

Spalding Education International

English Phonics, 3

The Writing Road to Reading: 3rd 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)
44.64%	Noncompliant	Flags Not in Report	12	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	17 out of 28	61%
2. Progress Monitoring	12 out of 26	46%
3. Supports for All Learners	14 out of 27	52%
4. Phonics Rule Compliance	15 out of 31	48%
5. Foundational Skills	71 out of 107	66%

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	3
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 an outline of TEKS or ELPS as part of the scope and sequence.	2/4
1.1b	Materials do not include pacing for various instructional calendars.	1/2
1.1c	Materials do not include a rationale of unit order.	1/2
1.1d	Materials do not include protocols or 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 Writing Road to Reading Third Grade Teacher's Classic Guide includes a two-part scope and sequence in the "Planning Integrated Language Arts Instruction" section. "Scope and Sequence Part 1" provides a chart of program objectives for spelling, writing, and reading, and "Scope & Sequence Part 2" provides guidance on lesson objectives and a skills trace spanning 32 weeks.

Concepts listed as program objectives are sorted by literacy category (spelling, writing, and reading) and identified by one of five instructional levels: Introduce/Practice, Practice, Mastery, Review/Reinforce, or Challenge. The vertical alignment of the program objectives is noted for grades K through 3.

"Scope & Sequence Part 2" provides a more detailed sequence of concepts for weeks 1–4, chunked by literacy category.

The ELPS are not included in the materials.

There is no evidence of a TEKS correlation guide or TEKS taught throughout the year.

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 Writing Road to Reading Third Grade Teacher's Classic Guide provides a skills trace pacing calendar that covers 32 weeks of instruction, broken down by week. Skills are chunked by literacy category (spelling, writing, and reading), and an "X" denotes each week in which a skill is addressed.

The materials do not include suggested pacing for instructional calendars of varying instructional days.

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

The "Spalding's Language Arts Circle" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* gives a rationale for the organization of course concepts. The "Spalding Language Arts Circle," made up of spelling, writing, and reading objectives, ensures that "each of the essential instructional components recommended by the National Reading Panel (NRP) are taught or reinforced in one or more lessons."

"The Spelling Lesson at a Glance," "The Writing Lesson at a Glance," and "The Reading Lesson at a Glance" sections of *The Writing Road to Reading Third Grade Teacher's Classic Guide* provide additional information about the progression of spelling, writing, and reading lessons. For example, the materials state, "First, students are taught that spoken words are made up of individual sounds (phonemes). Each day, they say (segment) the sounds in spoken words, then blend the sounds (phonemic awareness). Beginning on Academic Day 1, they review symbols (phonograms) that represent individual speech sounds (phonics) . . . Students say and write phonograms four days a week. Phonemic awareness and phonics lessons are integrated all year."

The order of concepts outlined in the scope and sequence reflects this systematic progression from easier to harder skills.

The Writing Road to Reading Third Grade Teacher's Classic Guide provides an explanation for skill integration across strands and a clear sequence of instructional complexity, but it does not include an explicit rationale for the order of units.

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

Lesson internalization guidance appears in the "Framework for Designing Lessons" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide*. The framework walks teachers through four steps to design an integrated language arts lesson using The Spalding Method: Step 1 is Selecting Instructional

Objectives at the Correct Level of Difficulty; Step 2 is Assigning Instructional Delivery Level(s) for Each Objective; Step 3 is Aligning Information, Questions, Responses, and Activities (IQRA) to Each Lesson Objective; and Step 4 is Preparing the Introduction and Conclusion. Each step includes additional teacher guidance, such as lesson-level routine notes and feedback reminders.

The materials are not divided into clear units. As a result, they do not include unit internalization protocols. All lessons are grouped by Academic Week only.

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

The "Professional Development" page on spalding.org offers options for content specialists, coaches, or administrators to schedule and attend on-site professional development sessions or access pre-recorded videos with the guidance of an on-site facilitator. These sessions assist teachers in implementing the curriculum with fidelity. Course options include topics such as "Successful Start with Spalding Implementation," "Spalding Spelling Lesson Refresher," "Syllabication Update," and more.

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 on-site or Zoom training in Effective Strategies for Writing and Reading. Both courses are marked as appropriate for curriculum specialists, content specialists, and administrators.

The "Courses" page on spalding.org offers instructional coaches access to the Coach Training Course in order to "successfully coach teachers who are implementing and refining The Spalding Method procedures using the Spalding Spelling Lesson checklist." 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.	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 section "Scope & Sequence Part 2," of *The Writing Road to Reading Third Grade Teacher's Classic Guide* contains the "Integrated Language Arts Lesson Objectives" pages that guide teachers to activate background knowledge. For example, "Explain how precise language, emotional appeal, and universality add enjoyment or understanding."

In the "Planning" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide*, both the chart of integrated Language Arts Lesson Objectives for weeks 1–4 and the academic week planning pages include italicized academic vocabulary words within the spelling, writing, and reading categories.

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, which are ranked by frequency. The program focuses on studying the phonetic sounds in any new word and uses a multisensory approach in which students use coding marks, hear the teacher say the word, say each sound just before they write it, and read the words.

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

On the "Courses" page of spalding.org, the publisher offers an English Online Home Educator Course for Parents. It provides families with *The Writing Road to Reading* textbook, a supplemental teacher guide e-book, classroom set of phonogram cards, reading foundations workbook, and classroom supplies. The online course provides families with 70 common phonograms and walks them through a multi-sensory approach.

The "Spalding Spelling Lesson" page of spalding.org provides videos that walk families through aspects of The Spalding Method, such as word analysis and sentence construction. Each video includes an accompanying PDF to support student learning at home.

The materials do not include any resources in Spanish to support families with student progress.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	Materials do not include content standards aligned to the TEKS, language standards aligned to the ELPS, daily objectives aligned to lesson standards, or questions to check understanding of lesson objectives.	4/8
1.3b	Materials do not include suggested timing for each lesson component.	2/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	7/12

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 "Third Grade Integrated Language Arts Lesson Objectives" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* includes weekly lesson plans with objectives for spelling, writing, and reading, sequenced in alignment with The Spalding Method. Objectives are listed by day for academic week 1 and by week for academic weeks 2–32.

There are no TEKS or ELPS listed in *The Writing Road to Reading Third Grade Teacher's Classic Guide*, and there are no TEKS or ELPS correlation guides to accompany the weekly lesson plans.

The weekly lesson plans found within the "Third Grade Integrated Language Arts Lesson Objectives" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* include colored sidebars with lists of tasks and materials required to meet the spelling, writing, and reading objectives. The weekly lesson plans also reference assessments such as the Spalding Spelling Assessment.

The section titled "Third Grade Assessing Skills Mastery" in *The Writing Road to Reading Third Grade Teacher's Classic Guide* includes additional guidance for assessments referenced in the weekly lesson plans, such as information about their purpose and alignment with lesson objectives.

The "Delivering" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* includes a procedures chart for each literacy category (spelling, writing, and reading) that lists guidance for checks for understanding. The weekly lesson plans do not include specific questions to check for understanding.

