

Essentials Skills Software Inc.

English Phonics, 2

Super Phonics Level 2, Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781989886304	Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
70.37%	Noncompliant	Flags Not in Report	9	Flags Not in Report	Flags Not in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	2 out of 28	7%
2. Progress Monitoring	9 out of 26	35%
3. Supports for All Learners	0 out of 27	0%
4. Phonics Rule Compliance	5 out of 31	16%
5. Foundational Skills	10 out of 125	8%

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	0
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	The materials include a scope and sequence that outlines how ELAR concepts are taught throughout the year, but do not include the TEKS or ELPS.	2/4
1.1b	The materials do not include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days—165, 180, 210).	0/2
1.1c	The materials do not include an explanation for the rationale of unit order, nor for how concepts to be learned connect throughout the course.	0/2
1.1d	The materials do not include protocols with corresponding guidance for unit and lesson internalization.	0/2
1.1e	The materials do not include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.	0/2
—	TOTAL	2/12

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

The materials include a scope and sequence that outlines how English language arts concepts are taught throughout the year, but do not include the Texas Essential Knowledge and Skills (TEKS) or English Language Proficiency Standards (ELPS). For example, the scope and sequence outlines nine units and lists the targeted skills, such as short vowels, long vowels, consonant blends, and hard and soft C and G.

The scope and sequence included in the materials outlines the concepts taught within the program, along with a brief explanation. The TEKS and ELPS are not included in the scope and sequence.

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

The grade 2 materials do not include a pacing guide or instructional calendar to support implementation across different school year lengths. The product website describes the materials as self-paced, but there

is no guidance on how to adjust instruction based on the total number of instructional days in the academic year.

The "Using the Program" section of the online manual recommends using the program for 20–30 minutes at least three times per week, but it does not provide year-long pacing guidance.

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 materials do not include support materials that explain the rationale for the order of units, nor provide instructional guidance that explains how concepts build over time or how skills connect across units within the program.

The scope and sequence organizes the curriculum into nine main units, which are accessible from the main menu. However, the materials do not explain the rationale behind the sequence of the units.

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

The materials include a "Program Outline" within the scope and sequence where users can preview each unit and its subunits to identify key skills and understand the learning progression within the unit. For example, an "Activity Key for Subunits" chart includes the following entry: "Activity Name": Word Families; "Instruction": Click on the letters that will make words for the word family; "Required Skills": Blending sounds to form words from phonemes. The materials do not include a document or protocols that provide explicit guidance for internalizing units and lessons.

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

The materials include tools to help users navigate the platform, but do not provide resources or guidance for instructional leaders to support teachers in implementing the program as intended.

The online manual offers instructions for logging in, accessing data, managing users, and assigning lessons, but it does not include support for instructional leadership. The manual contains a section titled "Using the Teacher Dashboard," which explains the dashboard's components, including report types, assignments, and other features. However, the materials do not include resources or guidance for instructional leaders to support teachers in implementing the materials as designed.

In the "Assignments" section, users can find guidance on assigning tasks along with an important note: "Assigning a new pretest for a student who has completed it will overwrite the saved pretest data results for that student. Posttests can be assigned repeatedly to gauge progress." While the materials provide detailed reports and dashboards with student performance data, they do not offer instructional leaders

concrete strategies or tools to use this data to guide instructional planning, improve teaching practices, or align instruction with the program's design.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	The materials do not include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	0/2
1.2b	The materials do not contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	0/2
—	TOTAL	0/4

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 include a scope and sequence to view the units and subunits, which outline the progression of content based on student pre-assessment data. The scope and sequence identifies nine main units and lists the skills addressed in each one, but it does not explain key concepts or provide background information to support instruction. The materials do not include comprehensive unit overviews that provide the background content knowledge and academic vocabulary needed to teach each unit effectively.

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

The materials include a printable guardian letter in the "Resources" section under the "Teacher Login" in the Essential Skills application, designed to support home-school communication. This letter provides families with clear access instructions and is available in both English and Spanish, ensuring accessibility for diverse families.

The letters provide family communication about how to access the program, but they are not unit-specific and do not provide suggestions on supporting the progress of their student.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials do not 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 ELPS).	0/8
1.3b	The materials do not include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson or the suggested timing for each lesson component.	0/3
1.3c	The materials do not include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	0/1
—	TOTAL	0/12

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

The materials include a scope and sequence that identifies targeted skills, as well as pretests and posttests. The program also provides an opportunity for teachers to manually assign specific skills to students, allowing for targeted instruction. Targeted skill development is supported through worksheets that identify the foundational skill at the top of each page.

The materials do not provide teachers with comprehensive, structured, detailed lesson plans that include daily objectives aligned to the TEKS, questions, and tasks aligned to the ELPS, materials, and instructional assessments required to meet the content or language standards of the lesson.

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

The materials include a scope and sequence that presents the targeted skills in a logical learning progression, but it does not support instructional planning with suggested time allocations or required instructional materials.

The materials do not provide a lesson overview that lists the teacher and student resources necessary for effective lesson delivery or the suggested timing for each lesson component.

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

The materials provide instructional resources such as worksheets, but do not include guidance on how to use them effectively for extended practice, including homework, enrichment, or extension activities.

The materials offer a spelling list generator for student word review, but do not include guidance on how to integrate it into classroom teaching or independent learning activities. The materials do not provide resources or guidance to support teachers in assigning extended practice beyond the school day, extension, or enrichment activities.

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	The materials do not include formative or summative assessments at the lesson level.	4/9
2.1b	All criteria for guidance met.	2/2
2.1c	The materials do not include teacher guidance to ensure consistent and accurate administration of instructional assessments.	0/2
2.1d	The materials do not include references to the TEKS or provide evidence that assessments are aligned to grade-level standards. Scope and sequence documents outline program-specific skills but lack alignment to Texas standards.	2/6
2.1e	The materials do not include TEKS-aligned items at varying levels of complexity.	0/2
—	TOTAL	8/21

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.

Grade 2 materials include embedded diagnostic assessments that identify students' phonics skill levels before instruction and guide the creation of personalized learning pathways. The assessments include different types of questions, such as matching spoken words to printed words or images, selecting images that represent heard sounds, and typing parts of compound words. The types of tasks in these assessments include matching a spoken word with a picture, supporting auditory word recognition and print matching, matching a sound with a picture, targeting blends, digraphs, trigraphs, vowel teams, and r-blends; matching a sound with a written word without a picture, focusing on sound-symbol correspondence; and separating compound words. The materials do not include formative assessments at the lesson level.

The instructional activities within this program serve as targeted intervention, ongoing progress monitoring, and instructional adjustments within the student learning pathway. They include a variety of tasks and question types, such as sorting sounds, matching words with meaning, counting syllables, building words, and picture matching. However, the materials do not include formative assessments or summative assessments at the lesson level.

The phonics program uses posttests after each module or unit to measure student learning, serving as a summative assessment. Posttests mirror pretests, allowing teachers to compare growth. The tests cover a range of phonics skills through varied task types, such as sorting, matching sounds to pictures or words, and identifying word parts. Students engage in multiple response modes—listening, selecting, matching, and dragging—to demonstrate phonological awareness, decoding, and word structure knowledge.

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

The online manual defines the instructional assessments used throughout the phonics program and states their intended purpose. The program uses a pretest as a diagnostic or placement tool to determine each student's starting point. If a student scores below 80 percent on a module, the program automatically personalizes the learning pathway by targeting skill gaps before instruction.

The online manual explains how to manage students and classes and describes the types of reports the program generates. The manual also explains the purpose of each assessment type to support appropriate and effective use. For example, posttests serve as summative assessments to measure overall learning outcomes and determine mastery of phonics concepts. The results are compared against both the original pretest and previous posttests within the "Reports" section of the "Teacher Dashboard."

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

The materials provide basic navigation instructions for assigning assessments, but do not include guidance to support consistent and accurate administration by teachers. Teachers start by selecting the class and program, then choose one or more students to edit assignments. From the assignment panel, they can assign or remove pretests, posttests, or modules. The manual explains that assigning a new pretest overwrites previous results, while posttests can be reassigned to track progress. Once assigned, assessments appear on the student's program selection page at login, ensuring easy access. While the manual offers instructions for assigning the assessment, guidance for teachers is not provided.

The materials include instructions for assigning assessments but not teacher guidance. For example, the materials do not provide guidance on testing conditions, group size, pacing, or support for diverse learners, nor do they offer scripts, sample directions, or monitoring tips for administration fidelity.

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

The "Teacher Dashboard" provides a scope and sequence document that outlines the targeted skills within the program. Both pretests and posttests are based on these skill-based units, indicating

alignment between assessments and instructional objectives. For example, the scope and sequence lists skills such as short vowels, long vowels, consonant blends, and hard and soft c and g. However, alignment to the TEKS is not referenced in the materials. For example, the scope and sequence lists skills such as short vowels, long vowels, consonant blends, and hard and soft c and g, which align with the G2 TEKS, including 2.2A(ii) for vowel sounds and 2.2B(i) for decoding blends and trigraphs. The materials do not explicitly reference the TEKS, and no direct correlation between the assessments and specific grade-level objectives is provided.

