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English Phonics, 2

Texas Saxon Reading Foundations Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798202134784	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	2	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	26 out of 27	96%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	122 out of 125	98%

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	22
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

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

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

The *Saxon Reading Foundations Teacher's Manual*, Vols. 1 (Lessons 1–70) and 2 (Lessons 71–140) includes a comprehensive *Scope and Sequence*. The Texas Essential Knowledge and Skills (TEKS) are defined in the *Teacher's Manual* and the *Unit Guides*. For example, Lesson 62's new concept is reading and spelling with digraph *ay*. The corresponding TEKS are listed along with the objective of the lesson.

The program includes multilingual learner support embedded in each lesson; the material explicitly references the English Language Proficiency Standards (ELPS). Furthermore, the "Instructional Overview" encourages teachers to review the "Multilingual Learner Support" tips before each lesson. These tips provide strategies such as defining vocabulary, modeling skills, and demonstrating tasks, with each support categorized as light, moderate, or substantial based on the level of assistance. Furthermore, the *Scope and Sequence* identifies specific TEKS and ELPS taught in each lesson and outlines the concepts taught in the course. This ensures educators maintain alignment with state standards, monitor coverage of required content, and plan instruction that meets the expectations outlined by the Texas Education Agency.

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 the materials, there is a formal *Pacing Guide* to support effective implementation for various instructional calendars. The materials include suggested pacing for 165-, 180-, and 210-day calendars.

The pacing calendars offer options for adjusting the time spent on units without disrupting the sequence and coherence of content.

The materials include a *Pacing Guide* that correlates the lesson numbers with the week number. It is located in the "Online Flight" access, under the *Teacher's Manual*, Vols. 1 and 2. Under the heading "Program Implementation" in the *Teacher's Manual*, Vols. 1 and 2, the materials state that "Four lessons should be completed each week," with the fifth day reserved for reteaching difficult concepts.

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

The *Saxon Reading Foundations* grade 2 lessons follow a consistent, concept-a-day structure, as seen in Lesson 47, which includes phonemic awareness, sound review, spelling, a new concept (or), and application. Located in the *Texas Teacher's Resource Guide*, the materials include a rationale for unit order. The materials state, "It is systematic, in that it teaches simpler skills and builds to more complex skills using a research-based Scope & Sequence. The *Scope and Sequence* guides explicit, teacher-led instruction with concepts building from the known to the unknown, including daily application, review, and repetition to achieve mastery."

The materials include a "Following the Scope and Sequence" section, which includes an explanation for how concepts are connected throughout the course. The *Teacher's Manual* states, "Lessons are designed and progress in an intentional order. Do not skip or change the order of lessons."

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

In the *Saxon Reading Foundations* grade 2 *Teacher's Manual*, each activity begins with clear objectives. For example, Lesson 1 Alphabet Activity aims "to recognize the vowels and practice saying the alphabet." The *Teacher's Manual* introduces the lesson's concept and vocabulary and provides an overview of what to cover prior to instruction.

The *Saxon Reading Foundations* grade 2 include materials for lesson internalization. There are instructional videos for teachers on how to teach certain parts of the lesson. For example, in the "Online Flight" digital materials for grade 2, there is a video tutorial on using the Wall Card to code the words *rabbit*, *inject*, *migrate*, and *reflect* for the pattern VC/VC.

The materials include protocols with corresponding guidance for unit internalization. At the start of each unit, the materials include a Unit Summary, Unit Outcomes, and Big Ideas, which are intended to help educators to internalize the material and know where students are expected to be by the end of the unit. For example, Unit 1 states, "Unit 1 begins with a review of the common sounds that vowels and consonants represent. Children learn basic spelling patterns, including vc and v-->, as well as the vc|cv

syllable division pattern. By Lesson 4, children are spelling and reading words on their worksheets, including high-frequency words and sight words."

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

The *Teacher's Manual for Saxon Reading Foundations* grade 2 serves as a valuable resource for teachers, providing comprehensive tools for effective lesson planning and instruction. It includes a *Scope and Sequence* for the entire year, detailed lesson breakdowns, and a list of materials needed for each lesson. For example, in Lesson 37, teachers are provided with specific items such as Letter Tiles, Review Decks, Worksheet pages, Letter Cards, Sight Word Cards, and Spelling Lists. The *Teacher's Manual* offers a Lesson Preparation section, which outlines tasks that should be completed before beginning a lesson, such as reviewing key visuals or preparing materials in a specific order.

The materials offer transparency in instructional design; they provide minimal support for instructional leaders in guiding instructional improvement or leading collaborative planning. The *Teacher's Manual* presents a clear instructional sequence, and the accompanying *TEKS Correlation Workbook* offers insight into standards alignment. Each activity includes a learning objective, which can help leaders track instructional focus.

The materials include guidance for instructional leaders to support teachers with implementing the materials as designed. Located in the *Texas Teacher's Resource Guide*, there are several materials for instructional leaders to support teachers. For example, there is a "Leader Protocol," "Instructional Rational Sequence," and "Observation Tools." These tools allow instructional leaders to work with educators in order to plan and implement the materials effectively.

1.2 Unit-Level Design

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

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

The materials provide background and content knowledge, and academic vocabulary necessary to effectively teach the concepts in the unit. For example, each lesson includes a "Multilingual Learner Support" section categorized by level of light, moderate, or substantial. Lesson 55 provides *light* support by offering response frames to assist with comprehension questions. Students use prompts such as "One reason dogs are fun is __," which supports vocabulary use in complete sentences.

The materials include background content knowledge necessary to effectively teach the concepts in each unit. For example, each unit contains Outcomes, Big Ideas, Essential Questions, and Assessments sections located in the *Texas Teacher's Resource Guide*, which provide the necessary background knowledge and essential vocabulary necessary to teach the concepts of each unit.

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

The materials include an "At-Home Letter" available in both English and Spanish, which offers general guidance for supporting student learning at home. The materials include strategies, such as practicing cursive writing and reinforcing letter-sound correspondence.

The materials contain support for families in English. There are three family letters on phonics, fluency, and handwriting. In addition, each lesson has a note to the family on homework. For example, in Lesson 34, the homework is on the floss rule, and the guardian is given information on how to help. The *Saxon Reading Foundations* materials include support for families in Spanish for each unit with suggestions on supporting the progress of their students. For example, the materials include "Spanish At-Home-Letters," "Spanish Unit Letters," and "Program At-Home-Letters," which are located in the *Texas Teacher's Resource Guide*. These materials inform families about the objectives of each unit and provide suggestions for how they can support students' progress and achievement.

1.3 Lesson-Level Design

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

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

The *Saxon Reading Foundations* materials include comprehensive, structured lesson plans aligned to the TEKS and aligned to the ELPS. The materials also include daily objects aligned to the lesson standards. TEKS- and ELPS-aligned lessons clearly set the goal for daily instruction. For example, in Lesson 6, the objective is "To spell words using sound-spelling patterns."

The *Saxon Reading Foundations* materials include questions to check for understanding of lesson objectives. For example, each unit includes a "Summative Assessment" chart, which is intended to show which standards are assessed, and multiple-choice questions to check for understanding and mastery of the units' objectives.

Each lesson in the materials provides a detailed materials list to support teacher preparation. For example, in Lesson 61, the Lesson Preparation section lists the required materials. It notes Review Decks, Letter Card 60, Picture Card 77, Spelling and High-Frequency Word Practice 61, Spelling Word List 12, and Worksheet 61. It also includes images of some materials, such as the Letter Card and Picture Card, to aid in preparation.

The *Saxon Reading Foundation* grade 2 materials provide specific tasks designed to promote mastery of the lesson objectives. For example, in Lesson 32, the increment introduces "Wild Colt" words, teaching students that these are one-syllable words ending in a single vowel, which causes the vowel to say its long sound. Students are then shown a list of "Wild Colt" words to practice identifying and reading them, reinforcing the concept and supporting mastery of the lesson objective.

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 *Saxon Reading Foundations* grade 2 *Teacher's Manual* includes a comprehensive list of both teacher and student materials. For example, Lesson 28 teacher materials include the Alphabet/Accent Deck, Review Decks, Letter Card 37, Picture Card 48, Spelling Card 38, and Kid Card Decks. Student materials include Spelling and High-Frequency Practice 28, Worksheet 28, and tokens. This materials list appears at the beginning of the lesson and is clearly laid out, often with visual references, which supports efficient lesson planning and minimizes preparation errors.

The *Saxon Reading Foundations* materials include suggested timing allocations for each component. The materials provide time allocations for each lesson as a whole, as well as time allocations for each component in the lesson. Including the time allocations for each lesson and component allows teachers to plan and implement the materials effectively.

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

In addition to structured reinforcement, the materials include enrichment options that promote continued growth for advanced readers. For example, in Lesson 30, which is an assessment lesson, an Enrichment section recommends that as students' reading skills improve, teachers should provide those reading at Level A or Level B with access to more advanced versions of previously introduced fluency readers or passages matched to their independent reading level. This guidance supports ongoing fluency development by encouraging appropriate challenges and helping teachers differentiate instruction based on student progress. While leveled readers are not appropriate for Tier 1 instruction, they may have a strategic role as enrichment for advanced readers to build fluency, vocabulary, and comprehension.

The materials provide clear and consistent guidance for extended practice through both School/Home Reinforcement activities and differentiated enrichment. Lesson 22, for example, includes a comprehensive set of follow-up materials: School/Home Reinforcement Assessment 6, a Spelling Test, and Fluency Word List 4. These components are aligned with lesson content and designed to reinforce phonics, spelling, and fluency skills outside of whole-group instruction. Their consistent inclusion ensures that students receive meaningful practice, while also supporting teachers with ready-to-use resources that align with daily objectives.