Weekly objectives do not include specific language objectives. As a result, there are no questions aligned to language objectives.

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 weekly lesson plans in the "Third Grade Integrated Language Arts Lesson Objectives" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* include references to teacher and student materials, such as the "Attributes of Fine Literature" poster.

A complete list of teacher and student materials is included within the "Why the Writing Road to Reading Program Works" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide*. Each material listed includes guidance for use.

Each academic week lesson plan page in the "Third Grade Integrated Language Arts Lesson Objectives" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* includes a suggested block of approximately 120 minutes of spelling, writing, and reading per day.

There is no suggested timing for each component of the integrated language arts lessons.

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

In the enrichment lesson materials of The Spalding Resource Center on spalding.org, there are assignments that can be used for extended practice. For example, within the "Writing Enrichment Lesson Plans," a homework assignment requires students to practice lesson concepts learned that day by identifying conjunctions and independent clauses, and then combining two simple sentences into one compound sentence.

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

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

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	Materials do not include a variety of instructional assessments at the unit level (including diagnostic, formative, and summative).	3/9
2.1b	All criteria for guidance met.	2/2
2.1c	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 aligned to the TEKS.	3/6
2.1e	Materials do not include instructional assessments with 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 "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* includes a variety of instructional assessments at the course and lesson level, including diagnostic, formative, and summative assessments for reading, writing, and spelling at designated stages of learning progression.

Students take various assessments at the beginning of the year and continue them daily, weekly, or monthly. For example, teachers pretest student mastery of oral and written phonograms on the first or second academic day of school. Then, teachers assess spelling through daily observations of student work in notebooks, through daily and weekly spelling quizzes, and through monthly "Spalding Spelling Assessments."

Spelling, writing, and reading assessments include a variety of tasks, such as oral phonogram review, daily notebook work, composition checklists, and writing portfolios. Reading assessments described in the "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* include a variety of passages and corresponding comprehension questions in a multiple-choice format.

Written assessments ask students to repeatedly respond to the same type of question. For example, the "Spalding Spelling Assessment" requires the students to write a list of words dictated by the teacher, and reading comprehension assessments require the students to answer multiple-choice questions.

The materials do not divide content into units. The materials do not provide diagnostic, formative, or summative assessments at the unit level. The materials do not vary in the types of questions.

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

The "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* provides an overview of each program assessment (spelling, writing, and reading), including the intended purpose for each type; for example, the Spelling section says, "The Spalding Spelling Assessments consist of eight standardized, 50-word tests of equal difficulty, and are used to determine monthly progress as well as to provide one source of data by which teachers may refine instruction at 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 "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* also indicates that assessments within the program are "both informal (e.g., observing a student's daily performance and progress), as well as formal (e.g., measuring skills attainment on quizzes and tests)."

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

The "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* includes teacher guidance for administering instructional assessments, including detailed information on the frequency and purpose of the assessments as they relate to the daily and weekly lessons. Each teacher guidance page includes the heading, "The teacher will . . ." followed by specific guidance to ensure accurate administration. For example, the "Daily and Weekly Spelling Word Assessments" page states that teachers will give daily quizzes three days a week of ten dictated spelling words on 3/8" lined paper to identify words for reteaching and additional practice, placing a check beside each error.

Teacher guidance pages for spelling, writing, and reading assessments do not include notes or recommendations for consistent administration. For example, the materials do not include any clear time limits for the assessments or any notes defining how many times a student must meet prerequisite skills.

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

The spelling, writing, and reading assessments listed in the "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* are aligned to the lesson objectives listed in the "Third Grade Integrated Language Arts Lesson Objectives" section. The spelling assessments address phonemic awareness; the writing assessments address vocabulary with sentence construction; and the reading assessments address literary appreciation and fluent and expressive reading.

The assessments do not include any reference to grade-level TEKS. In addition, there is no separate rubric or TEKS guide for teachers to understand how assessment items align to the TEKS.

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

Levels of complexity are inconsistently applied across assessments. For example, the Spalding Spelling Lists and Post Assessment Form contain spelling words at various levels of difficulty. Students compose sentences using selected spelling words and sentence types to demonstrate usage and meaning, progressing from simple sentences to compound and complex sentences. The reading assessments do not include varying levels of text complexity and are only categorized by grade level.

The assessments are not explicitly aligned to the TEKS. The materials do not include any guiding documents, such as TEKS correlations, that would help teachers align existing assessment items to the 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	Materials do not include scoring information that provides 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 own progress and growth.	1/2
—	TOTAL	3/5

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

The instructional assessments provide teacher guidance for marking student responses and errors. The assessments also include guidance to assist teachers in interpreting student performance, primarily to identify student levels. For example, in the "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide*, the Spalding Spelling Assessment includes a list of 50 words, and *The Spalding Spelling Assessment Scoring Guide* provides a place to mark errors and a grade equivalency.

Reports include documents such as class tally sheets and checklists. The materials do not include item analysis reports, TEKS mastery reports, question analysis reports, or class achievement reports to help teachers make instructional decisions.

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

Teachers can access tasks and activities guidance in the "Evaluating Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide*. Each of the assessment types (spelling, writing, and reading) includes several guidance pages with tasks and activities listed under the heading "The teacher will . . ."

For example, as they analyze phonemic awareness, teachers provide flexible small-group practice for students having difficulty hearing or saying vowel sounds such as short *e* or *i*. Teachers follow suggested intervention tasks, such as demonstrating the position of the mouth as vowel sounds are said, having students watch their mouths in a mirror, coaching, and monitoring as students practice saying the sounds. As they evaluate spelling assessments, teachers select phonograms that students cannot spell and provide small-group reteaching via handwriting and letter formation practice. Teachers evaluate monthly spelling progress to identify missed phonograms and rules for reteaching via reading words for spelling by sound or syllable.

Teacher guidance includes tasks and activities for students who need to reinforce or expand skills. For example, the "Evaluating Skills Mastery" section in the Text Structure Assessment states: "Provide independent activities for students who understand text structure: Have students read a book of their choice or a teacher-selected book. Have them use an organizer to identify the type of writing and the elements from the book."

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 "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* includes several tools for teachers to track student progress and growth, such as the "Spalding Spelling Assessment Class Progress Report," the "Comprehension Assessment Class Progress Report," and the "Paragraph Writing and Composition Checklist."

The teacher-facing tools allow tracking of individual student and class-wide data. For example, teachers track writing performance for each student using the "Sentence Writing Checklist" and "Paragraph Writing and Composition Checklist," placing an *M* beside each objective mastered—such as one independent and one dependent clause for complex sentences, or four or more sentences in a paragraph about a topic. Teachers score students individually using the "Comprehension Assessment Answer Form" and record class progress on comprehension assessments throughout the year on the "Comprehension Assessment Class Progress Report."

The materials do not include tools, such as reports or charts, for students to self-monitor progress and improvement.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	Materials do not include teacher guidance for differentiated activities 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 Writing Road to Reading Third Grade Teacher's Classic Guide provides general teacher guidance and activities to support students who have not yet reached proficiency on grade-level content and skills. For example, the "Procedures for Teaching Fluent, Expressive Reading" section advises teachers to prompt students in softly sounding out unfamiliar words and only the problematic sound or syllable when needed.

