

Spalding Education International

English Phonics, 2

The Writing Road to Reading: 2nd Grade

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9780062083937	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)
50%	Noncompliant	Flags Not in Report	2	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	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	16 out of 125	13%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	9
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	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 for the rationale unit order. The materials include the rationale for how 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 and concepts taught, along with objectives from kindergarten through grade 3. The grade 2 scope and sequence also includes coding to indicate the grade level when skills are taught and assessed. For example, "I/P" indicates introduction and practice, but mastery is not expected.

The *Second Grade Teacher's Classic Guide, Third Edition* breaks down grade-level objectives into spelling, reading, and writing. For example, the spelling objectives include expectations for phonemic awareness and systematic phonics. The writing objectives encompass the following conventions: capitalization, punctuation, sentence structure, vocabulary, paragraph development, and composition. The grade 2 reading objectives encompass literary appreciation, text structure, and the mental processes employed during reading.

The *Navigation Guide* states that the materials do not reference the 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 Second Grade Teacher's Classic Guide* provides an overview of the pacing of spelling objectives in Weeks 1–4. The "Spelling Skills Trace" then outlines specific objectives addressed in Weeks 1–32.

The materials include a Phonological and Phonemic Awareness Pacing Guide for grade 2 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 *cast*, *south*, *deep*, and *town*.

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 Second 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, not by unit.

The materials do not include an explanation of the rationale for the units learned 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 a teacher will 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 Second 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 only 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 while they implement Spalding lessons. Instructional leaders can use these checklists to support teachers as they implement the materials in every aspect of the Spalding lessons (reading, writing, spelling).

The "Courses" page on spalding.org offers options to register for 45 hours of on-site or hybrid training in Reading Foundations and 45 hours of onsite or Zoom training in Effective Strategies for Writing and Reading. Both courses are marked 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." Coaches attend a self-paced video portion of the course, complete assignments, and participate in 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 the progress of their student.	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 to teach the concepts in the unit effectively. *The Writing Road Teacher's Classic Guide Scope & Sequence Part 2* "Important Lesson Planning Considerations" section provides the teacher with 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 chart "Integrated Language Arts Lesson Objectives" 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 section "High Frequency Vocabulary Instruction," 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 is 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 in English only. Each video has a corresponding PDF to help the parent understand the skills (e.g., counting phonemes, segmenting, etc.). These are not grade-specific for parents and are not explicitly labeled for parents.

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 for 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 *cast, south, deep, town* are made up of individual speech sounds."

The "Delivering" section of *The Writing Road to Reading Grade Two Teacher's Classic Guide* includes a procedures chart for each literacy category (spelling, writing, and reading) that lists guidance for 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 children's oral language. It also states that students' spelling assessments go in the Spalding Spelling/Vocabulary notebooks.

The grade 2 *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 any listing of 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 the use of language 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 need *The Writing Road to Reading* book, phonogram cards, and letter formation posters, among 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 *Thunder Cake* and the teacher supports the "*attributes of fine literature* (precise language, emotional appeal, insight, and universality)."

The materials include a suggested schedule for the overall lesson, 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 second grade language arts lessons . . . When faced with time restrictions, second grade teachers should focus on all spelling and sentence construction objectives found in lesson objectives." In each daily lesson, the suggested time for each component is written next to the title. For example, the Phonemic Awareness section has 15 minutes written next to it.

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 Second Grade 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 that can be used for extended practice. The materials contain three levels of intervention lesson plans. The materials recommend moving students in Tier 1 to the *Spalding Beginner Readers: Clean Up* and sentence construction with a high-frequency vocabulary template.

The "Evaluating" section of *The Writing Road to Reading Second Grade Teacher's Classic Guide* notes differentiation for extension to include assignments that expand the lesson objective to the next level of difficulty and encourage exploration aligned to 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 task type and question format.	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 in terms of task types and question formats at the lesson level. An example can be found in *The Writing Road to Reading Second Grade Teacher's Guide* in Academic Week 13 under the heading "Systematic Phonics." The students will "read (say) 30 phonograms (include tch) they have difficulty pronouncing" and "say and write 20 phonograms (include tch) they cannot say and write automatically. Another example of a formative assessment can be found in *The Writing Road to Reading*, specifically 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."

All students are assessed at the end of the year to confirm mastery and demonstrate growth during the year." For example, within the Assessing portion of the Second Grade Teachers Guide, suggested Spelling Word Assessment Strategies include: "Administer subsequent assessments about the same time each month using the monthly assessment form found on pages 40–41 of this section. Use the same procedure, but dictate enough additional words each month to ensure assessment of all students' abilities. Re-administer List 1 as a post-assessment for the final month. Compare the pre-assessment grade status with the post-assessment grade status to determine gain. Use the Spalding Spelling Assessment Scoring Guide each month for progress monitoring." The materials do not include a variety of questions. The questions are only in multiple-choice format. The materials do not include instructional assessment at the unit level. The product is only structured in Academic Weeks.

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 for those who need 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 ensure the 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 Second Grade Teachers Guide* directs the teacher to use only the illustrative sentences provided on the Spalding Spelling Assessment List. The teacher says, "Use the following standardized introductory remarks. Example: 'I will now dictate some spelling words. This is not a test; it tells me what I need to teach you. I will pronounce each word, use it in a sentence, and pronounce it again.'"