2. Progress Monitoring

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

2.1 Instructional Assessments

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

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

The materials include a variety of instructional assessments at the lesson and unit level, including varying types of tasks for diagnostic, summative, and formative assessments. "Lesson Objective Quick Checks," for example, include a variety of question types that require critical thinking. Furthermore, lesson level assessments also include a variety of tasks, including oral questions, written response, and surveys.

The materials include a variety of tasks for diagnostic, formative, and summative assessment, including activities such as oral response, written application, surveys, etc. For example, there are several Depth of Knowledge tasks that require reasoning and extended thinking, including the Essential Questions at the start of each unit, "Lesson Objective Quick Checks" in each lesson, and Unit Assessments, which require oral response, written response, and surveys.

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

The materials include the definition for the types of instructional assessments, including the definition for summative, formative, and diagnostic assessments. For example, the materials define diagnostic assessments as, "Diagnostic assessments are designed to gather baseline information regarding students' strengths and areas of concern in specific domains. Student performance on the diagnostic assessments should guide instruction and allow the teacher to provide targeted support to strengthen each child's knowledge gaps."

The materials include intended purposes of assessments included. For example, the information on the "Listening, Speaking, and Discussion Skills Assessment Rubric" is included to help "monitor children's

growth throughout the year." This clearly explains the intended purpose for the instructional assessments.

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

The Saxon Reading Foundation's grade 2 materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. For example, the "Assessment Overview" tab, located on the "Online Flight" resource, provides teachers with instructions on how to administer the assessments. In addition, it tells what materials are needed to administer the assessments. For Assessment 1 in grade 2, the instructor is given directions on how to administer the written portion of the assessment; the assessment is given to the whole class.

The same instructions are given to the teacher on each assessment; this demonstrates consistency within the materials. For example, Lessons 10, 15, 20, etc., have the same directions for the oral, written, and fluency sections. This allows the teacher to become familiar with the routines and the process. For example, when the teacher is listening to a child read orally for the fluency assessments, the teacher is given the directions on how to record miscues. The materials note during the fluency assessments, which occur every five lessons, "Count self-corrections and repetitions as correct. Count mispronunciations, substitutions of any sort, or omissions as incorrect. If a child hesitates for three seconds or clearly does not know a word, pronounce it and count it as incorrect." This demonstrates consistent and accurate administration of instructional assessments.

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

The diagnostic, formative, and summative assessments in the materials are aligned to the objectives of the lessons. For example, in Lesson 25, the students are assessed on skills and tasks from the previous four lessons: phonemic awareness, reading, reading comprehension, and spelling. The assessment is linked to the objectives from the previous lessons.

The *Saxon Reading Foundations* materials include diagnostic, formative, and summative assessments that are aligned to the TEKS of the course. For example, each lesson has a "Lesson Objective Quick Check," which allows teachers to evaluate student learning and can accurately note what students can and cannot do.

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

In *Saxon Reading Foundations* grade 2, Assessment 1 demonstrates two levels of complexity: Depth of Knowledge (DOK) Levels 1 and 2, based on evidence from the *Teacher's Manual* and *Student Workbook*.

The *Teacher's Manual* includes the script for administering Assessment 1 in Lesson 10 and states that written and oral assessments begin with this lesson and occur every five lessons. The manual directs teachers to administer the written portion as a class and the oral portion individually to monitor progress and guide remediation. Students complete the assessment in their *Student Workbook*, which includes multiple sections that primarily assess recall of phonics and reading skills. For example, in one section, students are asked to write the letters that correspond to specific sounds the teacher says. Another section has students read individual words such as *drum*, *tent*, and *spot*, demonstrating decoding ability. Additional sections require students to identify sight words and read full sentences aloud, such as "The frog slept on the rock." These tasks fall under DOK 1 because they require students to recall or apply previously taught skills without additional reasoning or analysis.

The *Saxon Reading Foundations* materials include varying levels of complexity (more than two levels of complexity). For example, the "Lesson Objective Quick Check" located in the *Unit Guide* provides open-ended questions, which promotes critical thinking. Furthermore, at the start of each unit, the Essential Questions section prompts students to synthesize skills and apply concepts. Overall, the materials include DOK 3 and DOK 4 questions that require reasoning and extended thinking.

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	The materials do not provide opportunities for students to track their own progress and growth.	1/2
—	TOTAL	4/5

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

The grade 2 instructional assessments provide guidance for interpreting student performance. The "Phonics Assessment" given at the beginning of the year, middle of the year, and end of the year includes a "Where Should They Be?" chart in the *Teacher Assessment Workbook* that explains where the grade 2 student needs to be during the different parts of the year. For example, the "Where Should They Be?" chart states that a grade 2 student should be able to identify 9/12 of the final stable syllables at the middle of the year.

The scoring information in the materials provides guidance for interpreting student performance. The "Phonics Assessment" is broken into 13 sections. There is an interpretation based on the score the student achieves for each section located in the section "What Do I Do With the Results?" For example, the "What Do I Do With the Results?" chart notes a grade 2 student who knows less than nine final stable syllables in the middle of the year will play a picture/word match with final stable syllable words.

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

In the materials, teachers use structured tools and targeted intervention activities to respond to assessment data. For example, in Lesson 15, students complete Assessment 3, and the teacher records results on the "Assessment 3 Recording Form." If a student does not master at least 80% of the assessed concepts, the materials direct the teacher to plan intervention and provide extra help. Teachers consult the *Resources for Differentiation Guide* for activity suggestions and implementation steps tailored to specific areas of need. For example, Section I focuses on spelling and recommends a spelling game that reinforces key concepts in an engaging format.

The grade 2 materials provide guidance for the use of included tasks to respond to student performance on assessments. For example, in the *Fluency Instruction Guide*, there is a "Set Instructional Goals" section for the "Fluency Assessments." This instructs teachers what they can do based on the students' performance. Another example is, the Set Instructional Goals section notes, "If a child is struggling to

decode 10% or more of the words in a given text, the text is at their frustration level and is too difficult for them to practice fluent reading. Make sure to evaluate a child's independent reading level and give them texts at only that level for fluency practice."

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

The materials include tracking tools in the *Teacher Assessment Workbook* to support teachers in monitoring student growth and progress. The *Teacher Assessment Workbook* includes a "Phonics Assessment Recording Form," "Phonics Assessment Student Summary Form," and "Assessment Recording Forms," which teachers use to evaluate mastery of grade-level phonics and language skills. Additional tools, such as the "Sight Word Evaluation Form," "Informal and Formal Fluency Assessments," and "Combined Fluency Assessment," allow teachers to collect and analyze data on reading fluency. The "Fluency Readers Tracking Chart" and "Decodable Readers Tracking Chart," found in the *Teacher Assessment Workbook*, help teachers keep a record of text usage and reading development over time.

There are multiple forms for the teacher to monitor the students' progress in the materials; there are no tools for the students to monitor their own progress. Because there are no tools for the students to track their own progress, they cannot take ownership for their learning.

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	The materials do not provide paired, scaffolded lessons for students who have not yet reached proficiency on grade-level content and skills.	2/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	TOTAL	6/7

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 teacher guidance and activities to support students who have not yet reached proficiency with vowels. For example, Lesson 2, in the Options for Differentiation section, the "Support Guidance" reads: "For children who struggle to distinguish vowels from consonants, provide practice recognizing vowels in words," and the "Reinforce Activity" includes interactive games using a spinner to reinforce vowel sounds. A teacher might say, "Spin the wheel and tell me the short sound for the vowel it lands on." Teachers design activities to engage students and scaffold their understanding of the lesson content; however, the materials do not provide a separate paired lesson to reteach or pre-teach the vowel review.

The materials include teacher guidance for differentiated instruction and activities for students who have not yet reached proficiency on grade-level content. For example, Lesson 89, in the Options for Differentiation section, under "Support," it states: "For children who are struggling to read words with digraphs, support them to code and read words with digraphs." A teacher might say, "Let's go back and underline the digraphs together before reading." The lesson includes a "Reinforce Activity" where students sort and spell words with "digraphs *au* and *aw*," and an "Extend" task asking students to generate their own words and use them in sentences; however, the materials do not include paired or scaffolded lessons designed to reteach the phonics skill in a separate structured format.

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 embedded support for vocabulary and references in text. For example, in Lesson 97, the teacher previews key story words: "Let's talk about some of the words you'll see in this book: *swat*, *swallow*, *whoosh*." The teacher asks students to discuss punctuation and structure: "What are these three dots called?" and explains, "Authors often write ellipsis points when they have not quite finished a sentence and want to add an extra idea." Academic terms receive explicit attention with statements like, "This word contains the blend st. We will not want to divide between the two letters of this blend."

The materials provide support for unfamiliar vocabulary and references in the text. For example, in Lesson 102, the teacher introduces story vocabulary by saying, "Let's talk about some of the words you'll see in this book: *dilemma*, *complaint*, *munch*, *dragging*." The teacher defines unfamiliar terms: "A dilemma is when someone has a problem and does not know what to do." The teacher addresses text structure directly: "The title is the name of the story," and models expression: "What punctuation do we see here? How should our voices sound?"

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 extending the students' learning when students show lesson/concept proficiency. For example, the note on Assessment 18 states, "Enrichment: As children's reading skills improve, allow those reading the Level A or Level B readers to read a more advanced level of a previously introduced fluency reader or passage that matches their independent reading level." In addition, the *Fluency Instruction Guide* suggests ideas for children of all ability levels.

The materials include teacher guidance for differentiated instruction and enrichment for students who have mastered reading and spelling words with the suffix *-ous*. For example, in Lesson 109, in the Extend section, teachers direct students to participate in a "Board Challenge," coding and reading words like *glamorous* and *poisonous*, then identifying the root and explaining how the suffix *-ous* changes the word's meaning. Students write original sentences using selected *-ous* words, such as *dangerous*, *thunderous*, and *studious*, demonstrating application and synthesis of morphological knowledge.

