In total, the three games used as formative assessment focus on newly acquired knowledge first. A video is included to guide the teacher on how to assign the assessments. A chart is also included to guide the teacher with next steps and instructional recommendations.

In grade 2, *HD Word Online* provides "Beginning, Middle, & End of Program" summative assessments in the *Reading Playground*. Section 2 of *HD Word Reading Playground's Recommended Timeline*, a document,

"Program Assessments in the HD Word Reading Playground" uses a timeline to visually represent when summative assessments should be administered throughout the school year. The assessments are intended to be used at the beginning, middle, and end of the year. The assessments can be administered in the form of games by creating an assignment, and can be completed whole class or in reading rotations. The teacher can use Oral Decoding in two ways: 1:1 with each student, or using voice recording tied to an assignment.

In *HD Word Teacher Guide, Book 1*, "Cumulative and Controlled Practice as Formative Assessment" explains, "the last lesson of every HD Word unit provides practice activities and a wrap-up where students show what they know as they synthesize newly taught information with previously taught concepts." For example, Unit 1, Lesson 5 students are asked to complete "Detective Work," in which they apply skills taught previously in the unit.

In *HD Word Teacher Guide, Book 1*, the "Daily Quick Checks for Understanding" section states, "teachers will administer a pencil and paper Quick Check at the end of each day's lesson that targets the specific concepts taught." For example, in a text box at the end of Unit 1, Lesson 2, a check mark icon indicates that a quick check should be used to check student understanding of the skill taught for the lesson. On the right-hand side of the page, at the end of the lesson, a text box titled "Quick Check" explains what the Quick Check is for this particular lesson, and Quick Checks for other lessons can be downloaded from the *HD Word Supply Room*.

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

The materials do not provide the definition of assessment types.

In grade 2, the purpose of each type of instructional assessment is provided in the materials. When in the *Supply Room* under "Formative Assessment," located under "Reading Playground," the HD Word Formative Assessment Guide states that "three Reading Playground games from each unit can be utilized as formative assessments." The guide further explains that these particular assessments are "meant to inform the teacher of the most appropriate next steps for each student. Teachers can use the benchmark scores given in the table to determine which students are on their way to proficiency and which students would benefit from additional instruction and practice."

The grade 2 materials provide information for the intended purpose of each kind of assessment available in the program. For example, the materials explain why the assessment should be used, explaining that "poor decoding is one of the primary reasons students struggle to comprehend what they're reading. When students cannot read text accurately and efficiently, it often impacts their academic work. The assessments in the "Reading Playground" are a simple, efficient way to determine students' knowledge of the phonological and phonemic awareness and phonics concepts taught in the program." An overview of the assessment is also provided.

The grade 2 materials provide guidance on the program assessments located in the *HD Word Reading Playground* for students to take at different times of the year. In the "Program Assessments in the HD Word Reading Playground" document found by clicking on "Beginning, Middle, & End of Program" assessments in the "Reading Playground" tab, the resource includes the definition of the program's summative assessments and their purpose for evaluating student learning. For example, in regard to the Beginning of Program (BOP) Baseline, the materials state this is given to "determine students' background knowledge in the phonological and phonemic awareness and phonics concepts taught in the HD Word lessons," as well as to "anticipate the amount of additional support, if any, students may need to be successful in HD Word lessons."

In grade 2, *HD Word Online* provides a *Countdown Formative Assessment Guide*. The section titled "Formative Assessment Goal" explains and defines that formative assessments "are not meant to provide a grade that can/should be used on a report card. They are meant to inform the teacher of the most appropriate next steps for each student."

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

In grade 2, the materials provide guidance on the program assessments that are found in the *HD Word Reading Playground* for students to take at different times of the year. In the "Program Assessments in the HD Word Reading Playground" document found by clicking on "Beginning, Middle, & End of Program" assessments in the "Reading Playground" tab, the resource includes guidance to ensure accurate administration of the assessments. The document uses a timeline to visually represent when summative assessments should be administered throughout the school year. The document also contains information about how long the summative assessment will take to complete, how to administer the assessment, and a table that breaks down the assessment content and TEKS alignment. For example, Section 3, "General Assessment Information & FAQs," answers questions such as, "How long will it take my students to complete the assessment?" The summative assessment could take 15 to 40 minutes to complete, and a student's progress can be saved, allowing the assessment to be completed over multiple sessions. It explicitly states, "Student progress will be saved between each game, so they can return to the assessment to complete the remaining games at any time."

The materials include clear guidance for teachers to administer the assessments efficiently. In grade 2, instructional assessments are supported by a guiding document in the reading playground, which gives an overview of the assessment, timelines for the assessment, and guidance for administering the assessments.

HD Word Online provides a *Countdown Formative Assessment Guide* that states, "Three Reading Playground games from each unit can be utilized as formative assessments. The games were chosen for their

ability to showcase your students' abilities as accurately as possible without face-to-face interaction." For example, Unit 1, Game 2 assesses a student's ability to distinguish between words with or without a digraph.

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

In grade 2, the diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. In the "Program Assessments" in the "Blast Reading Playground" document, there is content and TEKS alignment for the Baseline, Mid-Interval, and Summative assessments. For example, in Game 1 of the Baseline Assessment, the skill of counting phonemes is assessed, and 2.2.B.i is listed for the TEKS alignment.

In grade 2, the diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Found in the *HD Word Teacher Guide Books*, each daily lesson begins with an objective that is aligned to the assessments being suggested. For example, in Unit 1, Lesson 3, the objectives are stated as, "To define a Closed Syllable as a syllable with only one vowel followed by one or more consonants. To learn that the most common phoneme for the vowel in a Closed Syllable is the vowel's short phoneme. To accurately read and spell Closed Syllable words."

In grade 2, *HD Word Online* provides "Beginning, Middle, & End of Program" summative assessments in the Reading Playground. Sections 4, 5, and 6 of a document titled "Program Assessments in the Countdown Reading Playground" contains the Assessment Content & TEKS Alignment which includes the skill, content assessed, and TEKS alignment for each game listed. For example, game 1 assesses phonemic awareness skill of counting phonemes which align to TEKS 2.2.B.i.

In grade 2, *HD Word Online* provides a *HD Word Formative Assessment Guide* that includes a table titled "HD Word Benchmark Scores" that contains game numbers, skills assessed, lesson review, and instructional recommendations. For example, Unit 5, Game 8 provides students an opportunity to identify how many syllables are in words which aligns to the *HD Word Curriculum*. Also, in *HD Word Online* is a "Diagnostics" tab which provides information about the 2nd–12th Grade Diagnostic Decoding. The paragraph to the right of the title of the document states, "The words in the diagnostics are representative of foundational literacy skills (those found in the *HD Word* curriculum)." The formative assessments and diagnostic surveys are aligned to the Blast curriculum and the curriculum is aligned to the TEKS; therefore, the formative assessments and diagnostic surveys are aligned to the TEKS.

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

In grade 2, the instructional assessments include TEKS-aligned items that vary at levels of complexity as students progress through the games as assessments within the "Reading Playground." In the "Program

Assessments in the HD Word Reading Playground" document found by clicking on "Beginning, Middle, & End of Program" assessments in the "Reading Playground" tab, the Baseline Assessment Content & TEKS Alignment, for example, states that in Game 1 students are assessed on counting phonemes. The summary of directions states, "Students hear a word and choose the number of phonemes in the word." Later in Game 3, students are assessed on blending phonemes. The summary of directions states, "Students hear a series of isolated sounds. They blend the sounds and touch the picture representing the word they hear."