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.

The materials do not provide guidance for teachers' consistent administration of the instructional assessments. It is understood that daily and weekly assessments occur in spelling, an overview of Quarter 3 Academic Weeks 17–24 does not include any specific mention of assessments. Therefore, teachers have the assessment forms at the back of the teacher's guide, but lack direction about their placement throughout the curriculum.

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 course objectives.

An example of a diagnostic assessment can be found in *The Writing Road to Reading* text in the chapter titled "Lessons, Procedures, and Why This Method Works," under the section heading "Reading Assessments" that 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."

Formative or summative assessments are paired with specific objectives in the lesson plans. The materials contain a "Skills Trace" section that states objectives for the Academic Weeks. In that document, it shows that on Academic Weeks 8–16, students are working on compound words. For instance,

Academic Week 9 directs students to "[r]ead (segment), write, and blend early-funny. Explain syllable division patterns that help in pronouncing and decoding unfamiliar words; read syllable division patterns phonogram in which multiletter phonograms are not divided regardless of other patterns"

The formative assessments are aligned to the objectives of the course. The Recommended Language Arts Scope and Sequence shows the progression by year and the "Skills Trace" breaks that into weekly portions. As teachers progress through the lesson plans, little guidance for assessment is included in the grade 2 materials. For example, in Academic Week 1, teachers are told to "pretest children using the Spalding Spelling Assessment, List I" so the diagnostic is clearly defined. For the formative assessments, which are called "checks for understanding" in these materials, Academic Week 1 notes 25 checks for understanding for the week as every single objective is considered its own formative assessment.

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. The 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 do not vary 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 "Assessing" section of the *Teacher's Guide* 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."

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

The *Second Grade Teachers' Classic Guide* includes guidance on spelling assessment data. The text guides teachers to increase practice in identifying difficult phonograms and provides explanations of spelling rules for words students miss. It also guides the teacher 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. 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." The text also states, "If most children stay at the same score for several months, identify the reason and provide solutions." There is no guidance on targeted supports to meet the needs of students.

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 in explaining 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 is 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*. This checklist guides teachers in assessing the type of sentence that has been introduced. As a next step teachers are prompted to "[u]se the Paragraph Writing and Composition Checklist . . . for each child when children score well on sentence writing."

The materials instruct teachers to teach students to evaluate their accuracy and legible handwriting in their spelling notebooks.

The materials do not include tools for students to track their 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	The materials do not include teacher guidance for differentiated activities. 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.	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." Within the Writing Instructional Strategies and Procedures, the guide 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, 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 explaining the meaning of these terms and how to identify evidence of them in the reading. For example, Academic Day 1, Text Structure Objective 1 says students will "Explain the author's purpose and the elements of narratives, e.g., 'A narrative relates an event or tells a story. The author's purpose is to entertain and develop understanding about people and the world. Basic narrative elements include characters, setting, and plot.'"

The materials include pre-teaching or embedded supports for references in text (e.g., figurative language, idioms, academic language). For example, in Academic Week 15, the teacher explains how authors use idioms. The teacher provides the definition and then says, "Lend me your ear means to politely ask for someone's full attention." Students listen to/read *Birds of a Feather* by Vanita Oelschlanger and identify idioms as well as explain their meanings.

In Academic Week 22, in preparation to read *The Flag We Love* by Pam Munoz Ryan, students "read (segment) and blend *regular-rapid*." Students further explore how verbs "show changing time." The word *shine* is explored: "The sun shines through the window. The sun *is shining* through the window. The sun *shone* through the window yesterday. The sun *will shine* through the window tomorrow. The sun *has shone* through the window."

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 instruction to students who have mastered 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 prompting exploration aligned to the lesson, such as researching a 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 you 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 example dialogue provides an example sentence, explanation of use, and models thinking out loud and checking for understanding.

The materials include guidance to support the teacher in modeling and explaining the learned concepts. 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*, for which teachers are instructed to say, "Use the phonogram that says *k, s*."

In Academic Week 26, the materials instruct teachers to model a variety of written simple, compound, or complex sentences that demonstrate usage and meaning of unfamiliar S/V words. The teacher also models how to write a direct quote that "includes the exact words, a sentence, or a paragraph from a book. "In the book *Eleanor Roosevelt* by Sally Lee . . . a direct quote is: 'Eleanor Roosevelt became the first lady on March 4, 1933.'"

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, accompanied by teacher modeling.

In Academic Week 4, the students have the opportunity to engage in "narrative text structure." The students listen to a story and the daily objective states, "identify (on a narrative organizer) the author's purpose, characters, setting, and plot."

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.

The materials include suggestions for both 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 faces a partner. Students in the inside circle show side 1 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 *going-bold* spelling list for reading. Then, teachers explain "that syllable division patterns help in pronouncing and decoding unfamiliar words."

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 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 and 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. On Academic day 2, students are introduced to letters *wk, l, m, n, p, r, t, u, v, w, x, y, z, sh, ee, th, and ow* on the same day. In Week 2, students are introduced to words with singular and multisyllabic words such as *became, weak, week, and twelve*. These appear before the silent *e* and vowel teams have been introduced.

