

Spalding Education International

English Phonics, 1

The Writing Road to Reading: 1st Grade

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781967755011	Both Print and Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Noncompliant	Flags Not in Report	4	Flags Addressed	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	18 out of 28	64%
2. Progress Monitoring	12 out of 26	46%
3. Supports for All Learners	14 out of 27	52%
4. Phonics Rule Compliance	13 out of 31	42%
5. Foundational Skills	15 out of 108	14%

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	2	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	2
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	Materials do not include the TEKS or ELPS.	2/4
1.1b	Materials do not include suggested pacing for various (at least two) instructional calendars.	1/2
1.1c	Materials do not include an explanation of the unit order rationale. The materials do include the rationale for how the learned concepts connect throughout the course.	1/2
1.1d	Materials do not include protocols with corresponding guidance for unit internalization.	1/2
1.1e	All criteria for guidance met.	2/2
—	TOTAL	7/12

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 the progression of skills concepts, and objectives from kindergarten through grade 3. The grade 1 scope and sequence also includes coding to indicate when skills are taught and assessed. For example, "I/P" indicates introduction and practice, but mastery is not expected.

The *First Grade Teacher's Classic Guide, Third Edition* breaks down grade-level objectives into spelling, reading, and writing. Spelling objectives include expectations for phonemic awareness and systematic phonics. Writing objectives encompass conventions such as capitalization, punctuation, sentence structure, vocabulary, paragraph development, and composition. Reading objectives encompass literary appreciation, text structure, and the mental processes used during reading.

The *Navigation Guide* states that the materials do not reference TEKS or ELPS.

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

The materials include a suggested pacing guide to support effective curriculum implementation, an Integrated *Language Arts Lesson Plan Objective Overview*, and a *Skills Trace*. For example, the online *The Writing Road to Reading First Grade Teacher's Classic Guide* provides an overview of the pacing of spelling objectives in Weeks 1–4. Then, the *Spelling Skills Trace* outlines specific objectives addressed across Weeks 1–32.

The materials include a *Phonological and Phonemic Awareness Pacing Guide* for kindergarten through grade 2, which provides phonemic awareness and word analysis objectives, along with suggested pacing. For example, the Week 1 objective guides teachers to start segmenting, counting, and blending sounds with words, such as *me*, *do*, *and*, *go*, and *at*.

The *Skills Trace* pacing document and the *Phonological and Phonemic Awareness Pacing Guide* do not provide alternate pacing calendars or guides for 165-, 180-, or 210-day calendars.

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 include an explanation of the Spalding Method, which provides the research and rationale behind the curriculum. For example, Chapter 5 of *The Writing Road to Reading*, titled "Why *The Writing Road to Reading* Works: Integrating Knowledge Domains," states, "A Successful Language Arts Program integrates knowledge of four major research domains: the reading process, the learning sequence (how children move from being novices to being skilled readers), skills acquisition, and delivery of effective instruction. *The Writing Road to Reading* has been grounded in sound principles of learning and instruction since the inception of its program."

The materials explain how learned concepts are connected throughout the course. For example, the Daily Language Arts Objectives are organized around the Spalding Language Arts Circle in *The Writing Road to Reading First Grade Teacher's Classic Guide*. The text says, "Each essential instructional component recommended by the National Reading Panel (NRP) is taught or reinforced in one or more lessons in the circle." The components include Spelling (Phonemic Awareness, Systematic Phonics, High-Frequency Vocabulary), Reading (Literary Appreciation, Text Structure, Mental Actions), and Writing (High-Frequency Vocabulary, Sentence Construction, Compositions).

The materials are arranged only by academic week rather than by unit.

The materials do not include an explanation of the rationale for learned units throughout the course.

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

The materials include protocols with corresponding guidance for lesson internalization. The curriculum is built on the Spalding Method and includes teacher guidance for instructional delivery. The materials explain how teachers model lessons and then provide coaching, scaffolding, and fading for students as they gain mastery of concepts. For example, the *Teacher's Guide* provides directions for introducing each phonogram, the precise formation of features and letters, and the pronunciation and formation of each word included in the spelling dictation exercises. Students listen, observe, and then answer questions that check their understanding of what is modeled. The materials contain specific sections on spelling, writing, and reading strategies. The curriculum provides a "teacher will" section that explains each strategy. For example, the teacher guide states, "Explain that saying the phonogram sounds automatically helps children learn to read. Model saying the sound or sounds of new phonograms four days a week. Have children softly, yet precisely, say the phonogram sound(s)."

The materials provide an overview of best practices that describe instruction for modeling, coaching, and scaffolding. The materials guide teachers to fade the scaffolding as the corresponding student behaviors, articulation, reflection, and exploration develop. *The Writing Road to Reading First Grade Teacher's Classic Guide* contains "Teacher Behaviors in all Lesson Types." For example, the Modeling section states, "When modeling, a teacher demonstrates and explains so children can observe and build a mental picture of the processes that are required to accomplish the task."

The materials do not include guidance for internalization of the unit. There is no clear guidance on what units might look like, as lessons are organized by weeks.

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

The materials include a checklist for supervisors observing teachers as they implement Spalding lessons. Instructional leaders can use these checklists to support teachers across all aspects of the Spalding lessons (reading, writing, spelling).

The "Courses" page on spalding.org offers options to register for 45 hours of onsite or hybrid training in *Reading Foundations* and 45 hours of onsite or Zoom training in *Effective Strategies for Writing and Reading*. Both courses are designed as appropriate for curriculum specialists, content specialists, and administrators.

The "Courses" page on spalding.org offers instructional coaches access to the *Coach Training Course* in order to "successfully coach teachers who are implementing and refining The Spalding Method procedures using the Spalding Spelling Lesson checklist." The course includes a self-paced video component, assignments, and two on-site coaching days with a Spalding Executive Trainer.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	Materials do not contain supports for families in Spanish for each unit, with suggestions on supporting student progress.	1/2
—	TOTAL	3/4

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 comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary for effective instruction. *The Writing Road Teacher's Classic Guide* Scope & Sequence Part 2, in the "Important Lesson Planning Considerations" section, provides background information related to initial instruction in spelling, writing, and reading. For example, it instructs teachers to "Review meanings of syllable, vowel, consonant."

In the "Planning" section of *The Writing Road to Reading Teacher's Classic Guide*, the "Integrated Language Arts Lesson Objectives" chart for Weeks 1–4 and the "Academic Week Planning" pages include italicized academic vocabulary words within the categories of spelling, writing, and reading.

In the "High Frequency Vocabulary Instruction" section, the materials explain that Spalding's *Spelling/Vocabulary Word List* is based on the 1,000 most frequently used words compiled by Dr. Leonard Ayres and ranked by frequency.

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 videos on the Spalding website that demonstrate seven different instructional components of each lesson, which parents can use to support their child's learning. These resource videos are available in English only. Each video has a corresponding PDF to help the parent understand the skills (e.g., counting phonemes, segmenting, etc.). These resources are not grade-specific and are not explicitly labeled for parent use.

The teacher guides, teacher resources in Dropbox, and the website do not contain Spanish-language support for parents of English learners.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	Materials do not include content standards aligned to the TEKS, language standards aligned to the ELPS, daily objectives aligned to lesson standards, or questions to check understanding of lesson objectives.	4/8
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	8/12

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 comprehensive, structured, detailed lesson plans with daily objectives. For example, Academic Day 1 outlines the objectives for each component within the spelling lesson, stating, "The student will . . . explain that *me, do, and, go, at* are made up of individual speech sounds."

The *Delivering* section of *The Writing Road to Reading Grade One Teacher's Classic Guide* includes a procedures chart for each literacy category (spelling, writing, and reading) that provides guidance on checks for understanding.

The *Assessments* section contains various assessments that correspond with the lessons. For example, the *Teacher's Guide* states that teachers assess students by listening to their oral language, and that students' spelling assessments are recorded in their *Spalding Spelling/Vocabulary* notebooks.

The grade 1 *Teacher's Guide* provides daily objectives and a list of needed materials for each lesson, such as phonogram cards, spelling notebooks, and worksheets.

The materials do not include TEKS or ELPS listed in *The Writing Road to Reading Teacher's Classic Guide* or TEKS or ELPS correlation guides to accompany the weekly lesson plans.

The materials do not contain questions to promote language use to meet language objectives.

The materials do include instructions for students to read orally.

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 *Teacher's Guide* Introduction section contains instructional resources for teachers and students. For example, teachers are advised to use the *Writing Road to Reading* book, phonogram cards, letter formation posters, and other materials.