The materials include a section for addressing scaffolding, advising teachers to "fade quickly" when most students can perform a skill accurately and to require students to verbalize principles and rules to aid retention, using checks for understanding, teacher-student dialogues, and critiques of skills. Additionally, while the spelling section directs teachers to pull small groups for students who are new to the Spalding Method or struggling with concepts, it does not provide specific guidance on how to scaffold instruction during these small-group lessons.

The materials state that "activities are to be planned by the teacher," and do not include ready-made differentiated practice tasks. Guidance is limited to instructional suggestions without providing concrete activities for students who have not yet reached proficiency.

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 and embedded supports for unfamiliar vocabulary and references in text, including academic language and figurative language. Teachers introduce academic vocabulary before lessons, using tools such as the "Elements of Informatives" poster, and are provided sample dialogue to support vocabulary development.

In Academic Week 5, teachers pre-teach the term *mystery* by explaining it as a type of narrative thought of as a detective story and guiding students to identify *The Ninth Nugget* as a mystery, citing clues used by characters. Teachers also pre-teach *integral setting* and support students in identifying and justifying the setting in the same text.

The materials include embedded supports for figurative language, as seen in Academic Week 19, in which teachers define a simile and guide students to identify examples in *Crazy Like a Fox*.

The materials embed vocabulary references during lessons, such as listening to an informative text and identifying text features in *The Digestive System*, with teacher discourse to support understanding and application.

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 Writing Road to Reading Third Grade Teacher's Classic Guide guides teachers to extend activities for proficient students by considering: "Four general strategies that expand students' learning when planning independent assignments." These include expanding the day's lesson objective to the next level of difficulty; integrating spelling, writing, reading, science, or social studies within the lesson objective; encouraging reflection; and encouraging exploration aligned to the lesson objective.

The materials also guide differentiated instruction by providing independent assignments for students who learn basic skills easily, ranging from reading fine literature independently to identifying and labeling examples of literary attributes in books they read, or explaining how the five mental actions support passage comprehension.

The digital resources include enrichment for writing through worksheets and homework that provide additional and higher-level practice opportunities.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	Materials do not include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	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.

Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining learned concepts. In *The Writing Road to Reading Third Grade Teacher's Classic Guide*, direct prompts are provided for teachers to guide students in the learning process. Step-by-step instructions on what to say are included, as well as directions on how to explain learned concepts. Teachers are guided to use the phonogram cards, pronounce the sounds, and have students repeat them back.

The materials include teacher prompts to support modeling and explaining concepts to students. For example, in Academic Week 6, during the "Sentence Construction with Vocabulary Development" part of the lesson, teachers "explain that the suffix *-ing* is added to a verb to show the action is happening now." Students compose oral and written sentences after the teacher's model.

In addition, the materials include step-by-step instructions on grammar concepts. For example, when teaching nouns, the teacher connects to previous learning and activates background knowledge. They then name and define nouns, explain and demonstrate, and model thinking for students.

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

The Writing Road to Reading includes guidance for two instructional approaches: teacher modeling with think-alouds and visual supports such as graphic organizers and Spaulding posters. Lessons prompt teachers to make cognitive processes visible during activities such as spelling dictation and narrative planning. Students complete organizers during reading and engage in partner activities that reinforce comprehension.

The materials offer flexible grouping and peer-review routines, but lesson delivery follows a single, consistent structure. The materials do not provide varied approaches beyond modeling and visual supports. There is no evidence of a broader range of instructional strategies used across lessons.

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

The Writing Road to Reading recommends whole-group, small-group, and individual structures. Teachers model new content in whole-group lessons, then reteach or enrich content in flexible small groups, and assign individualized tasks (e.g., independent word-marking or paragraph writing) based on ongoing assessments.

In the "Procedure for Teaching Spelling and Language Rules" section, teachers model thinking in whole-group lessons and are provided with the guidance, "Think out loud as you apply new rules to words included in daily dictation."

Guided practice, independent practice, and collaboration are embedded in the lessons, and scripted examples outline clear routines that help teachers implement practice types to support effective implementation across lessons.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	The materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency as defined by the ELPS, which are designed to engage students in using increasingly academic language.	0/2
3.3b	The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual and ESL programs.	0/1
3.3c	The materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	0/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	0/11

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

The Writing Road to Reading does not include teacher guidance for providing linguistic accommodations aligned to varying levels of language proficiency. The materials use general terms such as "students with language disabilities or whose primary language is not English," but do not offer support differentiated by ELPS-defined proficiency levels.

Lessons include diagnostic prompts and flexible grouping for struggling learners, but these supports are not tailored to the language acquisition needs of emergent bilingual students. There are no embedded strategies for building academic vocabulary or structured opportunities for oral or written discourse tied to language development.

The materials are designed for a monolingual audience and do not include scaffolds, sentence stems, or targeted instructional routines to promote increasingly academic language across proficiency levels.

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

The Writing Road to Reading offers no implementation guide for state-approved bilingual or ESL programs. Brief mentions of "Limited English Proficiency (LEP)" or "primary language not English" do not include program models, language objectives, or teacher routines that align with bilingual and ESL requirements. Teachers receive no direction for adapting materials to those settings.

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 Writing Road to Reading does not include embedded teacher guidance for supporting emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, or making cross-linguistic connections through oral or written discourse. References to students "whose primary language is not English" are general and do not address varied proficiency levels or include structured supports.

Oral activities such as sentence composition or class discussion are not framed as language development strategies. Although students participate in teacher-led questioning (e.g., "What do we mean when we say an author uses precise language?"), these exchanges are not designed to build oral academic language or support discourse across proficiency levels.

Written tasks such as composing daily sentences or using affixed words (e.g., *mystery*—*mysterious*) are uniform for all students and not supported with sentence frames, visual aids, or guidance for using writing to reinforce comprehension or background knowledge.

3.3d – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

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

4. Phonics Rule Compliance

Materials comply with state requirements for explicit (direct) and systematic phonics instruction.

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	Materials do not include explicit and intentional ongoing practice opportunities for phonics skills through decodable texts.	2/4
—	TOTAL	4/6

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

The Writing Road to Reading Third Grade Teacher's Classic Guide describes The Spalding Method's systematic approach to phonics instruction. The "Scope and Sequence Part 1," outlines a three-step process: 1. segment spoken words into sounds/syllables; 2. count sounds in spoken words; 3. blend spoken sounds into words. Academic lessons provide a systematic phonics section that introduces and reviews phonics skills daily.

The Writing Road to Reading Third Grade Teacher's Classic Guide shows a progression of phonics skills from kindergarten to grade 3. Teachers begin introducing the 70 initial phonograms in the program starting in kindergarten. By grade 3, 17 additional phonograms are introduced. Teachers use scripted lessons to show students each phonogram and explain how to write it. Students repeat phonogram sounds as they write the letters. The materials provide a systematic phonogram list, beginning with mostly single-sound phonemes. Teachers continue following the instructional sequence to teach digraphs, diphthongs, r-controlled vowels, and vowel teams. Simpler phonograms such as digraph *ck* (Spalding phonogram 49) are taught prior to introducing more complex sound-spellings such as *ough* (Spalding phonogram 57) or *gh* (Spalding phonogram 76).