In Academic Week 5, the materials direct teachers to teach spelling rules related to open syllables, closed syllables, syllables with silent final *e*, and open/closed syllables for words such as *window, ease, back, and easy*.

In Academic Week 7, the instructions have students say 30 phonograms, including *eo*, and proceed to practice words with *ea*, such as *easy, ease, and leaves*. 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. In Academic Week 6, teachers explain that a word with a consonant followed by *le* is a consonant plus *le* (c+le) syllable type, e.g., *little, apple, able* (c+le). Instructions for how to blend, segment, or spell these words are included in the last column of the Word List in *The Writing Road to Reading Text*. In Academic

Week 8, students use syllable division patterns to decode compound words such as *because*, *before*, and *believe*.

In Academic Week 3, students begin reading their first texts aloud daily to demonstrate their ability to read fluently and expressively; however, they are not decodable texts. The materials recommend *Frog and Toad* or *Little Bear* series, but not specifically decodable texts. Throughout the entirety of the *Planning* section of the teacher's manual, decodable texts are not referenced or recommended.

The materials do not include intentional, ongoing practice opportunities for phonics (sound-symbol correspondence) skills in isolation. Evidence cannot be located for intentional, ongoing practice opportunities for students.

The materials introduce a new set of phonics patterns each week, but no review weeks or repeated practice routines are 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	Daily lessons do not include opportunities for immediate and corrective feedback.	1/3
4.2c	Daily lessons do not 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 and coach saying the sound or sounds of the first 45 phonograms in Academic Week 1. On Academic Day one, model saying the sound or sounds of the eight phonograms that begin at 2 on the clock and five phonograms that begin with a line. Use the precise dialogue on WRTR 45–47 and refer to the clock letters on the Letter Formation Poster."

In Academic Week 15, the materials instruct, "Explain that the phonograms ti, si, and ci are the spellings most frequently used to say sh at the beginning of a second or subsequent syllable in a base word, e.g., notion, session, facial."

On Academic Day 1, model saying the sound or sounds of the eight phonograms that begin at 2 on the clock and five phonograms that begin with a line."

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 found in *The Writing Road to Reading* provides "Instructional Tips" that give specific guidance to teachers on how to present the word with corresponding rules for reference. For example, for the spelling/vocabulary word *sick* in List I, the Instructional Tip says, "After children say the sounds for sick, say, 'Use two-letter k.'"

Academic Day 3 contains a sidebar that provides a key for interpreting the abbreviations in the teacher guide. The materials state, "M/CK/C means 'model each new learning, ask Check for Understanding questions, then coach as children attempt the task.'" In Academic Week 15, students "explain that syllable division patterns help in pronouncing and decoding unfamiliar words; read syllable division patterns for

consonant-vowel-consonant (cvc) or vowel-consonant (vc) pattern in which the word is divided after the consonant that follows the vowel, e.g., cover, woman (cvc), ever (vc) (M/CK/C: Days 1–2 WRTR 226)."

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

The materials do not provide guidance on 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.

Daily lessons include a variety of opportunities for students to practice phonics skills through independent practice within daily lessons. For example, in Week 24, the materials instruct, "As they syllabicate and mark words, they can practice correct spacing between syllables." The students are all performing this activity at the same time, but there is no collaboration between students. In Academic Week 15, the materials instruct, "Read (segment), write, and blend death–least in spelling/vocabulary notebook," Later in the lesson, the materials direct, "read syllable division patterns for cvc or vc pattern in which the word is divided after the consonant that follows the vowel."

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	Lessons do not include an instructional focus with practice opportunities 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 3, students read (say) *ou, oo, ch, ar* and 26 phonograms they have difficulty pronouncing and to say and write *ou, oo, ch, ar* and 16 other phonograms they cannot say and write automatically.

Each day, students are to continue to review phonograms, like in Academic Week 9, Academic Week 27, and Academic Week 32 where students read (say) 30 phonograms they have difficulty pronouncing and say and write 20 phonograms they have difficulty saying and writing automatically.

The materials do not include intentional cumulative phonics review throughout the curriculum. The lessons introduce new skills in each academic week of instruction. For example, in Academic Week 29, the materials instruct, "Read (say) 30 phonograms they have difficulty pronouncing," However, the same lesson instructs, "Practice additional phonogram our." The lesson is adding something new instead of focusing only on reviewing previously taught material.

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, Week 1 includes 45 phonograms *a-ea* that were taught in kindergarten and/or grade 1. Week 2 includes 14 phonograms *aw-ey* and students are to read and write—words from the list *became-weak*—applying the phonograms taught during those two weeks. Week 3 includes 11 new phonograms *igh-ci* and students are to read and write words from the *first-try* list and apply those phonetic skills. All 70 phonogram cards are reviewed and/or introduced by the end of Week 4 and students are to read and write from the list *move-set*.

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.

Beginning in Academic Week 2, all of the texts that are recommended are non-decodable trade books.

The *Teacher's Guide* recommends using texts to focus on literary attributes, mental attributes, and reading for fluency, among other skills; however, these texts are not decodable. For example, in Academic Week 5, students read *Young Cam Jansen and The Missing Cookie* for fluency and accuracy, and then describe the main character, setting, and plot.

The materials do not include decodable texts for grade 2.

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.

Beginning in Academic Week 2, all of the texts that are recommended are non-decodable trade books.