3.2 Instructional Methods

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

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

The materials provide strong prompts and scaffolded guidance that help the teacher clearly model and explain the concept of contractions. For example, in Lesson 29, the teacher introduces the word *she'll* by prompting students to break it apart: "Cover the apostrophe and ll with your hand or a piece of paper. What is this word?" Next, the teacher models sound recognition and explains, "The word *she'll* is called a contraction. A contraction is one word that is made by putting together two separate words and shortening them." To deepen understanding, the grade 2 materials guide the teacher to write multiple examples on the board, such as *didn't*, *I'm*, and *let's*, and break them into their original word pairs. Students use Letter Tiles, Spelling Card 29, and small apostrophe cards to build contractions like *can't* and *he'll*. Students apply their knowledge through Worksheet 29, which asks them to select the two words that form a contraction, and Spelling and High-Frequency Word Practice 29, which reinforces decoding and encoding of contractions.

The grade 2 materials give teachers multiple tools and scripts to help them model and explain *r*-controlled vowels. For example, in Lesson 116, the teacher begins by demonstrating how to decode a word like *horn* by saying, "Watch how I underline the *r*-controlled vowel in the word *horn*." Next, the teacher explains the concept: "We call this an *r*-controlled vowel because the *r* changes the sound of the vowel before it." The lesson provides further guidance through word bank lists, letter cards, and Boardwork prompts that direct the teacher to model reading, spelling, and coding words with *ar*, *er*, *ir*, *or*, and *ur*. Students spell words such as *herd*, *chart*, *firm*, and *fur* using Worksheet 116, which includes decoding practice and sentence dictation. The teacher asks questions to check understanding, corrects misconceptions, and encourages self-correction. The teacher reads each sentence aloud before asking students to write them, which helps clarify word use in context.

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 teacher guidance for delivering lessons using multiple instructional approaches. In the *Handwriting Instruction Guide*, instruction begins with teacher modeling and skywriting, then transitions to guided and independent practice. The *Fluency Instruction Guide* includes routines such

as partner reading, choral reading, and rereading for fluency. The *Speaking and Listening Guide* supports student discussion with prompts like, "Ask students to turn and talk to a partner to share their ideas before responding to the class." The materials guide teachers to use a variety of delivery methods, including modeling, collaborative learning, and independent work.

The materials provide clear guidance for lesson delivery using a variety of instructional approaches. For example, in Lesson 13, teachers use direct instruction to model articulation: "Stick your lips out and softly blow air to say /sh/." Students engage in guided practice by coding and blending words like *ship* and *shack*. In "Spelling Bingo," players use a game-based approach with prompts like, "Cover the vowel sound in bug."

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

The materials offer more than two types of student practice and provide teachers with clear implementation guidance and structural recommendations. For example, in Lesson 13, students participate in guided practice as the teacher models articulation: "Stick your lips out and softly blow air to say /sh/." Independent practice follows in word coding and spelling tasks. Collaborative practice appears in partner games and a whole-group "Bingo" activity: "Let's play bingo! I'm going to give you some directions. Cover the final sound in *bath*." Lesson 13 includes scripting, modeling cues, and a dedicated Options for Differentiation section, which supports whole-group, small-group, and individual instruction, ensuring the teacher can implement the lesson effectively in various settings.

The grade 2 materials demonstrate structured delivery with a balance of practice types and group structures. For example, in Lesson 93, the teacher leads guided instruction by saying, "Let's read this sentence: 'You sharpen the pencil.' What word do you see with the /ar/ spelling?" Students then practice spelling and coding *ar* words like *start* and *sharp* independently. Lesson 93 includes collaborative activities such as word card sorts and shared reading. The instructional routines include scripting, visual cues, and verbal prompts, helping ensure all students are engaged. Support for whole-group, individual, and partner-based tasks are evident throughout.

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 materials provide teacher guidance from the *Multilingual Learner's Guide* on supporting students at different English proficiency levels, as defined by the ELPS. The *Multilingual Learner's Guide* explains the five stages of second-language acquisition and describes what students can typically do at each stage. It says the program includes "substantial, moderate, or light scaffolding" to help multilingual learners with lesson content. Teachers are encouraged to "preview the Multilingual Learner Support before teaching each lesson" for ideas on how to help students understand and participate. The *Multilingual Learner's Guide* gives specific strategies, like using visuals, modeling sounds, providing sentence frames, and using students' home language when possible. It suggests ways to build academic language over time, depending on the student's language level.

The grade 2 materials include guidance from the *Multilingual Learner's Guide* and lessons that help teachers support students at different stages of English language development, following the ELPS. For example, in Lesson 21, teachers are guided to give language support by offering context clues when students cannot think of words that contain the target sound. For example, the teacher might say, "I am thinking of a word for an activity people like to do on the ocean," to help students generate the word *surf*. Lesson 69 provides more direct support for beginning learners. Under "Contrast Language Substantial," the lesson explains that some students may not be familiar with the /kw/ sound because it does not exist in their home language. Teachers model the sound, describe how to say it, and give students repeated practice saying words like *quick* and *queen* together and with partners. Together, the lessons show how the materials offer different levels of support to help all students grow in their use of academic language.

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

The *Saxon Reading Foundations* materials include an implementation guide, *Using Saxon Reading Foundations in State-Approved Bilingual and ESL Programs*. The guide instructs educators in effectively using the resources within a Texas state-approved bilingual or ESL program. The materials include guidance for "Dual Language Immersion One Way," "Dual Language Immersion Two Way," "Transitional Early Exit," "ESL Content Based," and "ESL pullout."

The grade 2 materials incorporate structured support for emergent bilingual students through sentence frames and peer interactions. For example, Lesson 97 includes a light-support scaffold: "Where does Wally find the seed? Wally finds the seed in the ____." Teachers should display the response frame, model the verbal response, and guide students in partner sharing. The practices align with the *Multilingual Learner's Guide* recommendations for light scaffolding, which includes structured response opportunities and interactive routines.

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

The materials include embedded guidance to support emergent bilingual students in developing oral academic vocabulary, oral comprehension, and building background knowledge through oral discourse. For example, in Lesson 21, students engage in oral phonics practice as the teacher prompts, "What sound do you hear in the middle of this word?", supporting oral comprehension and sound-symbol recognition. Lesson 67 introduces high-frequency words like *gone*, *carry*, and *early*, and models oral vocabulary use: "Let's use these in a sentence: 'He has gone to the store,'" reinforcing word meaning through structured oral discussion. In Lesson 92, the teacher models academic language while decoding multisyllabic words: "Let's code the vowel teams in each syllable and say the word," providing explicit support for oral vocabulary development. The *Multilingual Learner's Guide* recommends strategies for making cross-linguistic connections, such as using cognates and drawing attention to shared sound patterns across languages.

The materials include making cross-linguistic connections through written and oral discourse. For example, the *Using Saxon Reading Foundations in State-Approved Bilingual and ESL Programs* guide suggests "introduce information on providing cross-linguistic connections, which teachers can use to build on helpful similarities, contrast differences, or identify areas where there may be no correlation. For instance, students whose home languages have no articles, or do not differentiate between tenses, will need additional support when discussing high frequency words *a/an* and *the*, and affixes such as *-s*, *-ed*, and *-ing*."

The *Saxon Reading Foundations* materials include developing academic vocabulary through written discourse, increasing comprehension through written discourse, and increasing background knowledge through written discourse. For example, the *Routine Implementation Guide* notes, "We have developed two routines to use with the first decodable readers in each unit to help support multilingual learners and emergent bilingual students in developing academic vocabulary through written discourse and increasing comprehension through written discourse. The routines help students build their oral skills in order to support reading and writing skills and apply them to writing tasks." The routines are meant to increase writing and comprehension through repeated practice opportunities.

The grade 2 materials include embedded guidance to support emergent bilingual students in developing oral academic vocabulary, building background knowledge through oral discourse, and increasing oral comprehension. For example, in Lesson 38, teachers model oral practice of the sound /t/ and guide students through identifying sound-letter correspondences with prompts like, "What sound do you hear at the end of hot?" In Lesson 89, teachers introduce multisyllabic decoding with oral choral responses: "Let's say each syllable and put them together to say the word." Lesson 131 expands oral academic vocabulary by directly teaching prefixes such as *mono-*, *bi-*, and *tri-*. For example, the teacher explains, "Prefix *mis-* means *wrong*. For example, the word *misfit* means 'something that is the wrong shape or size.'" Structured discussions build word meaning and support understanding of word parts.

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 instruction of phonics skills as indicated in the *Scope and Sequence*. The grade 2 materials begin with a review of letter name/sound correspondences learned in grade 1 (Lessons 1–17) and move to "common blends, digraphs, and common affixes." From there, the curriculum focuses on "combinations" (Lessons 19–27) and "final stable syllables" (Lessons 42 and 43). Toward the end of the year, teachers "instruct students on more challenging final stable syllables and affixes" in Lessons 101–128. Teachers teach "all the sound/symbol relationships using multisyllabic words." The lessons begin with the simple and move to more complex phonics skills.

The *Saxon Reading Foundations* grade 2 *Scope and Sequence* in the *Teacher's Manual* demonstrates sequenced instruction of phonics (sound-symbol correspondence) skills that move from simple to more complex over time. The year begins with fundamental review lessons, for example, Lesson 1 on short and long vowels, ensuring students "grasp essential letter-sound relationships." As students progress, the lessons introduce more complex phonics patterns. For example, in Lesson 117, instruction focuses on the vowel digraphs *ei* and *ie*, which involve "multiple-letter combinations and less predictable sound-symbol correspondences."

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

The materials include explicit (direct) and intentional practice opportunities for phonics (sound-symbol correspondence) skills in isolation through the daily Lesson Worksheets and instructional guidance in the *Teacher's Manual*. Each worksheet begins by "having students directly practice coding and reading isolated words" featuring the new phonics skill taught in the lesson and progresses to more complex fill-in-the-blank decodable sentences that "require applying new and previously learned skills to demonstrate understanding." The Homework Sheet reinforces the target skill and reviews previously

learned material by mirroring the classwork, allowing students to practice independently. For example, Worksheet 13 and the corresponding instruction in Lesson 13 guide teachers and students through structured activities that support repeated, skill-specific practice throughout the lesson.