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 Academic Week lessons in the "Planning" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* include ongoing practice opportunities for phonics. In each lesson, students complete the section "Systematic Phonics" and read or say 30 phonograms they have difficulty pronouncing and then write 20 phonograms they cannot say or write.

The materials provide multiple opportunities for students to analyze and apply phonics skills over the school year. For example, teachers use Word Builder cards to introduce and practice learned phonics or spelling rules, such as doubling the final consonant of base words ending in one vowel and one consonant when adding a vowel suffix. Teachers show Word Builder cards and model how to explain the spelling using the correct response given on the back of the card. Students then explain the targeted spelling rule for the example card and continue to do so for the rest of the cards.

The materials provide a reading list for direct instruction. The books are used to teach literary appreciation and text structure as well as to practice fluent expressive reading. The resource states that only one teacher copy is needed and does not reference student decodable texts.

The Writing Road to Reading mentions decodable texts in the reading process, and the program materials include decodable texts intended for kindergarten and grade 1. The materials do not include decodable texts that are appropriate for grade 3.

4.2 Daily Instructional Sequence and Routines

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	Materials do not include daily lessons with guidance for immediate and corrective feedback.	1/3
4.2c	Materials do not include daily lessons with 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 "Introduction" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* explains that teachers provide daily, explicit phonics instruction. In the spelling lessons, teachers teach phonemic awareness, systematic phonics including handwriting, pronunciation and spelling rules, and high-frequency vocabulary words. Teachers teach students that words are made of individual sounds. Each day, teachers follow a script that includes segmenting the sounds in spoken words, blending the sounds, and reviewing symbols that represent individual speech sounds.

Teachers begin phonics instruction by modeling on the first day of Academic Week 1. The lesson plan indicates: "For [phonemic awareness], [systematic phonics], [high-frequency vocabulary] objectives, M/CK/C means model new learning, ask check for understanding questions, then coach as students attempt the task. For [phonemic awareness] objectives 1–2, use finger cues to identify individual phonemes (sounds) in one-syllable words with multiletter phonograms."

In later weeks, teachers continue to model and coach students as they reteach pronunciation, reading, and writing of phonograms to help students build mastery. Teachers also explain advanced phonics concepts. For example, one of the callout boxes in Academic Week 24 states, "explain . . . *able* is a two-syllable suffix that means can be . . ." Teachers model the thinking, and then students practice reading and writing words such as *available*, *avoidable*, and *changeable*.

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

In *The Writing Road to Reading Third Grade Teacher's Classic Guide*, each lesson planning page for Academic Weeks 1–32 includes objectives for phonemic awareness, systematic phonics, and high-frequency vocabulary instruction. In Academic Week 2, the teacher guidance callout box associated with phonics instruction indicates that teachers should "Continue modeling new skills/concepts, then coaching, scaffolding, and fading all year."

In the phonics portion of each weekly lesson, teachers follow guidance to teach new phonogram sounds using Phonogram Instruction Strategies. Teachers model and coach by saying the sounds using precise dialogue found in *The Writing Road to Reading*. Students repeat phonograms distinctly and precisely, separating each sound as needed. Teachers listen and provide feedback as needed.

The Writing Road to Reading Third Grade Teacher's Classic Guide directs teachers to provide feedback during the coaching portion of phonics instruction, but the type of feedback to be provided is unclear. The materials do not include specific and precise terms, phrasing, or statements that teachers can use to give either immediate or corrective feedback.

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

The weekly lesson plans outlined in *The Writing Road to Reading Third Grade Teacher's Classic Guide* indicate that students have a variety of opportunities for independent practice of phonics skills during daily lessons. For example, in Academic Week 8, students review, read, say, and write phonograms including *laugh*, segment and blend words such as *regard* or *basin* for reading and spelling, and say and write phonograms in their spelling/vocabulary notebooks such as digraphs *sh* or *ee*.

Throughout the year, the lesson plans indicate that students should review phonics skills as a group, and teachers should use the Level 2 Word Builder Cards to help students practice adding affixes.

The Writing Road to Reading Third Grade Teacher's Classic Guide provides phonics lessons that are designed exclusively for daily whole-group implementation. The materials do not include resources or guidance for collaborative learning. The materials state what each individual student will do, but there are no references for students working in partnerships or small groups.

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

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

The weekly lesson plans outlined in *The Writing Road to Reading Third Grade Teacher's Classic Guide* include a daily routine of reading, saying, and writing phonograms. On academic days 1 and 2, the teacher evaluates student pronunciation to identify frequently mispronounced phonograms. Then, on day 2, the teacher sorts phonograms into two piles: the 30 phonograms that most students need to practice daily and phonograms that most students need to practice less frequently. In the systematic phonics portion of the weekly lessons, the teacher includes these phonograms in daily oral phonogram review until most students have mastered the skills.

The systematic phonics portion of each lesson requires students to read, write, and blend words, and students complete the same corresponding activities each week. For example, students explain syllabication, pronunciation, and spelling markings.

The materials do not include intentional cumulative review throughout the year.

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

The Writing Road to Reading Third Grade Teacher's Classic Guide includes practice opportunities for phonics skills that have been explicitly taught. Daily oral and written phonogram review includes previously learned phonograms 1–70 and introduces 17 additional phonograms.

In Academic Week 1, on Day 2, the materials guide teachers to explain that words are made up of individual speech sounds, and in the following "Systematic Phonics" section, students read 30 phonograms, including new phonograms.

The materials also provide opportunities on Academic Days 1–3 for students to practice reading, writing, and blending phonics skills that have been explicitly taught. For example, the materials guide teachers to teach the silent final /e/ on Academic Day 1, and then check for understanding on days 2–4. The Spalding Method guides teachers to plan for initial instruction and then application activities.

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

The materials do not include decodable texts that incorporate cumulative practice of taught phonics. While students are engaged in reading texts—such as comparing and contrasting presidents from a prior text—reading *Busy Bees* to derive implied main ideas, and *The White House* for fluency, none of these texts are identified as decodable texts designed to provide cumulative practice of taught phonics patterns. Instead, text selections instruct literary appreciation, text structure, and fluency, with the resource noting that only a single teacher copy is required.

Additionally, there is guidance for administering the "Post-test for Written Phonograms." However, this cumulative activity is presented with isolated words, but no decodable text. In the systematic phonics portion of each weekly lesson plan, students practice segmenting, counting, and blending sounds with only isolated words, such as *bridge*, *check*, *thought*, and *least*. This section of each lesson does not include a corresponding decodable text for further practice.

The materials provide decodable texts in kindergarten and grade 1, but do not include decodable texts for grade 3.