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

The materials do not provide TEKS-aligned assessment items that address varying levels of cognitive demand. The program targets foundational literacy skills, such as short and long vowels, consonant blends, and vowel digraphs, that correspond to phonics and word analysis, but the TEKS for these skills are not listed or mentioned in the materials. Assessments include recall tasks (e.g., identifying vowel sounds) and application tasks (e.g., selecting correct word endings in context), supporting both basic and intermediate cognitive demands. However, the TEKS are not explicitly referenced in the materials.

The instructional assessments address no more than two levels of cognitive complexity; however, they do not reference the TEKS to confirm alignment. Instructional assessments focus on foundational skills such as hard and soft c and g, r-controlled vowels, diphthongs, and y as a vowel. Most items assess basic recognition and simple application, with little evidence of higher-order tasks. For example, students identify vowel sounds or select correct spellings but are not asked to explain patterns, compare word structures, or demonstrate deeper reasoning.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	The materials do not include instructional assessments and scoring information that provide guidance for interpreting student performance.	0/2
2.2b	The materials do not include guidance for using included tasks and activities to respond to student trends in performance on assessments.	0/1
2.2c	The materials include tools for teachers to track student progress and growth, but tools for students to track their own progress and growth are not available.	1/2
—	TOTAL	1/5

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

The materials help teachers generate and interpret various reports through the "Teacher Dashboard." According to the online manual, teachers can view, print, and download these reports. The "Teacher Dashboard" also provides an overview of each student's progress and highlights strengths and areas for growth. The materials do not provide guidance for interpreting student performance.

The materials include instructional assessments. The online manual states that teachers can access various report types, such as skill, unit, activity, pretest, posttest, mastery, and hot-spot reports. For example, the hot-spot report identifies activities where a student has attempted the same task three times without achieving mastery. The report provides the unit and activity name, number of attempts, average score, and time spent on each item. However, guidance for interpreting student performance is not provided in the materials.

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

The materials do not provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. While the materials include some general assessment instructions, they do not offer clear, specific guidance for how to select or adjust tasks and activities based on patterns in student performance data. For example, there is no direction for teachers on how to interpret assessment trends to inform instructional grouping, reteaching strategies, or enrichment activities. Additionally, the materials do not reference particular lessons, practice activities, or resources that should be used in response to assessment outcomes, limiting teachers' ability to make informed instructional decisions based on student trends.

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 provide digital data-tracking tools that allow teachers to monitor student performance over time. Within the "Reports" section of the platform, teachers can select the *Super Phonics Level 2* program, choose individual or multiple students, and view or download reports. These reports display which phonics skills students have practiced over the past seven days, the number of questions attempted, and the percentage of correct responses. This functionality supports teachers in tracking both progress and growth, enabling them to identify learning trends and target areas of need.

The materials include a built-in student-facing tracking system. Students receive a gold star on an activity when they score 80 percent or higher, indicating mastery. In some cases, students must achieve an average of 80 percent over two attempts for the star to appear. While this system does track progress, the materials do not include student tools for them to track their own progress.

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 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.	0/3
3.1b	The materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language).	0/2
3.1c	The materials do not include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	0/2
—	TOTAL	0/7

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

The materials do not include teacher guidance on differentiated instruction for students who are not yet proficient in grade-level skills. While the pretest identifies areas of student need and generates practice assignments based on the areas that need improvement, the product lacks explicit lessons or instructional guidance. The *Super Phonics Level 2* online manual states that assignments can be tailored for students to complete over a period of time, but it lacks explicit guidance for teachers on how to adapt instruction based on individual student needs. The materials do not provide instructional strategies, scaffolding techniques, or specific teaching suggestions to support students who require additional help with phonics concepts.

The materials do not include differentiated activities for students who are below grade-level expectations. While the program assigns activities following a pretest based on skill scores, it does not guide teachers on how to select or adjust those activities for individual student needs. For example, the online manual and "Teacher Dashboard" do not suggest recommendations or modifications to help teachers support students who require targeted practice or reteaching.

The materials do not include scaffolded or paired lessons to support students who are not yet proficient. The *Super Phonics Level 2* program consists only of independent student activities and does not include lessons, whether whole group, small group, or intervention-based.

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

The materials do not include preteaching or embedded supports for unfamiliar vocabulary in text. Some activities include interactive buttons labeled Words, Explore, or Clue that provide examples related to the targeted skill for students to refer to. In some lessons, the program explains vocabulary (e.g., "Sometimes two words are put together to make another one. The new word is called a compound word."). However, these features do not constitute full lessons, and the program does not require students to read them before beginning the activities.

While some activities within the program's subunits feature fill-in-the-blank sentences that offer limited reading comprehension practice, the product does not provide direct instruction for supporting references in text, such as figurative language, idioms, or academic language. For example, in the sentence completion activity, students select from three-word options to fill in blanks without any guidance, rephrasing, or explanation to support understanding of vocabulary meanings or contextual references.

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

The materials do not include teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills. While the pretest identifies areas of student strength, it only generates practice assignments based on the areas that need improvement. The program states, "If a student achieves 80% or more on all modules within a pretest . . . the student does not need to do modules and should move on to a more challenging program."

The materials do not include teacher guidance on enrichment or extension activities for students who have demonstrated proficiency in grade-level content and skills. While the program assigns activities based on students' pretest results, it does not offer instructional suggestions or additional resources for extending learning beyond grade-level phonics skills. The online manual and Teacher Dashboard do not include enrichment tasks or advanced application activities to support deeper exploration of phonics concepts.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	The materials do not include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.	0/4
3.2b	The materials do not include teacher guidance and recommendations for effective lesson delivery and facilitation, using a variety of instructional approaches.	0/2
3.2c	The materials do not support multiple types of practice (e.g., guided, independent, collaborative), nor do they include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	0/3
—	TOTAL	0/9

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 do not include explicit prompts or guidance to support the teacher in modeling or explaining the concept(s) to be learned. The *Super Phonics Level 2* program consists solely of student-facing independent activities, such as picture matching, rhyming words, sentence completion tasks, etc., and does not include structured lessons or teacher-led components. The online manual and "Teacher Dashboard" do not provide instructional scripts, sample teacher language, or step-by-step demonstrations to model phonics concepts such as decoding or blending. Additionally, the product does not embed prompts or instructional suggestions to guide teachers in introducing or explaining phonics patterns or skills. As stated in the "Overview" section of the online manual, Essential Skills online programs "use hundreds of colorful graphics, sound effects, and music rewards to motivate students to continue learning with the software . . . a help system allows students to work independently and frees up teacher time."

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

The materials do not include teacher guidance or recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. While the program offers a range of student activities, such as Word Families, Picture Match, Hear and Match, and word games that address different phonics skills, these are designed for independent student use. The program does not include teacher-facing guidance or instructional suggestions for implementing distinct teaching approaches, such as direct instruction and guided practice. The online manual and "Teacher Dashboard" provide content access but do not offer lesson plans, facilitation tips, or modeled strategies to support lesson delivery.

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 do not support multiple types of practice to support effective implementation. The *Super Phonics Level 2* program includes only independent, student-directed digital activities such as picture matching, sentence completion, and word games. It does not include components for guided or collaborative practice. For example, there are no structured opportunities for teacher-led instruction, peer interaction, or small-group work, limiting practice to a single mode: independent.

Guidance for teachers to support effective implementation is not included in the materials. The program lacks instructional guides, lesson plans, or facilitation strategies. For example, the scope and sequence offers general descriptions of student activities but does not provide teaching tips, pacing suggestions, or best practices for classroom implementation.

The materials do not include recommended instructional structures such as whole group, small group, or individual formats. The *Super Phonics Level 2* program consists entirely of individual, self-paced student activities with no embedded teacher guidance on how instruction should be structured or delivered.

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	The materials do not 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.	0/2
3.3b	The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3c	The materials do not 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.	0/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	0/11

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 do not include teacher guidance on providing linguistic accommodations for students at any specific level of English language proficiency, as outlined in the ELPS. In the scope and sequence, the materials detail the "Targeted Skills," "Program Outline," and "Activity Key," which describe the types of activities available in each of the subunits along with the skills taught. Some of the activities address vocabulary, such as Word Meanings (match a word with its definition) or Quiz and Sentences (understand the meaning of words and basic sentence structure). However, no guidance is provided on how the teacher could leverage those to build academic vocabulary.

The materials do not include differentiated guidance or accommodations for additional levels of English language proficiency, such as intermediate or advanced learners. In the "Overview" section there is a reference to a help system that "allows students to work independently." The help system in the student platform reads aloud the directions to students. Support buttons labeled Words, Explore, or Clue provide word banks, limited visuals, and explanations, but no mention is made in the manual about the kind of

help provided, nor does it provide guidance on how to incorporate different levels of support to build academic language.

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

The resources page for "Essential Phonics" does not provide a teacher guide with guidance for effective implementation, including scaffolding tips or references to bilingual/ESL implementation. The materials do not offer implementation guidance to help teachers effectively use the program in state-approved bilingual or ESL programs. The online manual's "Using the Program" section outlines the program's structure in units and subunits, available tests, and various ways teachers can manage assignments, but it does not address linguistic accommodations.