In grade 2, the instructional assessments include TEKS-aligned items that vary at levels of complexity as students progress through the games as assessments within the "Reading Playground." In the "Program Assessments in the HD Word Reading Playground" document found by clicking on "Beginning, Middle, & End of Program" assessments in the "Reading Playground" tab, the Mid-Interval Assessment Content & TEKS Alignment, for example, states that in Game 8 students are assessed on digraphs and blends. The summary of directions states, "Students choose the correct word from three choices." Later in the Summative Assessment Content & TEKS Alignment in Game 16, students are assessed on three-syllable words with Latin endings. The summary of directions states, "Students choose the correct Latin ending to spell the final syllable of the word they hear."

In grade 2, *HD Word Online* provides "Beginning, Middle, & End of Program" summative assessments in the "Reading Playground." Section 2, "HD Word Reading Playground's Recommended Timeline," of a document titled "Program Assessments in the HD Word Reading Playground" uses a timeline to visually represent when summative assessments should be administered throughout the school year. The document also contains information about how long the summative assessment will take to complete, how to administer the assessment, and a table that breaks down the assessment content and TEKS alignment. For example, Section 3, "General Assessment Information & FAQs," answers questions such as, "How long will it take my students to complete the assessment?" The summative assessment could take 15 to 40 minutes to complete, and a student's progress can be saved, resulting in the assessment being able to be completed over multiple sessions.

In grade 2, *HD Word Online* provides an *HD Word Formative Assessment Guide* that includes a table titled "HD Word Benchmark Scores" that contains game numbers, skills assessed, lesson review, and instructional recommendations. The games allow for multiple-choice selections and open responses. For example, in Unit 5, Game 8, students select how many syllables are in a word from choices given. Students practice open responses in Unit 7, Game 2, by listening and building a word that is spoken.

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 grade 2 materials include the "Program Assessments" in the *HD Word Reading Playground* document with a section titled "How can I use the data I receive from the assessments?" This section explains that assessment data reflect general knowledge of HD Word concepts and suggest informal next steps for instruction. The grade 2 materials include scoring information accessed through the Teacher Portal. Reports show game accuracy as a percentage and are interpreted using a benchmark chart. The materials also include mastery levels and lesson review recommendations.

The grade 2 materials include the *HD Word Formative Assessment Guide*, which provides benchmark scores for each game. The guide includes a table arranging accuracy percentages aligned with mastery levels. For example, a score of 80% or higher in the first three games of Unit 1 is labeled as "nearing proficiency."

The grade 2 materials include the *HD Word Oral Decoding Diagnostic Surveys* in the "Reading Playground." This document explains how to interpret diagnostic results to identify student strengths and gaps. It also describes how the "Teacher Dashboard" recommends diagnostics for students who score below 75%.

The grade 2 materials include a scoring key in the "Program Assessments in the HD Word Reading Playground" document. The key uses color codes and score ranges to interpret performance (e.g., red = 0–59% needs attention, green = 80–95% on track).

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

The grade 2 materials include an Intervention Flowchart with a section titled "2nd Grade BOY Path for Assessment and Intervention." This resource outlines specific steps for responding to assessment trends, including diagnosing, grouping by performance level, assigning HD Word or Blast instruction, monitoring progress, and adjusting instruction based on performance data. The grade 2 materials provide a "Skills Analysis Report" that includes specific guidance on next steps aligned to performance trends. The report uses a color-coded system to show skill mastery and recommends targeted activities for students performing below expectations.

The grade 2 materials include the HD Word Formative Assessment Guide, which connects benchmark scores to instructional recommendations. The guide identifies practice activities aligned to performance bands. For example, if students score $\geq 80\%$ on Unit 2, Games 1–3, the guide recommends "Alt U4, L4: Review: Digraphs vs. Blends Game 1."

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 grade 2 materials include the Grouping Matrix. This tool organizes data to help monitor progress and track student growth. It includes sortable columns, visual reports, and graphs that show individual and class-wide trends. Video tutorials support teachers in using the matrix effectively.

The grade 2 materials include a student progress tracker. Students use a visual tool with unit-based boxes. They color each box after completing a unit. For example, after completing Unit 23 on Latin morphemes (e.g., -tion, -sion, -ture), students mark their progress toward the goal at the end of the tracker by coloring box six.

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 grade 2 materials include "Intervention Flowcharts" in the *HD Word Supply Room*. The flowcharts use results from the "Foundation Skills Surveys" to group students as At or Above Expectations, Slightly or Moderately Below, Significantly or Severely Below, or Emerging Reader. The materials include guidance for adjusting instruction based on each group's decoding level.

The grade 2 materials include a "Differentiation Strategies" section in "Appendix B" of the *HD Word Teacher Guide, Book 1*. This section provides options for addressing common skill gaps. For example, for difficulty spelling consonant sounds during the Build a Word activity, the materials recommend using a consonant chart with guidewords. The materials suggest displaying the chart as a reference tool during word-building tasks.

The grade 2 materials include a "Scaffolded Instruction" section in the *HD Word Teacher Guide, Book 1*. This section outlines a structured routine using the gradual release model to support concept development. Additional steps are provided when mastery is not demonstrated, allowing for extended practice and reinforcement.

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 grade 2 materials include structured supports for pre-teaching unfamiliar vocabulary. The Vocabulary Playground Deep Teach activity introduces new vocabulary before it appears in upcoming lessons. The lessons provide repeated opportunities to discuss, apply, and reinforce vocabulary throughout each unit.

The grade 2 materials include a systematic routine for vocabulary instruction in the Deep Teach Vocabulary lesson plans. Each lesson introduces the word, provides beginner and advanced discussion questions, includes sentence frames, and offers structured practice. The materials present vocabulary in isolation, and then revisit it in context.

The grade 2 materials embed frequent opportunities for structured partner and group discussions using academic vocabulary. The Vocabulary Playground routine prompts students to use new words in oral conversation. Sentence frames support the use of academic language during these interactions.

The grade 2 materials include a Vocabulary Playground Scope and Sequence that organizes vocabulary instruction across units. The sequence groups words into four categories: Deep Teach, Multiple Meaning, Light Touch, and Related Words. Each category includes instructional activities and interactive games for practice and reinforcement.

The materials include guidance for building background knowledge or increasing comprehension through written discourse.

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 grade 2 materials include teacher guidance for differentiated instruction through a packet of Differentiated Passages. Each *HD Word Passage* includes a simplified version to support accuracy and fluency. The materials direct use of the standard passage after successful reading of the differentiated version.

The grade 2 materials include enrichment activities in the "Reading Playground" and "Supply Room." Each unit includes games that reinforce skills students have already learned. The "Additional Activities" and "Extension Units" section provides optional enrichment activities to extend learning beyond the core lesson.

The grade 2 materials include *HD Word Challenge Words* for students who demonstrate quick mastery of phonics concepts. These supplemental words allow for additional decoding and encoding practice. The materials suggest multiple uses for challenge words, including word analysis in Dissect a Word, spelling tasks, and extended decoding practice.

The grade 2 materials include clear guidance for when and how to use enrichment and extension activities. Instructional suggestions are tied to student readiness and help extend skill development for proficient learners.