The *Teacher's Guide* includes a list of read-alouds and the corresponding lesson in which they are used so that teachers may have the items on hand before daily instruction. For example, in Academic Week 16, the lesson states that students listen to *McCall-Crabbs A 3* while the teacher supports "monitoring comprehension, making connections, and making predictions."

The materials include a suggested schedule for lessons, as well as times indicated for each lesson component. For example, the Time Schedule states, "A minimum of 60 to 90 minutes is recommended for grade 1 language arts lessons . . . When faced with time restrictions, grade 1 teachers should focus on all spelling and sentence construction objectives found in lesson objectives." Each daily lesson lists the suggested time for each component. For example, the Phonemic Awareness section is allotted 15 minutes.

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

The "Differentiation" section of *The Writing Road to Reading Grade 1 Teacher's Classic Guide* references extended learning opportunities through multisensory techniques.

On the "Intervention and Enrichment" page of *The Spalding Resource Center*, the materials provide assignments for extended practice. The materials contain three levels of intervention lesson plans. For students in Tier 1, the materials recommend transitioning to the *Spalding Beginner Readers: Clean Up* and sentence construction using a high-frequency vocabulary template.

In the "Evaluating" section of *The Writing Road to Reading Grade 1 Teacher's Classic Guide*, differentiation for extension is defined as assignments that expand the lesson objective to the next level of difficulty and encourage exploration aligned with the lesson objective.

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	Materials do not include a variety of instructional assessments at the unit level (including diagnostic, formative, and summative assessments) that vary in terms of task types and question formats.	3/9
2.1b	All criteria for guidance met.	2/2
2.1c	The materials do not include teacher guidance to ensure consistent administration of instructional assessments.	1/2
2.1d	Materials do not include diagnostic, formative, or summative assessments that are aligned to the TEKS.	3/6
2.1e	Instructional assessments do not include TEKS-aligned items at varying levels of complexity.	0/2
—	TOTAL	9/21

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

The materials include a variety of instructional assessments at the lesson level, including diagnostic, formative, and summative assessments that vary in types of tasks and questions.

The materials contain diagnostic assessments as part of the reading assessments. For example, the materials state, "Administering the Fluent and Expressive Reading Checklist during the first week of school each year identifies students who are reading at a grade-appropriate level of accuracy and speed and those who need teacher-directed small-group instruction from the beginning."

Materials include formative assessments that vary by task type and question formats at the lesson level. An example can be found in *The Writing Road to Reading First Grade Teacher's Guide* in Academic Week 12 under the heading "Reading." Under the heading "Text Stricture," the materials state, "Listen to the teacher model 1st-person informative-narrative text structure using McCall-Crabbs A 58; identify narrative and informative elements and 1st-person pronouns; cite evidence from text to support thinking." Another example of a formative assessment can be found in *The Writing Road to Reading* in the chapter "Lessons, Procedures, and Why This Method Works." The materials state, "Informal assessment begins immediately as teachers listen to students identify examples of the attributes in grade-appropriate narrative passages, then informative passages, and last informative-narrative passages."

The materials provide formative mid-unit assessments or checks for understanding that assess a combination of skills from a group of lessons. For example, the "Evaluating" portion of the *First Grade Teacher's Guide* directs the teacher to evaluate children's daily, weekly, and monthly assessment data. "As the year progresses, teachers evaluate children's spelling and marking of words written in their spelling/vocabulary notebooks; their spelling and handwriting on quizzes; and their application of rules, syllable structure, and syllable division."

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

The materials include assessments at the end of a unit, semester, or academic year and define their purposes to include evaluating learning, skill acquisition, and achievement. The "Evaluating" section of *The Writing Road to Reading Teacher's Guide* states, "Teachers evaluate children's daily, weekly, and monthly assessment data so the correct level of difficulty is maintained and planning for small-group interventions is implemented."

The materials define pretest in *The Writing Road to Reading* under the "Assessment" section as an assessment to "measure students' knowledge of grade-appropriate vocabulary; attributes of four types of simple, compound, and complex sentences; conventions of paragraph construction; and elements of informative-narrative, informative, and narrative writing."

The "Assessments" chapter states, "Daily quizzes measure short-term memory of the week's spelling words and letter formation. Teachers record errors . . . so that the necessary skills can be retaught in small groups and reviewed the next week."

The materials define summative assessments in the section titled *Monthly Progress-Monitoring Assessments for Systematic Phonics and Spelling of High-Frequency Vocabulary*. The definition states "teachers measure long-term retention of spelling words using one of the eight monthly Spalding Spelling Assessments. . . . The goal is for students to spell one year above their grade placement so they can decode unfamiliar words encountered in subject-area reading."

The Writing Road to Reading states that all assessments can be diagnostic, formative, or summative.

The materials include examples of how to utilize diagnostic assessments for students who need enrichment and intervention. For example, the text states, "For students having difficulty with these sounds, see the instructional tips accompanying the phonograms in Chapter 4."

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

The materials include teacher guidance to support accurate administration of instructional assessments. For example, assessment strategies are included for each type of assessment (spelling, writing, and

reading) in the *Assessing* section of the *Teacher's Guide*. For example, the Spalding Spelling Assessments are used to determine monthly progress. The *Assessing* portion of *The Writing Road to Reading First Grade Teacher's Guide* directs teachers to use only the illustrative sentences provided on the Spalding Spelling Assessment List.

The materials include guidance on assessments, accompanied by a photograph in the teacher's manual, alongside specific directives stated as "The teacher will . . ." The directions specify whether to make copies, provide instructions on pronunciation practice, and outline the number of words to dictate, among other considerations.

Explicit scoring directions are included with each assessment to guide teachers through the scoring process. For example, teachers are told that reversals, undotted *i*'s or *j*'s, or uncrossed *t*'s all count as errors. The materials contain brightly colored "Tips" rectangles.

In the First Grade Teacher's Guide, the materials do not provide guidance for teachers' consistent administration of instructional assessments. For example, in Quarter 3, which is Academic Weeks 17–24, the lesson plans lack specificity. For example, in Week 17 assessments include a "check for understanding" for Mental Actions, which might be a formative assessment, and a progress monitor of comprehension. Both Weeks 18 and 19 reference a writing checklist for assessment as well as the same Reading "check for understanding" that was used in Week 17. In Week 20, the Writing Checklist is the only assessment referenced. Then in Weeks 21–23 no assessments are referenced, and finally Week 24 mentions a "check for understanding" for the Mental Action Cards. Thus over eight full weeks of instruction, there are three Writing Checklists, four "check for understandings" over Mental Action Cards, and a progress monitor for comprehension that states to continue using "the rest of the year." Since the assessment directions are so explicit, it would be suitable to provide explicit timelines for administering specific assessments.

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

The diagnostic, formative, and summative assessments align with the course objectives.

In Academic Week 17, materials guide teachers to "continue using Spalding Practicing and Assessing Comprehension book" to progress monitor comprehension, which is formative. An example of a summative appears in Academic Week 18 where teachers are instructed "For Composition Objective I, to assess writing, use the Paragraph Writing Checklist."

Formative and summative assessments are paired with specific objectives in the lesson plans. As stated in the lesson plans, "For Test Structure objectives use the *Spalding Text Structure Cards* to check understanding before introducing the first three mental actions."

The Recommended Language Arts Scope and Sequence displays grade-level objectives aligned with the instructional assessments. The materials contain formative, summative, or diagnostic assessments, but they do not align with the TEKS.

The Writing Road to Reading section "Lessons, Procedures, and Why This Method Works," states, "Administering the Fluent and Expressive Reading Checklist during the first week of school each year identifies students who are reading at a grade-appropriate level of accuracy and speed and those who need teacher-directed small-group instruction from the beginning." The section does not mention or explain the grade level TEKS expectations.

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

Levels of complexity are not consistently applied across assessments. The instructional assessments are not TEKS-aligned. Reading assessments do not include varying levels of text complexity and are categorized only by grade level. Spelling words vary in levels of difficulty but not in levels of complexity.

The assessments are not explicitly aligned to TEKS. The materials do not include any guiding documents, such as TEKS correlations, that would help teachers align existing assessment items to TEKS or identify how they reflect varying levels of complexity appropriate for grade-level expectations.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	The scoring information for instructional assessments does not provide guidance for interpreting student performance.	1/2
2.2b	All criteria for guidance met.	1/1
2.2c	Materials do not include tools for students to track their progress and growth.	1/2
—	TOTAL	3/5

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

The *Teacher's Guide* in the "Assessing" section states, "The purpose of this section is to help teachers monitor each child's progress as part of an effective assessment routine. This section includes spelling, writing, and reading assessment strategies and the Spalding Spelling Assessments to make testing and record keeping easy."