The *Super Phonics Level 2* online program consists primarily of independent, student-directed activities without instructional lessons or teacher-led components tailored for bilingual or ESL contexts. Neither the online manual nor the "Teacher Dashboard" provides strategies, scaffolding techniques, or language development supports specific to English learners or bilingual students.

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 do not embed guidance to help teachers support emergent bilingual students in developing vocabulary, background knowledge, or comprehension through oral and written discourse. The program encourages independent student work, as noted in the online manual's "Overview" section, which states that "a help system allows students to work independently and frees up teacher time." The manual does not include guidance for teachers on fostering student-to-student or student-to-teacher interactions, so the program does not facilitate oral or written discourse.

The materials also do not provide embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through oral and written discourse. While the materials include worksheets alongside online activities, these resources consist of individual activity sheets without structured opportunities for students to discuss or write about content.

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	The materials do not include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills.	0/2
4.1b	The materials practice phonics skills in isolation, but not through decodable texts. The materials do not include explicit or intentional ongoing practice opportunities for phonics skills through decodable texts.	1/4
—	TOTAL	1/6

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

The materials provide phonics practice through multiple modules, each containing subunits with various activities. The program structures and sequences phonics patterns from simple to complex, progressing across modules, from short vowels to compound words, and within units, where activities grow more challenging as students advance through each unit. For example, within the "Syllables" unit, the "Magic E (VCe) Syllables" section has activities that go from Word Builder, where students just click the parts of a word to put it together, to Hear and Spell, where the student has to write words just by listening to them, without any other support. However, the materials do not include explicit instruction, such as teacher mini-lessons or lesson plans to support instruction; instead, students select and complete practice activities in any order.

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

The materials include ongoing practice opportunities for phonics skills in isolation. In the *Super Phonics Level 2* program, students engage in targeted, skill-specific activities that focus on individual phonics elements, such as matching sounds to letters, identifying rhyming words, and selecting words that contain a given phoneme. For instance, in the "Short Vowel e" and "Long Vowel e" lessons, students complete interactive tasks such as Match the Sounds and Gumballs, where they hear a phoneme and choose the corresponding grapheme or word. These activities provide repeated, focused practice on discrete phonics skills, supporting mastery of sound-symbol relationships in an isolated format.

The materials do not include explicit or intentional ongoing practice opportunities for phonics skills through decodable texts. While students engage in isolated phonics activities within the program, there are no structured decodable texts that provide cumulative, connected reading practice based on previously taught phonics patterns. The materials do include individual sentences for students to read and apply the phonics skill in context. These sentence-level activities offer limited contextual practice and do not serve as full decodable texts that support sustained, intentional reading development over time.

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	The materials do not include explicit (direct) phonics instruction with teacher modeling.	0/1
4.2b	The materials do not include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback.	0/3
4.2c	The materials do not include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice.	0/4
—	TOTAL	0/8

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

The materials do not include lesson plans. Instead, they rely solely on independent, student-directed practice activities. The materials do not include an instructional sequence for teachers to model phonics skills or demonstrate how to apply sound-symbol correspondences before students begin independent work. Each digital lesson includes an optional resource, such as a brief review students can access by clicking a button, but students must initiate it, and the program does not integrate it into a structured lesson format. As a result, the materials do not provide daily, explicit instruction with teacher modeling before students apply phonics skills independently.

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

The materials do not include opportunities for explicit (direct) guided instruction in daily lessons. The materials consist entirely of student-directed, technology-based activities with no embedded teacher-led lessons or instructional scripts. For example, students access independent phonics practice, such as Match the Sounds, through the student dashboard, but there are no corresponding lessons where a teacher introduces or models the target phonics skill beforehand.

The program provides immediate feedback to students, but lacks guidance for teachers to provide feedback. For example, the independent practice activities, such as the Rhyming Words activity, include immediate auditory and visual feedback for students, highlighting correct responses in blue and incorrect ones in red. However, the program does not include accompanying teacher guidance.

Daily lessons and activities do not include opportunities with guidance for corrective feedback. Although students receive immediate signals indicating errors in activities such as Rhyming Words, no explanations or instructional support are provided to help students understand or correct their mistakes. Students

must independently try again or guess, without receiving targeted guidance to improve their understanding.

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

Daily lessons do not include a variety of opportunities for students to practice phonics skills collaboratively. The materials primarily focus on individual, technology-based activities with no embedded lessons or structured time for peer interaction. For example, students can practice word families independently within the "Short Vowel e" lesson or the "Long Vowel e" lesson, but these activities do not include any opportunities for partner work or group discussions.

The materials do not provide multiple types of collaborative learning opportunities in daily lessons. The materials do not include formal lessons, but rather individual, technology-based practice activities without structured instructional time for collaboration. There is no evidence of additional or varied collaborative formats, such as small-group work, peer teaching, or interactive phonics games, that would offer diverse ways for students to practice phonics skills together.

The materials do not provide at least one type of independent phonics practice in daily lessons. Although the program includes individual, technology-based activities such as Match the Sounds, these are not part of a consistent, daily lesson structure as the program does not include lesson plans.

The materials do not provide an additional type of independent phonics practice in daily lessons. While activities like Rhyming Words, Missing Letters, and Word Search"] are available, they are not embedded within daily lesson plans.

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	The materials provide practice activities. However, the materials do not include a structured, cumulative review across units.	1/2
4.3b	The materials do not include practice opportunities for explicitly taught phonics skills.	0/1
4.3c	The materials do not include decodable texts that offer cumulative practice of phonics skills taught.	0/1
4.3d	The materials do not include an instructional focus with opportunities for practice in isolation and decodable connected text.	0/2
—	TOTAL	1/6

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

The materials do not provide intentional, cumulative review opportunities across units. While some units include limited review, such as end-of-unit reviews in the Short Vowels and Long Vowels units, and subunit reviews like "C Review" and "G Review" in the "Hard and Soft C and G" unit, and "ER, IR, and UR Review" and "AR Sounds Review" in the "R-Controlled Vowels" unit, these reviews focus only on the content within that specific unit rather than revisiting phonics skills taught in previous units. The curriculum addresses a range of phonics skills across separate units (e.g., short vowels, long vowels, blends, digraphs, and diphthongs), but it lacks a spiral structure that intentionally integrates earlier phonics patterns into later instruction.

The student program includes phonics review lessons for some modules. For example, in the "Trigraphs" module students first work through the activities within each of the trigraph phonemes, *tch*, *dge*, *thr*, *scr*. When they are done, they click on "Review," where they will review the trigraph phonemes through various tasks, such as Match the Beginning Sound, Match the Ending Sound, and Trigraph Gumball. However, the reviews do not provide cumulative practice that includes previously taught skills.

The materials provide consistent opportunities for students to practice phonics skills across all units of the program. Within each unit, embedded in the subunits, students engage in a variety of interactive activities such as Hear and Match, Scrambled Letters, Rhyming Words, Word Search, and Match the Sounds, which target sound-symbol correspondence, blending, rhyming, word recognition, and decoding. For example, in the Scrambled Letters activity, students are required to listen to a word and type the letters in the correct sequence, reinforcing phonemic awareness and spelling skills in an ongoing manner.

The student program offers phonics practice activities in every module. For example, in the "Consonant Blends" module, students choose a blend (*L*, *R*, or *S*), and then get access to a list of 10 related activities, such as Hear and Match and Picture Match. The program allows students to revisit and review any skill at any time.

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

The materials do not provide explicit instruction before students engage in phonics practice. Instead, students navigate directly to interactive practice activities such as Hear and Match, Scrambled Letters, and Rhyming Words without first receiving modeled instruction, guided practice, or stated learning objectives within the program. Many lessons include an optional skill overview accessible through an orange button. For example, in the "Short Vowel e" lesson, the program states, "The short e sound is /e/ as in pet." However, the program does not require this skill overview, and it does not represent explicit, scaffolded teaching. Students complete independent tasks, such as identifying rhyming words or selecting correct sound-letter matches in Match the Sounds or Scrambled Letters, but these activities are not embedded within a structured lesson sequence.

The materials do not include opportunities or guidance to practice phonics skills that have been explicitly taught. Students work on phonics skills independently, e.g., Short Vowels, Trigraphs, etc., from their student account. The program allows students to move to other modules and skills that may not have been explicitly taught.

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

The materials do not provide decodable texts for students to apply phonics skills in connected, meaningful reading. While the program includes isolated practice activities such as Scrambled Letters, Rhyming Words, and Quiz Sentences, these tasks do not provide sustained reading opportunities. In the Quiz Sentences activity, for example, students are required to read a short sentence and choose the correct word to complete a blank to demonstrate comprehension, but the sentences are brief, disconnected, and do not cumulatively build on a sequence of taught phonics skills. The program does not offer connected decodable texts that integrate previously learned phonics patterns.

The materials do not include decodable texts to review and practice phonics skills during the week. For example, the program includes cumulative phonics review lessons for some modules (e.g., "Short Vowels," "Long Vowels," "Trigraphs," etc.). For example, in the Trigraphs module students first work through the activities within each of the trigraph phonemes, *tch*, *dge*, *thr*, *scr*. When they are done, they click on "Review," where they will review the trigraph phonemes cumulatively through various tasks, such as Match the Beginning Sound, Match the Ending Sound, and Trigraph Gumball. However, these review activities do not include decodable texts.