The grade 2 materials include intentional, ongoing practice opportunities for phonics skills through decodable texts. There are 26 decodable texts interspersed throughout the year's instruction. The readers use controlled text to ensure the text only covers explicitly taught concepts so students can practice. For example, Decodable Reader 26: *The Efficient Persian Lady* allows students to practice the concepts of '-ci, -ti, -si, vowel digraphs ei and ie.'" In addition, each decodable reader includes explicit instructions for the teacher on instructing the students on what to do when they read the books. For example, in Decodable Reader 26, the teacher reviews the patterns the student will encounter in the decodable reader.

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 with explicit (direct) phonics instruction and teacher modeling. In the New Increment section of the daily lessons, teachers model specific focuses that are scripted. For example, in Lesson 62, the teacher explicitly teaches the digraph *ay*. The teacher writes the words *tray*, *stay*, and *may* on the board. The teacher then models "how to code the words and reads them with the help of the students." The teacher then "introduces the new deck cards for the lesson."

The *Saxon Reading Foundations* Lesson 96 provides explicit phonics instruction and teacher modeling of digraphs *ie*, and *ei*. The teacher explains and demonstrates how to code the /ē/ sound in words like *pie* and *lie* by crossing out the silent letter and marking the vowel with a macron: "We code it this way because the *i* is silent, and we use a macron to show the long *e* sound." This process is modeled with *piece* and *thief*, and students complete the coding alongside the teacher. The teacher models when to underline *ei* in words like *ceiling* to show it represents /ā/, supporting students in understanding how digraphs can behave differently depending on the word.

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

The grade 2 daily lessons include opportunities for explicit (direct) instruction with guidance for immediate feedback. For example, in Lesson 27, the teacher explicitly teaches the combination of pronounced /er/ by presenting the students with words with /er/ in the final position. The teacher "writes the words on the board and brings the students' attention to what they see that is alike in each word." The teacher "continues with further steps to directly teach the combination 'or' sound in the unaccented syllable." The teacher "provides immediate feedback when the students code the words on Worksheet 27."

The *Saxon Reading Foundations* grade 2 daily lessons include opportunities for direct instruction with guidance for corrective feedback. For example, in Lesson 59, the *Teacher's Manual* instructs the teacher to look for these things when the students are spelling: "Allow time for children to correct any mistakes when spelling #1. Spell each word aloud after children have had time to write it so that they can check

their work and make corrections immediately. Remind children that they may refer to any Wall Cards when spelling. Provide help to children who are having difficulty."

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

The materials include opportunities for collaborative learning in daily lessons. The Warm-Up activities are collaborative, allowing students to engage with peers while reviewing phonics skills. For example, in Lesson 107, students participate in a circle activity using the "Alphabet/Accent Deck" as part of the "Language/Alphabet Warm-Up." These Warm-Ups consistently promote peer interaction and support one type of collaborative learning. Additionally, the *Fluency Instruction Guide* suggests collaborative activities such as Partner Reading and Reader's Theater.

The grade 2 daily lessons include a variety of opportunities for students to practice phonics skills through independent practice. For example, in Lesson 83, students reinforce their understanding of the final stable syllable *-tion* through Activity Sheet 83a, spelling sight words and new vocabulary, and further develop skills with independent practice alphabetizing word lists, strengthening both phonics and organizational abilities.

The materials provide collaborative learning (at least one additional type of opportunity in daily lessons). For example, the materials include the *Collaborative Learning Guide*, which provides educators with strategies to ensure that students have an opportunity for collaborative learning in each lesson. The *Collaborative Learning Guide* states, "Established strategies, such as Turn and Talk and Think-Pair-Share, can be adapted to fit the needs of every lesson."

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 throughout the year. Every five lessons in the grade 2 materials include lessons targeting cumulative review with assessment, with the final lessons all reviewed. For example, Lessons 136–139 review different phonics skills learned throughout the year. Lesson 136 "reviews digraphs, trigraphs, and quadrigraphs, including *sh*, *ch*, *igh*, *dge*, and *eigh*. The *Scope and Sequence* outlines all materials covered in the current lesson; for example, Lesson 126 introduces the prefixes *over-*, *pre-*, and *under-*, while also reviewing previously learned phonics skills such as "V/CV, VCe, trigraph *tch*, combination *er*, and diphthong *ou*."

The materials include intentional cumulative phonics activities throughout the curriculum. Each lesson features phonics review activities mainly consisting of Activity Worksheets. These worksheets allow students to actively review previously learned skills while decoding, encoding, and reading connected text. The student activities are in the *Student Workbooks*, and the instructions are in the *Teacher's Manual*. In addition, each day begins with a warm-up reviewing the previous day's learning as the teacher quickly goes through Letter, Picture, and Sight Word Cards during the Daily Letter and Sound Review, encouraging children to "identify them as fast as possible;" in Lesson 95, this review includes active cards 1–95.

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

The grade 2 materials provide practice opportunities focused solely on the phonics skills that educators have explicitly taught. In the *Teacher's Manual*, under the "Controlled Vocabulary and Reading Practice" section, the published note says, "A controlled vocabulary is used throughout this program. Children only read words that contain letters, letter clusters, and sounds they have learned. It is best to focus children's independent reading on the controlled texts provided until they have mastered some basic decoding skills."

The materials for Lesson 21 include opportunities for students to apply only explicitly taught phonics skills, supporting focused and relevant practice. Students practice spelling /ur/ words after the teacher provides direct instruction using Spelling Cards 1–34, which they review together before spelling the target words. For example, "We are going to spell some words. Turn to the back of your practice sheet. Put your finger next to #1. Spell the word *hurt* on the line." Students code the spelling pattern in words such as *burn*, *curl*, and *hurt*, which are introduced directly before in the New Increment section. Guided activities such as coding and reading phrases like "check butler her turn shirt" reinforce taught patterns only. In "Spelling with Combination ur," the script explicitly limits practice to "words that include combination *ur*," avoiding untaught content.

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

The grade 2 materials include 26 decodable readers. In the *Teacher's Manual*, Vol. 1, the decodable readers are explained under the heading "Decodable Readers." The fiction and nonfiction decodable reader stories are controlled texts: they use only the letters/letter clusters, sounds, and sight words that children have learned. As the year progresses, the decodable readers become more complex, providing cumulative practice of the phonics skills and high-frequency words taught to date.

The materials include decodable texts with cumulative practice. The materials include decodable reading masters that begin with simple words, move to sentences, and finally to paragraphs. For example, in Lesson 22, students read words like *quack*, *quiz*, and *squish*. Students read a sentence with the *qu* pattern. In the middle of the year, in Lesson 79, students read words like *follow*, *grow*, and *own* with sentences that follow the learned patterns and previously learned skills. In Lesson 138, students read words like *saddle*, *ambition*, and *dripped*. Next, students read a paragraph with these patterns and other previously learned patterns.

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

The grade 2 materials include 26 decodable readers. In the *Teacher's Manual*, Vol. 1, the decodable readers are explained under the heading "Decodable Readers." The fiction and nonfiction decodable reader stories are controlled texts: they use only the letters/letter clusters, sounds, and sight words that children have learned. As the year progresses, the decodable readers become more complex, providing cumulative practice of the phonics skills and high-frequency words taught to date.

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words like *saddle*, *ambition*, and *dripped*. Next, students read a paragraph with these patterns and other previously learned patterns.

4.4 Assessments

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

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

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

The materials include assessment opportunities throughout the year. For example, the "Phonics Assessment" is given at the beginning, middle, and end of year as one type of assessment. The assessment is built on a continuum of skills that need to be mastered in phonics. They go from simple to more complex and are developmentally appropriate. For example, in the middle of the year, the students begin where they were mastering skills and move to skills they have not mastered. The materials indicate that students should show mastery for skills such as consonant-vowel-consonant (CVC) words and consonant digraphs. Students then progress at the middle of the school year to master skills such as final stable syllables and hard and soft c words.

The materials offer developmentally appropriate formative assessments at the end of each of the 12 lessons. The assessments measure students' mastery of previously taught material to inform the teacher's instruction. In grade 2, the materials cover skills such as CVC words, vowel-consonant and consonant-vowel (VC/CV) words, all syllable types, vowel and consonant-vowel (V/CV) words, and complex spelling. Then the skills get more difficult as the year continues, such as final stable syllables, Vr, multisyllable words, and longer passages for oral reading.

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

The materials include progress-monitoring tools that systematically measure students' acquisition of grade-level phonics skills. The beginning of the year starts with an assessment to establish the child's baseline. Every 5 lessons in the materials is an assessment which assesses the phonics skills that were taught previously. Grade 2 begins with a review of the first-grade skills such as vowels, consonants, and VC syllable types. The materials then move to more complex concepts such as vowel-r syllables, vowel teams, and obscure vowel words. It is systematic and purposeful.

The materials include progress-monitoring tools that accurately measure students' phonics skills. The Teacher Assessment Manual gives instructions for administering the "Phonics Assessment" for the

beginning, middle, and end of year. In addition, there is a "Where Should They Be?" chart located in the *Teacher Assessment Workbook*, which demonstrates where children should be at certain parts of the year. Furthermore, the *Teacher's Manual*, Vols. 1 and 2 give instructions for the unit assessments that are given to students. This ensures consistency and accuracy on the skills the students need to acquire.

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

The materials include assessment opportunities throughout the year. For example, the "Phonics Assessment" is given at the beginning, middle, and end of year. This offers the teacher the chance to compare students' growth as well as gaps on grade-level content in phonics. The *Teacher Assessment Workbook* notes, "The beginning of the year assessment should be given before beginning the lessons." The *Teacher Assessment Workbook* goes on to note, "Taken together, the assessments provide a comprehensive view of each student's mastery of concepts and skills taught throughout the course of the year." As such, it is clear that the beginning of the year, middle of the year, and end of the year assessments provide multiple opportunities across the span of the school year to monitor progress.