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 cumulative practice of taught phonics. While students are engaged in reading texts—such as comparing and contrasting presidents from a prior text—reading *Busy Bees* to derive implied main ideas, and *The White House* for fluency, none of these texts are identified as decodable texts designed to provide cumulative practice of taught phonics patterns. Instead, text selections instruct literary appreciation, text structure, and fluency, with the resource noting that only a single teacher copy is required.

Additionally, there is guidance for administering the "Post-test for Written Phonograms." However, this cumulative activity is presented with isolated words, but no decodable text. In the systematic phonics portion of each weekly lesson plan, students practice segmenting, counting, and blending sounds with only isolated words, such as *bridge*, *check*, *thought*, and *least*. This section of each lesson does not include a corresponding decodable text for further practice.

The materials provide decodable texts in kindergarten and grade 1, but do not include decodable texts for grade 3.

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	Materials do not include progress monitoring tools that accurately measure students' acquisition of grade-level phonics skills.	1/2
4.4c	Materials do not include assessment opportunities across the school year aligned to progress-monitoring tools.	0/1
—	TOTAL	3/5

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

As outlined in the "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide*, developmentally appropriate assessments cover phonics, spelling, writing, and reading skills.

Teachers administer weekly spelling tests using lists provided in *The Writing Road to Reading Third Grade Teacher's Classic Guide*. These lists include multisyllabic words and specific orthographic patterns such as *igh* and *ough*. Students use selected spelling words to create their own sentences during writing instruction.

Teachers administer weekly writing assessments to students following guidance in *The Writing Road to Reading Third Grade Teacher's Classic Guide*. Students use selected spelling words to compose simple, compound, and complex sentences as they demonstrate proficiency and their ability to use learned orthographic patterns.

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

The "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* notes the use of regularly administered spelling, writing, and reading assessments as progress-monitoring tools. For example, the guidance pages indicate that teachers should give Oral Phonogram Review assessments and spelling word assessments weekly and Fluent and Expressing Reading Assessments throughout the year for progress monitoring.

The diagnostic nature of the program requires that teachers modify elements of the assessments, such as words on the "Spalding Spelling Assessment," according to student ability. The materials do not

provide teacher guidance on suggested modifications, which may negatively impact the accuracy of the progress-monitoring tools.

None of the progress-monitoring tools in the program are aligned to TEKS. Their capacity to measure grade-level phonics skills is not evident.

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

The "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* identifies spelling, writing, and reading assessments that are designed to be administered daily, weekly, monthly, or at the beginning and end of the school year, offering an assessment routine that is woven throughout the school year. This routine is evident throughout the materials, but the assessments are the same and not aligned to progress-monitoring tools.

The "Assessing Skills Mastery" introduction explains that "Spalding Spelling, Writing, and Reading Assessments are also incorporated to measure how well each student is doing relative to his or her peers. The purpose of this section is to help teachers monitor each student's progress . . ."

The materials do not provide distinct assessments, such as a separate fluency assessment or running record, aligned to those used for progress monitoring. Rather, the same assessments are administered for pretests, progress-monitoring tools, and posttests.

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 for tracking whole-class student progress to analyze patterns of students.	1/2
4.5c	Materials do not include 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 provide tools for tracking individual student progress, such as the Class Initial Instructional Level Tally Sheet. Teachers record each student's raw score on 10 individual comprehension assessments from the *Level 3 Practicing and Assessing Comprehension* text. Teachers "compute the average of the 10 scores to monitor progress."

The materials do not support teachers with analyzing or interpreting the results in a way that informs targeted instructional decisions related to acceleration. The provided data-management tools do not include standards correlations, quintile reports, or graphs that would help teachers analyze the data or identify learning gaps.

There is no evidence that the provided data-management tools would help teachers appropriately accelerate learning based on individual students' needs.

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 that allow teachers to analyze student needs. For example, teachers are guided by the "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* to monitor individual student performance during class. Teachers use resources such as the "Spalding Spelling Class Progress Report" and the "Comprehension Assessment Class Progress Report" to record and review student outcomes on a single form. These tools allow teachers to

see how each student is progressing relative to the rest of the class and identify those who may require additional support.

The materials do not provide sufficient support for analyzing patterns within progress data. There is no evidence of any graphs, visualizations, or tools that help teachers categorize students by skill mastery or generate suggested instructional groupings. In addition, neither the assessments nor their respective data tools include alignment to specific standards, making it difficult to identify strengths or gaps within specific concepts.

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

The "Assessing Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* outlines a consistent schedule for administering reading, writing, and spelling assessments, with frequency predetermined at the program level. For example, students engage in daily oral phonogram reviews, weekly oral and written phonogram assessments, and monthly spelling assessments. While these intervals ensure regular opportunities to collect student data, they do not vary based on individual student performance or learning needs.

The materials direct teachers to use assessment data to identify students in need of reteaching or additional practice during small-group instruction, but they do not offer guidance on adjusting the timing or frequency of reassessment in response to student progress. For instance, the materials do not suggest more frequent progress checks for students struggling with oral reading fluency or less-frequent checks for students who demonstrate mastery.

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

The materials do not include specific guidance on how to accelerate learning based on progress-monitoring data.

In the "Evaluating Skills Mastery" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* includes generic recommendations such as "provide flexible small-group instruction for students having difficulty" or "reteach and provide more practice" without suggestions tied to specific performance data.

5. Foundational Skills

Materials include guidance for explicit (direct) and systematic instruction in foundational skills, instructional routines, student practice, and cumulative review.

5.B Oral Language

5.B.1 Oral Language Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 5E – Oral Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	The materials do not include explicit and systematic instructional guidance on developing oral language and oracy through a variety of methods.	0/8
5.B.1b	The materials do not include opportunities for students to engage in social communication for different purposes and audiences.	2/4
5.B.1c	The materials do not include authentic opportunities for students to ask questions for comprehension or to share information and ideas.	2/4
—	TOTAL	4/16

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

The materials include opportunities for students to read and say phonograms and to respond verbally to teacher questions. However, they do not include explicit and systematic instructional guidance for developing oral language and oracy through a variety of methods. For example, in Academic Week 1, Day 2, during the Systematic Phonics portion of the lesson, teachers ask students to: "Read (say) 30 phonograms" and to "begin sorting phonograms," but no guidance is provided for direct instruction in developing oral language or oracy.

Teachers model saying phonograms during spelling dictation, but the materials do not include specific modeling, guided practice, coaching, feedback, or independent practice to build oral language skills or oracy.

When students read aloud, there is no accompanying teacher guidance on oral language and oracy skills such as voice level, clarity, speaking in complete sentences, or turn taking in discussions.

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

The lessons outlined in the "Planning" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* include opportunities for students to engage in academic communication for different purposes and audiences. For example, in Academic Week 3, students compose oral sentences that substitute

object pronouns for object nouns for an audience composed of the teacher and peers. In Week 26, students communicate with a partner to complete a graphic organizer about the book, *Little House on the Prairie*. During whole-group guided practice, students use academic vocabulary in oral sentences to demonstrate understanding of words such as *except*, *wonder*, and *fare*, and engage in interactive class dialogues using literary terms while identifying elements such as main and supporting characters, plot, and setting to build a shared academic vocabulary.