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

The materials do not provide decodable texts for students to apply phonics skills in connected, meaningful reading. While the program includes isolated practice activities such as Scrambled Letters, Rhyming Words, and Quiz Sentences, these tasks do not provide sustained reading opportunities. In the Quiz Sentences activity, for example, students are required to read a short sentence and choose the correct word to complete a blank to demonstrate comprehension, but the sentences are brief, disconnected, and do not cumulatively build on a sequence of taught phonics skills. The program does not offer connected decodable texts that integrate previously learned phonics patterns.

The materials do not include decodable texts to review and practice phonics skills during the week. For example, the program includes cumulative phonics review lessons for some modules (e.g., "Short Vowels," "Long Vowels," "Trigraphs," etc.). For example, in the Trigraphs module students first work through the activities within each of the trigraph phonemes, *tch*, *dge*, *thr*, *scr*. When they are done, they click on "Review," where they will review the trigraph phonemes cumulatively through various tasks, such as Match the Beginning Sound, Match the Ending Sound, and Trigraph Gumball. However, these review activities do not include decodable texts.

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	Progress monitoring tools are included; however, the tools are not fully aligned with grade-level phonics standards.	1/2
4.4c	The materials do not include assessment opportunities across the span of the school year that are aligned to progress monitoring tools.	0/1
—	TOTAL	3/5

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

The grade 2 materials offer developmentally appropriate assessment activities that support foundational literacy skills for 7- to 9-year-old learners. On the Home page, 12 stars represent skill areas such as short vowels, long vowels, and consonant blends. Each section includes a variety of assignable, developmentally appropriate tasks that reinforce key milestones, including r-controlled vowels, vowel digraphs and diphthongs, and spelling rules like dropping the final *e* or changing *y* to *i*.

The materials include a variety of assessment tools. For example, the pretest includes tasks such as separating compound words into simple words, identifying trigraphs (e.g., *witch*, *fudge*), r-controlled vowels (*horse*), short and long vowels, consonant blends (*blue*), vowel digraphs (*beach*), and diphthongs (*toy*).

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, but alignment to grade-level phonics expectations is not included. The "Teacher Dashboard" includes seven reports: Skills, Activity, Unit, Hot-Spot, Pretest, Posttest, and Mastery. The program tracks student progress by recording the number of questions attempted, the number answered correctly, and the percentage score for each completed activity.

The pretests, posttests, and unit activities systematically help track student progress and accurately measure grade-level phonics skills. For example, in the "Short Vowels" unit, students engage in varied tasks with increasing depth and complexity to practice the vowel sounds *a*, *e*, *i*, *o*, and *u*, and engage in a review. While the assessments do measure skills, clear alignment to grade-level phonics skills is not found.

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

The program provides ongoing assessment opportunities across the span of the school year, but alignment to progress monitoring tools is not clear. The scope and sequence outlines nine units, each divided into subunits with numerous activities that reinforce targeted phonics skills. Each unit includes oral reading fluency and dictation assessments that measure how well students apply phonics skills in connected text. Pretest and posttest assessments are embedded throughout the program to track student learning over time. Materials do not align assessments with instructional timelines, and teachers can reassign pretests or posttests with no specific timeline guidance.

Students practice skills within each unit (e.g., "Short Vowels" or "Digraphs") through activities designed to reinforce and assess learning across the year. The "Teacher Dashboard" monitors progress by recording percentage scores for each completed activity. While this monitoring is helpful, there is no recommended pacing calendar or assessment schedule, nor guidance on how often to assess throughout the year.

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	The materials do not include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	0/1
4.5b	The materials do not include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	0/2
4.5c	The materials do not include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs.	0/2
4.5d	The materials do not include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	0/1
—	TOTAL	0/6

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

The materials include an electronic data-management system that produces visual reports that allow teachers to analyze student assessment results by specific phonological awareness and phonics skills. The Posttest report on the "Teacher Dashboard" displays a graph of the student's progress across posttests. The Skill report breaks down data by individual skills, which may include phonological or phonics skills. While the materials include the reports, they do not support teachers in making instructional decisions to accelerate instruction, such as by providing guidance for next steps based on student performance.

Within the "Teacher Dashboard" educators can access the "Reports" section and use the Posttest feature to compare a student's performance with their Pretest results. This comparison provides a snapshot of growth and identifies areas where students may need additional support. While this report can help provide a comparison, additional information to support accelerating instruction is not provided.

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

The materials include tools that allow teachers to analyze patterns across the whole class using the Reports feature in the "Teacher Dashboard." When teachers select "Super Phonics 2" and choose all students, then select the skill report, the report displays phonics skills practiced, the number of questions attempted, and the percentage of accuracy per student. This allows teachers to identify class-wide patterns, such as a majority of students struggling in one of those areas. While the tool does not specify the exact question types missed within each skill, the overview helps teachers detect general learning

trends across the class. However, the materials do not generate the reports, charts, or graphs that give the teacher the ability to analyze patterns and needs of students at the whole-class level.

The materials provide data-management tools in the "Teacher Dashboard" under the Reports tab that support the analysis of whole-class needs. Teachers can select multiple students and generate the Posttest report, which generates a graph showing each student's performance across all modules. Teachers can select students to monitor, and view or download reports. Reports show phonics skills practiced in the past seven days, the number of questions attempted, and the accuracy percentage, helping teachers identify progress and target areas of need. By compiling individual data into one report, teachers can assess which specific content areas or skills are most commonly weak across the class. However, the materials do not generate the reports, charts, or graphs that give the teacher the ability to analyze patterns and needs of students at the whole-class level.

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

The materials include general guidance on determining the frequency of administering posttests. The online manual states that "Posttests can be assigned after a pretest has been completed or repeatedly to gauge progress." Although the system allows multiple posttests to be assigned, it does not include instructional recommendations or criteria for determining when or how often to monitor progress based on student performance levels.

The materials do not provide specific guidance on how often teachers should monitor student progress based on individual strengths or needs.

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

The materials include progress-monitoring assessments, but do not include guidance for connecting progress-monitoring data to lessons, resources, or activities for accelerating instruction based on student needs, as determined by the data. The Essential Skills online manual focuses on the setup of the program, but does not include guidance on how to use the results of the reports.

The "Teacher Dashboard" does not provide any connection between student performance data and follow-up instructional steps or suggestions for specific lessons, resources, or activities that could be used to support students who may be struggling or who may be ready to advance.

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	The materials do not include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice).	0/8
5.B.1b	The materials do not include opportunities for students to engage in social and academic communication for different purposes and audiences.	0/4
5.B.1c	The materials do not include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.	0/4
—	TOTAL	0/16

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 do not include teacher guidance for developing oral language through varied methods. For example, they do not provide embedded whole-group or small-group lessons that feature teacher modeling, structured prompts, or speaking routines. The online manual and "Teacher Dashboard" do not include modeling scripts, oral language routines, or sample language demonstrating how to use phonics words in spoken sentences.

The materials do not include structured oral practice tasks, teacher scaffolds (e.g., prompts, sentence frames), or feedback strategies to support student pronunciation, fluency, or oral sentence construction. They do not provide oral response prompts, repetition exercises, or speaking activities for students. The only sentence-level activity asks students to complete a written fill-in-the-blank task, focusing on word recognition in print rather than oral expression.

The materials do not provide teacher guidance on developing oracy through various methods. The product's design does not support direct teacher instruction and, as a result, does not include guidance for facilitating explicit instruction. The "Overview" section of the online manual states that Essential Skills online programs "allow students to work independently and free up teacher time." Because the materials

are intended for independent student use, they do not include discussion prompts, strategies for building oral language, or guidance for teachers to provide feedback.

The *Super Phonics Level 2* online program consists primarily of independent, student-directed activities. It does not include explicit or systematic instructional guidance for modeling, guided practice, coaching, feedback, or independent practice to support teachers in using diverse strategies for oracy and oral language development. The program does not offer systematic instructional guidance through any method to build oracy over time. The materials do not provide a consistent, intentional progression for oracy development across units or lessons. For example, they do not embed modeling within a planned instructional sequence or include recurring oracy routines that help students gradually develop speaking skills.

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

The *Super Phonics Level 2* program does not include opportunities for students to engage in social communication for different purposes or for different audiences. For example, it does not include tasks or routines that prompt students to use spoken language for varied purposes, such as sharing information, asking questions, giving directions, or expressing opinions. Additionally, the program does not provide opportunities for students to adapt their communication to different audiences, including peers, teachers, or family members.

Materials do not provide opportunities for students to engage in academic communication for different purposes. For example, activities such as Word Families, Hear and Match, Picture Match, Missing Letters, Match the Sounds, and Sentence Construction focus exclusively on decoding and encoding skills (reading and writing). These tasks target independent practice and do not include speaking or listening components that encourage students to explain, discuss, or collaborate. Similarly, the materials do not offer opportunities for academic communication with different audiences, as all exercises require individual completion without interaction or communication tailored to peers, teachers, or other audiences.