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 grade 2 materials include direct prompts and guidance to support modeling and explanation of key concepts. In *HD Word Teacher Guide, Book 1*, "Appendix A" includes a section titled "Phonics Concept" that describes each phonics activity in detail. The section outlines the purpose of the activity, the procedures for participation, and strategies for positive error correction. Activities such as "Touch & Say," "Build a Word," and "Dissect a Word" include step-by-step modeling instructions.

The grade 2 materials in *HD Word Teacher Guide, Book 3* provide explicit prompts and visual models to guide instruction. For example, in Unit 23, Lesson 3, Part 5, the section "Read Real Words With Latin Chunks -tion, -sion, & -ture (All Levels)" provides visual support for the SyllaBoards for each step of the activity. The visual supports help model word reading and concept application.

The grade 2 materials include instructional guidance throughout lessons. This guidance includes suggested grouping strategies, sample student responses, and teacher prompts with modeled answers. The guidance clarifies how to model the concept and guide student understanding.

The grade 2 materials consistently provide direct instructional language, modeling prompts, and response examples to support clear and effective delivery of instruction.

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

The grade 2 materials provide clear guidance for lesson delivery using a variety of instructional approaches. Each lesson includes teacher prompts, commands, and scripting suggestions to support effective facilitation.

The grade 2 materials use digital collaboration tools and structured routines to engage students. The "Vocabulary Playground" pre-teaches vocabulary and includes embedded opportunities for oral practice and discussion.

The grade 2 materials include instructional approaches such as direct instruction, guided practice, scaffolded instruction, independent work, collaborative learning, hands-on activities, and digital practice. For example, Unit 31, Lesson 3 integrates direct teaching, guided sorting, word building, scaffolded text reading, quick checks, and digital games.

The grade 2 materials maintain consistent use of varied instructional strategies across the program. Lessons in *HD Word Teacher Guide Book 2* and *Book 3* show repeated application of these approaches.

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 grade 2 materials include guided, independent, and collaborative practice in every unit. For example, Unit 31, Lesson 3 transitions from direct instruction to guided sorting and word-building, followed by independent reading, and digital games.

The grade 2 materials organize instruction using whole group, small group, and individual formats. The Unit 16 Planner includes sections for Direct Instruction, Practice to Mastery, Small Group Instruction, and Independent Practice, with suggested timing, and reteaching options.

The grade 2 materials use visual icons to signal the type of practice in each lesson step. Icons include small groups, quick checks, digital games, and practice to mastery. The unit planner defines each icon to support consistent implementation.

The grade 2 materials provide lesson scripts that support delivery using the gradual release model. Commands such as "ask," "click to display," and "stretch" guide the instructional process and help ensure active student engagement.

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	This guidance is not applicable to the program.	N/A
—	TOTAL	11/11

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

The grade 2 materials include the document *ELPS Aligned Recommendations Based on Proficiency Levels*. This document provides linguistic accommodations based on English Learners' proficiency levels. The materials outline strategies to support the development of academic language.

The grade 2 materials include "Leveraging the Reading Playground for English Language Learners." This document recommends modeling the first example in each game during whole-group or small-group instruction. The materials provide opportunities for independent practice and recommend partner work to complete the games.

The grade 2 materials include the document *Recommendations for Supporting Spanish-Speaking Students for Teachers*, located in the *HD Word Supply Room*. The document offers specific guidance based on English Learners' proficiency levels. For example, the materials recommend omitting nonsense word activities for newcomers and early intermediate students and using only real words. For intermediate and advanced students, the materials suggest strategic use of nonsense words and explicit instruction that these words are not meaningful in English.

The grade 2 materials include additional linguistic accommodations in *HD Word Teacher Guide, Book 2*. The materials provide specific recommendations for EL-friendly games. These games include vocabulary development activities with icons and audio support, practice with high-frequency words, and phoneme awareness games, such as phoneme comparison.

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

The grade 2 materials include the *English Learner Support Guide for Teachers*. This guide explains where to locate English Learner supports within the *Really Great Reading* program.

The grade 2 materials include the document "Recommendations for Supporting Native Spanish Speakers." The materials provide enhancements such as Spanish animations, nonsense words, sentences for dictation, sound stories, and the "Heart Word Generator." Each section includes descriptions and implementation recommendations.

The grade 2 materials provide professional learning resources to support implementation in bilingual and English as a Second Language (ESL) programs. These resources include virtual training, one-pagers, and handbooks focused on English Learner best practices and principles of language acquisition.

The grade 2 materials include the "ELPS Alignment for 2nd Grade Literacy Skills" section in the *HD Word Teacher Guide, Book 2, Appendix*. This section lists literacy skills with corresponding TEKS and ELPS recommendations based on language proficiency levels.

The grade 2 materials include Reading Playground guidance for English Learners. The materials recommend modeling the first example of each game and using the first three games as a formative assessment. The materials also recommend that English Learners play all 32 alternative games to support vocabulary development.

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 grade 2 materials include the document "Learn Vocabulary With Vocabulary Playground, Deep Teach Lesson Plan." The materials guide vocabulary instruction through word introduction, definition, example, oral repetition, and schema activation. Sentence stems support students in writing definitions of new words.

The grade 2 materials include "HD Word Decodable Passages (with Fluency Instruction)" in the *HD Word Supply Room*. Each passage includes comprehension questions to support oral discussion and personal connections. For example, Unit 4 includes the question, "Explain a time something was hard and you did not give up. How did your attitude help you?" The materials provide guidance for written comprehension responses.

The grade 2 materials build background knowledge through oral vocabulary routines in the Vocabulary Playground. The materials include consistent written tasks linked to background knowledge.

The grade 2 materials include "Crosslinguistic Alphabet Cards" in the *HD Word Online* user guide. The cards highlight shared Spanish and English sounds using cognates. Suggested activities include oral sound practice, word generation, and letter writing.

The grade 2 materials include Spanish-English video animations and multisensory sentence-completion tasks to support cross-linguistic connections and dictation.

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.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

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 grade 2 materials include systematic and sequenced phonics instruction. *HD Word Teacher Guide, Book 1* follows a consistent progression. Lessons begin with short vowel phonemes and closed syllable words, move to long vowel manipulation and multisyllabic decoding, and end with advanced vowel teams. For example, Unit 1 focuses on short vowel phonemes and digraphs. Unit 5 includes long and short vowel substitution and multisyllabic words. Unit 10 introduces less common vowel teams, such as -ie and -ey.

The grade 2 materials include a phonics progression overview in *HD Word Online*. The overview lists the instructional sequence from simple to complex. The first digital game targets open and closed syllables. Later games address digraphs, syllable types, phoneme deletion, and r-controlled vowels.

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 grade 2 materials include explicit, ongoing practice opportunities for phonics skills in isolation. In Unit 2, Lesson 2, of the *HD Word Teacher Guide*, materials provide scripted routines for reviewing short vowel phonemes using motions and guide words. For example, the lesson directs users to say, "/ă/ is the short vowel phoneme," model the "apple" motion, and guide others to repeat the motion while saying the sound. The grade 2 materials include intentional practice of phonics skills through decodable texts. In Unit 22 of the *HD Word Foundations Workbook*, the "Detective Work" activity provides isolated word practice with final stable syllables. The unit also includes decodable practice in phrases, sentences, and the passage Peanut Butter.

The grade 2 materials provide decodable texts in *HD Word Online* that include explicit and intentional practice with sound-symbol correspondence. For example, Unit 32 focuses on two to four syllable words

with split vowels. The decodable text Dear Diary includes words such as "quiet, stadium, triumphant," and "meowed" to support practice of the target skill.