The materials also include teacher prompts for academic communication on concepts such as author's purpose, text structures, and vocabulary using tools like the mental action poster.

The materials do not provide opportunities for students to engage in structured social communication for different purposes and audiences. For example, while daily oral phonogram practice includes whole-group responses, it is unclear which specific prompts or routines teachers use to engage students in social conversations with peers. In places where a teacher might expect activities for students to introduce themselves to a classmate, gather and exchange personal information, or practice speaking to different audiences such as a new peer or visitor. The materials instead only focus on academic tasks without any structured opportunities for social language development.

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

The materials provide authentic opportunities for students to listen actively and engage in discussion to understand information. For example, in Academic Week 1, students listen as the teacher models narrative text structure using *How Coyote Stole the Summer* and cite examples from the story to support their thinking. In Academic Week 5, students work with partners to discuss why Josh from *The Ninth Nugget* is a main character and record their answers on a graphic organizer. Additionally, during daily oral phonogram practice, students listen actively while the teacher explains phonogram rules.

The materials do not provide opportunities for students to ask questions to understand information, as questioning remains teacher-directed. For instance, in the "Procedure for Teaching Spelling and Language Rules," students respond to teacher questions about spelling patterns (e.g., explaining why *e* says /e/ in the word *elect*), but there is no guidance for students to generate or ask questions. Similarly, while students are paired to compose sentences for discussion in the *Procedure for Teaching Four Types of Simple Sentences*, there is no guidance for students to share their sentences or ideas with the class, limiting opportunities for students to share information and ideas beyond partner discussion.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	The materials do not include teacher guidance to provide explicit instruction for connecting phonemes to letters within words, with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.C.2c	Materials do not include a variety of activities or resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in decodable connected text.	6/12
—	TOTAL	10/18

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

The materials explicitly and systematically introduce letter-sound relationships in an order that allows for basic decoding and encoding. For example, in Academic Week 1, teachers instruct students to "read (say) and write phonograms *a, c, d, f, g, o, s, qu*" using dialogue from *The Writing Road to Reading*.

The "Spelling Lesson at a Glance" outlines systematic phoneme manipulation tasks, including isolating, segmenting, and blending phonemes, allowing students to practice decoding and encoding aligned with taught letter-sound correspondences.

The materials introduce single letters prior to digraphs and vowel teams, with grade 3 lessons continuing the systematic practice of learned phonograms for reading and spelling. For instance, teachers teach letter-sound relationships, such as the letter *g*, explaining that "*g* before *e, i, or y* may say /j/, and followed by any other letter says /g/," supporting application in encoding and decoding before progressing to more complex patterns.

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 teacher guidance on delivering instruction focused on connecting phonemes to letters within words or explanatory feedback based on common errors and misconceptions.

Teachers instruct students to identify vowels in words such as *plan*, *press*, and *fix* in Academic Week 1, but there is no guidance for addressing common misconceptions or providing recommended feedback. On Academic Day 4, students say, write, underline, and number phonograms in words like *death* and *sorry*, but the materials do not include teacher support for providing feedback on common errors.

The materials instruct teachers to introduce letter-sound relationships, such as the sounds of the letter *g*; the materials do not address misconceptions like students believing that *g* is always pronounced as it is in the word *bag*. A chart titled "Example of Common Errors" lists broad categories of student mistakes, but does not provide explicit instructions for teachers to use when these errors occur. Instead, teachers are prompted to tell students to "try again" without specific language for corrective feedback, and students simply rewrite words they miss.

Overall, the materials do not include scripted lessons or explicit support for providing explanatory feedback to address common errors.

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 provide opportunities for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. For example, in Academic Week 5, students "say, write, underline, and number phonograms" in words such as *learn*, *there*, and *sugar*—consistent with content presented in Academic Week 1.

Students practice daily phonogram reading and writing in isolation and apply letter-sound correspondences using syllable cards and weekly word analysis activities with multisyllabic words like *accept*, *celebration*, and *real*.

The "Systematic Phonics: Phonogram Assessment Strategies" provides guidance on administering cumulative pre/post-tests. Students reinforce skills by writing the 70 phonograms at the end of lessons and using their spelling/vocabulary notebooks for ongoing practice.

The materials do not provide decodable connected text for grade 3. Students apply letter-sound correspondences within sentences during vocabulary and sentence construction activities, but they read recommended trade books and comprehension passages that are not intentionally decodable or aligned with the phonics patterns taught, and no decodable texts are used to systematically support decoding skills within connected text.

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	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	All criteria for guidance met.	3/3
5.E.1d	Materials do not include activities or resources to support students in decoding and encoding words that include taught sound-spelling patterns in decodable connected text that builds on previous instruction.	2/4
—	TOTAL	6/9

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

The materials provide a program-specific, systematic sequence for introducing grade-level sound-spelling patterns. Simpler sound-spelling patterns are taught before those that are more difficult. Teachers follow procedures outlined in *The Writing Road to Reading*, Chapter 2, "Instructional Strategies for Grades Three and Above," to introduce spelling rules. Students create rule pages for consonants, then short and long vowels and digraphs, along with vowel-consonant-*e* syllables, then *r*-controlled vowels before vowel teams.

Students learn the 70 most common phonograms prior to grade 3. Throughout grade 3, teachers introduce 17 less common phonograms. These phonograms are sequenced in order of increasing difficulty. For example, students learn phonogram 71, trigraph *tch*, after phonogram 33, digraph *ch*. Similarly, students learn phonogram 82, digraph *sc* in the word *scene*, after the much less complex phonogram 18, single letter *s*.

The materials follow an intentional sequence of sound-spelling patterns, but there are no TEKS correlations and no evidence that the Spalding sound-spelling pattern sequence is aligned to TEKS expectations.

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

The Writing Road to Reading Third Grade Teacher's Classic Guide informs teachers that "First, students are taught that spoken words are made up of individual sounds (phonemes). Each day, they say (segment) the sounds in spoken words, then blend the sounds (phonemic awareness)."

The Academic Week lesson plans and the "Delivering" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* provide teacher guidance for segmenting, counting, and blending sounds. The daily oral phonogram review is broken into two steps with specific guidance, questions, and examples for teachers.

Teachers follow scripted lessons provided in *The Writing Road to Reading* to teach grade-level sound spelling patterns such as adding vowel suffixes to words with final silent *e* in multisyllabic words. For example, a sample script directs teachers to "Say, I want to add the ending *-ing* to *hope*. This ending begins with a vowel. In column 2, I'll write *hope* without the *e* and add the ending to form *hoping*." The script then directs teachers to check for understanding, prompting them to "Ask how do you add the ending *-ing* to *come*? The answer should be, 'The ending *-ing* begins with a vowel. Write *come* without the *e* before adding the ending *-ing*."