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

The *Super Phonics Level 2* does not provide authentic opportunities for students to listen actively to understand information. Students listen to oral directions before each activity, but the directions only provide task instructions and do not include meaningful content to build listening comprehension or phonics understanding. For example, in the Word Builder activity within the "Compound Words" unit, students hear instructions such as, "Type the two words that make up each compound word that you see, then click Enter." A help button is available to replay directions, but this support focuses only on task

completion. In some activities, such as Hear and Match in the "Hard C" unit, students have the option to listen to a brief review of the phonics rule by clicking an orange button. However, because this review is optional and not embedded as a required step, the program does not ensure that students are consistently engaging with audio content to deepen phonics understanding. As a result, the listening opportunities provided do not qualify as authentic or instructional.

The materials do not include authentic opportunities for students to ask questions to understand information. The *Super Phonics Level 2* program focuses solely on activities that allow students to practice decoding and encoding foundational skills independently and does not provide opportunities for students to ask questions to clarify or deepen their understanding of activity directions or foundational skill reviews. For example, in the Hear and Match activity within the "Soft C" subunit, students receive oral directions, "Say the word you hear, then click on it," and can listen to a review of the phonics rule by clicking an orange button. However, if students do not understand the instructions or content, the program does not offer an option for them to ask questions or seek further clarification.

The materials do not include authentic opportunities for students to engage in discussion to understand information. The *Super Phonics Level 2* program is designed primarily for independent practice of decoding and encoding skills and does not incorporate any group or partner activities that encourage students to discuss or clarify information collaboratively. Similarly, materials do not provide opportunities for students to share information and ideas. For example, activities such as Word Families, Hear and Match, and Picture Match are completed individually without any interactive or communicative components that promote sharing or exchanging ideas with peers or teachers.

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	The materials do not explicitly and systematically introduce letter-sound relationships in a sequence that supports basic decoding and encoding.	0/4
5.C.2b	The materials include teacher guidance to provide explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.C.2c	The program includes activities to develop and practice decoding one-syllable and multisyllabic words in isolation using letter-sound correspondence. However, it does not offer a varied, cumulative review to reinforce these skills in isolation or in decodable, connected text.	4/12
—	TOTAL	4/18

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 do not explicitly or systematically introduce letter-sound relationships in a sequence that supports decoding or encoding. The program does not include structured instruction for teaching these relationships. Although the web-based student application allows students to decode words and write sentences, it permits them to skip skills and does not follow a consistent instructional sequence.

The program does not guide teachers with direct modeling or opportunities for guided practice; instead, it delivers instruction through independent student activities. While the program includes a general scope and sequence that progresses from simple to complex skills and allows for application to basic encoding, it does not establish or enforce a required order for completing activities. Additionally, although the program provides a general scope and sequence aligned with increasing complexity, it does not automatically enforce a structured progression through the activities.

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

The grade 2 materials do not provide explicit guidance, lessons, or support for teachers on how to instruct students in decoding skills or deliver corrective feedback for common decoding errors. While the program includes an online manual and a scope and sequence, it does not offer specific lessons, scripted

teacher guidance, or strategies for addressing errors in phoneme–letter correspondence. The materials do not prompt teachers to respond when students misread similar-sounding letters or syllables, nor do they provide strategies for reteaching or clarifying letter–sound connections when errors occur. Additionally, the program does not guide teachers in providing explicit instruction to connect phonemes to letters within words or offer feedback to address common student misconceptions. Instead, the web-based program emphasizes independent student practice, without teacher-led modeling, guided practice, or corrective feedback.

The program is organized into multiple modules, each containing subunits with a variety of activities. While many activities include features such as Words, Explore, or Clue buttons, or a pre-teach screen to support student learning, these support tools do not address common errors as feedback to students. For example, in the activity See Y Change!, the help screen states, "Do not change the y to i when adding -ing." Although this addresses a common error, no teacher-facing guidance is provided on how to use this information to deliver explanatory feedback or corrective instruction.

Super Phonics Level 2 does not include instructional guidance for addressing common misconceptions related to phoneme–grapheme correspondence. The program does not provide teacher-directed explanations or feedback prompts that would help clarify misunderstandings, such as confusing similar-sounding phonemes or irregular spelling patterns. The activities described in the "Activity Key for Subunits" are student-facing and do not include embedded teacher support or feedback.

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 a variety of activities and Help, Explore, and Words buttons in some units that are designed to support students in developing and practicing letter-sound correspondence to decode one-syllable words and multisyllabic words in isolation. For example, in the "Short Vowel" unit, all activities feature the Words button, which offers students a brief explanation of the skill with an audio explaining the short and long a sound and examples of words with the short a sound. The same unit also includes activities such as Word Families, where students decode one-syllable words such as camp and stamp by blending each sound, and in the Hear and Match activity, students read the multisyllabic word wagon. In the "Syllables" unit, the Explore button provides a brief explanation of the target skill, such as closed syllables, followed by activities like Word Builder, Sound Match, Count the Syllables, and Missing Letters. In these activities, students practice decoding by clicking on closed syllables to form words, for example, selecting *den* and *tist* to make *dentist*.

However, the materials do not provide a variety of activities or resources that offer cumulative review to reinforce students' understanding of applying letter-sound correspondence for decoding multisyllabic

words in isolation. The review activities available are limited to individual units and do not systematically revisit skills learned in previous units. While some units, such as "Short Vowels," "Long Vowels," "Hard and Soft C and G," and "R-Controlled Vowels," include review activities, these are confined to the content within the same unit and do not provide cumulative reinforcement across units.

The materials do not provide a variety of activities or resources for students to develop and practice applying letter-sound correspondence within decodable, connected texts. While students have opportunities to read sentences in the sentence activities embedded in most units, these activities primarily focus on filling in the blanks with the correct word rather than decoding connected text. Additionally, the program does not include authentic decodable texts that allow students to apply their decoding skills in connected text contexts. Although the units include skill review, it is limited to the skills within each unit. For example, in the "Short Vowels" module, students first work through the activities for each of the five vowels. Once done, they click on the Review button, where they will complete activities that include all the short vowels cumulatively, such as Hear and Match, Picture Match, and Concentration. The activities related to short vowels are limited to the unit and will not be practiced elsewhere in the program.

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	The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with the 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).	0/2
5.D.1b	The materials do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.D.1c	The materials do not 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 the grade-level TEKS (through cumulative review).	0/4
—	TOTAL	0/8

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)

Super Phonics Level 2 does not provide a systematic sequence for introducing phonological awareness activities by the grade-level TEKS, beginning with simple skills and progressing to more complex skills. While the program offers a general scope and sequence via the "Teacher Dashboard," moving through units like "Short Vowels," "Long Vowels," "Consonant Blends," and "Compound Words," it does not align these units to specific TEKS objectives or phonological skill levels. For example, students may begin with any unit or activity at any time, bypassing earlier foundational lessons. Additionally, the program focuses exclusively on phonics skills such as matching sounds to printed letters and reading words on a page.

The materials feature an online student-facing program that does not introduce phonological awareness activities in a systematic sequence. Instead of progressing from larger units of sound to smaller ones, the program allows students to choose activities in any order. For example, students can begin with the

"Compound Words" unit and, without completing a previously started unit such as "Short Vowels," move on to another. This flexible structure prevents students from following a clear, sequential path through phonological awareness skills.

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

The materials do not include explicit instructions for teaching phonological awareness skills, nor do they provide recommended explanatory feedback based on common student errors. *Super Phonics Level 2* focuses primarily on phonics skills that involve print, such as matching sounds to letters and reading words on a page, rather than on oral phonological awareness skills.

The program targets independent student practice and does not include teacher-facing lesson plans or instructional scripts to guide direct instruction of skills such as identifying rhyming words or manipulating syllables (e.g., adding, deleting, or substituting). For example, when students make errors in identifying or producing rhyming words, the program does not offer feedback prompts or sample teacher language to help address these mistakes.

The online program does not provide explicit or direct instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common misconceptions. The online manual, the only teacher-facing document, provides guidance about the product, which includes an overview of the program and instructions to set up the account. The manual, however, does not provide the teacher with guidance about how to address common misconceptions.

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

Super Phonics Level 2 does not provide a variety of activities or resources for students to develop and practice phonological awareness skills connected to the grade-level TEKS. The program primarily focuses on phonics instruction involving print, such as matching sounds to letters and reading words, rather than oral phonological awareness skills. The program does not include explicit activities for key phonological awareness components outlined in the grade-level TEKS, such as identifying and producing rhyming words, recognizing spoken alliteration, segmenting and blending syllables, or manipulating sounds in spoken words. For example, the "Compound Words" unit involves adding syllables, but only in the context of combining printed words, rather than through oral sound manipulation.

The materials do not include activities that systematically develop phonological awareness skills aligned to the grade-level TEKS. While the program offers multiple activities supported by features such as the

Help, Explore, and Words buttons, these provide brief explanations of decoding skills rather than focused oral practice. For example, in the "Trigraphs" unit, all activities include a Words button that gives a short overview and a word bank to support decoding. In the scr- subunit, the activity Sound and Picture Match targets phonological awareness by having students listen to a word and select the picture that begins with the scr- sound. However, the "Words" section includes printed words (e.g., *scrub*, *scrap*, *scream*) and a recording that states, "Three letters together can make one sound. This is called a trigraph." A table displays words with the scr-sound, which students can click to hear read aloud. Since phonological awareness is strictly oral and auditory, the presence of printed words shifts the focus from phonological awareness to phonics.