The materials offer developmentally appropriate formative assessments at the end of each of the 12 lessons. The assessments measure students' mastery of previously taught material to inform the teacher's instruction. In the materials, the materials cover skills such as CVC words, VC/CV words, all syllable types, V/CV words, and complex spelling. Then the skills get more difficult as the year continues.

4.5 Progress Monitoring and Student Support

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

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

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

The materials include detailed data-management tools that help teachers track individual student performance and plan differentiated instruction. The *Teacher Assessment Workbook* features the "Phonics Assessment Recording Form," "Assessment Recording Forms," and "Phonics Assessment Student Summary Form," which teachers use to log progress on decoding and encoding skills. After each assessment, the teacher records whether the student has met benchmarks and refers to the *Resources for Differentiation Guide* for follow-up activities. These forms are located within the "Phonics Assessment" section and give teachers a structured way to use student data to guide reteaching or enrichment.

The materials use tools such as the "Fluency Readers Tracking Chart," "Decodable Readers Tracking Chart," and "Formal and Informal Fluency Assessments" in order to monitor fluency development. The tools are located in the *Teacher Assessment Workbook* and help teachers pinpoint students who need accelerated fluency support. For instance, a student who does not meet expected accuracy or rate targets on the "Formal Fluency Assessment" may be assigned additional practice from lower-level readers or paired with a peer for repeated readings.

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

The materials include data-management tools for tracking whole-class student progress to analyze the needs of students. For example, each unit assessment has both an "Individual Performance Form," as well as a "Whole Class Performance Form." Another example is Unit Assessment 25. The teacher analyzes student performance on spelling words, coding words correctly, reading coded words, and reading comprehension.

In the materials, teachers identify the specific needs of students by organizing individual data into whole-class formats. The teacher can transfer information from the "Student Summary Forms" into the "Class Summary Forms" located in the *Teacher Assessment Workbook*. The tools capture student performance

across multiple assessments, including those for sight words and fluency. The teachers can use the compiled data to determine which areas require additional support, such as repeated practice with high-frequency words or decoding strategies.

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

The materials provide guidance on progress-monitoring frequency for students demonstrating academic need. In the *Teacher’s Manual*, Vol. 1, "Phonics and Spelling Assessments," teachers are guided on how to analyze class data to inform instruction. For example, the "Phonics and Spelling Assessments" section recommends increased instructional support and reinforcement for students who do not meet 80% accuracy on assessments. Furthermore, the "Importance of Kid Cards" section advises using repeated practice activities until students master concepts missed on assessments, implying more frequent checks for those needing support.

The materials offer specific guidance for adjusting monitoring frequency based on student strengths. For example, the *Texas Teacher’s Resource Guide*, under Progress Monitoring, states, "For students who demonstrate above-level understanding of skills, monitor progress at the end of each unit using the Additional Assessment Options listed with each unit’s Summative Assessment in the Unit Guide."

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

The *Saxon Reading Foundations grade 2 Teacher Assessment Workbook* includes the "Phonics Assessment Overview." Teachers evaluate student results using the "Where Should They Be?" chart in the *Teacher Assessment Workbook*. After administering assessments, teachers record individual performance on the "Phonics Assessment Student Summary Form" and compile this data on the "Phonics Assessment Class Summary Form." These tools are located in the *Teacher Assessment Workbook*. This process allows teachers to track student growth, identify common challenges, and determine the level of instructional acceleration needed for each learner. The *Fluency Instruction Guide*, located in the *Teacher Assessment Workbook*, supports this effort by explaining how to use progress-monitoring data to tailor fluency instruction. Teachers focus on Fluency Word Lists and Passages that emphasize high-frequency words and connected texts students will encounter in their reading.

The materials include guidance on how to accelerate learning based on the progress-monitoring data to reach mastery of specific skills. For example, grade 2 students who have not achieved mastery on a phonics skill as indicated on the included chart (located in the "What Do I Do With the Results?" section of the *Teacher Assessment Workbook*), are provided with support and reinforcement activities to practice in small groups to accelerate their learning. For example, according to the *Resources for Differentiation Guide*, grade 2 students who have not mastered affixes will complete activities like adding three affixes to the board in columns and having students think of words that make sense with those affixes.

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	The materials do not provide opportunities for students to engage in social communication for different audiences.	3/4
5.B.1c	The materials do not provide authentic opportunities for students to engage in discussion to understand information.	3/4
—	TOTAL	14/16

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

The materials include the *Speaking and Listening Guide*, which explicitly (directly) outlines what teachers need to teach and observe when students communicate verbally and nonverbally to build oral language. The *Speaking and Listening Guide* includes assessments to give periodically, as well. The "Overview" states, "Use this guide to help children identify, practice, and assess good speaking and listening skills. First, work with children to create Dos and Don'ts lists that identify good speaking and listening habits or techniques. Then, the provided activities will help children practice their speaking and listening skills. Finally, the provided rubrics informally assess children and empower them to improve their skills through ongoing self-assessments."

At least two methods (modeling, guided practice, coaching, and feedback) are used to develop oracy in the materials. For example, the Points of Use section located in the *Speaking and Listening Guide* directs teachers to remind students to "listen carefully, think about the questions you're asking, and raise their hand to ask questions to help clarify if there is something they do not understand." Furthermore, the teacher models and coaches discussion and speaking: "To help children identify good speaking techniques, model different ways of talking and ask them to share their observations with the group."

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

Grade 2 materials provide a variety of opportunities for students to engage in academic communication. The materials provide decodable readers where the teacher leads discussion about comprehension. For

example, Lesson 52 (Decodable Reader 9), the teacher asks the following questions to guide comprehension and stimulate communication: "What can Phil usually do? Is there another way in which Phil could have solved his problem?" In addition, there are many opportunities for collaboration in the Options for Differentiation section at the end of each lesson.

The materials include structured opportunities for students to engage in academic communication and social communication for different purposes. In the Decodable Reader: *Quinn's Turn*, students answer comprehension questions such as "Why does Quinn get lost?" and "What do the ducklings do to have fun?" using complete sentences that support oral expression and academic language development. During the New Increment, and Application and Continual Review sections, students read new vocabulary aloud and generate original sentences using words like *quick* and *quilt*, promoting purposeful academic communication. However, while these tasks foster discussion and interaction, the materials do not explicitly support students adjusting their social communication based on the audience, such as shifting tone or language when addressing a peer versus a teacher.

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)

Grade 2 materials include opportunities for students to listen actively and share information and ideas. For example, in Lesson 62, students track, print, and read aloud with the teacher during the shared reading of Decodable Reader 11. The teacher says, "Track the print as you and the children read the sentence aloud together." Students also share their ideas when asked, "What is this boy thinking about?" Furthermore, during the spelling bee in Lesson 62, students take turns unblending and spelling words aloud, then explain their reasoning as the teacher codes the word with them on the board. However, the lesson does not provide opportunities for students to engage in peer-to-peer discussion to understand information.

The materials include opportunities for students to listen actively, ask questions to understand information, and share information and ideas. For example, in Lesson 92, students chorally read the decodable text and discuss story events. The teacher prompts students to explain their understanding with questions like, "Why does Country Mouse decide to leave?" and encourages personal reflection with, "Do you think Country Mouse made a wise decision?" Students use text-based evidence to support their thoughts and share information. However, the lesson does not prompt students to engage in structured peer-to-peer discussions to understand information.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

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

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

The materials explicitly (directly) introduce the concept of suffixes (*-ed*, *-ing*, *-less*, *-s*) and their impact on decoding and encoding. For example, in Lesson 33, the teacher models how to identify the base word in "blocks" and then explains how adding a suffix changes the meaning. Students practice reading words with suffixes, identifying the base and affix, and blending the sounds to read them accurately. Encoding practice follows, with students writing the words and marking the suffixes. This direct, step-by-step modeling and guided practice clarifies how to apply morphological knowledge to read and spell more complex words, aligning with explicit instruction expectations.

Grade 2 materials systematically introduce letter-sound relationships to allow basic encoding. For example, in Lesson 96, the teacher models how to build the word *band* and then change it to *wand*, guiding students to notice the vowel shift while saying each phoneme. Students then practice manipulating tiles to create new words and explain what changed, connecting decoding with spelling. Lesson 96 is part of a structured sequence that gradually increases complexity and revisits previously taught sounds and patterns. Cumulative review activities ensure that students apply letter-sound correspondences across contexts, demonstrating a systematic plan for building decoding and encoding skills over time.

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

The materials provide explicit (direct) instruction focused on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common errors and misconceptions. For example, in Lesson 2, the teacher provides direct instruction for connecting short vowel sounds to letters, with feedback for common vowel mix-ups. If a student writes *e* instead of *i*, the

teacher says, "Listen again. /i/ is the short sound for i, like in igloo, not e." The teacher's explanation supports phoneme-letter connections and addresses frequent vowel confusion.

Grade 2 materials include teacher guidance to provide explicit instruction based on common errors and misconceptions. Lesson 3 guides teachers to correct common articulation errors. For example, when a student confuses /b/ with /d/, the teacher says, "Watch my mouth: /b/ starts with lips closed, /d/ with tongue behind your teeth." The feedback helps students understand how similar sounds are made differently.

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

The materials include various activities to develop letter-sound skills in decoding words in isolation and connected text. For example, in Lesson 4, students are reviewing or learning the first vowel rule: VC. The teacher writes the word *fit* on the board. The teacher says, "Let us blend the sounds in this word: /f/ /i/ /t/. Who can read this word?" The teacher follows the same procedures for *sad* and *bag*. For connected text, in Lesson 4, the teacher develops letter or sound skills with sentences that include the schwa sound and how to code it. For example, "If you want to show that the word *the* is pronounced *the*, code it with an upside-down e. This mark is hard to make so that you can draw a circle with a line through it." The teacher then works on other sentences with the students. An example of multisyllable words can be found in Lesson 59 when the students are coding words *harder*, *longest*, and *stronger* in isolation with the teacher's guidance. Then, in the Application and Continual Review section, the teacher guides students in coding the sentence, "The wind is blowing the weeds to the east by those cows."

