

Hand2mind, Inc.

English Phonics, 2

Guided Phonics + Beyond Focus Lessons–Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798899380303	Both Print and Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Compliant	Flags Not in Report	6	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	20 out of 28	71%
2. Progress Monitoring	23 out of 26	88%
3. Supports for All Learners	17 out of 27	63%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	97 out of 125	78%

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	All criteria for guidance met.	4/4
1.1b	The materials include a pacing guide, but do not include pacing guides for various instructional calendars.	1/2
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
1.1e	The materials do not include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.	0/2
—	TOTAL	9/12

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

The hand2mind Guided Phonics + Beyond materials include a unit-by-unit scope and sequence. The scope and sequence lists the Texas Essential Knowledge and Skills (TEKS), the English Language Proficiency Standards (ELPS), and the concepts taught in grade 2.

The progression model used in the sequence supports the gradual development of phonics skills.

The materials are organized into seven units that systematically introduce, reinforce, and extend phonological awareness, phonics skills, and decoding fluency.

The scope and sequence alignment table shows the lesson and skills, the aligned TEKS, and the ELPS.

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

The *Implementation Guide* provides detailed pacing guidance for grade 2.

The suggested pacing guide outlines how long each unit should take but does not offer multiple instructional calendar options. For example, the materials recommend using one day per lesson for Units 4–7, totaling 175 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 materials include a unit order rationale that explains the purpose of each unit and how concepts connect across the course. In grade 2, Units 4–7 build on earlier phonics skills, starting with CVCe words in Unit 4 and progressing to more advanced concepts such as *r*-controlled vowels, in later units.

The "Unit Order Rationale" section states that lessons should be taught in the given order because the sequence is research-based.

The materials are designed for sequential use, following a structured progression of foundational literacy skills that increase in complexity. In Unit 7, the final unit, instruction focuses on multisyllabic words and syllable types to extend student learning.

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

The *Implementation Guide* includes a "Lesson Design and Structure" section that outlines daily instructional components such as materials, tasks, explicit instruction, and resources.

In Unit 5, the "How to Use Lesson Plans" section explains each part of the lesson. The components include objectives, warm-up activities, word mapping, application tasks, skill-based vocabulary, and hyperlinks to digital resources when available.

The Unit 5 Teacher Guide also gives clear guidance on how to implement Parts 1 and 2 of each lesson, with labeled and explained sections for easy navigation. The materials include corrective feedback protocols, embedded assessment checkpoints, and a glossary of manipulatives with visuals and descriptions to support teacher understanding and lesson preparation.

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

The materials provide teacher-facing supports, including in-person training, and on-demand webinars. However, they do not include leader-facing guidance to support implementation planning, classroom observation, or instructional coaching.

There is no evidence of professional development resources or implementation protocols tailored for instructional leaders to ensure that materials are used as designed.

1.2 Unit-Level Design

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

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

Unit introductions provide short previews of instructional focus and identify connections to prior instruction. For example, Unit 1 introduces foundational skills, including phonemic awareness, letter recognition, and handwriting. The "Unit by Unit Academic Vocabulary" section of the *Implementation Guide* provides academic vocabulary for each unit. In Unit 5, the term Elkonin Box is bolded and defined as "a visual tool for segmenting sounds in a word," with an example: "sink—/s/, /i/, /n/, /k/." Glossaries and vocabulary supports are integrated into units to help teachers internalize and apply instructional terminology during instruction. For example, the *Implementation Guide* has a "Unit-by-Unit Academic Vocabulary" section that states, "Short Vowel—A vowel sound that is pronounced quickly and without tension, as in *cap* (/ă/), *pet* (/ĕ/), *sit* (/ĭ/), *top* (/ŏ/), and *cut* (/ŭ/)." In Lesson 17.1 from Unit 4, the lesson guidance uses the same academic vocabulary. This example says, "This is a picture of an edge. We hear /ĕ/, which is a short vowel sound." Each unit includes an overview, but the background content knowledge is limited in depth. For example, the Unit 2 overview does not explain how it connects to Unit 1 or how it prepares students for Unit 3. Without these connections, the materials provide minimal support for instructional coherence across units.

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

The materials include supports for families in English and Spanish for each unit with suggestions on supporting the progress of their student(s). For example, in Unit 3, the home connection for lessons 1–5 provides definitions and examples for skills such as "digraphs, heart words, and Phonemic Awareness."