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	The materials do not include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices, such as adding, deleting, and substituting syllables.	0/3
5.D.2b	The materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.D.2c	The materials do not 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.	0/2
5.D.2d	The materials do not include a variety of activities or resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).	0/3
—	TOTAL	0/10

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 do not provide a systematic sequence for introducing phonemic awareness activities that begins with identifying phonemes and gradually transitions to more complex manipulation practices, such as adding, deleting, and substituting phonemes. For example, *Super Phonics Level 2* focuses primarily on phonics skills related to print, such as matching sounds to letters, reading and spelling words, without explicit instruction or structured activities that guide students from basic phoneme identification to more advanced phonemic manipulation. Although the online student account offers many independent activities, it does not provide a structured progression of phonemic awareness skills that move from simple to complex, since students may access any skill at any time and in any order. For example, students may begin with "Short Vowels" and then move directly to "Trigraphs," either immediately after completing the "Short Vowel" unit or even while working on it.

The materials do not provide a systematic sequence for developing phonemic awareness skills. While the program emphasizes phonics activities involving print, such as decoding words and matching letters to sounds, it does not include explicit, structured lessons for oral phonemic awareness. Students do not

receive guided practice in foundational skills like blending phonemes (e.g., /c/, /l/, /ă/, /p/ to form clap) or in more advanced manipulation tasks, such as deleting sounds (e.g., removing /b/ from bat to make at), substituting phonemes (e.g., changing /m/ in mat to /c/ to make cat), or adding phonemes to form new words.

The materials do not provide a systematic sequence for introducing phonemic awareness activities that begin with segmenting phonemes and gradually progress to more complex tasks, such as adding, deleting, and substituting phonemes. Instead, the program primarily focuses on phonics skills involving print, such as matching sounds to letters, decoding words, and encoding words. For example, in the "Consonant Blends" subunit, the "R Blends" section includes an activity called Missing Letters, where students listen to a word and type the missing letters. While this task requires students to think about phonemes, it is not part of a systematic sequence and does not focus exclusively on phonemic awareness level work.

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 do not provide explicit instruction for teaching phonemic awareness skills or offer explanatory feedback for students. Because the product is designed for independent student practice rather than direct instruction, it does not include modeled teaching or opportunities for corrective feedback. Although some activities feature a support button with brief explanations and word lists, the support does not address common misconceptions or errors. For example, in the "Trigraphs" subunit, the thr-section includes an activity called "Do You Hear the thr Sound?," where students listen to a word and click a checkmark if it contains the target trigraph or an X if it does not. The Words support button explains, "Three letters together can make one sound. This is called a trigraph," but the activity does not provide guidance on common student errors.

Super Phonics Level 2 does not provide direct instruction for teaching phonemic awareness skills nor provide recommended explanatory feedback based on common student errors or misconceptions. The program focuses primarily on phonics skills involving print, such as matching sounds to letters and decoding words, but it lacks teacher-facing lesson plans or scripts that guide direct phonemic awareness instruction. For example, when students make errors in identifying or manipulating phonemes, such as failing to isolate the initial sound in a word, confusing similar phonemes like /b/ and /p/, or struggling with blending sounds, the program does not offer specific feedback prompts or sample teacher language to help correct these common mistakes.

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)

Super Phonics Level 2 does not provide explicit or direct guidance for teachers to connect phonemic awareness skills to the alphabetic principle to support students' transition from oral language activities to basic decoding. The program centers on phonics skills such as matching sounds to printed letters and decoding words, but lacks lessons, scripts, or instructional notes that explicitly link oral phoneme awareness (e.g., segmenting or blending sounds) to decoding print. For example, there are no teacher prompts or guided activities that demonstrate how recognizing individual phonemes in spoken words relates to sounding out letters or letter combinations in print, such as guiding students to segment the spoken word /d/, /o/, /g/ and then blend the corresponding letters d-o-g to read "dog," or how to connect the blended sounds /ch/, /i/, /p/ with the letters ch-i-p to read "chip."

The materials do not include direct guidance for connecting phonemic awareness skills to the alphabetic principle to support students' transition from oral language activities to basic encoding. *Super Phonics Level 2* focuses on phonics activities such as identifying and spelling words through tasks like Missing Letters and Scrambled Letters. However, the program does not include teacher-facing lessons, scripts, or instructional notes that explicitly link oral phoneme awareness, such as segmenting or manipulating sounds, to encoding print. For example, there are no guided prompts or models demonstrating how students should map individual phonemes they hear in spoken words to corresponding letters when spelling.

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 do not include a variety of activities and resources for students to develop and practice phonemic awareness skills. *Super Phonics Level 2* focuses primarily on phonics instruction, skills that involve print, such as matching sounds to letters, decoding printed words, and practicing word recognition. While the program includes numerous independent digital activities (e.g., Hear and Match, Picture Match, Word Shapes, Quiz Gumballs), these target phonics rather than phonemic awareness, including print. For example, the program does not include tasks such as segmenting phonemes in spoken words, blending phonemes without visual cues, or manipulating individual sounds (e.g., adding /s/ to "top" to make "stop," or substituting /m/ in "man" with /p/ to make "pan").

The program does not include lessons or teacher-led scripts designed to explicitly model or guide students through these types of oral language tasks. Additionally, the program does not provide scaffolds or supports such as picture cards for phoneme isolation, interactive oral games, or audio-based drills that focus on the auditory aspects of spoken language. Although some activities incorporate auditory

elements and reinforce phonological processing, they all require students to interact with printed words or letters, such as clicking on or typing responses.

While the materials offer review activities for some units, the review is not cumulative. For example, in the "Trigraphs" unit, students can click on the "Review" button to reinforce the trigraphs learned during that unit, but it does not provide a cumulative review of previous units' skills.

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	The materials do not include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	0/1
5.E.1b	The materials do not include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns.	0/1
5.E.1c	The materials support the development and practice of grade-level sound-spelling patterns, but do not provide cumulative review for reinforcement.	2/3
5.E.1d	The materials support decoding and encoding sound-spelling patterns in isolation, but not in connected decodable text.	2/4
—	TOTAL	4/9

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 include various units for students to practice a specific skill within a unit; however, the materials do not include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS, and students can start in any unit without following a systematic sequence. For example, one student may begin with a "Trigraphs" unit, and another with a "Consonant Blends" unit.

The materials do not present a fully systematic sequence for introducing grade-level sound-spelling patterns as outlined in the TEKS. Although the program includes a scope and sequence that lists targeted skills across units—"Short Vowels," "Long Vowels," "Consonant Blends," "Hard and Soft C and G," "R-Controlled Vowels," "Vowel Digraphs," "Diphthongs," "Vowel Sounds of Y," and "Word Endings"—it does not explicitly align these components with specific grade-level TEKS. Additionally, the activities do not provide clear lesson objectives that outline the instructional design.

The Essential Skills online manual describes how students use the *Super Phonics Level 2* student platform through a main menu that gives access to each unit's activities. The "Using the Program," section states that "each unit has its own menu, which provides access to that unit's activities," and that students click on the Show All button to access the complete list of programs. This design lets students enter any unit at any time, rather than follow a fixed instructional path. Although the manual recommends that students complete activities in sequential order, the system does not enforce this.

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

The materials include an online manual and a "Teacher Dashboard," but they do not provide teacher guidance for delivering explicit instruction on grade-level sound-spelling patterns. These resources do not include scripted modeling, step-by-step routines, or instructional language to support teachers in introducing or practicing specific patterns. For example, in the unit on consonant blends, the materials do not include directions for introducing the blend, modeling pronunciation, or guiding students through decoding or encoding related words.

The Essential Skills online manual outlines how teachers can manage student access and monitor progress using the "Teacher Dashboard," but it does not provide teacher-facing guidance for delivering direct instruction. In the "Using the Program" section, the manual describes how students interact independently with the *Super Phonics Level 2* platform through a main menu that provides access to each unit's activities. While the system allows teachers to assign modules, pretests, and posttests, there are no instructional scripts, lesson models, or prompts to guide teachers in delivering direct instruction of sound-spelling patterns.

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

The materials include activities and resources for students to develop grade-level sound spelling patterns. For example, the program provides students with a button labeled Words or Explore, where it shows that some words make the *ow* sound as in *cow*, while others make the *ow* sound as in *low*. Students click on words to hear "OW as in Down." The program offers this option for other sounds like "OU" to help students develop sound-spelling patterns.

The materials include activities and resources for students to practice grade-level sound-spelling patterns. For example, the program introduces vowel teams like *oi*, *ou*, and *ow* in the "Diphthong" unit; r-controlled vowels like *ar* and *or* in the "R-Controlled Vowels" unit; and inflectional endings like *-ed* and *-ing* in the "Word Endings" unit. In these different units, students practice sound-spelling patterns through various activities. For instance, in the Hear and Match activity, students say the word they heard (e.g., *noise*), and then locate it among other words. Additionally, in the Scrambled Words activity, students hear the word *employ* and then unscramble the letters to type the word *employ*.