In the *Teacher's Guide* in the "Evaluating" section, under the heading "Analyzing Daily Spelling Quiz Data," the materials guide teachers to "Examine the work for common types of errors." Common errors include incorrect phonograms, improper application of rules, and misuse of homophones.

The Grade 1 Teachers' Classic Guide includes guidance on spelling assessment data. The text guides teachers in increasing practice in identifying difficult phonograms and provides explanations of spelling rules for words they missed. It also guides teachers to improve daily practice of reading words for spelling, offer independent activities to the majority of students, and allocate more time to small-group instruction for children who still struggle.

The scoring information for the materials does not guide the interpretation of student performance. While the "Evaluating" section guides the teacher to "Analyze handwriting performance (using the manuscript handwriting criteria in this section). Put a tiny check beside each missed word, then return quizzes, provide specific, immediate feedback, and reteach as needed," it lacks guidance on targeted supports to meet the needs of students. The text also states, "If most children stay at the same score for several months, identify the reason and provide solutions."

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

The *Phonemic Awareness Evaluation Strategies* state, "The teacher will provide flexible small-group practice for children having difficulty hearing or saying vowel sounds based on the assessment." The text guides

the teacher to explain mouth formations when saying open vowel sounds by demonstrating the position of the mouth, lips, and tongue.

The *Analyzing Daily Spelling Quiz Data* section of the text states, "Explain the rules for the words missed. Have children explain the rule (if any), then say the sound(s), and carefully write the word no more than three times to strengthen muscle memory, and have children study words missed for the weekly test."

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

The materials include tools for teachers to track student progress and growth. *The Writing Road to Reading Teacher's Guide* instructs teachers to evaluate the students' daily, weekly, and monthly assessment data so that the correct level of difficulty is maintained and planning for small-group interventions can be implemented.

The materials also include a spelling and vocabulary workbook that teachers use to evaluate students' application of their learning.

The materials include the *Spalding Sentence Writing Checklist*, which guides teachers in assessing the type of sentence that has been introduced. As a next step, "Use the Paragraph Writing and Composition Checklist . . . for each child when children score well on sentence writing."

The materials instruct teachers to teach children to evaluate the accuracy and legibility of their handwriting in their spelling notebooks.

The materials do not include tools for students to track their own progress and growth.

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	Materials include teacher guidance for differentiated instruction 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 for differentiated activities.	2/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	TOTAL	6/7

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

The materials include teacher guidance for differentiated instruction for students who have not yet reached proficiency on grade-level content and skills. The lessons stress the importance of differentiating instruction in individual and small-group settings. These instructions include explicit reteaching (modeling) of skills or concepts, specific directions, coaching as students attempt the skills, and supervised practice until students achieve mastery. They also note that daily practice is adjusted so students can demonstrate proficiency through oral responses rather than written ones, providing flexibility tailored to learners' needs.

The materials include teacher guidance for differentiated, paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. The *Teacher's Guide* offers specific scaffolding support during high-frequency vocabulary lessons. Teachers are instructed to "provide multiple opportunities for students to use the words in oral, then written, sentences." The *Writing Instructional Strategies and Procedures* notes that students with language challenges may begin with oral sentence composition, focusing on identifying components like capital letters and periods. Once ready, those students add these elements when writing, as highlighted: "Students who have language disabilities or difficulty with fine-motor control continue composing oral sentences. These students will hear explicit instruction in a whole group, participate in the dialogue, but initially compose one or two oral sentences, identifying the attributes they would add (capital and period) if written."

The materials do not include teacher guidance for differentiated activities for students who have not yet reached proficiency on grade-level content and skills.

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

The materials include pre-teaching or embedded supports for vocabulary in text (e.g., figurative language, idioms, and academic language). The materials instruct the teacher to pre-teach the author's purpose, narrative elements, precise language, and universality. They guide the teacher in informing students about the meaning of these terms and how to identify evidence of them in the reading.

Academic Day 2, Text Structure Objective 5 says students will "Listen to teacher model narrative text structure using McCall-Crabbs A 33 and identify author's purpose, characters, setting, and event; cite evidence from text to support thinking." The Tips along the margin suggest using the McCall-Crabbs lessons to teach the names of narrative elements.

The materials include pre-teaching or embedded supports for references in text (e.g., figurative language, idioms, and academic language). For example, In Academic Week 12, the teacher provides instruction about pronouns, with the purpose of identifying point of view. Students determine if, "the story is written from the 1st-person point of view. The story is using the pronoun I. The narrator is participating in the story."

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

The materials include teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills. The materials instruct the teacher to provide higher-level thinking questions during direct instruction to students who have shown mastery of grade-level skills. These questions include making connections, reformatting, or summarizing.

The materials include teacher guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, the teacher provides independent activities for students who have demonstrated proficiency on the grade-level skill by expanding the day's lesson objective to the next level of difficulty, integrating ELA skills into other content areas, encouraging self-reflection of student- or teacher-chosen books, and encouraging exploration aligned to the lesson, such as a research topic.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	The materials do not include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches (more than two).	1/2
3.2c	All criteria for guidance met.	3/3
—	TOTAL	8/9

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

The Writing Road to Reading provides procedures for introducing phonograms with precise dialogue. The dialogue for the phonogram /a/ instructs the teacher to show the card, identify it as having three sounds, and have students repeat the sounds.

The Writing Road to Reading includes steps for teaching word usage, such as instructing students to listen to how each spelling and vocabulary word is used in sample sentences. Steps are outlined in detailed procedures for teaching word usage. An example dialogue for the teacher says, "Class, when I dictated words earlier this morning, I used each word in a sentence. The first word in your notebook is me. Listen carefully as I compose the word me in a sentence."

The materials include guidance to support the teacher in modeling and explaining the concepts to be learned. For example, *The Writing Road to Reading* provides teacher guidance for how to present the Spalding Spelling/Vocabulary Word List, so the instructional pathway remains consistent over multiple years of instruction.

In the "Instructional Tips" column, teachers are provided with specific "say" directions to ensure that each teacher uses common language when presenting skills. An example of this is the word *can* in which teachers are instructed to say, "Use the phonogram that says k, s."

The materials instruct the teacher in modeling and explaining a concept or skill. For example, the "Phonogram Instructional Strategies" portion of the *First Grade Teacher's Guide*, directs teachers to, "Model listening for where the sound is in the word (phonemic awareness), then apply the rule."

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

The primary instructional approach is direct instruction, accompanied by teacher modeling.

In Academic Day 8, students engage in retelling, in which they listen to a story, and the daily objective simply states, "Retell *The Story About Ping* including key details."

There are no examples of collaborative structures, student think-alouds, student discourse, or flexible groups.

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.

Materials support multiple (more than two) types of practice (e.g., guided, independent, collaborative) to support effective implementation. For example:

The materials include suggestions for guided and independent practice. For example, the materials suggest that teachers plan for variation in skill mastery throughout the year. It states, "Spalding teachers evaluate children's performance every day and then adjust instruction using a combination of whole group, small group, and individual instruction to ensure that all children achieve."

The Spalding Level 1 Word Builders is used in a cooperative learning setting. Students form an outer circle and an inner circle, so that each student faces a partner. Students in the inside circle show side one of their cards to their partners. Students in the outside circle explain the spelling of the derived word. If needed, students prompt their partners until they explain the concept correctly.

Materials include guidance for teachers to support effective implementation. In Academic Week 10, the materials instruct students to read the *apple-spring* spelling list for reading. Then, teachers "explain that a word with a consonant followed by le is a consonant plus le (c+le) syllable type."

Whole-group instruction is used to introduce new content, with teachers modeling concepts such as sentence structure, parts of speech, and writing processes by thinking aloud and demonstrating on the board.

Small-group instruction provides flexible support for students who need intervention or enrichment, particularly those new to the Spalding Method or struggling with specific skills. For example, teachers may reteach phonograms, review spelling rules, or focus on phonemic awareness.

Individual instruction is differentiated based on ongoing assessments, utilizing blank forms to tailor support, while students engage in independent activities, such as writing and marking words at their desks.

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	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 academic language.	0/2
3.3b	Materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3c	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 providing linguistic accommodations for various levels of language proficiency; the materials are designed for a monolingual audience.

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

The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual and ESL programs; the materials are designed for a monolingual audience.

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 include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, or making cross-linguistic connections through oral and written discourse; the materials are designed for a monolingual audience.