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 2 materials include daily lessons that provide explicit phonics instruction with teacher modeling. In *HD Word Teacher Guide, Book 3*, Unit 21, the script directs the teacher to model how to decode words with the -ink chunk. The teacher displays the word sink, segments it using "Touch & Say," and prompts for rhyming words with the same spelling pattern.

The *HD Word Teacher Guide, Book 2* includes lessons that begin with student-friendly objectives and scripted routines. For example, Unit 12 reviews "other" vowel phonemes and models how to stretch and segment the word stool into /s/ /t/ /oo/ /l/, reinforcing sound-symbol correspondence through direct modeling.

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

The grade 2 materials provide guided instruction with built-in prompts for immediate and corrective feedback. In Unit 12, Lesson 4, a sidebar in the teacher guide offers feedback strategies if a student mispronounces a schwa vowel. The teacher is prompted to acknowledge the correct rule and redirect pronunciation. The grade 2 materials include the *HD Word Teacher Guide Book 2*, "Appendix A." The appendix outlines "Positive Error Correction for Touch & Say," and provides step-by-step guidance for addressing decoding errors and ensures students finish with accurate independent reading. The grade 2 materials include *HD Word Teacher Guide, Book 3*, which provides scripted guidance for immediate feedback. In Unit 21, Lesson 5, the materials use thumbs-up or sideways thumb signals to monitor reading accuracy. The lesson includes prompts for correction to support accurate decoding and reinforce modeled instruction.

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

The grade 2 materials include structured opportunities for both collaborative and independent practice. Each lesson in the *Unit Planners* begins with instruction and moves into "Practice to Mastery," followed by small-group, and independent tasks.

The grade 2 materials include Unit 11, Lesson 4. This lesson provides practice through the decodable passage "Win a Trip!," spelling and challenge word review with SyllaBoards, Unit games, and a Quick Check.

The grade 2 materials include *HD Word Teacher Guide, Book 2*, Unit 12, Lesson 5. The "You Do" section gives directions for independent practice with sorting, marking, reading, and identifying syllables using previously taught skills.

The grade 2 materials include "Appendix A" in *HD Word Teacher Guide, Book 3*, which outlines the "Collaborative Oral Reading Procedure: Three Individual Readers." This routine structures peer reading and feedback to support phonics development through collaborative learning.

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 include cumulative review and practice in the fifth lesson of each unit in *HD Word Teacher Guide, Book 2*. For example, Unit 12, Lesson 5, provides systematic review and practice of phonics skills introduced earlier in the unit.

The grade 2 materials explain in the "Cumulative and Controlled Practice as Formative Assessment" section of *HD Word Teacher Guide, Book 1* that each unit ends with cumulative practice activities. These activities allow students to synthesize newly taught skills with previously learned content.

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

The grade 2 materials provide practice only with explicitly taught phonics skills. For example, Unit 23 in *HD Word Teacher Guide, Book 2*, teaches the suffix -ed in Lesson 1, reviews and sorts words with -ed, and gradually increases application across lessons, ending in Lesson 5 with sentence reading and encoding.

The grade 2 materials follow a consistent sequence where instruction precedes practice. For example, Unit 6 in *HD Word Teacher Guide, Book 1*, teaches the digraph -th in Lesson 3, includes word and phrase reading in Lesson 4, and sentence reading and encoding with -th in Lesson 5.

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

The grade 2 materials include decodable reading passages in *HD Word Online* that incorporate only previously taught phonics concepts and high-frequency words. For example, Unit 1 includes decodable text with digraphs and short vowels, while later units feature multisyllabic words with split vowels, such as "stadium" and "biography."

The grade 2 materials provide decodable text in the "Phrases & Sentences to Read" pages of the *HD Word Student Workbook 2*. For example, Unit 21 includes words like "trinket" and "mustang," while Unit 32 includes "dandelion" and "diary," showing an increase in phonics complexity.

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

The grade 2 materials include decodable reading passages in *HD Word Online* that incorporate only previously taught phonics concepts and high-frequency words. For example, Unit 1 includes decodable text with digraphs and short vowels, while later units feature multisyllabic words with split vowels, such as "stadium" and "biography."

The grade 2 materials provide decodable text in the "Phrases & Sentences to Read" pages of the *HD Word Student Workbook 2*. For example, Unit 21 includes words like "trinket" and "mustang," while Unit 32 includes "dandelion" and "diary," showing an increase in phonics complexity.

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 grade 2 materials include Diagnostic Decoding Surveys that assess decoding skills at increasing levels of difficulty. The "Beginning Decoding Survey (BDS)" starts with the "Advanced Decoding Survey (ADS)," which includes trigraphs, multisyllabic words, and advanced vowel patterns.

The grade 2 materials include "HD Word 1:1 Decoding Progress Monitoring Check-ins." The check-ins assess increasingly complex phonics skills. For example, "Assessment #1" covers short vowels, and "Assessment #2" introduces long vowels and phoneme manipulation.

The grade 2 materials include "Beginning, Middle, & End of Program" summative assessments. These assessments progress in difficulty from vowel identification and digraphs to multisyllabic words and r-controlled vowels.

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

The grade 2 materials include "1:1 Decoding Progress Monitoring Check-ins" that systematically follow the unit sequence. Each check-in corresponds to specific skills taught in grouped lessons, ensuring alignment with the instructional sequence. For example, "Check-in 1" targets short vowels and digraphs, while "Check-in 6" addresses r-controlled vowels and vowel teams. The grade 2 materials accurately measure phonics acquisition by using word lists that directly reflect previously taught content. Each word list is skill-specific and designed to capture mastery of phoneme-level decoding. For example, word sets in early assessments include "cat," "ship," and "flag," and later sets include "burn," "foal," and "stain." The grade 2 materials include Reading Playground, an interactive digital platform that provides real-time data collection through skill-aligned phonics games. Each game corresponds to a specific phonics skill and logs accuracy, completion, and growth over time. The grade 2 materials include "Beginning, Middle, & End of Program" assessments in *Reading Playground* that measure phonics skills with increasing complexity. Early assessments include tasks such as vowel sound identification and syllable blending. Later

assessments focus on advanced decoding tasks, including phoneme substitution, syllable classification, and decoding multisyllabic words with vowel teams.

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

The grade 2 materials include "Beginning, Middle, & End of Program" assessments in the Reading Playground. These assessments are aligned to the program's phonics sequence and the grade-level TEKS. The "Program Assessments in the HD Word Reading Playground" document provides a recommended timeline that outlines when each assessment should be administered during the year. The grade 2 materials include "Progress Monitoring Check-ins" that occur at multiple points throughout the year. Each check-in corresponds to a set of grouped lessons. For example, "Check-in 1" covers lessons 1–3, "Check-in 3" covers lessons 7–10, and "Check-in 6" covers lessons 18–20.

The grade 2 materials include the "Skills Analysis Report" tool, located in the Reading Playground. This tool organizes assessment results by skill and subskill. The report highlights performance trends and links scores to specific instructional content, allowing data-based alignment between assessments and instructional pacing.