The *Teacher's Guide* recommends using texts to focus on literary attributes, mental attributes, and reading for fluency, among other skills; however, these texts are not decodable. For example, in Academic Week 5, students read *Young Cam Jansen and The Missing Cookie* for fluency and accuracy, and then describe the main character, setting, and plot.

The materials do not include decodable texts for grade 2.

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 they learn.

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. The "Administering the Writing Assessment" section of the *Assessing* section of *The Writing Road to Reading Second Grade Teacher's Guide* instructs the teacher to have the student "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- and post-assessment form, Spalding Spelling Lists 1 through 8, a post-test, a class Instructional-level tally sheet, and a Spalding Spelling class progress sheet.

The "Assessing" section of *The Writing Road to Reading Second 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 content 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 for 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 Second Grade Teacher's Guide*, teacher directions are provided for administering initial, monthly, and post-spelling assessments. The guidance instructs teachers 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 for teachers stating that if students show 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 student needs.

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 after the teacher provides whole-group modeling.

The materials do not include specific guidance on determining the frequency of progress monitoring based on student 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 explicitly (directly) or systematically introduce letter-sound relationships in an order that allows for basic decoding and encoding.	0/8
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	2/16

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)

In Academic Day 5, teachers explain the five jobs for the silent final *e* (r. 7); students read example words for spelling and reading; underline and mark *time, have, blue, chance, charge, little, are* on 5/8" lined paper. There is no explicit instruction for these "silent *e*" rules besides stating Rule 7, and the silent *e* rules are introduced on the same academic day. In the Spelling/Vocabulary Word List for Academic Week 5, grade 2 students have completed their first 120 words, covering various spelling patterns, all syllable types, variant vowel patterns, advanced digraphs, and silent letters in both one-syllable and multisyllabic words. The multiple patterns of applying letter-sound relationships in a single lesson do not allow for a systematic introduction.

In *The Writing Road to Reading Teacher Guide*, the materials state, "Spelling is taught from the spoken word to the written form. The relationship of each sound to the written symbol is thus made clear when children say and write . . . they segment spoken words, write these words . . . , then read them . . ." However, the materials do not systematically introduce letter-sound relationships in an order that supports encoding application, as all vowel sounds are introduced simultaneously, and students are not

expected to encode short-vowel CVC words before being introduced to long vowel sounds or vowel digraphs.

On Academic Day 1, students identify and write the individual phonograms *a, c, d, f, g, o, s, qu, b, e, h, i,* and *j*. The same day, students compose oral and written sentences that demonstrate the usage and meaning of "section J words," such as *cast, south, deep,* and *town*. The letter names are not introduced; only the phonogram and the sound it represents are provided.

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.

In *The Second Grade Teacher's Guide*, activities such as retelling with an organizer, responding to the teacher, recitation, and oral sentence writing require students to respond orally to the teacher to answer questions or use new vocabulary. On Academic Day 1, the teacher reads *Roxaboxen*, and students will explain the author's purpose and the elements of narratives in response to the teacher's questions. The materials lack opportunities for social communication with different audiences, such as prompts that support personal sharing, turn-taking in conversations, or responding to a peer's idea.

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.

Students have opportunities to engage in academic communication for different purposes. In Academic Week 11, the teacher reads aloud *The Goose's Gold*. The students respond to questions to identify and describe the main characters, setting, and plot of the story. In Academic Week 23, students read and explain how *more* and *most* are used to show comparison with three-syllable words in sentences on the board with the teacher. Then, students compose either orally or in writing their sentences using *more* and *most*.

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)

In Academic Week 2, the teacher explains the author's purpose and the elements of an informative text to students, setting the purpose for listening to the text *Beans to Chocolate*. The students identify the author's purpose, topic, information, and point of view on an informative organizer.

The lesson delivery consistently centers on the teacher's explanation and students' responses to direct questions. In Academic Week 4, students compose sentences using the topic of butterflies in a whole group. The materials do not prompt students to ask questions to understand information or provide opportunities for collaboration.

In Academic Week 2, students read *The Bears on Hemlock Mountain* by Alice Dalgliesh aloud daily to demonstrate fluent and expressive reading. 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 explicitly and systematically introduce letter-sound relationships for basic decoding and encoding.	0/4
5.C.2b	The materials do not include teacher guidance to provide explicit instruction 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 decodable text to develop, practice, or reinforce decoding and encoding one- and two-syllable words.	2/12
—	TOTAL	2/18

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

The *Phonological and Phonemic Awareness Pacing Guide* prescribes the following instructional order: 1. segment, count, and blend sounds; 2. recognize beginning, middle, and ending sounds; 3. recognize and produce rhyme; 4. blend onset and rhyme; 5. identify words in a sentence; 6. segment, blend, and delete syllables; 7. add, substitute, and delete sounds. This approach does not gradually transition to more complex phonemic manipulation practice.

The materials explicitly introduce letter-sound relationships that allow for basic encoding. In *The Writing Road to Reading*, there is an explanation of the process and intention of the spelling lessons. The materials state spelling is taught from the spoken word to the written form, and the relationship of each sound to the written symbol is made clear. However, the overall introduction of letter-sound relationships is not taught in a systematic order throughout the curriculum. All vowel sounds are introduced simultaneously, and students are not expected to encode short vowel CVC words before being introduced to long vowel sounds or vowel digraphs.