Grade 2 materials include a variety of activities to practice letter-sound skills in decoding words in isolation and connected text. The teacher models sound or symbol relationships, and the students practice in a variety of forms, such as Worksheets, Decodable Readers, Fluency Word Lists, and Fluency Readers. For example, in Lesson 48, students learn the vowel *y* with the *long e* sound. Students practice multisyllable words in isolation: *candy*, *twenty*, and *clumsy* during the New Increment section. Then, on Worksheet 48, students code and read the words *fifty*, *free*, and *flimsy*.

The materials include a variety of activities to reinforce their understanding of applying letter-sound skills in decoding words in isolation and connected text. The cumulative review occurs in several areas of the program: Daily Letter, Sound Review, Decodable Readers, and Fluency Readers. A cumulative review occurs daily with Sound Review cards. The students speak each card learned in the year. For example, in Lesson 101, students review Picture Cards 1–90 and Sight Word Cards 1–95. In addition, there is a cumulative review every fifth day when students have an assessment. The connected text reinforces the

skills learned through the decodable practice. Decodable Practice Master reviews letter patterns learned, such as *-sion*, *-ed*, *-es*, *ar*, and *old*.

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 do not provide explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common 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 present a clear, structured sequence that progresses from simple to complex phonological awareness skills. In Lesson 3, the materials focus on identifying and producing rhyming words, targeting larger sound units. By Lesson 15, the focus shifts to segmenting and blending syllables. In Lesson 35, the materials introduce syllable deletion tasks to support advanced sound manipulation. This sequence builds from broad sound awareness to more refined phonological skills.

The materials follow a logical progression of sound skills. In Lesson 5, the materials guide decoding of simple words such as *sop* and *tot* with prompts that highlight short vowel sounds (e.g., "The *o* is short because it is followed by a consonant"). In Lesson 35, the materials introduce multisyllabic words like *nutmeg* and *sunset*, using activities such as "Mystery Word" to delete syllables and form new words. Instruction moves from blending basic sounds to manipulating syllables in longer words.

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 explicit (direct) instruction for teaching phonological awareness skills along with feedback for common errors. In Lesson 43, the materials focus on final stable syllables and provide prompts to address difficulties. For example, if students cannot generate words with a stable ending, the

script suggests giving clues such as, "I'm thinking of a word for something you might jump in on a rainy day."

The materials include phonological awareness activities but do not provide explicit instruction with recommended explanatory feedback for common misconceptions. The materials do not address or clarify potential misunderstandings that may arise during instruction. This score differs in comparison to the score that the materials received in the kindergarten materials. The *Saxon Reading Foundations* kindergarten materials include explicit instruction with recommended explanatory feedback for common misconceptions. Students receive feedback for common misconceptions in kindergarten as they are explicitly taught letters and sounds.

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 grade 2 materials include a variety of activities and resources to support the development and practice of phonological awareness skills aligned to grade 2 TEKS. Phonological skills are embedded within daily lessons and the Phonological/Phonemic Awareness Pre-Assessment. When introducing new syllable patterns, the materials use scripted routines that emphasize auditory learning by focusing on initial, medial, and final sounds. Scripted language highlights the target pattern and guides sound identification. In Lesson 62, for example, the materials present words such as *cell*, *circus*, and *cycle* and prompt students to identify the shared sound and its position in each word. This integration of auditory and visual supports is used consistently across lessons.

The materials provide cumulative review and memory-building strategies that reinforce phonological awareness skills. The *Phonological Awareness Instruction Guide* includes targeted lessons based on the Phonological Awareness pre-assessment and begins with foundational concepts such as rhyming, syllables, and onset-rime. The lesson "Is it a Short or Long Vowel Sound?" offers practice distinguishing vowel sounds in alignment with grade 2 TEKS and includes options for focusing on either short or long vowels. Daily instruction incorporates cumulative review through repeated reference to syllable patterns using posters and wall charts. Word coding routines and Wall Card references appear consistently to support ongoing reinforcement and mastery.

5.D.2 Phonemic Awareness (K–2)

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

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

5.D.2a – Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)

The materials follow a structured sequence for phonemic awareness instruction that moves from simpler to more advanced skills. In Lesson 11, instruction focuses on identifying final sounds in words that end with the digraph *ck*. The lesson presents words like *back*, *lock*, *tuck*, and *neck* and prompts students to listen for the shared final sound.

The *Phonological Awareness Instruction Guide* includes strategies aligned to results from the Phonemic Awareness Pre-Assessment. For example, it provides guidance on teaching phoneme deletion by having students remove the beginning sound in a word, such as *seat*, and say what remains.

Instruction also includes blending and segmenting as part of word-reading routines. In Lesson 57, the script demonstrates how to blend individual sounds to read CVC words, e.g., *fit*.

The *Phonological Awareness Instruction Guide* addresses phoneme addition, using prompts that encourage students to add a sound, such as /w/, to the base word *eat* to form a new word. This approach ensures a logical progression of skills, with targeted support tailored to each student's needs.

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

The materials include explicit (direct) instruction for phonemic awareness and provide guidance for addressing common errors. In Lesson 4, students practice blending the sounds in the word *fit* using the prompt, "Let's blend the sounds in this word: /f/ /i/ /t/." A teacher note advises maintaining sound continuity between phonemes to model accurate blending, helping students develop proper fluency in combining sounds.

The materials include instructional support for addressing misconceptions about specific sound-spelling patterns. For example, guidance is provided for teaching the digraph *ng*, which may distort vowel sounds when following the letters *a* or *i*. The materials note that *ng* can cause *a* to resemble a long vowel and *i* to resemble /ē/. In such cases, teachers are advised to treat these words as sight words and help students recognize the vowel distortion. A similar clarification is provided for vowel distortion before the letters *nk*. This guidance prepares teachers to address predictable misconceptions during instruction.

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

The materials include guidance for connecting phonemic awareness skills to the alphabetic principle to support basic decoding. In Lesson 4, the focus is on the letter *x*. The materials guide students to listen to words such as *fox*, *box*, *six*, and *wax*, echo the words, and identify the common ending sound. The words are then written on the board so students can visually locate the letter *x* in each word. The activity highlights that *x* in final position typically represents the /ks/ sound, while *x* in initial position may produce the /z/ sound. This pairing of sound and print supports students in making letter-sound connections necessary for decoding.

The materials provide instruction that links phonemic awareness to early spelling and decoding routines. In Lesson 6, the focus is on spelling the word *bug*. The teacher models the process of unblending by saying, "Let us unblend the word bug: /b/ /u/ /g/." After hearing the segmented sounds, students write the word. The materials then guide students to check their work by spelling the word aloud: *b*, *u*, *g*. This sequence supports the application of phoneme awareness to decoding and encoding tasks.

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

The materials include a variety of activities and resources to support the development and practice of phonemic awareness skills. Instruction incorporates kinesthetic and auditory elements, such as finger tapping, token movement, and Elkonin boxes, to guide students in segmenting and blending sounds. The *Phonological Awareness Instruction Guide* outlines targeted activities for each component of phonemic awareness. Each lesson also includes a worksheet that reinforces decoding and encoding aligned to the lesson focus. In Lesson 3, for example, students listen to a sound produced by the teacher, identify the corresponding letter, and write it. The lesson continues with decoding practice using words such as *run*, *ten*, *hot*, and *will*.

The materials provide structured opportunities for reinforcing phonemic awareness through cumulative review. Daily review routines are built into the lesson structure, including worksheet activities that revisit

previously taught skills. The *Teacher's Manual* describes a Daily Letter and Sound Review in which cards are introduced gradually and practiced consistently throughout the year. Each lesson also includes Boardwork, and Application and Continual Review sections that revisit prior content. These components are designed to reinforce mastery and prevent learning gaps by allowing time for brief, targeted review rather than full reteaching.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

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

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

The materials follow a systematic and intentional sequence for introducing spelling patterns. The *Scope and Sequence* outlines daily practice routines, including Daily Letter Recognition, Practice Letter Sounds, and Spell Letter Sounds, which are embedded in the Daily Letter and Sound Review. Each pattern is taught with modeling before students are expected to apply it in practice. Instruction builds incrementally, with no spelling pattern introduced before it has been explicitly taught. For example, long vowel spellings are not practiced until short vowel instruction has been established.

The materials align with TEKS and introduce sound-spelling patterns in a logical progression. Early lessons focus on common long vowel teams, such as *ai*, *ee*, *oa*, and *ea*, while later lessons introduce variant vowel patterns like *ou*, *ow*, *oi*, and *aw*. Instruction builds on previously taught grade 1 content, including short vowels and VCe (vowel-consonant-e) patterns, and advances to multisyllabic word decoding in later lessons. The weekly structure ensures that students master foundational vowel patterns before applying them to more complex or irregular spellings.

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

The materials provide detailed teacher guidance for explicit (direct) instruction on grade-level sound-spelling patterns. Each scripted lesson includes clear procedures to support consistent and accurate delivery. Spelling cards include step-by-step prompts for presenting new sounds and spelling patterns. For instance, Spelling Card 16 focuses on the /j/ sound. The card instructs the teacher to say the sound, have students repeat it, and use articulation cues, such as placing the tongue on the roof of the mouth, releasing air, and producing the /j/ sound. After Lesson 76, the teacher is guided to say *j*, *g* while writing the letters. Following Lesson 78, the instruction expands to include the trigraph *dge* and final spelling *ge*,

with the teacher writing *j, g // dge, ge*. This format is used consistently across spelling cards to reinforce sound-spelling correspondences.