The student program includes cumulative review lessons for some modules (e.g., "Short Vowels," "Long Vowels," "Trigraphs," etc.), but these review activities focus on phonics and do not provide practice across units throughout the curriculum. For example, in the "Long Vowels" module, students first complete activities for each vowel. In the Review activity, they complete tasks such as Hear and Match, Picture Match, and Word Shapes, covering all the vowels. These review activities remain limited to the unit and

do not appear elsewhere in the program. Additionally, since the program does not enforce a specific pathway, students can access the Review activity before completing the other activities.

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 program offers activities that help students decode words with syllable correlations in isolation. In the "Short Vowels" and "Long Vowels" units, students can access word lists through the "Words" button. For example, in the "Short Vowel – O" section, students see words like *moth* and *fox* (following the CVC pattern) and *clock* (following the CCVC pattern). The materials also support the encoding of words with syllable correlations in isolation. For instance, in the "Long Vowels" unit's Missing Letters activity, students write words they hear, such as scream, wheel, cream, and peach. Additionally, in the "Vowel Diphthongs" section, the Sentences activity asks students to type the correct word in sentences like ". . . you [blow] out the candles."

Students decode words with syllable patterns in isolation through activities provided in the materials. For example, in the "Short Vowels" unit, the Family Words activity under "Short Vowel A" guides students to blend phonemes to decode CVC words (e.g., *rat*) and more complex CCVC words (e.g., *stamp*, *tank*). The materials also support students in encoding words featuring taught syllable patterns in isolation. For instance, the Missing Letters activity in the same unit prompts students to listen to words like *hot*, *pot*, *spot*, and *knob*, then spell them by filling in the missing letters.

The materials do not provide a variety of activities or resources to support students in decoding or encoding words with taught syllable patterns in decodable, connected text that builds on prior instruction. While the Sentence, Categories, and Riddle activities offer limited practice with isolated words or brief sentence structures, such as in the Categories activity, where students read words, identify hard or soft c sounds, and type them into corresponding boxes, the program does not fully develop decodable texts or passages that systematically and cumulatively reinforce newly taught syllable patterns. For example, after practicing CVC or CVCC patterns in isolation, students do not encounter connected decodable stories or extended sentences where these patterns appear in authentic reading and writing contexts. The program does not require students to write connected text, such as short sentences or dictated passages, that reflect previously taught phonics skills.

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	The materials do not include a systematic sequence for introducing regular and irregular high-frequency words.	0/2
5.E.2b	The materials do not include teacher guidance to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words.	0/4
5.E.2c	The materials do not 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).	0/12
5.E.2d	The materials do not 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).	0/4
—	TOTAL	0/22

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

Super Phonics Level 2 does not include a systematic sequence for introducing regular high-frequency words. Although each unit includes phonics practice activities, the materials do not provide a clearly defined list of regular high-frequency words (e.g., jump, never, inside) that align with the phonics patterns taught. Additionally, the program does not include a pacing guide or weekly plan that outlines when and how these words should be introduced, practiced, or reviewed. For example, the units covering long vowels or consonant blends do not indicate which aligned high-frequency words should be explicitly taught.

The *Super Phonics Level 2* program does not include a systematic sequence for introducing irregular high-frequency words. The scope and sequence explains that the program focuses on phonics skills appropriate for grades 2–3, with nine main units covering these topics: "Short Vowels," "Long Vowels," "Consonant Blends," "Hard and Soft C and G," "R-Controlled Vowels," "Vowel Digraphs," "Diphthongs," "Vowel Sounds of Y," and "Word Endings." However, the program does not include specific lessons or instructional components dedicated to high-frequency words. Because irregular high-frequency words do not follow typical phonics patterns, they fall outside the program's primary focus.

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

The materials include student-led activities through the online student account (e.g., matching hard and soft c words like *camp* and *cell* in the "Hard and Soft C and G" unit). The materials do not include teacher guidance (such as scripts, routines, or handbooks) or explicit (direct) instruction on teaching decoding regular or irregular high-frequency words.

Super Phonics Level 2 does not include guidance for teachers to provide explicit (direct) instruction for encoding regular and irregular high-frequency words. The program functions primarily as an online application centered on independent student practice and does not include teacher-directed lessons, modeling, or guided practice routines. While the scope and sequence outlines instruction in phonics patterns such as short and long vowels, consonant blends, r-controlled vowels, vowel digraphs, and diphthongs, and suffix rules, it does not provide structured lessons that support teachers in explicitly teaching students how to spell (encode) regular high-frequency words or irregular high-frequency words.

The materials do not guide teachers in providing explicit instruction for encoding irregular high-frequency words. The program lacks direct instruction and does not group irregular high-frequency words or promote their automatic recognition to support reading fluency. While encoding activities include some irregular high-frequency words like *somewhere* and *yourself* in the "Compound Words" subunit, the materials do not provide focused instruction on their irregular features.

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

The program includes decoding practice for word families within the short and long vowel units, but it does not provide lessons or activities that explicitly introduce or model decoding strategies for high-frequency words. The materials do not include a variety of activities or resources for students to develop skills to decode or encode regular or irregular high-frequency words. The materials include a list of words; however, these words are specific to the skill being taught within the unit.

The *Super Phonics Level 2* program includes some student-facing activities that provide limited opportunities to practice decoding skills, particularly for regular words found in short and long vowel word families. For example, activities such as Hear and Match, Wide Search, Gumballs, and Scrambled Words allow students to engage with decodable words aligned to phonics patterns (e.g., hop, cap, bike, make). However, these tasks do not intentionally focus on high-frequency words, nor do they clearly distinguish between regular and irregular ones. Students may encounter high-frequency words in these games, but the materials present the practice incidentally and do not tie it to a systematic or cumulative list of regular and irregular high-frequency words.

The *Super Phonics Level 2* program does not provide structured, cumulative review activities that reinforce decoding of regular and irregular high-frequency words across units. While some individual units, such as those covering long vowels and short vowels, include brief review sections, they only revisit concepts within that specific unit. The review activities include skill-specific phonics patterns and do not provide practice on high-frequency words across units throughout the curriculum.

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)

Super Phonics Level 2 does not offer structured opportunities for students to read high-frequency words in isolation, such as through digital word lists, flashcards, or fluency-building drills. The program provides independent practice activities aligned to specific phonics patterns, including word family tasks in the short and long vowel units and games like Hear and Match and Word Search, but they do not explicitly target high-frequency words. The activities focus on phonics-based, decodable words without intentionally or systematically including high-frequency word lists or distinguishing between regular and irregular ones. The program also does not include a feature for repeated reading or isolated review of high-frequency words, nor does it support fluency with the words.

In addition to the online activities, the materials include different worksheets such as "Vowel Diphthongs—Ow as in Down" and "R-Controlled Vowels" categories, which provide practice writing words in isolation. Some of the words used in these activities (e.g., girl, mother, under, first) are high-frequency words, but the activities are designed to develop phonics pattern knowledge rather than automatic recognition of high-frequency words.

The materials do not provide opportunities for students to read or write high-frequency words in isolation or in connected text. Although some activities include accompanying word lists (e.g., "Vowel Digraphs—EA," with words such as *ahead* and *team*), the lists present words specific to the phonics skill for each lesson or unit, not high-frequency words. The "Sentences" activity allows students to practice reading and writing words, but these words support phonics instruction rather than high-frequency word recognition. The materials focus on skill-based practice and do not target high-frequency words directly.

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	The materials do not include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	0/2
5.E.3b	The materials do not 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.	0/8
5.E.3c	The materials do not include a variety of activities or resources for students to develop and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). However, the materials include activities to practice.	2/12
5.E.3d	The materials do not include a variety of activities 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).	0/8
—	TOTAL	2/30

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

The materials do not introduce grade-level syllable types in a systematic sequence. Although it includes a unit titled "Syllables," the program allows students to start with any unit, without a clear instructional order. Students can begin with VCe syllables instead of closed syllables due to the lack of explicit and sequential guidance. The materials also omit grade-level syllable types, such as final stable syllables, as outlined in the TEKS.

Although some activities in the program address syllable division, the materials do not include a systematic sequence for introducing grade-level syllable division principles, as outlined in the TEKS. For example, in the activity Count the Syllables, students click on an ear icon to hear a word. A display on the screen shows the word, and students click on it to hear each syllable individually. The program highlights each syllable visually as it reads the syllable aloud. Students then select the correct number of syllables from the number options displayed at the bottom of the screen. However, the program does not present a clear instructional progression. Since it does not require a set learning pathway, students can access activities in a nonlinear order, rather than moving from simpler to more complex concepts. Additionally, the materials do not reference any of the TEKS standards in the activities or instructional documents.

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

The materials do not include teacher guidance to provide explicit instruction for applying knowledge of syllable types to decode or encode multisyllabic words. The activities Sound Match and Hear and Spell in the "VCe Syllables" subunit involve decoding and encoding (e.g., "Find the word you hear and click on it," or "Type the letters of the word that you hear."), but they do not provide guidance for the teacher to provide explicit instruction.