The materials include the sounds, sample words, and sample phrases such as /sh/, *wish*, and *I wish I had a dog*.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials include detailed, structured lesson plans with clear objectives, tasks, questions, and materials aligned with the TEKS. The materials do not reference the newly adopted 2024 ELPS. The materials do not include language objectives, questions to promote language use, and assessment guidance for content mastery.	5/8
1.3b	The materials include a lesson overview listing the teacher and student materials needed to effectively deliver each lesson, but they do not include suggested timing or time allocations for each lesson component.	2/3
1.3c	The materials do not include embedded suggestions in the daily lessons.	0/1
—	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).

Unit 7, Lesson 10.1 7 includes a daily objective, a list of materials, a phonics review, questions to check for understanding, and tasks such as Word Mapping, to support phoneme segmentation and blending skills. The lesson does not include explicit language objectives or questions designed to promote language use aligned to the ELPS.

The "Assessment" component provides parameters for each unit. For example, the Unit 4 "Assessment Parameters for CVCe Words" include a checklist with guidance for analyzing student observations and data related to phonemic awareness, decoding, encoding, writing CVCe words, and recognizing irregular high-frequency words.

The lesson plans do not include instructional assessments that show how student mastery will be measured within each lesson. Content assessments are not embedded in the daily plans, and the TEKS and ELPS alignments appear only at the unit level in the "Scope and Sequence" section. Additionally, the ELPS used in the materials are from 2009 and do not reflect the 2024 adoption.

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.

Each lesson lists teacher and student materials needed to deliver instruction. The materials are organized alphabetically and visually indicated with checkmarks. For example, Lesson 6.1 includes a mirror, a

magnetic answer board, and a phoneme phone. The Unit 7 glossary of manipulatives provides a full list of tools used throughout the unit. The lesson overview does not always differentiate between teacher and student items within the materials box. Lessons provide a general indication of how many days are needed to complete the unit but do not include suggested timing or time allocations for individual components within a lesson. The Unit 6 "Introduction" states, "Unit 6 includes 25 two-part lessons. The two-part lessons can be combined if an implementor wishes to cover the unit within 25 academic days."

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

The *Implementation Guide* outlines generalized enrichment strategies such as prefix/suffix work and challenge text questions, in a standalone section, but does not embed these strategies into the lesson plans. In Unit 7, as in other units, there are no dedicated sections or embedded guidance on how teachers should use core instructional materials for extension or at-home practice. Although the second part of each lesson includes a decodable passage, there are no directions or supports for using it as enrichment or homework based on student performance.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	The materials do not include summative assessments at the lesson level. The assessments provided do not vary in task types or question formats.	7/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	The materials do not include TEKS-aligned instructional assessment items at more than two levels of complexity.	1/2
—	TOTAL	18/21

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

The materials include diagnostic assessments at the beginning of each unit to measure foundational skills. For example, the Unit 6 pre-assessments focus on substituting and deleting sounds, decoding vowel-team words, and identifying irregular high-frequency words.

The materials include embedded formative assessments in daily lessons using consistent routines and varied tasks. For instance, Lesson 11.1 includes Say It, Tap It, Map It, Write It to assess compound word knowledge, and dictation to evaluate decoding and encoding skills in real time.

The materials include summative assessments at the end of each unit labeled as "Mastery Assessments." These assessments include multiple task types such as writing, decoding, and manipulating phonemes, as seen in the Unit 6 "Mastery Assessment."

The materials embed multiple formative assessment checkpoints per lesson such as Word Chaining and Skill-Based Words activities. For example, Unit 6, Lesson 23.2 materials utilize these formative assessment checkpoints for monitoring students' phoneme manipulation, decoding, and encoding accuracy during instruction.

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

The *Assessment Guide* defines diagnostic, formative, and summative assessments and their instructional purposes. For example, diagnostic assessments (pre/post-tests) identify students' starting points, formative assessments are informal checks like "Quick-Checks," and summative assessments are "Mastery Assessments" used to confirm skill mastery.

Each unit's *Teacher Guide* includes a "How to Use Assessments" section that explains the purpose and use of each assessment type in the classroom. These sections guide teachers on how to give assessments, check student learning, and adjust instruction to meet student needs.

The materials explain that summative "Mastery Assessments" are formal evaluations of student proficiency. The *Assessment Guide* states these assessments "offer a comprehensive view of student proficiency so educators can be certain that students have fully internalized phonics skills before advancing."

The *Assessment Guide* defines additional tools such as "Anecdotal Notes and Student Self-Tracking." Such tools extend the assessment framework beyond formal tests to support comprehensive data collection on student learning.

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

The *Assessment Guide* provides teacher scripts for consistent administration of "Mastery Assessments." For example, the Unit 6 script includes: "Deleting Sounds in Words. Listen to this word: clean. Delete /k/. What is the new word?"