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 provide information about common decoding mistakes and how to address them. The materials instruct the teacher to check for understanding by having students explain the rules, with a possible correct student reply of, "In *became*, the *e* says /ee/ because it is at the end of a syllable."

Teachers are to continue to have students explain the application of previously introduced rules until they can apply the rules automatically.

There is no guidance on how to provide effective explanatory feedback. The teacher has the students 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. Then they have students read previously dictated words by sound or syllable, and then blend the sounds to form words as they are pronounced in normal speech, before they have the students choose notebook pages some days. The only guidance is for teachers to continue this process until students can spell these words correctly on tests and in sentences without needing assistance.

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

The materials include a variety of activities for students to develop an understanding of letter-sound correspondence to decode one-syllable words in isolation. On Academic Day 1, in *The Writing Road to Reading Teacher's Guide*, the teacher models that the words *cast*, *south*, *deep*, and *town* are made up of individual speech sounds. Then, students say, count, and blend sounds in the same words. The teacher also facilitates practice using the phonogram cards. The phonogram cards include directions to help students produce the phonogram sounds, a skill necessary for reading words fluently and sounding out unfamiliar words.

The materials include a variety of activities to develop understanding of applying letter-sound correspondence to decode multisyllable words. In Academic Week 3, teachers have students decode words such as *cent*, *Friday*, *story*, *short*, and *better*. Students are also to mark syllable divisions and sounds in these words. In Academic Week 8, the teacher explains that syllable division patterns help in pronouncing and decoding unfamiliar compound words, as the syllable division pattern is divided between base words.

The materials include a practice book for students to read and copy words from the week's spelling list. The materials also provide additional practice with one- and two-syllable words, guided by the teacher. Dropbox provides an activity that involves identifying vowels, consonants, and the number of syllables in selected words.

The materials do not provide sentences or texts for embedded decoding practice. Recommended children's literature is included in *The Writing Road to Reading*. However, there are no decodable texts.

The materials do not provide a variety of activities or resources for cumulative review that systematically revisit previously taught syllable patterns alongside new content. Beginning in Academic Week 4, the

materials instruct teachers to read the sounds of 30 phonograms that students have difficulty pronouncing, and the materials continue this in subsequent weeks, which would be "systematic." However, there is a lack of variety in activities for cumulative review of multisyllable words in isolation. This is simply a review of phonograms.

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, or 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 or resources (including 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)

On Academic Day 2, the materials instruct, "Explain that *stay*, *outside*, *dark*, *east* are made up of individual speech sounds. Say/count/blend sounds in spoken words: *stay*, *outside*, *dark*, *east*." This lesson introduces a word with a consonant blend (*st*), two different vowel teams (*ay* and *ea*), and a compound word (*outside*), all in one lesson.

The materials do not include a systematic sequence that begins with larger units of sound and gradually transitions to smaller units of sound. For example, the *Phonological and Phonemic Awareness Pacing Guide* directs the teaching of "add/substitute/delete sounds" all at once.

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 teachers general instructions for presenting phonological awareness skills; yet, the materials lack specific guidance to determine errors or misconceptions. *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 guided instruction portion of the lesson provides explicit phrasing that teachers may use to support students; however, it does not include guidance on providing specific corrective feedback based on common misconceptions.

In Academic Week 11, the materials instruct, "Read (say) 30 phonograms they have difficulty pronouncing." However, the instructions end there. The materials do not contain guidance on how the teacher should provide corrective feedback when students make an error in their pronunciation.

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 memory-building strategies for students to develop, practice, and reinforce phonological awareness skills. For example, students complete phonological awareness activities orally with the teacher while the teacher uses their hands during the lesson. In *The Writing Road to Reading*, under Phonemic Awareness instruction, the teacher says a high-frequency word in normal speech. The children hear the word and see the teacher hold up fingers to represent each sound in the word (two fingers for "me": /m/ and /ee/) while the teacher points to each finger. Children say the sounds and then 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 the repeated practice and retention of phonological awareness skills.

The materials do not contain activities and resources that develop, practice, and reinforce phonological awareness skills, which does not align with grade-level TEKS.

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 or 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 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)

The materials do not include a systematic sequence for introducing, blending, and segmenting phonemic awareness activities that begin with identifying phonemes and gradually transitioning to more complex manipulation practices. According to the *Phonological and Phonemic Awareness Pacing Guide*, the students are working on identifying and segmenting individual sounds in Academic Week 1. Then, in the next lesson, students add a sound and make a new word. According to Spalding's pacing guide, found in *The Writing Road to Reading*, individual phoneme identification is the first skill introduced, and adding, deleting, and substituting sounds is the seventh skill that should be introduced. If teachers present these lessons sequentially, students miss several essential and developmentally appropriate skills in between. Therefore, the materials do not use a systematic or gradual approach.

In Academic Week 2, students say and write phonograms *aw, au, or, ck, wh, ed, ew, ui, oa, gu, ph, ough, oe, and ey*, even though the materials have not previously developed or reviewed them.