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 grade 2 materials include the "Skills Analysis" tool in *HD Word Reading Playground*. The Skills Analysis tracks mastery of individual phonics skills taught in the program. This tool displays data by skill and subskill to help identify strengths and areas needing support. The group view in the Skills Analysis organizes students by similar performance levels. The grade 2 materials include the Grouping Matrix in *HD Word Online*. The Grouping Matrix uses performance data to group students for instruction and intervention. The tool displays visual reports and graphs that track individual and group progress. The materials include video tutorials to support implementation of the Grouping Matrix.

The grade 2 materials include a "Skills Analysis Report" that provides next-step guidance based on student performance data. The report uses color-coded dots to indicate proficiency levels for each skill or subskill. A red dot signals the need for additional support. A yellow dot indicates a need for continued monitoring. A green or blue dot shows that additional support is needed currently.

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

The grade 2 materials include the Grouping Matrix in *HD Word Online*. The Grouping Matrix organizes student performance data to support reading instruction and intervention. It tracks individual and group progress and displays reports and graphs that highlight performance trends. The tool includes online data entry and immediate access to reports that group students and recommend next instructional steps. The materials also include video tutorials to support the use of the Grouping Matrix. The grade 2 materials include the Skills Analysis Report, which identifies class-wide performance trends. The "Next Steps Based on Scores" section provides recommendations based on data. A red dot signals the need for additional support in a skill or subskill. A yellow dot suggests continued monitoring. A green or blue dot indicates that no additional support is needed.

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

The grade 2 materials include Progress Monitoring Check-ins that occur every three units. For example, Check-in 1 covers Units 1–3, and Check-in 10 covers Units 30–32. These check-ins align with the scope and sequence and adjust frequency based on student performance.

The grade 2 materials include "Beginning, Middle, & End of Program" assessments to track progress over time. These summative assessments help identify strengths and needs. The assessments provide guidance changes to monitoring frequency.

The grade 2 materials include the Diagnostic Decoding Surveys and the Grouping Matrix. The Grouping Matrix places students into one of eight groups based on decoding strengths and weaknesses and recommends instruction. The materials state that the surveys help identify mastered and weak skills for emerging readers. The materials include specific guidance on adjusting the frequency of progress monitoring based on individual student data.

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

The grade 2 materials state that the BOP Assessment determines background knowledge in phonological awareness, phonemic awareness, and phonics. The assessment data identifies concepts students have mastered and those that need further instruction. The materials suggest using this information to plan instruction and provide support. The materials include explicit guidance for accelerating instruction based on these data.

The grade 2 materials include a list of challenge words in *HD Word Online* for students who quickly master phonics skills. The challenge word packet offers additional words for decoding and encoding practice. The materials suggest using these words as an extra challenge. The materials include guidance on how to use progress monitoring data to plan or deliver accelerated learning opportunities.

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 grade 2 materials provide opportunities and teacher guidance for developing oral language. For example, in Unit 11, Lesson 1, students learn about r-controlled vowels. During the lesson the teacher asks, "How do you know the vowel sound is r-controlled?" Students are expected to answer in a correct and complete sentence.

The grade 2 materials provide explicit (direct) and systematic instructional guidance on developing oral language through a variety of methods. The "Oral Language and Collaboration" section states that "HD Word" supports the development of decoding and reading skills and emphasizes oral language growth through engaging and enriching vocabulary exercises. A specific icon is used to identify explicit oral language instruction.

The materials provide explicit (direct) and systematic instructional guidance on developing oral language through a variety of methods.

Explicit and systematic instructional guidance on developing oracy is included.

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

The grade 2 materials provide opportunities for academic communication for different audiences and purposes. "Learn Vocabulary" with "Vocabulary Playground Deep Teach Lesson Plan" provides teacher-led, whole-class discussion about and inference of new vocabulary introduced in the unit. The "Deep

Teach Lesson Plan" provides teacher guidance questions and sentence stems to lead discussions about unit-specific vocabulary words.

The grade 2 materials provide opportunities to engage in academic communication for different purposes, including the importance of reading correctly. Section two, "Discuss the Importance of Reading Correctly," includes opportunities for discussing the difference a single letter can have on meaning when reading accurately.

The materials provide opportunities for academic communication with different purposes and audiences, and opportunities for students to engage in social communication.

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 grade 2 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 the *HD Word Teacher Guide, Book 1*, Unit 10 Lesson 2 states, "How do you know the vowel sound is short?" A: because /ŭ/ is the first phoneme in the word up."

The "Learn Vocabulary with Vocabulary Playground Deep Teach Lesson Plan" provides teacher-led, whole class discussion about, and inference of new vocabulary introduced in the unit. The "Deep Teach Lesson Plan" provides teacher guidance questions and sentence stems to lead discussions about unit-specific vocabulary words. Section two, "Explain the Importance of Reading Correctly," includes opportunities for discussing the difference a single letter can have on meaning when reading accurately.

The grade 2 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 the *HD Word Supply Room* under "Vocabulary," "Instructional Resources," "HD Word Deep Teach Vocabulary Lesson Plan," it states, "Discuss with students what they know about this word: 1. Have you heard this word before? Where and When?"

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 grade 2 materials systematically introduce letter-sound relationships in a sequence that supports application to basic decoding and encoding. The *HD Word Teacher Guide, Book 2*, under "HD Word Scope and Sequence," outlines a progression of phonics concepts across Units 1–4. Instruction begins with reading one-syllable closed syllable words, then moves to one-syllable words with two-sound blends, followed by one-syllable words with trigraphs, and finally advances to two-syllable words containing closed syllables.

The materials systematically teach short vowels before introducing long vowels. The lessons provide instruction on decoding words using previously taught letters and sounds.

The grade 2 materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application of basic decoding and encoding of words in isolation and in connected text. Unit 19 provides opportunities to apply knowledge of decoding and encoding with learning new phonemes, segmenting and building words, reading and spelling multisyllabic words in isolation and context.

The materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application of basic decoding and encoding of words in isolation and in connected text. Unit 30 provides opportunities to apply knowledge of decoding and encoding with learning graphemes, applying knowledge of affixes to decode, building (encoding) words, reading, and spelling multisyllabic words in isolation and context.

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 grade 2 materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors. For example, in the *HD Word Teacher Guide Book 1*, Unit 1, Lesson 2, incremental steps are provided for students who incorrectly stretch phonemes in a word, beginning with stating the correct phonemes, restating the word, having the student repeat the word and listen for missing phonemes. Students are prompted to stretch the phonemes independently and end with correct sound production.

The grade 2 materials include guidance to provide explicit (direct) instruction focused on connecting phonemes to letters within words, with recommended explanatory feedback based on common errors, such as the information in the "What You Need to Know" section of Unit 11, Lesson 2. The material states that direct, explicit instruction in phonics "prepares students to connect phonemes to letters within words, resulting in the development of fewer misconceptions." The material provides examples of misconceptions.

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 grade 2 materials systematically introduce letter-sound relationships in a sequence that supports application to basic decoding and encoding. *The HD Word Teacher Guide Book 2*, "HD Word Scope and Sequence," outlines a progression of phonics concepts across Units 1–4. Instruction begins with reading one-syllable closed syllable words, then moves to one-syllable words with two-sound blends, followed by one-syllable words with trigraphs, and finally advances to two-syllable words containing closed syllables. The grade 2 materials include opportunities to develop, practice, and reinforce understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation with the use of lessons. For example, Unit 12, Lesson 4 provides opportunities to decode one syllable and multisyllable words in isolation.