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, sequenced instruction of phonics skills.	0/2
4.1b	The materials do not include ongoing practice of phonics skills in isolation or decodable texts for practicing phonics skills in lessons.	1/4
—	TOTAL	1/6

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

The materials introduce phonics skills in an order that does not reflect a consistent progression from simple to more complex. In Academic Week 3, students are introduced to phonograms /er/, /ir/, /ur/, /ear/, and /ng/. In Academic Week 4, the student says and writes words such as *me*, *she*, *can*, *man*, *so*, and *do*. In Academic Week 6, the materials direct teachers to teach spelling rules related to rules for open syllables, closed syllables, syllables with silent final e, and open/closed syllables for words such as *open*, *like*, and *today*. These rules are presented before students have learned the sound rules of one-syllable words.

By Academic Week 8, the materials introduce phonograms such as /ough/, /oe/, /ey/, /igh/, and /gn/ and proceed to read, write, and blend words such as *day*, *love*, *belong*, and *call*. The materials do not provide evidence of opportunities for review or reinforcement of previously introduced letter-sound correspondences prior to this transition.

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 provide explicit practice of phonics sound-symbol correspondence skills in isolation. For example, on Academic Day 1, students learn and write phonograms *a*, *c*, *d*, and *f*. Then, students read and segment words such as *dad* and *fad*. On Academic Day 2, students segment and blend phonograms *g*, *o*, *s*, and *qu*, and use words such as *gag*, *gas*, and *sad* to read in normal speech.

In Academic Week 4, the phonics lesson is to read and say phonograms, vowels, *c*, *g*, *s*, and *y*, but the assigned text, *Her First Nurse Works Early*, is to develop fluency and includes words with phonics patterns not yet taught, such as *mother*, *early*, and *nurse*.

The text used during the "Text Structure" portion of instruction to identify literary elements. *McCall-Crabbs A 27*, used on Academic Day 2, is part of the literary elements lesson and is not a decodable text aligned to the phonics pattern introduced that week.

The materials introduce a new set of phonics patterns each week. Still, there are no review weeks or repeated practice routines included to revisit previously taught patterns in isolation or through decodable texts.

4.2 Daily Instructional Sequence and Routines

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	Materials do not include daily lessons, and lack opportunities for immediate and corrective feedback.	1/3
4.2c	Materials do not include daily lessons that provide opportunities for students to practice phonics skills through collaborative learning.	2/4
—	TOTAL	4/8

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

The "Spelling Instructional Strategies and Procedures" section of the teacher's guide, under the heading "Systematic Phonics: Phonogram Sounds," states that teachers will "model saying the sound or sounds of four new phonograms daily for five days; beginning in Academic Week 2, model saying the sound or sounds of three–four phonograms daily four days a week."

The *Phonogram Cards Booklet* provides teacher guidance for modeling the pronunciation of phonograms. For example, the phonogram *d* includes instructions to "Press tip of tongue against upper ridge behind teeth, then voice sound. Keep your jaw still."

Daily lessons include detailed guidance for teachers to deliver explicit phonics instruction. For example, in Academic Week 13, the materials instruct, "Explain syllabication, pronunciation, spelling, markings, and/or rules of dinner, doll, pick, zip, forget, happy, inside, blue, post, stay."

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

The daily lessons include opportunities for explicit, direct guided instruction. The Comprehension Spelling/Vocabulary Word List in *The Writing Road to Reading* provides "Instructional Tips" that offer specific guidance to teachers on how to present each word, along with corresponding rules for reference. For example, the Spelling/Vocabulary word *day*, the Instructional Tip says, "After children say the sounds for *day*, say, "Use the phonogram that says /a/ at the end of a base word."

The First Grade Teacher's Manual prompts teachers to provide immediate feedback by implanting cues (M/CK/C) into weekly lesson plans as reminders to check for understanding and coach. The materials state, "M/CK/C means model each new learning, ask Check for Understanding questions, then coach as children attempt the task." However, the manual does not provide guidance on how to question students to target their misconceptions. Teachers are directed in the Framework for Designing Lessons to "plan

prompts and check for understanding questions." For example, in Academic Week 18 teachers see the "Check for Understand/Coach" prompt on 8 different objectives, but guidance on how to anticipate misconceptions and adjust instruction accordingly is lacking.

The materials do not guide teachers in how to coach or provide feedback to students.

The materials do not guide how to check for understanding or adjust instruction.

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

The materials do not include opportunities for collaborative learning. *The Writing Road to Reading* suggests that teachers set up classrooms with all seats facing forward during explicit instruction to focus students' attention on lesson content. While the materials mention providing alternative seating options for individual, small-group, or collaborative activities, the teacher guides do not contain collaborative activities.

Phonics lessons are designed exclusively for independent practice and lack resources and guidance for collaborative learning activities. The lessons have several instances of students performing independent work in a synchronized fashion but not collaboratively. For example, in Week 13, the materials instruct, "Objective 5 is for guided practice (word analysis)." The students are working on the same activity, at the same time, but there is no collaboration involved. In Academic Week 5, students are to say and write phonograms *aw, au, ck, wh, ed, ew, ui, oa, gu, ph*; read (say) sounds of phonograms *aw, au, ck, wh, ed, ew, ui, oa, gu, ph*, and 20 others that they have difficulty pronouncing; read (say) sounds and write *aw, au, ck, wh, ed, ew, ui, oa, gu, ph, or, vowels, c, g, s, y*, or others that they cannot say and write automatically.

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	Materials do not include intentional, cumulative phonics practice activities throughout the curriculum.	1/2
4.3b	All criteria for guidance met.	1/1
4.3c	The materials do not include decodable texts that incorporate the cumulative practice of taught phonics skills.	0/1
4.3d	Materials do not include lessons with an instructional focus with opportunities for practice in decodable and connected text.	1/2
—	TOTAL	3/6

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

The materials include practice activities throughout the curriculum. In Academic Day 6, students will read (segment) and blend previously introduced words for spelling: *me, go, so, no, bed, top, he, up, cup, pup, we*. Then, in Academic Week 3, students read the word list *me-an*, which includes the words from Day 6.

In Academic Week 10, the materials direct, "Continue to review open, closed, and sfe syllable types." Then, in Academic Week 11, the materials instruct, "Continue to review all four syllable types; open, closed, sfe, and c + le."

The materials do not include intentional cumulative phonics review throughout the curriculum. The lessons introduce new skills in each academic week of instruction. Academic Week 32 introduces new words to decode. The High Frequency Word Objective 1 says students will read (segment), write, and blend from the word list *October-voice* in the spelling/vocabulary notebook, which has not yet been introduced.

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

The materials include practice opportunities that focus on phonics skills that have been explicitly taught. For example, on Academic Day 2, the teacher introduces the sound and phonogram *g, o, s qu*. On Academic Day 3, students review phonograms 1–12 and read (segment) and blend previously introduced words *bid, bad, bed*. Students are introduced to a new phonogram each day through Academic Day 9, where they read (segment) and blend S/V words *me-man* for spelling from words written on the board. Students also say and write 20 of 36 phonograms.

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

The materials do not include decodable texts that incorporate the cumulative practice of taught phonics skills. For example, the Series 2 Leveled reader *Teamwork Pays Off* is introduced in Academic Week 5. There are several sounds in the students' text that have not yet been taught. For example, *ge* as /j/ is phonogram 83, but this lesson only goes through 56; /mb/ as a silent *b* has not been discussed. At this point in the curriculum, *two* and *y* as /e/ (Kathy) have not been discussed, yet *Kathy* is the character's name. In the Series 2 Leveled reader *Making New Friends*, introduced in Academic Week 8, teachers introduce students to words in list H, but the decodable text includes the phonogram /ough/, which is not formally introduced until List I. In the decodable, the first page of a story is about a family who *bought* a home and *Ravi* had a *cough*. Ravi is worth the mention because students have received instruction on Rule 6, which runs counter to the use of this name with explanation.

The materials do not contain decodable text that contains only concepts that have been systematically presented before being included for students to decode.

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

The materials do not include decodable texts that incorporate the cumulative practice of taught phonics skills. For example, the Series 2 Leveled reader *Teamwork Pays Off* is introduced in Academic Week 5. There are several sounds in the students' text that have not yet been taught. For example, *ge* as /j/ is phonogram 83, but this lesson only goes through 56; /mb/ as a silent *b* has not been discussed. At this point in the curriculum, *two* and *y* as /e/ (Kathy) have not been discussed, yet *Kathy* is the character's name. In the Series 2 Leveled reader *Making New Friends*, introduced in Academic Week 8, teachers introduce students to words in list H, but the decodable text includes the phonogram /ough/, which is not formally introduced until List I. In the decodable, the first page of a story is about a family who *bought* a home and *Ravi* had a *cough*. Ravi is worth the mention because students have received instruction on Rule 6, which runs counter to the use of this name with explanation.