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

The materials include various activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns. Within the established routines of The Spalding Method, students participate in daily oral and written phonogram activities to develop sound-spelling patterns. For example, in Academic Week 10, the lesson plan indicates that students should "Explain syllabication, pronunciation, spelling, markings, and/or rules of . . . *terrible* . . . *addition* . . . *property* . . . *religion* . . . *publish* . . . *section*." These words follow the sound-spelling patterns of VCCV, CVC, and VCV. Students use spelling notebooks to document their learning and use words with previously learned sound-spelling patterns in the sentences they compose.

To practice sound-spelling patterns, students also use Spelling Procedure Cards and games in The Spalding Resource Center. Students use the Spelling Procedure Cards to say and write phonograms. The Mix it Up game requires students to view slides of sound-spelling patterns and work with a partner. The Card Swap activity involves students working together with cards to identify sounds and ask each other specific questions.

Students cumulatively review sound-spelling patterns during daily oral and written phonogram review. Teachers show Phonogram Cards, and students say, see, and write phonograms they have difficulty pronouncing and writing until mastery is achieved. Students read, segment, and blend words containing previously learned patterns such as those in the words *favorable* or *exceptions*.

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 numerous opportunities for students to practice decoding and encoding words with taught syllable correlations using word lists, flashcards, and word sorts. For example, on Academic Day 4, the lesson plan directs students to "Say, write, underline, and number phonograms in *death, sorry, pear, young*." This structure continues throughout the year. For instance, in Academic Week 12, the lesson plan instructs students to "Explain the syllabication, pronunciation, spelling, markings, and/or rules of *special . . . justice . . . gentleman . . . await . . . wonderful . . . backward . . . although . . . statement . . . their . . . written*."

When recording their daily phonogram learning in their spelling notebooks, students write the words in isolation.

In the Sentence Construction with Vocabulary Development portion of each weekly lesson, students practice decoding and encoding as they "compose oral/written sentences that demonstrate usage and meaning of unfamiliar S/V words."

The materials do not include decodable connected texts to facilitate practicing phonics skills.

5.E.2 Regular and Irregular High Frequency Words

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.2a	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	All criteria for guidance met.	12/12
5.E.2d	Materials do not include a variety of activities or resources for students to read and write high-frequency words in connected text.	3/4
—	TOTAL	19/22

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

"The Spelling Lesson at a Glance" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* explains, "The Spalding Marking System enables [students] to decode regular and irregular high-frequency words. These account for 85% of the words students need in daily speaking, writing, and reading. Construction of the notebooks provides multisensory activities that integrate vocabulary instruction with rules of the language."

Teachers follow the program's "Spelling Skills Trace" to introduce regular and irregular high-frequency words in grade 3. Teachers begin by reviewing Section M-N of the "Spalding Spelling/Vocabulary Word List: Order of Instruction" and continue introducing regular and irregular words through Section U-V—one section every two–four weeks through Week 26. The list includes regular words such as *trust* and *return*, and irregular words such as *mountain* and *office*.

The materials include regular and irregular word study; they do not provide a systematic sequence for introducing regular and irregular words during instruction. The materials introduce words from different sound patterns and word families without a clear or logical progression.

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)

Teachers follow guidance to teach decoding and encoding of both regular and irregular high-frequency words during the High-Frequency Vocabulary part of each lesson. For example, during Academic Week 2, teachers explain the purpose for spelling dictation and model reading, segmenting, and blending regular words from the "Spalding Spelling/Vocabulary Word List," such as *eight* and *whether*. Teachers also guide students in decoding and encoding irregular words such as *vein* (*ei* used after a long *a* sound) and *receive* (*ei* used after *c*).

The materials provide explicit guidance for teachers to instruct students through writing sentences with regular and irregular high-frequency words. Teachers say, "Now that we have entered words in our spelling notebooks, let us analyze the rules, markings, and pronunciation of words."

"The Spelling Lesson at a Glance" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* indicates that students write from dictation high frequency words in their notebooks. This notebook teaches students to analyze words they encounter when they are reading from dictation, high-frequency words in spelling/vocabulary notebooks. Construction of this notebook teaches students to analyze the written spelling of words so they can spell, write, and read words encountered in books.

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)

Students develop, practice, and reinforce decoding of regular and irregular high-frequency words as they complete the "Reading for Spelling, Spelling for Reading" part of "Spelling Dictation" lessons. Students blend sounds to read newly dictated words by sound or syllable, then with prosody. Students read previously dictated words daily and continue until they are proficient in text.

On Academic Day 2, students practice regular and irregular words during the "High-Frequency Vocabulary" part of the lesson. Students practice individually by explaining that vowels are *a*, *e*, *i*, *o*, and *u* and that every syllable must have a vowel. Students also explain that the letter *y*, not *i*, is used at the end of the word.

Students develop, practice, and reinforce encoding of regular and irregular high-frequency words as they complete the "Sentence Construction with Vocabulary Development" part of the lessons. Students compose different written sentences weekly with words from the "Spalding Spelling/Vocabulary Word List," including words with prefixes and suffixes, such as *permission* or *guilty*. Students write different sentences after the teacher coaches and models the process.

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 provide students with a Spalding Spelling/Vocabulary Word List that includes 113 words for spelling, writing, and reading. Students read (segment), write, and blend words daily. For example, in Academic Week 6, students read, write, and blend the words *surface* and *important* in their spelling vocabulary notebook. In Academic Week 25, students read the word *favorite* and then compose written sentences with the words they read for the day.

The Writing Road to Reading Third Grade Teacher's Classic Guide directs teachers to have students practice writing high-frequency words until they can read with proficiency in text, but the materials do not provide fluency in passages or controlled, connected text for students to use. Students read trade books which may or may not contain targeted words, and which may or may not build on previous instruction.

The materials for grade 3 do not include decodable texts.

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	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	All criteria for guidance met.	8/8
5.E.3c	All criteria for guidance met.	12/12
5.E.3d	Materials do not include a variety of activities or resources for students to practice decoding and encoding one-syllable or multisyllabic words in decodable, connected text.	4/8
—	TOTAL	24/30

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 "Spelling Skills Trace" document within *The Writing Road to Reading Third Grade Teacher's Classic Guide* outlines a program-specific, systematic sequence for teaching syllable division principles. For example, teachers introduce grade-level syllable division patterns such as VCCV (Academic Week 8), VV (Academic Week 10), suffixes (Academic Week 6), and prefixes (Academic Week 9).

Students apply syllable division principles daily during high-frequency vocabulary instruction. Additionally, in Academic Week 10, students learn that syllable division patterns help readers decode and encode irregular words.

The materials do not include a systematic sequence for introducing syllable types. The materials do not provide any TEKS correlations, reflecting an unclear alignment to grade-level decoding and encoding expectations.

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 Writing Road to Reading and *The Writing Road to Reading Third Grade Teacher's Classic Guide* provide explicit teacher guidance for applying knowledge of syllable types to decode and encode both one-syllable and multisyllabic words. The materials provide teachers with a word list on syllable types and patterns. There are examples of open syllables, closed syllables, syllables with a silent final e, and consonants with an /e syllable. They are broken down in each category with examples of each type for teachers to use. Teachers access "Procedures with Precise Dialogue" to guide students on applying learned syllable types to decode and encode. For example, in Rule 11, teachers explain that adding

endings to VCE words such as changing *hope* to *hoping* or *come* to *coming*. Teachers model thinking and check applications as students read the words they have added to their Spelling/Vocabulary notebooks.