The grade 2 materials include opportunities to develop, practice, and reinforce understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in decodable connected text with the use of "Decodable Fluency Passages." Decodable passages such as *Thad* provides opportunities to decode one syllable words and *Basketball Contest* provides opportunities to decode multisyllable words in connected text.

In Unit 26, Lesson 4, the materials focus on reading multisyllabic words by guiding syllable division. After the lesson, the materials provide decodable texts for continued practice with the targeted skill. Games 3 and 4 offer additional isolation practice by having students divide words into syllables.

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	The materials provide feedback for common errors; the materials do not provide guidance for addressing misconceptions.	1/2
5.D.1c	All criteria for guidance met.	4/4
—	TOTAL	7/8

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 grade 2 materials include a systematic sequence for introducing phonological awareness activities. For example, the "HD Word Scope and Sequence" provides the systematic sequence for introducing phonological awareness activities, as well as listing the TEKS that correlate to each activity. The materials build on earlier skills by having students blend and segment words and move to more complex phonological activities, such as deleting and substituting phonemes.

The grade 2 materials include phonological awareness opportunities following grade-level TEKS that begin with simple skills and larger units of sound and gradually transition to more complex skills and smaller units of sound. For example, Unit 4, Lesson 2, provides multiple scaffolded opportunities to segment and manipulate sounds by adding or substituting sounds. Unit 15, Lesson 2, provides multiple scaffolded opportunities to learn, segment, identify, and blend other vowel sounds. Scaffolding instruction is used to build skills and boost learner confidence.

The *HD Word Teacher Guide, Book 2* "HD Word Scope and Sequence" shows that phonics concept in Units 1–4 go from "Reading 1-Syllable Closed Syllable Words" to "Reading 1-Syllable Closed Syllable Words with 2-Sound Blends" to "Reading 1-Syllable Closed Syllable Words with Trigraphs," then finally onto "Reading 2-Syllable Words with Closed Syllables."

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 grade 2 materials include guidance on explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors, such as the instruction in section two, "Examine the Text in Scaffolded Decodable Passage Reading," which finds any words with the phonics concept focus, examining the words, and discussing the word before reading to prevent errors when reading.

Materials include guidance on explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors, such as the information in the "What You Need to Know" section of Unit 11, Lesson 2.

The grade 2 materials include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors, but it does not include explicit instruction with recommended explanatory feedback for students based on misconceptions.

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 HD Word "Scope & Sequence Alignment" section describes the activities used to practice and reinforce phonological awareness. For example, in Unit 2, Lesson 2, students review short vowel phonemes and motions. Next, they identify short vowel phonemes and then they segment words with two-sound blends and digraph blends.

The grade two materials include a variety of activities and resources for students to develop, practice, and reinforce phonological skills connected to grade-level TEKS. For example, decodable passages are included in each unit, allowing students the opportunity to use what they have learned in a phonological awareness lesson and use the skills to read a decodable text.

The grade two materials provide a variety of digital opportunities to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS through interactive games. Unit 2, Game 8, "Touch the Short Vowel Sound" in HD Word Reading Playground provides opportunities for the development of phonological awareness and cumulative review by requiring recall of previously learned skills, building memory over time.

The materials include a variety of activities to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS through teacher-guided practice. For example, Unit 4, Lesson 2,

provides opportunities to orally segment and manipulate words by adding or substituting phonemes to produce new words.

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 grade 2 materials include a systematic sequence for introducing phonemic awareness, beginning with easier concepts and moving toward more complex skills. For example, in Unit 1, Lesson 2, students are segmenting phonemes. In Unit 5, Lesson 2, students are manipulating phonemes.

The grade 2 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. For example, in the *HD Word Teacher Guide, Book 2*, "HD Word Scope and Sequence," it shows the phonics concept in Units 1–4 go from "Reading 1-Syllable Closed Syllable Words" to "Reading 1-Syllable Closed Syllable Words with 2-Sound Blends" to "Reading 1-Syllable Closed Syllable Words with Trigraphs" then finally onto "Reading 2-Syllable Words with Closed Syllables."

The "HD Word Scope and Sequence" details the systematic sequence for introducing phonemic awareness activities that begin with simple skills and transition to more complex skills.

The materials include phonemic awareness opportunities that begin with simple skills and larger units of sound and gradually transition to more complex skills and smaller units of sound. For example, Unit 4, Lesson 2 provides multiple scaffolded opportunities to segment and manipulate sounds by adding or substituting sounds.

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 grade 2 materials include guidance on explicit instruction for teaching phonemic awareness skills with recommended explanatory feedback for students based on common errors, such as the instruction in section two, "Examine the Text in Scaffolded Decodable Passage Reading," which finds any words with the phonics concept focus, examining the words, and discussing the word before reading to prevent errors when reading.

The grade 2 materials include explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors, and the materials give recommended explanatory feedback to address misconceptions.

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 grade 2 materials provide explicit instruction for connecting phonemic awareness to the alphabetic principle. For example, in Unit 15, Lesson 4, Day 2, students will read words with closed, open, vowel-consonant-e, vowel team, or r-controlled syllables.

In Unit 18, Lesson 4, Day 2, students will read words with the oo and u sound along with closed, open, vowel-consonant-e, vowel team, or r-controlled syllables.

The 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, providing a smooth progression in developing essential reading and writing skills. For example, Unit 26, Lesson 3 provides opportunities to decode two-syllable words with vowel suffixes.

The grade 2 materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic encoding, providing a smooth progression in developing essential reading and writing skills. For example, Unit 26, Lesson 4 provides opportunities to encode words by reviewing spellings of r-controlled vowels and using SyllaBoards to spell words with r-controlled vowels.

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 grade 2 materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. Day 5 of each unit concludes with a cumulative series of high-impact practice activities that focus on the phonics concepts taught and allow students to show what they have learned. Students only practice with the items that have been explicitly taught, along with words from the Dolch 220 high-frequency word list.

The materials provide a variety of digital opportunities to develop, practice, and reinforce phonemic awareness skills connected to grade-level TEKS through interactive games. Unit 7, Game 8, "Choose the First Syllable" in HD Word Reading Playground provides opportunities for the development of phonemic awareness and cumulative review by requiring application of previously learned skills, building memory over time.

The grade 2 materials include a variety of activities to develop, practice, and reinforce phonemic awareness skills connected to grade-level TEKS through teacher-guided practice. For example, Unit 13, Lesson 2 provides opportunities to segment words and blend phonemes in words with r-controlled vowel /er/.

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 grade 2 materials include a systematic sequence for introducing grade-level sound spelling patterns, as outlined in the TEKS. For example, the "HD Word Scope and Sequence" includes a systematic sequence for introducing grade-level spelling patterns.

The materials begin with common long vowel teams, and in later units, the materials introduce variant vowel sounds such as "ou," "ow," "au," and "aw" as outlined in the "HD Word Scope and Sequence."

The grade 2 materials include a systematic sequence for introducing grade-level sound-spelling patterns. For example, in Unit 9, students begin by spelling words with long "i" and "o." In Unit 10, students are spelling words with vowel teams. In Unit 20, students are spelling two, three, and four-syllable words. In Unit 30, students are spelling words with prefixes and inflectional endings.

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

The grade 2 materials include teacher guidance to provide explicit instruction for grade-level sound-spelling patterns. For example, the "HD Word Scope and Sequence" outlines the sound-spelling patterns that will be taught, as well as the unit and lesson numbers to find the teacher guidance for the lessons.