The materials do not contain decodable text that contains only concepts that have been systematically presented before being included for students to decode.

4.4 Assessments

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.4a	All criteria for guidance met.	2/2
4.4b	All criteria for guidance met.	1/2
4.4c	All criteria for guidance met.	1/1
—	TOTAL	4/5

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

The assessment tools for the materials are designed to progress from simple to more complex tasks. For example, spelling lessons and subsequent assessments based on the Spalding Language Arts Circle begin with spoken words and progress to the written form: "First, children are taught that spoken words are made up of individual sounds (phonemes). Each day, they segment the sounds in spoken words and then blend the sounds (phonemic awareness). Beginning on Academic Day 2, they learn one letter (phonogram) that represents an individual speech sound or sounds (phonics)."

The Oral Phonogram Assessments (both daily and weekly) support grade-level learning as students apply phonetic knowledge by identifying the familiar sounds that letters represent. In the Oral Phonogram Assessments, the teacher evaluates students' accuracy and automatic pronunciation of up to 20 phonograms simultaneously.

The materials include the Daily Written Phonogram Assessments, which require students to form all uppercase and lowercase letters using appropriate directions accurately. Students are assessed on their ability to form letters for each new phonogram.

The Writing Road to Reading includes 1,000 high-frequency words that were compiled by Dr. L. Ayres at Columbia Teachers College. The text states, "Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list."

The Spalding spelling assessments consist of eight standardized 50-word tests of equal difficulty. They are used to determine monthly progress and to provide a single source of data by which teachers can refine instruction at both the classroom and individual levels.

All students are assessed at the end of the year to confirm mastery and demonstrate growth during the year. In the "Administering the Writing Assessment" section of the "Assessing" portion of *The Writing Road to Reading First Grade Teacher's Guide*, the student is asked to "use selected spelling words to compose one or two oral/written simple declarative sentences that demonstrate usage and meaning of unfamiliar spelling words."

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

The materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. For example, the *Assessment & Record Keeping Forms* include individual and class report forms for progress monitoring. The types of assessment and record-keeping forms include an individual oral phonogram assessment form, a written phonogram pre/post assessment form, Spalding Spelling Lists 1 through 8, a posttest, a class instructional level tally sheet, and a Spalding Spelling class progress sheet.

The "Assessing" section of *The Writing Road to Reading First Grade Teacher's Guide* states, "Monitor children's progress as they develop correct directionality when writing each new phonogram. Record phonograms that require daily letter formation practice. Identify children who need additional help for small-group instruction (see Evaluating Skills Mastery)."

The progress monitoring tools lack accuracy because they do not assess what is appropriate for that particular grade level. Tools are not aligned to grade-level standards.

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

The "Assessments" section of *The Writing Road to Reading* states, "Daily quizzes measure short-term memory. Teachers provide daily quizzes on words written in the notebooks the previous day." Weekly quizzes are used to assess the short-term memory of the week's spelling words and letter formation, and are administered on the same day each month.

Students begin with oral mastery of phonograms and then advance to written mastery by utilizing the Spalding notebook. The progression starts in Week 1 with oral development, and by Week 13, students transition to recording phonograms and corresponding vocabulary in their notebooks. This practice continues through Week 32, as they advance through lists A–H. Teachers check the words that have errors in spelling, rules, and/or formation, and students make corrections before moving forward.

Teachers may use the "Evaluating" tools to create a class snapshot of the phonograms that need to be retaught in whole-group or small-group settings.

The materials include recommendations for formally assessing students on a monthly basis throughout the school year. For example, within the "Assessing" section of *The Writing Road to Reading First Grade Teacher's Guide*, teacher directions are provided for administering initial, monthly, and post-spelling assessments. Teachers are instructed to administer the monthly and post-assessment (List 1) before the end of the school 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	Materials do not include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	0/1
4.5b	Materials do not include data-management tools to analyze patterns and needs of students.	1/2
4.5c	Materials do not include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs.	0/2
4.5d	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	1/6

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

The materials do include guidance to teachers stating that if students are showing low growth, they should reteach lessons.

The materials lack tools to make informed instructional decisions to accelerate instruction.

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

The materials include data-management tools for tracking whole-class student progress to analyze spelling patterns of students. *The Writing Road to Reading Teacher's Guide* contains a chart titled "Spalding Spelling Class Progress Report," which allows the teacher to track class progress on each week's spelling assessment. The materials state, "On about the same day each month, record each child's grade status score on each successive Spalding Spelling Assessment List."

The materials do not include tools to analyze the needs of students.

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

The materials contain practice for students who have difficulty and challenges after the teacher provides whole-group modeling.

The materials do not include specific guidance on determining the frequency of progress monitoring based on students' strengths and 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 guidance on how to adjust tier-one instructional pacing based on progress-monitoring trends, but this guidance is not specific to particular concepts or accelerated-learning needs.

The materials do not include guidance on how to accelerate learning based on the progress-monitoring data to reach mastery of specific concepts.

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 instructional guidance for developing oracy. The materials do not include systematic instructional guidance on developing oral language or oracy.	2/8
5.B.1b	The materials do not include opportunities for students to engage in social communication for different purposes or with different audiences; the materials do not include opportunities for students to engage in academic communication for different audiences.	1/4
5.B.1c	The materials do not include authentic opportunities for students to ask questions to understand information, engage in discussion, or share information and ideas.	1/4
—	TOTAL	4/16

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

The materials include explicit instructional guidance on developing oral language through a variety of methods, including modeling, independent practice, and teacher monitoring. In Academic Day 1, teachers model vocabulary in oral sentences, such as explaining how the word *at* indicates a relationship in the sentence, "Father will be at the airport to meet John." Students then practice composing their oral sentences using the word. Additional guidance in *The Writing Road to Reading* includes scripted teacher dialogue to model word usage and meaning (e.g., "Give me the book. *Me* is a word that takes the place of a speaker's name"). This guidance prompts teachers to reinforce correct usage across lessons and in student speech.

Students are not provided with structured opportunities to engage in discussions, express their opinions, or use oral language to think critically. For example, in the *Framework for Designing Lessons*, teachers are guided to "model, coach, and align activities." The materials do not provide direction for engaging students in oracy. The Spalding program instructs how to make letter sounds. Teachers have students say, count, and blend spelling words. However, it does not focus on the ability to express oneself fluently and grammatically in speech, nor on how to integrate these tasks into a broader progression of oral

language instruction. The materials reference oral language in general terms, but do not provide systematic support for developing oracy. The *First Grade Teacher's Classic Guide* instructs teachers to listen to students' oral language, their responses to phonemic awareness, phonogram introduction, and prewriting activities. There is no instruction on how students should engage in oral activities with peers or how teachers can support oracy development.

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

Students respond only to teacher-directed prompts, such as answering questions or using vocabulary in isolated sentences. For example, in Academic Week 11, the students are asked to, "Listen to informative text structure. . . . Identify informative elements and 3rd-person pronouns."

The materials lack opportunities for social communication prompts, such as those that support personal sharing, turn-taking in conversations, or responding to a peer's idea.

The materials include opportunities for students to develop academic communication, such as naming and practicing components of a story, but the materials lack opportunities for social communication prompts, such as prompts that support personal sharing, turn-taking in conversations, or responding to a peer's idea. For example, Week 10 of the *First Grade Teacher's Guide* asks students to "[l]isten to informative text structure using 'Wax to Crayons' by Inez Snyder; identify (on an informative organizer) the author's purpose and the informative elements; cite evidence from the text to support thinking; [and] use the organizer to retell information that supports the topic."

Student responses are directed to the teacher. There are no structured opportunities for students to explain their thinking to a peer, present to a group, or engage in academic dialogue beyond teacher interaction.

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)

On Academic Day 5, the teacher sets a purpose for listening to the narrative text structure of the text, *The Tale of Peter Rabbit*. The students identify the author's purpose, characters, setting, and plot. In Academic Week 13, students listen to an informative-narrative text structure using *Grapes to Raisins*. The teacher sets the purpose of listening as to identify the author's purpose, narrative, and informative elements.

The lesson delivery consistently centers on the teacher's explanation and students' responses to direct questions. On Academic Day 4, students listen to excerpts of *Muncha, Muncha, Muncha*. The teacher explains how emotional appeal evokes feelings of happiness, sadness, fear, or compassion and provides examples. There is no discussion prompt or opportunity for students to ask questions, as they are only

responding directly to the teacher. In Academic Week 14, students listen to an informative-narrative text, *McCall-Crabbs A2*, and the "First Three Mental Actions" to make connections and predictions. This is a question-and-answer only with no opportunity for discussion or sharing of ideas.