Activities within the "Syllables" subunit include support buttons labeled Explore, which provide short definitions for students. For example, the VCe Syllables activity states: "The silent 'e' at the end makes the vowel say its name!" However, support in the other subunits focuses mainly on sounds and word lists, without addressing syllable encoding. Additionally, beyond these student supports, neither the teacher documents nor the platform provides explicit guidance for teachers on modeling encoding skills before guided practice.

Super Phonics Level 2 includes the Count the Syllables activity in the "Syllables" unit. However, the program does not include teacher guidance to provide explicit instruction on applying syllable division principles to decode or encode one-syllable words or multisyllabic words in this unit or anywhere in the materials. For example, a syllable unit with a closed syllable subunit allows students to independently decode words like *remember*, *magnet*, and *cactus* using activities such as Word Builder and Count the Syllables. While these support independent practice, the program does not provide teacher-facing guidance for direct instruction.

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

The materials do not offer a variety of activities or resources to help students develop skills to decode one-syllable or multisyllabic words. Although the *Super Phonics Level 2* program includes interactive activities, such as Word Builder, Count the Syllables, Sound and Match, and Search, within the syllable unit, it does not provide the instructional tools needed to fully support decoding. It does not include graphic organizers or word sorts to guide students in breaking down complex multisyllabic words, nor does it address decoding of one-syllable words with advanced vowel patterns like vowel teams (oi, oy). The program relies entirely on independent practice and excludes teacher-led modeling, guided practice, and scaffolding.

Materials include a variety of activities for students to practice skills to encode one-syllable and multisyllabic words. Students engage in activities such as Sentences, Word Meaning, and Missing Letters,

where they encode both one-syllable and multisyllabic words in isolation and in context. For example, in the "AW/AU" subunit of the "Vowel Digraphs" unit, students practice decoding one-syllable and multisyllabic words like *claw*, *autumn*, and *daughter* through activities such as Hear and Match and Picture Match. In the "Syllables" unit, students also work with closed, open, and silent-e syllables using interactive tasks like Word Builder, Sound and Match, and Search. However, the program does not spiral these activities across units to revisit earlier-taught syllable types and patterns, limiting cumulative review.

Super Phonics Level 2 does not offer a variety of activities and/or resources for students to reinforce skills to encode one-syllable or multisyllabic words. The program provides a review of skills within certain units, such as "Short Vowels," "Long Vowels," "Diphthongs," and "Trigraphs." For example, in the "Trigraphs" unit, the review activity includes dictation: students listen to a word and type it. The words used, such as *scratch*, *three*, *fudge*, and *catch*, include all the trigraphs taught in the unit (*scr-*, *-dge*, *thr-*, *-tch*). However, the program does not intentionally spiral review activities across units to revisit previously taught syllable types and patterns, to serve as cumulative practice and reinforcement.

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

The materials do not include a variety of activities or resources for students to practice decoding or encoding one-syllable or multisyllabic words using knowledge of syllable types in isolation or in decodable text that builds on previous instruction. The materials include student-facing activities in each unit. Units such as "R-Controlled," "Closed Syllables," and "VCe Syllables" feature practice activities; however, they are not connected to decodable texts, nor do they include teacher guidance or feedback for students. The materials do not explicitly teach the different syllable types, which limits students' ability to apply that knowledge when decoding.

The *Super Phonics Level 2* program includes some syllable-related activities, such as Word Builder and Count the Syllables, but these do not prompt students to apply syllable division principles. The activities present words with syllables already separated, so students do not practice identifying syllable breaks using patterns like VCCV (e.g., *nap-kin*) or VCV (e.g., *ti-ger*). The program also does not explain why the words are divided a certain way or which division rule applies. The program offers isolated decoding activities, such as Word Builder and Count the Syllables, that focus primarily on word-level practice without embedding these skills in fully decodable sentences or passages that build on previous instruction. Although the program includes activities where students read sentences and select the correct word to fill in blanks, the sentences are not decodable texts designed to systematically apply syllable division principles.

Materials do not include a variety of activities and/or resources for students to practice encoding one-syllable or multisyllabic words using knowledge of syllable division principles in isolation. For example, while the program offers isolated decoding activities such as Word Builder and Count the Syllables, it does not include encoding activities that systematically apply syllable division principles in writing. In the "Syllables" unit, for instance, the Hear and Spell activity provides encoding practice focused on a single syllable type: open syllables. Students spell words such as be, later, and volcano. However, the activity does not include instructions prompting students to apply syllable division before encoding the words, nor does the Explore button offer guidance on encoding based on syllable division patterns. Encoding activities focus primarily on isolated word-level practice, without giving students opportunities to apply these skills in texts or in full sentences containing multiple syllable types.

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	The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	0/1
5.E.4b	The materials do not 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.	0/4
5.E.4c	The materials do not include a variety of activities or resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review).	0/3
5.E.4d	The materials do not include a variety of activities 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).	0/4
—	TOTAL	0/12

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

Materials do not follow a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. In the "Word Endings" unit, *Super Phonics Level 2* exposes students to inflectional endings (e.g., -s, -es, -ing, -ed) and some simple derivational suffixes (e.g., -er, -y, -ly). It also includes a separate "Compound Words" unit. However, it does not teach common prefixes (such as *un-*, *re-*, *pre-*, *dis-*), or inflectional ending -est, which are also grade-level morphemes per the TEKS.

The "Word Endings" unit introduces suffixes through activities such as adding *s* or *es*, doubling the final consonant before adding -ing, -ed, -er, or -y, and dropping the *e* before adding -ed, -ing, -er, or -es. However, the materials do not present morphemes in a systematic sequence, provide teacher modeling, or align with the TEKS. They address only suffixes and exclude prefixes required by the TEKS. The program does not include any other units or activities that teach morphemes explicitly, nor does it reference the TEKS in any of the activities or instructional documents.

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 do not include teacher guidance to provide explicit instruction for supporting recognition of common morphemes or using common morphemes' meanings to support decoding. Although there is only one unit, titled "Word Endings," that addresses morphemes, neither the unit, nor the materials, include explicit (direct) instruction in morphological awareness or opportunities and resources to support decoding. The materials only include activities that contain inflection endings.

The *Super Phonics Level 2* program does not provide teacher guidance for explicitly teaching the meanings of common morphemes (e.g., affixes, roots, and base words) to support encoding. While the program includes limited exposure to inflectional suffixes in Unit 9: Word Endings, it focuses on spelling adjustments rather than morphemic meaning. Subunits such as "S-s-s-so Easy!" and "Drop That E," as listed in the *Super Phonics Level 2* "Overview Guide," address surface-level changes when adding -s, -es, -ed, or -ly, but do not explore how these affixes contribute to word meaning or how understanding them can support spelling unfamiliar words.

The materials do not include teacher guidance to provide explicit instruction for using common morphemes' meanings to support reading comprehension. While the materials address some inflectional endings (e.g., -s, -es, -ing, -ed) and simple derivational suffixes (e.g., -er, -y, -ly) in the "Word Endings" and the "Compound Words" units, they do not explicitly teach how morphemes affect word meaning or support decoding. For example, in the S-s-s-so Easy activity within the "Word Endings" unit, the explanation states, "Many words can be changed by adding -s," followed by a list of examples, without addressing the change in meaning. The explanation, designed for students, does not serve as instructional guidance for the teacher.

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

The materials provide limited practice with grade-level morphological skills and do not offer a variety of activities or resources. Although the Word Endings and Compound Words units include some morpheme practice, the activities lack variety. Each unit offers only three activity types. For example, in the "Word Endings" unit, students engage in See Y Change!, Add the Endings, Remove the Endings, and Sentences, but do not provide any additional formats. The program addresses only part of the grade-level morphological skills, as it lacks activities that require students to apply knowledge of common prefixes.

The *Super Phonics Level 2* program does not provide a variety of activities or resources for students to reinforce grade-level morphological skills through cumulative review. The Word Endings unit offers isolated opportunities for students to add or remove inflectional endings, such as -s, es, -ed, -er, and -ing, through activities like Add the Endings and Remove the Endings. However, the program does not include follow-up practice or revisit these skills in later units. It also does not spiral morphological concepts like prefixes and suffixes into units such as "Syllables," "Trigraphs," or "Compound Words." Additionally, the "Word Endings" unit lacks a review section or tasks that require students to apply morpheme knowledge in varied contexts.

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 some activities for students to encode words with morphemes in isolation, but they offer limited variety. The "Word Endings" and "Compound Words" units provide a few encoding tasks, but each relies on a narrow range of formats. For example, the "Word Endings" unit includes See Y Change!, Add the Endings, Remove the Endings, and Sentences, with no additional activity types. In the "Compound Words" unit, only Activity 1 and Activity 3 involve encoding, and both supply word parts for students to assemble instead of prompting independent application of morpheme knowledge. The program also covers only part of the grade-level morphological expectations, omitting activities that target common prefixes.

The *Super Phonics Level 2* program does not include a variety of activities or resources for students to decode or encode words with morphemes in connected decodable text that builds on previous instruction. While the "Word Endings" unit includes a sentence-level activity in which students select the correct morpheme-based word (e.g., played, playing) to complete a sentence, this provides only minimal context and does not represent extended or connected text. The program does not offer decodable passages or longer texts for students to practice decoding or encoding words with morphemes such as suffixes and prefixes within meaningful reading experiences.