The grade 2 materials include teacher guidance to provide explicit instruction for grade-level sound-spelling patterns. For example, Unit 14, Lesson 4, provides direct instruction for spelling words with r-controlled vowel sounds. Unit 20, Lesson 4, provides direct instruction for spelling words with two-, three-, or four-syllable words.

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 grade 2 materials provide a variety of activities and resources, allowing students to practice, develop, and reinforce grade-level sound-spelling patterns. For example, in Unit 19, Lesson 4, Day 2, students are reading two-, three-, and four-syllable words with the "other" vowel phoneme /aw/ spelled aw and au. In the unit, students participate in viewing a phoneme video animation, building words with SyllaBoards, and completing a Word Sort.

The materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound spelling patterns. For example, the "Reading Playground" provides student games that correlate to the sound-spelling patterns taught in the lesson so that the skill can be reinforced.

The grade 2 materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound spelling patterns. For example, the "HD Word Scope and Sequence" outlines the different games and activities that are provided for each unit to help develop, practice, and reinforce sound-spelling patterns.

Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). For example, Unit 14, Lesson 4, provides direct instruction for spelling words with r-controlled vowel sounds. Unit 20, Lesson 4, provides direct instruction for spelling words with two-, three-, or four-syllables.

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 grade 2 materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns. For example, in Unit 11, Lesson 3, students are practicing the phonics concept learned in the previous lessons. In "Mark It," students are reading words containing r-controlled vowel phonemes. They are underlining the letters that make the r-controlled vowel phoneme. In the "Handwriting Application" part of the lesson, students are completing the "Writing Prompt: 'Simple & Compound Sentences.'"

The HD Word unit planner includes a decodable text, spelling list, and dictation sentences that include the sound-spelling patterns included in the unit.

The materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation and in decodable connected text that

build on previous instruction. For example, after a lesson on digraphs, students will read the decodable passage, "Diagraph Rap," that builds on the current and previous lessons. After a lesson on r-controlled vowels, students will read the decodable passage, "Earth Day."

The grade 2 materials provide a variety of activities and/or resources to support students in decoding and encoding words in isolation and connected text. For example, Unit 20, Lesson 5 provides decoding opportunities in words, phrases, and sentences.

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 grade 2 materials include a systematic sequence for introducing regular and irregular high-frequency words. The *HD Word "Scope and Sequence"* includes the high-frequency words taught for each unit and lesson. The high-frequency words include regular and irregular words.

The "Supply Room" has a section specifically about heart words (high-frequency), which provides a video, "What is Heart Word Magic," detailing the reasoning in the scope and sequence for introducing regular and irregular high-frequency words.

Materials include a systematic sequence for introducing regular and irregular high-frequency words. The *HD Word "Scope and Sequence"* contains a list of high frequency words that are taught by unit. For example, heart words are taught and reviewed in Units 1–32.

The grade 2 materials include a systematic sequence for introducing regular and irregular high-frequency words. The text box at the end of Unit 1, Lesson 4, provides opportunities to practice high-frequency words using the "Heart Word Generator" or "Heart Word Magic" resources.

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 grade 2 materials include teacher guidance to provide explicit instruction for decoding and encoding regular and irregular high-frequency words. For example, the document "Heart Word Magic Spelling" includes sound-spelling boxes to use for encoding high-frequency words, along with a teacher script.

The grade 2 materials include teacher guidance to provide explicit instruction for encoding regular and irregular high-frequency words. Heart Word Magic Spelling allows practice spelling Heart Words, high-frequency words with irregular letter-sound relationships, by filling in a heart above the irregular part of the word that must be learned "by heart."

The grade 2 materials include teacher guidance to provide explicit instruction for decoding regular and irregular high-frequency words. The Heart Word Generator allows practice decoding high-frequency words, which can improve sight word vocabulary and reading fluency.

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 grade 2 materials include a variety of activities for students to develop, practice, and reinforce skills to decode regular high-frequency words. For example, in Unit 12, students are learning about r-controlled syllables. Students are reading passages and practicing Heart words using the Heart Word generator. The teacher also uses "Articulation Videos" and the r-controlled vowels poster to support student understanding of the concept being taught.

Students continue to use the Stretch strategy to remember the r-controlled vowel phonemes.

In Unit 1, HD Word Game 1, students are reading words and deciding if the word contains a closed or open syllable, and then they choose the correct group for that word. Students also have access to Heart Word cards, allowing them to practice words introduced in the current and past units.

The grade 2 materials include a variety of activities and/or resources for students to develop, practice, and reinforce skills to encode regular high-frequency words (through cumulative review). In *Really Great Handwriting, HD Word Teacher Guide*, Unit 5 Lesson 4, the teacher dictates given sentences to the students to write. Students are given support through finger-stretching and segmenting syllables with multisyllabic words. The teacher further helps by identifying the tricky parts in the Heart Words.

The grade 2 materials include a variety of activities and/or resources for students to develop skills to decode irregular high-frequency words. For example, in the document, "Heart Word Magic Spelling," students practice, with teacher support, decoding irregular high-frequency words using a scripted lesson and graphic organizer.

The "Reading Playground" provides students with the opportunity to develop skills to decode irregular high-frequency words through the use of digital games. The games have students decoding, building, and spelling high-frequency words.

The grade 2 materials include a variety of activities and/or resources for students to develop, practice, and reinforce skills to encode irregular high-frequency words. *Heart Word Magic Spelling* allows practice spelling Heart Words high frequency words with irregular letter-sound relationships, by filling in a heart above the irregular part of the word that must be learned "by heart."

The grade 2 materials include a variety of activities and/or resources for students to develop, practice, and reinforce skills to encode irregular high-frequency words. "Heart Word Magic: Dissect a Word"

provides opportunities to dissect high-frequency words with irregular letter-sound relationships by listening to the individual phonemes in a word and then filling in the corresponding spellings.

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 grade 2 materials include a variety of activities for students to read and write high-frequency words in isolation and in connected text. For example, in Unit 8, students are learning to accurately read two-syllable words in which vowel-consonant-e spells the schwa sound. Students begin reading the word in isolation and then move to reading phrases and sentences in Student Workbook 1. Students also have the opportunity to further practice by reading a decodable text found in the Supply Room.

The grade 2 materials include a variety of activities and/or resources for students to read high-frequency words in isolation and in connected text. The Heart Word Generator allows practice decoding high-frequency words in isolation with activities such as "Look, Think, Say!" and "Pop Up," and practice decoding multiple words in activities such as "3-Up" and "Read a Row."

The grade 2 materials include a variety of activities and/or resources for students to write high-frequency words in isolation and in connected text. For example, Unit 10, Lesson 5, of the *HD Word Handwriting Teacher Guide* allows practice writing high-frequency words in dictated sentences and provides support for writing words in isolation by identifying the tricky parts of Heart Words.

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)

Materials include a systematic sequence for introducing syllable division principles, as outlined in the TEKS. For example, the "HD Word Scope and Sequence Alignment" in the *HD Word Teacher Guide Book* identifies the lessons that include decoding words with various syllable patterns.

The grade 2 materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. For example, the "HD Word Scope and Sequence" shows the systematic sequence for introducing syllable types. Unit 1 begins with a review of open and closed syllables, Unit 10 introduces vowel teams, and Unit 11 reviews r-controlled syllable types.