The materials also provide explicit teacher guidance for applying knowledge of syllable division principles to decode and encode both one-syllable and multisyllabic words. Guidance directs teachers to explain that syllable division patterns "help in pronouncing and decoding unfamiliar words." In Academic Week 6, teachers explain that suffixes form separate syllables, and analyze and apply concepts of syllable division patterns to words such as *waiting* (suffix) or *awful* (VCCV). Teachers access sample pages from a notebook to show how students will write the syllable division principles. There are rule pages for the first sixteen rules, multiletter phonograms, and less common phonograms.

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 weekly lesson plans include outline activities for developing, practicing, and reinforcing decoding and encoding both one-syllable and multisyllabic words. Each week, students read, write, and blend in their spelling/vocabulary notebook. For example, students read, write, and blend the words *fact* and *captain* in Academic Week 4.

Teachers use a "Syllable Division Patterns" poster that reminds students how to divide words using learned concepts, such as after a prefix, before a suffix, or before consonant + *le* word parts. The poster categorizes words into open and closed syllables and includes a dot where words would divide to assist with decoding.

Students use a "Syllable Division Patterns" worksheet to record and analyze words by syllable pattern. Students record the word, the number of syllables, and the syllable patterns that are present in the word. This resource is a template that could be used with one-syllable or multisyllabic words. Students record all learned patterns on the "Syllable Types and Division Patterns" worksheet for cumulative review. The worksheet has space for 12 syllable types and example words as well as a blank version of the teacher "Syllable Division Patterns" poster for students to complete.

Materials also include a box of Word Builder cards. The front of each card shows a combination of affixes, and the back of each card tells students how to write the words. For example, the front of card 78 says "busy + est." The back of the card explains that *busy* ends with a consonant + *y*. The card directs students to write the word *busy* with *i* instead of *y* when adding the suffix *est*. It shows the correct spelling is *busiest*.

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 include a variety of activities and resources for students to practice decoding and encoding both one-syllable and multisyllabic words in isolation using knowledge of syllable types and syllable division principles.

Throughout the school year, students engage with the "Spalding Spelling/Vocabulary Word List." Each day during the "High-Frequency Vocabulary" portion of the lesson, students read, write, and blend words in their spelling/vocabulary notebooks. For example, in Academic Week 5, students decode and blend the words *cautious* and *shine*. Students then explain that a word with a consonant followed by *le* is a consonant plus *le* syllable type. Later, students have the opportunity to "analyze and apply concepts of the syllable types, markings, and/or rules" of words in their notebooks.

During the "Sentence Construction with Vocabulary Development" portion of each lesson, students continue decoding and encoding in isolation. For example, in Academic Week 5, students "explain that the suffixes *ous* and *y* mean 'full of' and change a noun to an adjective; read *caution/cautious*, *nerve/nervous*, *mud/muddy*, *ease/easy*; compose oral/written sentences that use any of these word pairs."

Decoding and encoding practice within *The Writing Road to Reading* does not include any decodable connected texts for grade 3. Students engage in weekly reading and writing activities based on the text, but these activities do not align with or build on the specific syllable types and syllable division patterns learned during the week.

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	Materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	0/1
5.E.4b	Materials do not include teacher guidance for providing instruction on using common morphemes' meanings to support reading comprehension.	3/4
5.E.4c	All criteria for guidance met.	3/3
5.E.4d	Materials do not include a variety of activities or resources for students to decode and encode words with morphemes in decodable, connected text that builds on previous instruction.	2/4
—	TOTAL	8/12

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

The Writing Road to Reading Third Grade Teacher's Classic Guide provides a scope and sequence that outlines a program-specific, systematic plan for introducing grade-level morphemes. For example, teachers follow the "Writing Skills Trace" document to introduce grade-level morpheme types, such as prefixes. Prefixes with simpler meanings are taught prior to less common or more complicated ones, such as *re-* (in Academic Week 6), and *im-* (in Academic Week 18).

The materials provide a general sequence for introducing morphemes, but they do not cite or align to specific grade-level TEKS.

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

The Writing Road to Reading includes teacher guidance on morphology. The resource gives teachers the definitions of base words with the example *book*, root words with the example *port*, prefixes with the example *un-*, and suffixes with the example *-ful*.

The materials direct teachers to use the prefix/suffix chart in The Spalding Resource Center to help students improve spelling, learn the meanings of the affixes, and apply the appropriate rules when a prefix or suffix is added to a base word. The chart also has an all-inclusive list of the affixes that are taught throughout the school year.

Teachers follow guidance to provide explicit instruction on recognizing morphemes and using them to support decoding and encoding. For example, in Academic Week 6, teachers "explain that the prefix *re* means *back* or *again* when added to a base word" and model with the word *rewrite*. Students compose oral and written sentences using *rewrite*, such as, "I will rewrite my poem at home."

The materials do not emphasize morphological study to support reading comprehension. The teacher guidance does not refer to connected texts that would allow students to use morpheme knowledge in context.

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

The materials provide activities for developing, practicing, and reinforcing grade-level morphological skills. For example, in Academic Week 6, students analyze and apply concepts of morphology for the words *waiting*, *writer*, *awful*, and *usual*. The resource provides a word list so students can practice with different morphemes as they are systematically introduced, including base words, prefixes, and suffixes.

In the "Sentence Construction with Vocabulary Development" section of each lesson, students create oral and written sentences by applying learned morphological skills. For example, after the lesson on reviewing the suffix *-ing*, students add *-ing* to the words *sweep*, *wait*, *waste*, *write*, *enjoy*, and *trouble*, allowing them to develop morphological skills in isolation.

The materials consistently utilize similar activities and resources from week to week; the Word Builder cards, digital Prefix and Suffix Chart, and structured weekly application of morphological rules in words across the year provide students with multiple opportunities to develop, practice, and reinforce grade-level morphological skills systematically and cumulatively.

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)

Students practice decoding words with morphemes in isolation using Word Builder cards. The "Instructional Resources for Teachers" section of *The Writing Road to Reading Third Grade Teacher's Classic Guide* indicates, "The Level 2 Word Builder cards are used to expand students' vocabulary by illustrating application of prefixes and suffixes to high-frequency base words."

Throughout the year, students read, write, and blend words with prefixes and suffixes during the "High-Frequency Vocabulary" section of the lesson. Students also compose oral and written sentences using

morphological knowledge in the "Sentence Construction with Vocabulary Development" section of the lesson.

Students have several opportunities to decode and encode words with morphemes within daily lessons, but the grade 3 materials do not include any decodable, connected texts. For example, in Academic Week 6, students compose oral and written sentences using the prefix *re-*. The designated texts for the week (*The Coyote*, *The Great Kapok Tree*, *Elmer*, and *Hurricanes*) do not serve as decodable texts aligned with the morphemes taught. The texts may or may not include examples of the morphemes learned that week.