The materials offer scripted support in early lessons to build foundational sound-spelling knowledge. In Lesson 3, the *Teacher's Manual* instructs the teacher to pronounce each sound from the spelling cards, prompt students to echo it, and guide them to write the correct lowercase letter on their practice sheets. This process helps students develop sound-symbol relationships through structured repetition and practice.

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

The materials include activities and resources for students to develop and practice sound-spelling patterns. For example, in Lesson 11, the teacher develops the students' understanding of the spelling of digraph *ck* with the following explanation: "Echo this sound /k/. How do we spell the /k/ sound? (k, c) How do we spell the /k/ sound in these words? (pointing to the four digraph *ck* words on the board) What kind of vowel is before the *ck*?" The teacher then points to the new spelling card and Spelling Rule Wall Card. Students practice the New Increment with spelling practice with the words *pick*, *clock*, and *black*.

The materials include a range of activities and resources designed to reinforce sound-spelling patterns through daily cumulative review. Students engage in consistent routines such as spelling review, dictation, games, and the introduction of new spelling cards. Each day, students hear individual sounds or sound patterns and write the corresponding letters. For example, in Lesson 8, the teacher presents consonant blends such as /pr/, /sl/, /dr/, /fr/, and /sp/. Students repeat the sounds and write the matching letter combinations.

Reinforcement is supported through ongoing use of the Spelling Word List, which is organized by the sequence in which letters, letter clusters, sounds, and concepts are introduced. Each word is associated with the lesson in which it can first be used, ensuring alignment with instruction. Cumulative review is further embedded in Decodable and Fluency Readers, which incorporate previously taught sound-spelling patterns to support application in connected text.

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

The materials include a variety of activities and resources to support decoding both in isolation and in connected text. Instructional components such as New Increment, Worksheets, Lesson Warm-Up, New Deck Cards, Decodable Practice, and Application and Continual Review provide structured opportunities

to practice decoding. For example, in the Decodable Practice for the digraph *ew*, students read words such as *new*, *chew*, *threw*, *knew*, *drew*, and *cashew* in isolation to build accuracy before applying those skills in context. Connected text practice follows, using worksheets, fluency passages, differentiation lessons, and decodable readers. In the same Decodable Practice, students read a paragraph that includes target words along with previously taught letter patterns: "Drew knew Cashew would like a new chew toy. He threw the chew toy, and Cashew brought it back."

The materials provide a range of encoding activities in both isolated and connected text contexts. Daily routines such as Sound Spelling Review and Boardwork offer regular opportunities to practice spelling taught letter-sound patterns. For example, in Lesson 4, students spell the first 28 words from the Spelling Cards by echoing the teacher's pronunciation, naming the letter, and writing it on a worksheet or in a journal. Encoding in connected text is reinforced through sentence dictation, differentiation activities, and assessments. In Lesson 92, for instance, students apply previously learned patterns to write a complete dictated sentence: "When the bell rings, swim as fast as you can." These encoding tasks are aligned to instructional content and designed to reinforce sound-spelling knowledge through cumulative practice.

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)

Grade 2 materials include a systematic sequence for introducing regular high-frequency words. Teachers introduce regular high-frequency words once students have learned all the sounds in each word. The *Scope and Sequence* outlines the letters taught, while the worksheets display the introduced words. For example, in Lesson 37, students encounter the words *snake*, *made*, *name*, *nine*, *then*, and *still*, because they have already learned all the relevant letters, digraphs, and syllable patterns.

The materials include a systematic sequence for introducing irregular high-frequency words. The materials introduce irregular high-frequency words in a systematic order, starting with the most commonly used ones. For instance, the materials introduce the word *are* first, followed by *come*, *do*, and *eight*. Students and teachers can find a list of the words introduced in the *Student Spelling Dictionary* and *Reference Booklet*.

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)

Grade 2 materials include explicit (direct) guidance for teaching decoding regular and irregular high-frequency words. Teachers script lessons to introduce irregular high-frequency words. Students practice decoding regular high-frequency words once they have learned the letters for those words. If some letters have not been introduced, the teacher labels them as "temporary sight words" until students can learn all the letters and sounds necessary for decoding. The teacher receives guidance in the lesson notes and through the script to teach the students. For example, "This year we will learn words that do not follow the rules we are learning. We call these sight words because we must learn them by sight." In addition, students have a Fluency Word List corresponding to the Fluency Readers, and the teacher is given guidance about the high-frequency words in the readers. "Fluency Word Lists promote automaticity with high-frequency words. These lists should be particularly helpful to struggling readers, but all children will benefit from extra practice with high-frequency words."

The materials include explicit guidance for teaching encoding regular and irregular high-frequency words. For irregular high-frequency words, one guidance says, "Sight Word Practice pages are found on Flight and provide practice in recognizing sight words and in forming the letters that make up the words." Guidance is given to the children to work on the Sight Word pages, such as saying the letter name as they are writing. In addition, when the Sight Word Card is introduced during the lesson, the teacher teaches the card and then covers it as students practice spelling it out loud. For regular high-frequency words, the teacher models encoding by unblending the word since the letters and sounds for the regular high-frequency word have been taught. For example, in Lesson 4, students spell the words *and*, *got*, and *help*. The teacher walks them through spelling those words: "Spell each word out loud after children have had time to write it so they can check their work immediately."

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)

Grade 2 materials include a variety of activities and/or resources for students to develop skills to decode regular and irregular high-frequency words. Activities are included in the New Increment and Spelling Sound Review in each lesson. For example, in Lesson 31, the teacher introduces several irregular high-frequency words: *could*, *do not*, *should*, *something*, *their*, *there*, *were*, *will not*, *would*, and *your*. Lesson 31 states, "These words are some of the hardest words in the English language to spell and to read because they do not follow all of the spelling and pronunciation rules we have been learning. We call them sight words. However, almost all these words follow some of the rules we have been learning." To further develop sight word knowledge, there are two sight word posters to hang in the classroom with the diacritical marks to help students decode.

The materials include a variety of activities and/or resources for students to practice skills to decode regular and irregular high-frequency words. Students practice high-frequency words during the Spelling Sound Review, Student Workbooks, Sight Word Deck, and Sight Word Practice pages. When students learn the irregular sight words: *love*, *what*, *of*, and *where*, students practice the spelling and letter formation with the Sight Word Practice Page 5. For regular and irregular sight words, students practice with Fluency Word Lists and Fluency Readers. For example, students practice the words: *boy*, *round*, *enough*, *trouble*, *school*, and *something* for Fluency Reader 12 Cowboy Roy Saves the Day.

Grade 2 materials include a variety of activities and/or resources for students to reinforce skills through cumulative review to decode regular and irregular high-frequency words. Decodable Reader 8: *Frog and Fly* reinforces the irregular high-frequency words *said*, *they*, *would*, and *while*. Decodable Reader 8: *Frog and Fly* reinforces the regular high-frequency words *that*, *my*, and *upon*. Students review irregular Sight Word Cards daily as part of the phonics routine as a cumulative review.

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)

Grade 2 materials include activities and/or resources for students to read and write high-frequency words in isolation. Students practice reading high-frequency words during Sound Review time, Fluency Readers, Fluency Word List, and Worksheets. Students practice reading high-frequency words in isolation on Fluency Reader 12: *enough, trouble, school, something*. Students practice writing high-frequency words in isolation on Worksheets and Sight Word Practice pages. For example, in Lesson 98, students write the high-frequency words *father, walk, and talk*. Students practice spelling and handwriting with words: *love, what, of, and where* in Sight Word Practice Page 5 on Flight Online.

The materials include activities and/or resources for students to read and write high-frequency words in connected text. Activities and resources for connected text include Fluency Readers, Decodable Readers, and Worksheets. For example, in Decodable Reader 16: *One More in the Boat*, students practice the high-frequency words *the, you, said, and again* in connected text. Activities for writing in connected text include Worksheets and the Options for Differentiation section.

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)

Grade 2 materials include a systematic sequence for introducing grade-level syllable types. Grade 2 TEKS require the materials to teach the following syllable patterns: closed syllables, open syllables, VCe, vowel teams, *r*-controlled, and final stable syllables. Teachers must also teach syllable division patterns. Grade 2 materials cover each required syllable pattern and syllable division pattern. For instance, the curriculum introduces closed vowels in Lesson 4, and open vowels in Lesson 5. The first vowel team *oo* appears in Lesson 37, while VCe is taught in Lesson 36. *R*-controlled vowels are introduced in Lesson 18, and final stable syllables are covered in Lesson 42.

The materials include a systematic sequence to introduce grade-level syllable division principles. The grade 2 materials introduce VCCV (vowel-consonant-consonant-vowel) syllable division before progressing to V/CV and VCCCV syllable division patterns. For example, VC/CV is introduced in Lesson 9, while V/CV is introduced in Lesson 81. Students have opportunities to work with two-syllable words containing closed and VCe syllables before moving to words with mixed, open, and closed syllables. For example, in Lesson 81, students learn the syllable division pattern V/CV. The teacher walks the students through the steps of syllable division with emphasis on the new pattern. "What do we do when there is more than one vowel in a word? The first thing we should do is divide the word into syllables. Let us write a small v under each vowel."

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)

Grade 2 materials include teacher guidance to provide explicit (direct) direction for applying knowledge of syllable patterns for decoding one-syllable and multisyllable words. For example, in Lesson 81, the teacher explains the new syllable pattern V/CV. "Echo these words and tell me what sound they all have in common: *lady*, *cater*, *basin*." The teacher writes them on the board. "Look at these words and tell me how many vowels are in each. What do we do when we have more than one vowel in a word? The first

thing we do is to divide the word into syllables. Let us write a small v under each vowel. Next, we should look for consonants. Let us write a small c under each consonant. Who can tell me the vowel pattern for this word?" The teacher then continues with the explanation with an explicit script for students to discover the new pattern, then puts up the new syllable division card, Syllable Division Word Card 4, for students to reference when decoding words.