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)

In the "Delivering" section of the grade 2 *Teacher's Guide* provides teachers with Spelling Instructional Strategies and Procedures with examples of scripted instructional interactions. For example, in the "Oral Review of Phonograms," the materials state, "In the word day, the sound /a/ is at the end, so I cannot use this phonogram (show *ai*) because English words do not end in *i*. I must use this phonogram (show *ay*)." These scripts do not provide examples of feedback based on errors or misconceptions.

In Academic Week 8, students say and blend spoken words *she, see, the, now, ball, ask, just, get, call, and to*. There is no list of common errors, nor is there recommended feedback to correct any errors that may have occurred.

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*, children across grade levels engage in daily oral phonogram reviews in which the teacher articulates a sound, and the children record the appropriate orthographic pattern, thus moving from phonology to the alphabetic principle to support basic encoding and decoding. In the chapter titled "Part Two: Instructional Materials," a list of all phonograms and instructional tips is provided for teachers to use in supporting the transition from sound to print. For example, the teacher may prompt with, "O usually says /o/ at the end of a syllable" to reinforce the sound-to-print transition.

In the chapter titled "Primary and Intermediate Spelling/Vocabulary Notebooks," the materials contain daily practice opportunities to support the transition from oral language to the alphabetic principle, which promotes basic encoding and decoding. The practice notebooks are daily tools that support this process.

Lesson plans contain daily instructions for students to "read (segment), write, and blend" the words. Students decode a written word, encode it, and reread it. For example, in Academic Week 9, students will read (segment), write, and blend the spelling list words *early-funny* in the 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. In Academic Week 1, teachers lead students in whole-group oral repetition of sounds. For example, in *The Writing Road to Reading* under Phonemic Awareness instruction, it says that the teacher says a high-frequency word in normal speech, students

hear the word, and the teacher holds up fingers to represent each sound in the word (two fingers for *me*: /m/ /ee/), while pointing to each finger. Children say the sounds and then blend them back together. 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.

In Academic Week 1, the materials guide the teacher to have students segment, count, and blend phonemes during the week, but then no further lessons address any advanced phonemic awareness activities. On Academic Day 3, the materials present systematic phonics lessons. The lesson begins with, "Explain the purpose of learning phonograms. Explain the purpose of easy, legible, and neat handwriting."

The materials do not include a variety of activities or resources for students to develop or practice phonemic awareness skills.

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	All criteria for guidance met.	1/1
5.E.1c	The materials do not include a variety of activities or resources for students to develop, practice, or reinforce grade-level sound-spelling patterns.	0/3
5.E.1d	The materials do not provide a variety of activities or resources to support students in decoding or encoding words that include taught syllable correlations in decodable connected text that builds on previous instruction.	2/4
—	TOTAL	3/9

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

The Writing Road to Reading includes grade-level objectives listed for the program but they are not aligned with the TEKS.

Grade 2 students begin with a broad range of words, both single and multisyllabic. The grade 2 TEKS recommend presenting skills from simple to complex as follows: short, long, variant vowels, trigraphs, blends, silent letters, and then syllable types as a sound-spelling pattern sequence. The words occur in random order and are not presented in an intentional, progressive, or logical manner. For example, the spelling list consists of the following words in this order: *became*, *brother*, *female*, *I*, *twice*, and *afternoon*. These words are the foundation of daily instruction, yet the materials present them without sequence or similarity in pattern.

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 that are grade-level appropriate. For example, Rules for Pronunciation, Spelling, and Language 1–7 are taught during the spelling lessons. Rule 7 states, "There are five kinds of silent final e's. (In short words, such as *me*, *she*, and *he*, the *e* says [long e], but in longer words where a single *e* appears at the end, the *e* is silent" It goes on to outline the other kinds of silent *e*.

In Academic Week 5, students identify the five spellings for the sound /er/ and are taught the phonogram *or* may say /er/ when it follows *w* (e.g., *words*). The materials reference the Primary Rules Poster 2 (which includes the rule and examples), as well as the instructions found in *The Writing Road to Reading*.

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

The materials do not include a variety of activities for students to develop and practice sound-spelling patterns. Each day has identical lesson patterns and the same activities for spelling. For example, in Academic Week 8, students explain syllabication, pronunciation, spelling, markings, and/or rules of *herself*, *wish*, *cause*, *world*, and *tripped*. Then, students are directed to "Analyze and apply concepts of the syllable division pattern, markings, and/or rules" to the same words.

The materials include directions for students to practice writing spelling patterns in their notebooks. This is the only activity to develop, practice, and reinforce sound-spelling patterns.

The materials lack a variety of activities and resources to motivate and engage students, such as multisensory activities, partner games, or digital tools.

The materials do not contain cumulative reviews of taught concepts.

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 provide a variety of activities and resources to support students in decoding and encoding words that include taught syllable correlations in isolation. The Spalding Method guides students to read (say) and write phonograms repeatedly. Daily phonics instruction includes directives such as: "Read (say) 30 of 70 phonograms . . . Say and write 20 of 70 phonograms . . ." The materials include phonogram cards, which add variety to the available resources.

The materials provide practice for encoding words that include taught sound-spelling patterns. For example, in Academic Week 2, students learn the sound-spelling pattern for *became*, *mail*, *glass*, *twelve*, and *should*. Then, students compose oral or written declarative and interrogative sentences that demonstrate the usage and meaning of the spelling words.