The grade 2 materials include a systematic sequence for introducing syllable division principles, as outlined in the TEKS. Unit 24, Lesson 4 provides opportunities for applying various syllable division principles by using SyllaBoards with words with two, three, or four syllables.

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 grade 2 materials include guidance for the teacher to provide explicit instruction for applying knowledge of syllable division principles to decode and encode one-syllable words and multisyllabic words. For example, in Unit 9, Lesson 4, Day 2, students are encoding and decoding one-syllable words such as coat and flow. In the "Optional Review," the teacher is provided with a detailed script to teach students how to decode two-syllable words such as follow and flashlight. In section 7 of the lesson, students are reading two- and three-syllable words. The materials also provide dictation sentences which offer students the opportunity to spell target concept and Heart Words correctly in the context of an authentic sentence.

The grade 2 materials include teacher guidance to provide explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. For example, Unit 22, Lesson 3 provides opportunities to accurately read and spell multisyllabic words with consonant -le. This lesson uses SyllaBoards to decode and encode multisyllabic words.

The grade 2 materials include teacher guidance to provide explicit instruction for applying knowledge of syllable division principles to decode and encode one-syllable or multisyllabic words. For example, Unit 4, Lesson 3 provides opportunities to review the meaning of one-syllable words and decode and sort words based on the number of syllables. This lesson also provides the opportunity to use SyllaBoards to spell closed syllables.

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 grade 2 materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable and multisyllabic words. For example, in Unit 19, students are working with the vowel phoneme /aw/, spelled "aw" or "au." The materials provide many activities and resources for students to use to develop, practice, and reinforce skills being taught. The students are shown the "Other Vowels Poster" as a reminder of previously learned phonemes and to introduce the vowel phoneme /aw/. Students continue to practice using SyllaBoards to spell words with the vowel phoneme /aw/ and to read decodable texts containing the vowel phoneme /aw/. The Supply Room includes games to allow them to practice the skills they have learned. Lesson 5 serves as a cumulative review of skills learned in this unit and previous units.

The materials provide decodable texts that align with the target syllable type for the current unit and a cumulative review of previously taught skills. After Unit 14, Lesson 3, *HD Word* provides an interactive video for students to learn how to read two two-syllable words as a review.

The grade 2 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. For example, Unit 22, Lesson 3 provides opportunities to accurately read and spell multisyllabic words with consonant-le and uses SyllaBoards to decode and encode multisyllabic words.

The grade 2 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. For example, Unit 10 spelling lists provide opportunities to accurately read and spell one-syllable and multisyllabic words with vowel teams such as "groan, key, belief," and "afraid."

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 grade 2 materials include a variety of activities and resources for students to practice decoding and encoding using their knowledge of syllable types and syllable division principles. For example, in Unit 4, Lesson 3, in the "What You Need to Know" section, teachers are reminded of the six syllable types and informed that the use of syllable types is one common way to divide words into decodable chunks, and once divided, they help predict the vowel sound in the syllable. The lesson also provides sidebar notations prompting teachers with strategies to support students.

In Unit 4, Lesson 3, students are provided opportunities to review the meaning of one-syllable words and decode and sort words based on the number of syllables. This lesson also provides the opportunity to use SyllaBoards to spell closed syllables.

The grade 2 materials include a variety of activities and resources for students to practice decoding and encoding using their knowledge of syllable types and syllable division principles. For example, in Unit 12, Lesson 4, students are accurately reading and writing one-, two-, and three-syllable words with the phoneme combination /ār/ spelled ar, are, air, and ear. The lesson begins with a review of the r-controlled spelling being taught. Students then practice dividing multisyllabic words using their knowledge of the r-controlled vowel spelling division rule. The material provides side bar notes prompting the teacher with strategies or notes to support students as needed.

In the *HD Word Student Workbook*, Unit 11, students use their knowledge of the r-controlled syllable type to: read each word, underline words that do not have r-controlled vowels, draw a box around the words that have three syllables, and circle words that have two r-controlled vowels. *The HD Word Student Workbook* also provides a "Glossary of Terms" that gives teachers resources and guidance on how to use syllable types to decode words.

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)

HD Online provides a document titled "What are Morphemes" that outlines the systematic approach in which morphemes are taught within the curriculum, as outlined by the TEKS.

The grade 2 materials include a systematic sequence for introducing grade-level morphemes. In Unit 25, Lesson 3, the "What You Need to Know" section explains that: "a suffix is a word part that is added to the end of a base word to change the meaning in some way. In this unit, two types of suffixes are taught: inflectional endings and derivational endings." This section explains base words and consonant suffixes. Vowel suffixes are taught in Unit 26.

The grade 2 materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS, by organizing morphemes into small, conceptually related groups such as vowel suffixes, Latin chunks, prefixes ending with a consonant, and prefixes ending with a vowel. *The HD Word Scope and Sequence* outlines when specific morphemes are taught, such as Unit 23 introduces Latin chunks, and Unit 26 introduces vowel suffixes.

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 grade 2 materials include teacher guidance to provide explicit instruction for supporting recognition of common morphemes and using their meanings to support decoding, encoding, and reading comprehension. For example, Unit 23, Lesson 3 provides opportunities for learning, decoding, and spelling with Latin chunks such as -tion, -ture, and -cial. In Unit 25, Lesson 3, opportunities for learning, decoding, and spelling with consonant suffixes such as -ful, -ment, and -less are provided.

The grade 2 materials include teacher guidance to provide explicit instruction for supporting recognition of common morphemes and using their meanings to support decoding, encoding, and reading comprehension. For example, in Unit 25, the section "What You Need to Know" gives teacher guidance for providing explicit instruction about suffixes and prefixes.

In Unit 25, Lesson 3, the teacher begins by showing an animation of the suffixes they will be using, then they review what they just learned. A detailed script is provided to guide the teacher.

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 grade 2 materials include a variety of activities for students to develop, practice, and reinforce grade-level morphological skills. For example, in Unit 26, Lesson 3, students are determining if the suffix added to a base word is a vowel suffix or a consonant suffix. Students continue their practice in student workbooks. Students are reading words and underlining vowel suffixes, circling consonant suffixes, and drawing a box around all words that contain both a vowel suffix and a consonant suffix.

In the "HD Additional Activities," students can practice reading words with prefixes and suffixes by reading a list of words, words in sentences, and in decodable texts such as "Bestseller" and "Prizewinner."

The grade 2 materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills. For example, Lesson 26 in the *HD Student Workbook* instructs students to: read each sentence; underline all of the vowel suffixes, circle all of the consonant suffixes, draw a box around all of the words that contain both a vowel suffix and a consonant suffix.

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 grade 2 materials include a variety of activities for students to decode and encode words with morphemes in isolation and in decodable connected text. For example, in Unit 25, Lesson 3, the teacher begins by showing an animation of the suffixes they will be using, then they review what they just learned. A detailed script is provided to guide the teacher throughout the lesson. Students can practice reading words with consonant and vowel suffixes, in decodable passages in Units 25 and 26.

The grade 2 materials include a variety of activities and/or resources for students to decode and encode words with morphemes in isolation and in decodable connected text that builds on previous instruction. Spelling Lists provide opportunities for decoding and encoding words with Latin chunk morphemes such as -tion, -sion, and -ture in Unit 23 words.

After Unit 30, which is a cumulative review of prefixes and suffixes, students will read the decodable text, "Unlikely Suspects," using their morphology knowledge to decode words.