The materials include teacher guidance to provide explicit direction for applying knowledge of syllable patterns for encoding one-syllable and multisyllable words. Each student is provided with a *Student Spelling Dictionary* that helps students when spelling multisyllable words with syllable patterns. The teacher references the *Student Spelling Dictionary* in the lesson as well. For example, there is a page in the dictionary dedicated to the syllable division rule VCV. The reference shows how to divide the syllable type and provides examples for each one. For example, in Lesson 81, the student's reference word is *baby*. The material says, "After I say the word, we will unblend it together. Let us unblend the word *comic* together. What sounds do you hear? /k/ (hold up one finger); /o/ (hold up a second finger); /m/ (hold up a third finger); /i/ (hold up a fourth finger); /k/ (hold up a fifth finger). Who thinks they can spell this word?"

Grade 2 materials include a variety of activities and/or resources for students to reinforce skills for decoding and encoding one-syllable and multisyllable words. Students reinforce skills through Decodable Readers, Fluency Readers, Homework, Decodable Practice Masters, and differentiation activities. For example, in Lesson 98, students learn about spelling with the *Final C*. Students read the connected text as a six-sentence paragraph to reinforce the learning. In addition, students practice the words with final *ck*, *k*, *ke*, and *c* with the rules for each on the Spelling Word Wall Card. Students spell words such as *plastic*, *magic*, *bank*, *attic*, *spark*, *wake*, and *block*.

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)

Grade 2 materials include a variety of activities and/or resources for students to develop skills for decoding and encoding. The students receive scripted lessons from the teacher, have a plethora of charts to reference in the classroom, and a *Student Spelling Dictionary*. For example, in Lesson 37, students learn about the long sound of the digraph *oo*. Students decode *moon*, *hoot*, and *boot* as a class, going with teacher guidance. Students spell the sounds they have learned so far. At the end of the lesson, students decode *foot*, *mule*, *broom*, and *booth*. Students spell the words *food*, *soon*, and *good*.

The materials include a variety of activities and/or resources for students to practice skills for decoding and encoding. Students have the opportunity to practice with Worksheets, Boardwork, Spelling Sound Review, Decodable Readers, and Fluency Readers. For example, in Lesson 17, students decode the words *has*, *is*, and *his* during the New Increment section of the lesson. Next, students encode spelling sounds

learned so far. During Boardwork, students code and read the words *mitten*, *so*, *black*, and *as*. Students spell *splash*, *ship*, *bunch*, *as*, *has*, and *runs*.

Grade 2 materials include a variety of activities and/or resources for students to reinforce skills for decoding and encoding one-syllable and multisyllable words. Students reinforce skills through Decodable Readers, Fluency Readers, Homework, Decodable Practice Masters, and differentiation activities. For example, in Lesson 98, students learn about spelling with the *Final C*. Students read the connected text as a six-sentence paragraph to reinforce the learning. In addition, students practice the words with *final ck*, *k*, *ke*, and *c* with the rules for each on the Spelling Word Wall Card. Students spell words such as *plastic*, *magic*, *bank*, *attic*, *spark*, *wake*, and *block*.

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)

Grade 2 materials include a variety of activities and/or resources for students to practice decoding and encoding one-syllable or multisyllable words in isolation and connected text with the knowledge of syllable types. Activities for decoding words in isolation include Worksheets, Options for Differentiation, Decodable Practice Masters, and Boardwork. Activities for decoding connected text include Worksheets, Decodable Practice Masters, Decodable Readers, and Fluency Readers. Students decode one-syllable words in isolation and in a connected text with Decodable Practice Master Lesson 47. Students decode vowel *y* words such as *by*, *my*, *try* as open syllables. In connected text, the students read three sentences in a paragraph. Students decode multisyllable words with Decodable Practice Master. For example, Lesson 44 has students practice compound words in isolation with the words *upon*, *lunch box*, *hotdog*, *cupcake*, *lunchbox*, *pancakes*, *classmate*, and *notepad*. Afterward, students read a five-sentence paragraph using the compound words.

The materials include a variety of activities and/or resources for students to practice decoding one-syllable or multisyllable words in isolation and connected text with the knowledge of syllable division principles. Activities for decoding words in isolation include Worksheets, Options for Differentiation, Decodable Practice Masters, and Boardwork. Activities for decoding connected text include Worksheets, Decodable Practice Masters, Decodable Readers, and Fluency Readers. Students practice multisyllable decoding with the syllable division patterns V/CV. Teachers provide instruction on the new Vowel Rule Wall Card 4 and the Syllable Division Wall Card 4. Students will decode words such as *before*, *reduce*, *provide*, and *refill* in isolation. Then, students read the five-sentence paragraph using the previously reviewed words and their knowledge of syllable division.

Grade 2 materials include a variety of activities and/or resources for students to practice encoding one-syllable or multisyllable words in isolation and connected text with the knowledge of syllable division principles. Activities and resources for encoding include Worksheets, Spelling Sound Review, Application and Continual Review, and the student's *Student Spelling Dictionary*. For example, in Lesson 111, students encode words with the VVC' rule. Teachers begin with an explicit (direct) look at Vowel Rule Wall Card 4 and Syllable Division Wall Card 4 to bring attention to the syllable division of the words the students will spell. Teachers have students spell the words *belong*, *July*, and *unite*, guiding students back to the Vowel Rule Card and the Syllable Division Card. In addition, students work to spell in connected text as they write sentences with some of the words they learned for the day.

5.E.4 Morphological Awareness (1–3)

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

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

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

The materials include a systematic sequence for introducing grade-level morphemes. The grade 2 TEKS instruct that the affixes *un-*, *re-*, *-ly*, *-er*, *-est*, *-tion*, *-sion* be included in the materials. The materials teach the following affixes in specific lessons: Lesson 59 covers *-er* and *-est*, Lesson 69 focuses on *-ly*, Lesson 83 introduces *-tion*, Lesson 101 presents *-sion*, Lesson 127 explains *un-*, and Lesson 131 details *re-*. Therefore, all mandatory morphemes are included in these lessons.

Grade 2 materials include grade-level morphemes lessons as outlined in the TEKS. For example, in Lesson 59, the teacher introduces the suffixes *-er* and *-est*. The teacher begins with visual representations of the words *teacher*, *blender*, *softer*, and *softest*. The teacher guides the students to find the difference between the two words and guides the students to the meaning. "What do you think the suffix *-er* means in these words? That is correct! When you add the suffix *-er* to a word, it signifies someone or something that performs an action. For example, a teacher refers to someone who teaches." The teacher then goes on to explain the other meanings of the suffixes *-er* and *-est*.

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

The materials include teacher guidance to provide explicit (direct) instruction for recognizing common morphemes and using meanings to help with encoding. For example, in Lesson 59, students learn the suffixes *-er* and *-est*. The materials give specific guidance for the teacher to help students encode. There is an additional resource for grade 2 called "Morphology Extension Lessons." The "Morphology Extension Lessons" help students build words and encode them. Students spell *louder*, *longer*, *shortest*, and *strongest*. Then the students write a story with the words they spell.

Grade 2 materials include teacher guidance to provide explicit instruction for recognizing common morphemes and using meanings to help with decoding and reading comprehension. For example, in Lesson 69, the teacher guides the students with the suffix meaning to help with decoding and reading comprehension. The teacher's instructions say, "What should we do after we box suffixes? That is right. After we box a suffix, we must make sure a root word is left. Who can tell me the root words in this list? Remember, the root word should always be related in meaning to the root word with the suffix, or else the letters on the end are probably not acting as a suffix." Worksheet 69 allows the students to decode the words in isolation and context with analogies.

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

The materials include a variety of activities and/or resources to develop and practice grade-level morphological skills. Letter and Picture Cards, Spelling Cards, Teacher Guidance, the New Increment section, and Lesson Worksheets are a few of the activities and resources to develop and practice morphological skills. For example, in Lesson 131, the teacher develops the students' understanding of the prefix *re*. The board displays the words: *recall*, *refresh*, and *reuse*. Then the teacher walks the students through the meaning of the prefix. "What prefix do you see on these words? What do you think prefix *re*- means? Prefix *re*- means *again* or *backward*. For example, the word *recalls* means *to call back*, the word *refresh* means *to become fresh again*, and the word *reuse* means *to use again*." The students practice with the Lesson Worksheet and Boardwork.

Grade 2 materials include a variety of activities and/or resources to reinforce grade-level morphological skills with cumulative review. The Application and Continual Review section, the Sound Review section, Decodable Readers and Fluency Readers, and the "Morphology Extension Lessons" all provide activities for cumulative review. After Lessons 127 and 128, Decodable Reader 24: *Mr. Fudd's Unlikely Morning* reviews previously learned prefixes. In addition, each additional practice in the "Morphology Extension Lessons" resource builds on previously learned material. At the bottom of the page, it indicates which lesson you can begin using the particular page. For example, the teacher cannot use the practice for the suffix *-ly* until Lesson 69 or after.

5.E.4d – Materials include a variety of activities and/or resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

The materials include a variety of activities and resources to decode words with morphemes in isolation and decodable connected text. Word lists, new learning materials, Decodable Readers, and Fluency Readers support decoding practice. For example, in Decodable Practice Master Suffix *-ly* (after Lesson 82),

the materials include isolated decoding of words such as *helpful*, *thankful*, and *joyful*, followed by a paragraph for connected text practice.

The materials include a variety of activities and resources to encode words with morphemes in isolation and decodable connected text. Encoding practice occurs in the New Increment section of daily lessons. For example, Lesson 69 introduces the suffix *-ly* and includes spelling practice with words such as *quickly* and *slowly*. A separate resource, Morphology Extension and Student Practice, provides additional activities. In Morphology Extension Practice 4, learners create new words with the suffix *-ly* and use those words to write four connected-text sentences.