In Academic Week 21, students read the decodable text *Matter: Solids, Liquids, Gases* in unison, three to four pages per day, to develop fluent and expressive reading skills. No further instructional direction regarding discussion for understanding or collaboration is found.

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 systematically introduce letter-sound relationships in an order that allows for application to basic decoding or basic encoding.	2/4
5.C.2b	The materials do not 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.	0/2
5.C.2c	The materials do not include a variety of activities for students to develop and practice applying letter-sound correspondence to decode one-syllable words in isolation. The materials do not include a variety of resources and activities to develop understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. The materials do not provide a variety of activities or resources for cumulative review that systematically revisit previously taught syllable patterns.	0/6
—	TOTAL	2/12

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

The materials explicitly introduce letter-sound relationships in an order that allows for decoding application. For example, in Academic Days 1–5, students are introduced to and review phonograms 1–20, then are expected to read and blend previously introduced words such as *man, not, ten, tan, tin, ton, sat, rat, hat, hot* that contain those phonograms. It should be noted that the letter names are not introduced; only the "phonograms" and the sounds they represent are presented.

The materials include an explicit introduction to letter-sound relationships in an order that supports basic encoding. For example, *The Writing Road to Reading* guides teachers to introduce the spelling "rules" after students have learned the rules and phonograms used to apply them. The teacher explicitly explains how she will say a word, use it in a sentence, then say each sound while using their fingers to represent the sounds before writing the sounds. One word that is emphasized is the word *me*. The teacher models how to write the sounds and has students do the same. The text notes that *clock* lowercase letters are introduced first, so the child first learns *a, c, d, f, g, o, s, and q*.

The materials do not systematically introduce letter-sound relationships in an order that supports decoding and encoding, as letters with similar visual and auditory features are introduced simultaneously within the scope and sequence. For example, materials introduce the phonograms *c* (both sounds /k/ and /s/) and *s* in the first eight Academic Days, and students are asked to decode words using these phonograms.

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

The materials do not 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. For example, the *Teacher's Guide* instructs students to check for understanding by having them explain the rules, with a possible correct student reply being, "The *e* in *me* says /ee/ because it is at the end of a syllable." When asked to explain the spelling of the word *will*, children reply something like this, "We write another *l* because *will* is ĩ one syllable and the *l* follows a single vowel saying /i/." The materials do not provide information about common decoding mistakes and how to address them.

There is no guidance on how to provide effective explanatory feedback. For example, the *Teacher's Guide* states that students are to read the newly dictated words each day by sound or syllable, and then blend sounds to form words as they are pronounced in normal speech. Students then read previously dictated words by sound or syllable, and then blend the sounds to form words as they are pronounced in everyday speech. On some days, students choose notebook pages to review. The only teacher guidance is to "continue this process until children automatically spell these words correctly on tests and in sentences."

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 do not include a variety of activities for students to develop and practice applying letter-sound correspondence to decode one-syllable words in isolation. For example, in Academic Week 5 of the *First Grade Teacher Guide*, students read and blend words such as *into* and *little*. In Academic Week 13, students read, write, and blend sounds for words such as *dinner*, *sister*, *outside*, and *happy*. The words are not one-syllable words.

The materials do not include a variety of resources and activities to develop understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. For example,

students only use a single activity, such as reading an assigned decodable text. In Academic Week 5, students read *Teamwork Pays Off* decodable text. The focus of the decodable book is on phonograms with the sounds *sh* and *ph*. The book includes many multisyllable words students have not practiced, such as *effort*, *party*, *often*, *rainy*, and *picture*.

The materials do not provide a variety of activities or resources for cumulative review to reinforce their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and decodable text. Beginning in Academic Week 27, the materials instruct students to read 30 of the 70 phonograms, including *tch*" and read words such as *children*, *members*, and *offices*. This review covers phonograms and multisyllabic words.

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	Materials do not 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).	0/2
5.D.1b	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	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 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)

The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS, as there is no TEKS alignment included. The Navigation Guide confirms that the materials are not aligned to TEKS.

Students simultaneously expected to learn to segment, count, and blend sounds, as well as recognize beginning, ending, and medial sounds, all in Academic Week 1. Syllables are introduced in Academic Week 2, and rhyming words in Academic Week 4. The Phonemic Awareness objectives for Academic Day 1 state that students will be able to explain that words are composed of individual sounds and will be able to "say/count/blend sounds in spoken words me, do, and, go, at . . ."

The students are expected to identify beginning, ending, and medial sounds in Academic Week 1 before learning about syllables in Academic Week 8. The materials state students will, "explain that a syllable is a single word or that part of a word that is pronounced by a single impulse of the voice."

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

The materials provide general instructions for phonological awareness without addressing specific errors or misconceptions, leaving teachers without guidance on how to correct common mistakes students make during phoneme identification or blending. *The Writing Road to Reading* states, "Most students develop phonemic awareness rather quickly. However, students with language disabilities and those whose primary language is not English may need extra help, in small groups, with segmenting spoken words into individual phonemes (sounds) and blending sounds in spoken words."

The materials include instructional tips in a sidebar connected to daily lesson plans that help teachers focus on elements of instruction. However, the materials do not support teachers with feedback for students based on common errors or misconceptions. Some of the tips include the following: use finger cues to identify individual phonemes in words; expand phonemic awareness by comparing different beginning and ending sounds; and help students recognize *ago* and *into* as syllables rather than sounds.

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

The materials do not include the use of memory-building strategies for students to develop, practice, and reinforce phonological awareness skills. The students complete phonological awareness activities orally with the teacher, who uses hand gestures during the lesson. In *The Writing Road to Reading* under "Phonemic Awareness" instruction, the teacher says a high-frequency word in normal speech; students hear the word and watch the teacher hold up fingers to represent each sound (e.g., two fingers for *me*: /m/ /ee/), pointing to each finger. Students then say the sounds and blend them back together.

The materials do not incorporate memory-building strategies such as rhymes, chants, or songs to strengthen sound memory. The materials do not include tools such as manipulatives, sound boxes, or interactive activities to support repeated practice and retention of phonological awareness skills.

The materials lack a variety of activities and resources that develop, practice, and reinforce phonological skills aligned to TEKS. For example, grade 1 students do not study abbreviations, silent consonants, imperative sentences, or final stable syllables. Therefore, much of the practice is tied to instruction that is

not grade-level skills. Therefore, much of the practice is connected to instruction that focuses on skills above the grade level.

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

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)

In *The Writing Road to Reading First Grade Teacher's Guide*, students examine rhyming words visually rather than auditorily, which is not phonological awareness. Rhyming is a phonological activity that precedes the skill of connecting sounds to individual phonemes. However, the materials guide teachers to introduce rhyming after students are expected to say, blend, and count phonemes, a higher-level phonological awareness skill. For example, on Academic Day 1, students say, count, and blend sounds in the words: *me*, *do*, *and*, *go*, and *at*. It is not until Academic Week 4 that students begin identifying rhyming words with the same ending vowel sound, such as *me*, *see*, *he*, *go*, *no*, *say*, and *may*.

The materials do not introduce phonemic segmentation as a gradual transition to more complex practices. In Academic Week 1, *The Writing Road to Reading* instructs teachers to model segmenting the word *ten*, /t/e/n/. The materials then guide teachers to demonstrate that the beginning sound of the word *ten* is /t/ and the ending sound in *ten* is /n/. Teaching these skills in the same lesson indicates a lack of a gradual progression to more complex skills.

In Academic Week 3, *The Writing Road to Reading* states in the "Tips" box, "Phonemic awareness training is now incorporated in spelling dictation." However, these spelling lessons involve reading and writing. Such lessons are phonics-based, not phonemic awareness lessons. Therefore, this is not systematic, sequenced phonemic awareness.

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 provide general instructions for phonemic awareness without addressing specific errors or misconceptions, leaving teachers without guidance on how to correct common mistakes students make during phoneme identification or blending. *The Writing Road to Reading* states, "Most students develop phonemic awareness rather quickly. However, students with language disabilities and those whose primary language is not English may need extra help, in small groups, with segmenting spoken words into individual phonemes (sounds) and blending sounds in spoken words."

The materials give general phonemic awareness strategies, such as "provide flexible small-group practice for children having difficulty hearing or saying vowel sounds." There are also suggestions for small-group practice for students who struggle with hearing or producing consonant sounds, such as demonstrating whether a consonant sound is voiced or unvoiced.