The grade 2 materials do not contain decodable readers.

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 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 or resources (including 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, which is used throughout the primary grades. The materials do not present the high-frequency words in a systematic sequence. For example, the first ten words on the high-frequency list contain four long vowels, three short vowels, one exception, and two nasal vowels. As a result, students will not master the simplest skills before moving on to more complex ones.

In Academic Week 3, the materials include the mix of regular and irregular high-frequency words: *first, sent, cent, mile, seem, even, without, afternoon, Friday, hour, our, wife, state, July, head, story, open, short, lady, reach, better, water, round, cost, price, become, class, horse, care, and try*. The list includes a mix of open and closed syllable words with short and long vowel sounds, vowel teams, blends, VCe, and digraphs, which 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 contain regular high-frequency word tips to guide the teacher in instruction. For example, when the teacher introduces the word *we*, the tip indicates to say, "e says {long e} at the end of the syllable."

In *The Writing Road to Reading*, teachers have access to example dialogue that specifically addresses high-frequency words using the Spalding method. The teacher's instructions indicate that the teacher models

counting phonemes as they sound out each word. On the following page, a dialogue demonstrates how teachers say the word, emphasizing each sound, repeat the word, use it in a sentence, and then have students say the sounds with the teacher before they record it in their notebooks.

The *Spalding Spelling/Vocabulary Word List* includes instructional tips for decoding the irregular high-frequency word *eye*. The teacher is instructed to say, "Eye is not phonetic. Say the names of the letters e y e."

The materials include teacher guidance to provide explicit instruction for encoding regular and irregular high-frequency words. For example, students are to record the high-frequency words in the *Spelling Notebook* when they are introduced.

The materials include a sample dialogue of how to use the instructional tips in the *Spalding Spelling/Vocabulary Word List* to guide students in encoding high-frequency words in the spelling notebook. The example dialogue for encoding the regular high-frequency word *me* guides teachers to segment the word for students to hear the individual sounds, then record the phonogram for each sound in their spelling notebook.

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 *early-funny* in spelling/vocabulary notebook. Read (segment) and blend *early-funny* for spelling. Read *early-funny* for reading." Then, in Academic Week 10, the same set of instructions is given again, except with the word list *going-hold*. In Academic Week 11, students have the same activity but with the word list *drill-of*.

The materials do not include any cumulative reviews for reinforcement of 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 from the board and recording them in their spelling notebook with teacher guidance. For example, in Academic Week 15, the materials state: "Read (segment), write, and blend *death-least* in [the] spelling/vocabulary notebook. Read *death-least* for reading." The same instructions are found in Academic Week 16, except

with the list *sorry–doctor*. In Academic Week 21, the materials direct teachers to guide students to read, write, and blend words in the Spalding Spelling/Vocabulary Word List *Thursday–penny* in their spelling notebook. This activity repeats each time high-frequency words are introduced. The only opportunity for students to encode high-frequency words each week is in composing oral or written sentences. For example, in Academic Week 21, the materials instruct students to compose oral/written sentences that demonstrate the meaning and usage of unfamiliar spelling and vocabulary words, using a variety of simple, compound, and complex sentence types.

The materials do not contain decodable texts in the grade 2 curriculum.

5.E.3 Decoding and Encoding One Syllable or Multisyllabic Words

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.3a	The materials do not include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	0/2
5.E.3b	The materials do not include teacher guidance to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multi-syllabic words.	0/8
5.E.3c	The materials do not include a variety of activities 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 or resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists), and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	0/8
—	TOTAL	0/30

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

The materials introduce suffixes as a type of "syllable division pattern" in Academic Week 15. The materials do not include a systematic sequence for introducing grade-level syllable types as outlined in the TEKS. For example, the materials introduce VCe and final stable syllables, as well as VCCV syllable division patterns, before CV syllable division patterns in Academic Week 16. The materials state, "Explain syllabication . . . of sorry (VCCV), press (CVC), April (VCCV), study (closed w/ consonant blend), himself (two closed syllables), person (CVCCVC), January (open), copy (CVCVC), yesterday, question (VC/CV)." This singular lesson introduces nearly all of the syllable types, which is not a systematic approach.

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 guidance for the teacher to provide explicit instruction for applying knowledge of the syllable types and syllable division principles to decode and encode multisyllabic words. However, the materials only explicitly teach four syllable types—not all six. *The Writing Road to Reading*, in the "Morphology" section, provides guidance on the following syllable types: open, closed, VCe, and final

stable syllable. The materials omit guidance for teaching vowel teams and r-controlled syllables; however, these are occasionally addressed within instruction on one or other syllable types.

In *The Second Grade Teacher's Guide*, the daily lesson plan provides teachers guidance in the "Instructional Tips" inset, beginning in Academic Week 10. For example, the materials state that *pocket* is a phonogram (phg) pattern. In the inset, the teacher tip reads, "Introduce syllable division pattern phonogram (phg)." The materials also state that students will explain that syllable division patterns help to pronounce and decode unfamiliar words. Students will read syllable division patterns for phonogram (phg) in which multilettered phonograms (digraphs/diphthongs/r-controlled vowels) are not divided regardless of other patterns, e.g., *early*, *flower*, and *nothing* (phg). The TEKS do not have a (phg) syllable pattern.