The materials do not provide teachers with guidance on how to identify or correct specific errors or misconceptions.

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

In *The Writing Road to Reading* chapter "Primary and Intermediate Spelling / Vocabulary Notebooks," the materials provide daily practice opportunities to support the transition from oral language to the alphabetic principle, which promotes basic encoding and decoding. The practice notebooks serve as daily tools that support decoding and encoding.

Daily lesson plans guide teachers to instruct students to "read (segment), write, and blend" the words. Thus, students decode a written word, encode it, and reread it.

The materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in transitioning from oral language activities to basic encoding. For example, in Academic Week 10, students read words from the spelling/vocabulary list, such as *apple-spring*, for both spelling and reading purposes. Then, the students record these words in their spelling/vocabulary notebook.

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

The materials include daily phonemic awareness routines; however, these are limited to whole-group oral repetition of sounds led by the teacher. *The Writing Road to Reading*, under the section "Phonemic Awareness," states that the teacher says a high-frequency word in normal speech, children hear the word, and see the teacher hold up fingers to represent each sound in the word (two fingers for *me*: /m/ /ee/), while the teacher points to each finger. Children say the sounds and then blend them back together.

The Spalding Method includes practice to support instruction, with highly specific instructional routines. For example, each day the students orally practice phonograms and record spelling and vocabulary words in their notebooks. A range of activities to address students' strengths and needs is not provided.

The materials do not include additional resources or activities, such as Elkonin boxes, manipulatives, partner games, picture cards, or digital tools, to provide varied and engaging ways for students to practice blending, segmenting, or manipulating phonemes.

The materials provide no guidance for teachers to identify or correct errors or misconceptions.

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 do not include a variety of activities and/or resources for students to develop, practice, and/or reinforce grade-level sound-spelling patterns.	0/3
5.E.1d	The materials do not 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).	0/4
—	TOTAL	0/9

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

In *The Writing Road to Reading*, grade 1 students begin the first three days of their Spelling/Vocabulary Notebooks with 30 words that include a broad variety of long, short, schwa, variant vowel patterns, digraphs, and diphthongs.

The materials do not align with grade-level expectations according to the TEKS. Grade 1 students begin spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables. Students then progress to spelling words with initial and final consonant blends, digraphs, and trigraphs.

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 teacher guidance for explicit instruction for sound-spelling patterns; however, they include patterns that do not align with grade 1. For example, grade 1 students spell high-frequency words in the Spelling/Vocabulary Lists A–N. These lists contain words with diphthongs, such as *found* and *our*, and final stable syllables, such as *able* and *eagle*. Grade 1 students are expected to spell one-syllable words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables. Diphthongs and final stable syllables are not introduced until grade 2.

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)

In Academic Week 26, students are expected to "Explain syllabication, pronunciation, spelling, markings, and/or rules for a list of words." Then, students analyze and apply the syllable division patterns to the list of words. The syllable patterns include the word *unable*, which is a multisyllable word that has a final stable syllable. Grade 1 students are only expected to spell one-syllable words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables. Final stable syllables are not introduced until grade 2.

The materials include activities to develop, practice, and reinforce spelling patterns, but the practice is limited to students writing spelling patterns in their notebooks.

The materials do not contain cumulative reviews. Each of the lessons throughout the materials contains new learning.

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

The materials include a variety of activities or resources to support decoding words that include taught sound-spelling patterns in decodable connected text that builds on previous instruction; however, they are not grade-level appropriate. For example, in Academic Week 5, students read *Teamwork Pays Off*, where they practice 26 single-letter phonograms, as well as multiple-letter phonograms: *sh, ee, th, ow, ou, oo, ch, ar, ay, ai, oy, oi, er, ir, ur, wor, ear, ng*, and *ea*, all of which were previously introduced. In Academic Week 6, students read a new decodable text, *Taking a Detour*, where they practice decoding the same phonograms in a different text. These texts include multiple-syllable words. Grade 1 students are only expected to decode one-syllable words.

The materials do not include a variety of activities or resources to support students in decoding or encoding words that include taught sound-spelling patterns in isolation. The materials present the same activities daily, including the decoding of words written on the board by the teacher or previously recorded in their spelling notebook. Students decode new words in their spelling notebooks after the teacher presents the relevant skills. For example, during Academic Week 6, students read and spell previously introduced words in the Spelling/Vocabulary list, such as *him* and *bug*. Then, students read the following words and write them on lined paper: *book, by, over, make, say, come, and live*. This is the only type of practice activity provided in the materials.

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	All criteria for guidance met.	4/4
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	4/22

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

The Writing Road to Reading contains a comprehensive high-frequency word list compiled from a research-based collection. The materials do not present the high-frequency words in a systematic sequence. For example, the first ten words on the list contain four long vowels, three short vowels, one exception, and two nasal vowels. The list provides words with final stable syllables within the first 43 words, which does not align with grade 1 standards.

In Academic Week 4, *The First Grade Teacher's Guide* directs students to say, write, and blend sounds in the Spalding Spelling/Vocabulary Word List *me* through *an*, which includes a mix of regular and irregular high-frequency words: *me, do, and, go, at, on, a, it, is, she, can, see, run, the, in, so, no, now, man, ten, tan, tin, ton, bed, top, he, you, will, we, and an*. This list contains a mix of open and closed syllable words with short and long vowel sounds, vowel teams, blends, and digraphs. The words do not progress from simple to more complex.

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

The materials provide guidance for teachers to provide direct instruction for regular high-frequency words. For example, the tip directs teachers to say, "e says {long e} at the end of the syllable" when presenting the word *we*.

In *The Writing Road to Reading*, teachers are given an example dialogue that specifically addresses high-frequency words using the Spalding method. The instructions indicate that the teacher models counting phonemes while sounding out each word, then on the following page, a dialogue demonstrates how teachers say the word, emphasizing each sound, say the word, use it in a sentence, and then have students say the sounds with the teacher before recording it in their notebooks.

The *Spalding Spelling/Vocabulary Word List* includes instructional tips for decoding the irregular, high-frequency word *of*. The teacher is instructed to say /uv/ for reading and to have students underline the *f* twice to indicate that it represents an uncommon sound. The dialogue also guides the teacher to decode the irregular, high-frequency word *do*, instructing them to point out that the phonogram *o* can also represent the /oo/ sound.

The materials include teacher guidance for explicit instruction in encoding regular and irregular, high-frequency words. For example, students are instructed to record high-frequency words in the spelling notebook as they are introduced.

The materials include a sample dialogue on how to use the instructional tips in the *Spalding Spelling/Vocabulary Word List* to guide students in encoding high-frequency words. The example dialogue for encoding the regular, high-frequency word *have* guides teachers to segment the word, allowing students to hear the individual sounds. "Dictate the word have. Explain that English words do not end with v. A silent e is added. Have students say the sounds softly as they write have. . . . Have students say the sounds softly as they write blue on the same line as have."

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 Spalding Method relies on the repetition of practice as the strength of its model. By engaging students in the same daily tasks, consistent routines strengthen engagement and behavior. For example, in Academic Week 9, the materials instruct: "Read (segment), write, and blend words from the list, *then-lay* in a spelling/vocabulary notebook. Read (segment) and blend *then-lay* for spelling. Read *then-lay* for reading." Then, in Academic Week 10, the same set of instructions is given again, except with the word list *apple-spring*. In Academic Week 11, students have the same activity but with the word list *river-yet*.

The materials do not include cumulative reviews to reinforce skills learned.

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

The materials do not include a variety of activities or resources for students to read and write high-frequency words in isolation. The only activities included involve students reading the words off the board and recording them in their spelling notebook with teacher guidance. For example, in Academic Week 14, the materials state: "Read (segment), write, and blend *boat-down* in a spelling/vocabulary notebook. Read *boat-down* for reading." The exact instructions can be found in Academic Week 15, except for the list titled *why-form*. In Academic Week 21, the materials have students read, write, and blend words from the Spalding Spelling/Vocabulary Word List, specifically *warm-new*, in their spelling notebook. This activity repeats every day that high-frequency words are taught. The materials do not include a variety of activities or resources for students to read and write high-frequency words in connected texts. The only opportunity for students to read high-frequency words is in one decodable text each week. For example, in Academic Week 21, the materials instruct students to read *Matter: Solids, Liquids, and Gases*, which indicates the phonograms used in the decodable text; however, there is no indication of the high-frequency words included in the text. The instructions state, "*Matter: Solids, Liquids, and Gases* in unison, 3–4 pages per day, to develop fluent and expressive reading." This is the entirety of the instructions for using and understanding the decodable.

The only opportunity for students to encode high-frequency words each week is through composing oral or written sentences. For example, in Academic Week 21, the materials instruct students to compose oral or written sentences that demonstrate the meaning and usage of unfamiliar spelling and vocabulary words using a variety of the four types of simple or compound sentences.

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, as outlined in the TEKS.	0/1
5.E.3b	The materials do not include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types to decode and encode one-syllable words.	0/2
5.E.3c	The materials do not 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).	0/12
5.E.3d	The materials do not 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 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	0/19

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 introduce closed syllables in Academic Week 4, open syllables in Academic Week 5, VCe syllables in Academic Week 7, and final stable syllables in Academic Week 11. Students then begin to learn syllable division patterns, such as VC/CV and VC/CCV. For example, in Academic Week 11, the materials instruct students to explain the syllabication, pronunciation, spelling, markings, and/or rules of *river* (closed syllable, r controlled syllable), *planted* (r. 28, closed syllable, suffix), *page* (job 1, VCe syllable), *fall* (r. 17, closed syllable), *back* (r. 25, closed syllable), *Sunday* (r. 26, 18, closed syllable, open syllable), and *show* (open syllable).

According to TEKS 1.2.B.iii, grade 1 students are expected to learn closed syllables, open syllables, VCe syllables, vowel teams, including vowel digraphs and diphthongs, and r-controlled syllables. Syllable division is not an expectation until G2, according to the TEKS.

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

The materials include explicit instruction for decoding and encoding syllable types in one-syllable words.

The grade 1 materials present multisyllabic words, which are not aligned to grade 1 standards. For example, the *Syllable Division Pacing Guide* explicitly outlines the instruction for syllable types. The *First Grade Pacing Guide* also outlines expectations for multiple-syllabic words and syllable division, which is not grade-level appropriate. In Academic Week 13, the materials indicate that *dinner* is the VCCV pattern. In the inset, the teacher tip is "in a vowel-consonant-consonant-vowel pattern (VCCV), the word is usually divided between the consonants." However, multisyllabic words do not meet the student expectations according to the TEKS.

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)

In the daily notebook practice, students have the opportunity to practice one-syllable and multisyllabic words. The indicator specifies "simple" multisyllabic words, such as *napkin* (CVC–CVC). The words included in the Spelling/Vocabulary Word List include many that are complex, such as *country*, *however*, *recover*, *pleasant*, *capture*, *evening*, and *leather*. These are not aligned with grade 1 TEKS student expectations.

The materials encourage students to read the list of words from the board and record them in their spelling notebooks. For example, in Academic Week 11, the materials say students are to explain the syllabication, pronunciation, spelling, markings, and/or rules of *river* (closed syllable, r-controlled syllable), *planted* (r. 28, closed syllable, suffix -ed), *page* (VCe syllable), *fall* (r. 17, closed syllable), *back* (r. 25, closed syllable), *Sunday* (r. 26, 18, closed syllable, open syllable), *show* (open syllable). There are no other activities listed in the materials.

The only reinforcement tool for student learning is the weekly spelling test; however, this is an assessment, not a proper reinforcement of the skills learned.

The materials contain no cumulative reviews.

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)

Each week has one decodable text for students to practice reading words, but no other activity or resource is provided. The decodable texts focus on the application of phonograms and do not indicate which syllable types are included. For example, the decodable reading in Academic Week 5 requires students to apply decoding skills with 26 single-letter phonograms, as well as vowel teams and digraphs.

The materials only include one activity for encoding words in connected decodable text, as students are to compose sentences using unfamiliar words from the Spalding Spelling Word List. For example, in Academic Week 11, students are to compose oral or written sentences that demonstrate the usage and meaning of unfamiliar words in High-Frequency Vocabulary Objective 1, using a variety of the four types of simple sentences.

The materials do not include a variety of activities or resources for students to practice decoding one-syllable words using their knowledge of syllable types in isolation or in decodable connected texts. For example, students read indicated words each week from the Spalding Spelling/Vocabulary Word List, but there are no other activities or resources for decoding words in isolation. The materials do not include a variety of activities or resources for encoding one-syllable words using their knowledge of syllable types in isolation or decodable connected texts. The materials only include one activity for encoding words in isolation, as students record the words in the spelling notebook as dictated by the teacher. For example, in Academic Week 11, students write words from the Spalding Spelling Word List, such as *river-~~yet~~*, in their spelling notebooks.

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 using common morphemes' meanings (e.g., affixes, roots, and base words) to support reading comprehension.	3/4
5.E.4c	The materials do not include a variety of activities and/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 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).	0/4
—	TOTAL	3/12

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

The materials include a sequence for introducing morphemes; however, it is not grade-level appropriate. For example, the materials present the following suffixes in grade 1: *-less*, *-est*, and *-ful*. According to the TEKS 1.3.C, grade 1 students are only expected to understand the affixes *-s*, *-ed*, and *-ing*.

The materials present the following prefixes in grade 1: *al-*, *un-*, and *re-*. According to the TEKS 1.3.C, grade one students are only expected to master the affixes *-s*, *-ed*, and *-ing*.

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

The materials include teacher guidance to provide explicit instruction for supporting the recognition of common morphemes and their meanings to support decoding and encoding. For example, in Academic Week 9, teachers explain that a suffix is a letter or group of letters added to the end of a base word to add meaning. Then, teachers explain that adding the suffix ending *-s* to nouns means more than one person, place, or thing (in the plural form). Teachers give examples by composing oral/written sentences that demonstrate meaning and usage of noun plurals (e.g., *Children go to school five days each week. The vacant lots are full of weeds.*)

The materials include teacher guidance to provide explicit instruction for supporting the recognition of common morphemes and their meanings to support decoding and encoding words. For example, in Academic Week 12, teachers are instructed to "explain the term *past tense*; add the suffix *-ed* to form the regular past tense of verbs (r. 28) in SCV objective 4; compose oral/written sentences that demonstrate usage and meaning of regular past tense action verbs"(e.g., Mr. Green planted the corn last spring. The little girl missed her mother. The children added the words to the list.)

The materials do not provide evidence of reading comprehension lessons that integrate knowledge of morphology. For example, the reading comprehension lessons in Academic Week 21 focus on using the first three "mental" actions to identify and label monitoring comprehension, making connections, and making predictions. The exact instructions are also in the following weeks of instruction.

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 *Spalding Method* relies on the repetitive structure of the notebook application and the same student activity in each Academic Week. For example, to develop and practice morphological skill, the materials suggest teachers explain the meaning of an affix, read it in a sentence on the board, and then write a sentence using words with the taught affix on the same day.

In Academic Week 9, teachers explain that adding the suffix ending *-s* to nouns indicates more than one person, place, or thing (i.e., a plural form). Students read and write words, adding the suffix ending *-s* to words such as *day*, *lot*, *school*, and *door*.

In Academic Week 10, teachers explain that the suffix *-es* is added when a new syllable is formed (e.g., *boxes*), and then add the suffix ending *-es* to *box*, *fox*, and *six*. Then students compose sentences that demonstrate the usage and meaning of the noun plurals *boxes*, *foxes*, and *sixes*. The materials do not connect instruction across lessons or include a cumulative review.

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 do not provide a variety of activities or resources for students to decode or encode words in isolation. The only activity the materials provide is for students to decode words with the taught morpheme written on the board or in the word list and to encode, composing oral/written sentences using words with the taught morphemes. In Academic Week 12, teachers explain the term *past tense* and add the suffix *-ed* to form the regular past tense of verbs (r. 28) in SCV objective 4. Then, students

compose oral and written sentences that demonstrate the usage and meaning of regular past-tense action verbs.

In Academic Week 19, teachers explain that the suffix *-ing* means the action is happening now and how to add the suffix *-ing* to a one-syllable word that has one vowel followed by one consonant (r. 9), e.g., *beg*, *set*, and *run*. The students compose oral and written sentences that use *begging*, *setting*, and *running*, with the helping verb *be*, and pronouns. The materials use the same approach for decoding and encoding words with other morphemes.

The materials provide no follow-up or tie to comprehension through reading. In Academic Week 14, the instructions direct students to read *Gardening Takes Practice* in unison and individually, 3–4 pages per day. The materials do not provide a list of the morphology skills that may be contained within the reader.

In Academic Week 19, students read *A Science Fair* from the *Spalding Series 2 Leveled Reader* in unison and individually, 3–4 pages per day. The materials provide no specific guidance regarding decoding and encoding words with morphemes in connection with this text.