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

The Writing Road to Reading states, "The notebook is the foundation for language arts instruction; therefore, construction of the notebook is a critical activity for student achievement." Skills development occurs solely within the notebook.

The materials encourage activities for students to read the list of words from the board and record them in their spelling notebooks. For example, in Academic Week 12, the materials state, "Explain the syllabication, pronunciation, spelling, markings, and/or rules for: *both, children, understand, follow, charge, Miss, died, die*." Academic Week 13 provides the exact instructions, but with the following words: *please, picture, breakfast, climb, coffee, contains, daily, day, gentle, and live*.

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

The materials do not contain any 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)

The materials do not include a variety of activities or resources for students to practice decoding one-syllable or multisyllable words using their knowledge of syllable types or syllable division principles in isolation. For example, in Academic Week 15, students are to "analyze and apply concepts of the syllable division patterns, markings, and/or rules for check (r. 25), inspect (VCCCV syllable pattern), itself (cw syllable pattern), always (r. 21, VCCV syllable pattern), expect (r. 20, VCCV syllable pattern), woman

(consonant vowel-consonant syllable pattern), fare (job 1), sugar (consonant-vowel-consonant syllable pattern)." The materials include one activity for encoding words in isolation, recording the weekly words in the spelling notebook as dictated by the teachers. For example, in Academic Week 15, students write words from the Spalding Spelling Word List, such as *death-least*, in their spelling notebooks.

The materials 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 15, students are to compose a variety of written sentences that demonstrate the usage and meaning of unfamiliar spelling and vocabulary words. The materials teach four of the six syllable patterns (open, closed, final-e, and consonant-le). The materials do not teach *r*-controlled or vowel teams as syllable patterns. These are sometimes mixed in with the other syllable pattern lessons.

Recommended texts are included, but the materials do not provide teacher directions or recommendations to tie instruction to a specific syllable pattern. Additionally, passages are present, but there are no questions about syllables.

Grade 2 materials do not have decodable texts.

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 or resources for students to develop, practice, and reinforce grade-level morphological skills through cumulative review.	0/3
5.E.4d	The materials do not include a variety of activities or resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	0/4
—	TOTAL	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, they are not grade-level appropriate. For example, the materials present the prefix en-. According to the TEKS 2.3.C, grade 2 students are to understand the affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion. Therefore, en- is not grade-level appropriate.

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)

In *The Writing Road to Reading*, the materials provide teachers with specific guidance that demonstrates how morphology connects to word meaning. The guidance includes scripted examples and dialogues. For example, in a section in chapter 2 titled "Delivering Integrated Language Arts Instruction," the materials provide teacher guidance for each specific language arts rule. Rule Page 3 addresses the addition of suffixes.

The materials include teacher guidance to provide explicit instruction for supporting the recognition of common morphemes and their meaning to support decoding. For example, in Academic Week 4, the teacher guidance states, "Explain that the suffix (ending) -ing means the action is happening now; explain

how to add -ing to a one-syllable word that has one vowel followed by one consonant (r. 9); *set/setting, run/running, beg/begging*." The materials then have students decode sentences that include words with the morpheme -ing. In Academic Week 23, teachers explain that the suffix -able means "able to" and changes a noun or verb into an adjective. The materials include teacher guidance to provide explicit instruction for supporting the recognition of common morphemes and their meanings to support encoding. For example, in Academic Week 4, students compose oral or written sentences using words with the morpheme -ing, which they learned the same day. In Academic Week 12, teachers explain that the suffix -en is used to indicate changing time in some verbs (tense), and students compose oral or written sentences using the verbs *take* and *drive*.

The materials do not include teacher guidance to provide explicit instruction for supporting recognition of common morphemes and using their meanings to support reading comprehension. There is no follow-up after direct instruction for comprehension through reading. For example, in Academic Week 13, students read *Bugs, Bugs, Bugs* aloud daily to demonstrate fluent and expressive reading. The teacher provides no specific guidance regarding morphemes in connection with this text.

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 activity is done in each academic week. For example, the only activities the materials suggest for developing and practicing morphological skills are to 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 the same day. For example, in Academic Week 4, teachers explain that the suffix -ing means the action is happening now and demonstrate how to add -ing to a one-syllable word that has one vowel followed by one consonant (r. 9); for example, *set/setting, run/running, and beg/begging*. The materials then have students decode sentences that include words with the morpheme -ing. There are no other activities or resources provided. In Academic Week 11, the exact instructions are to explain that the prefix -un means not, add the prefix -un to *able, kind, and clear*, then explain how the meaning changes; compose oral or written sentences that use *unable, unkind, and unclear*. 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 or written sentences

using words with the taught morphemes. In Academic Week 4, 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*, *run*). The students compose oral or written sentences that use *begging*, *setting*, *running*, and the helping verb *be* with pronouns. In Academic Week 12, the materials explain that the prefix "re-" means "back" or "again" when added to a base word. Then, they continue to add the prefix *re-* to *turn* and explain how the meaning changes. The students compose oral or written sentences that use *return*. The materials use the same approach for decoding and encoding words with other morphemes.

The materials do not include decodable readers in the grade two materials. The materials include a daily reading assignment, but there is no teacher guidance directing students to focus on the daily suffix and its impact on meaning.