The *Assessment Guide* includes "Assessment Parameters" for each unit. These parameters outline performance thresholds and interpretation guidelines to help teachers analyze student results and determine appropriate instructional responses.

Each lesson's instructional assessment routines such as Say It, Tap It, Map It, Write/Build It are supported by teacher scripting to promote consistent implementation aligned to the intended purpose of each assessment task.

The materials include student recording sheets, answer keys, and end-of-unit teacher reflection forms for tracking and evaluation purposes of student mastery. For example, in Unit 6, these tools are used in conjunction with scoring rubrics to calculate and record student performance.

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

The materials include diagnostic assessments aligned to the TEKS and unit objectives. For example, Unit 6 pre- and post-tests assess skills from TEKS 2.2C, including vowel teams, phoneme addition and deletion, and decoding. These assessments match the unit's focus on phonological awareness and vowel patterns.

The materials embed formative assessments that align with daily lesson objectives. In Unit 7, Lesson 4.1, activities such as We Do, You Do, and Say It, Tap It, Map It, Write It assess student mastery of *r*-controlled syllables. These tasks support the lesson's objective aligned to TEKS 2.2C.

The summative "Mastery Assessments" align with the phonics skills taught in each unit. For example, the Unit 6 Mastery Assessment measures student performance with vowel teams and diphthongs through decoding, encoding, and sound manipulation tasks. These skills align with the unit objectives and TEKS 2.2C.

The *Assessment Guide* and *Implementation Guide* reference TEKS-aligned knowledge and skills but do not consistently list the TEKS on the assessments themselves. Teachers can identify alignment through skill statements and the "Curriculum Continuum" charts that guide assessment content.

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

The materials include instructional assessments with TEKS-aligned items at different levels of complexity. Some unit-level assessments show task progression, beginning with phoneme identification, moving to word decoding, and ending with sentence reading.

The "Mastery Assessments" feature tasks such as identifying letter names and sounds, blending compound words, and manipulating onset and rime. These tasks follow a sequence of increasing difficulty that aligns with the phonics focus of each unit.

The materials do not consistently document or label the cognitive complexity levels of assessment items, and the daily lessons do not include formal assessments that indicate multiple levels of cognitive demand tied to TEKS expectations.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	2/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	TOTAL	5/5

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

The materials include instructional assessments that help teachers interpret student performance. The "End of Unit Reflection" includes skill categories such as decoding and encoding vowel variant words, writing vowel-team words, and decoding diphthong words, with space for teacher notes on student outcomes.

The materials include scoring guidance that outlines performance thresholds for mastery. The "Assessment Parameters" section defines expectations such as "80% success rate" and provides instructional actions based on assessment data.

The materials include guidance statements such as, "Under 80% . . . begin in Unit 6. If 95% or over . . . progress to diphthong decoding, encoding, and writing tasks," which support placement decisions based on assessment performance.

The materials guide teachers to assess observations and adjust instruction using phrases like "assess student mastery," "identify students who require additional scaffolding," and "adjust small-group instruction and intervention."

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

The materials include "Assessment Parameters" that guide teachers to respond to student performance trends with instructional adjustments. For example, in Unit 5, teachers analyze performance in phonemic awareness, decoding, and high-frequency word recognition.

The materials provide corrective feedback guidance by skill area in the *Implementation Guide*, including strategies such as modeling fluent reading and using echo or choral reading for students needing fluency support.

The *Implementation Guide* includes sections titled "Instructional Corrective Feedback" and "Corrective Feedback by Skill Area," which outline instructional actions aligned to observed student needs.

The materials prompt teachers to address student needs based on skill-specific trends, including decoding, encoding, *r*-controlled vowels, and oral phonemic awareness routines.

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

The materials include teacher-facing tracking tools such as note-taking sheets in the *Assessment Guide* for documenting observations, student responses, and areas of growth.

The materials provide a student data tracker that allows students to monitor progress and set goals. The form includes fields for skill targeting, personal goals, and instructional next steps.

Each unit includes diagnostic pre- and post-assessments designed to identify starting points and measure growth over time. The materials prompt teachers to use "Notes" sections to document patterns and plan instruction.

The materials include an "End-of-Unit Reflection" for each unit with rating scales such as "Not Mastered," "Approaching," and "Mastered," to support monitoring and reporting of student performance.

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	The materials do not include guidance for paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	2/3
3.1b	The materials do not include preteaching or embedded supports for unfamiliar references in text (e.g., figurative language, idioms, academic language).	1/2
3.1c	The materials do not include teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills.	1/2
—	TOTAL	4/7

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

The materials provide teacher guidance for instruction, activities, and scaffolds for content and skills for students performing at grade level.

The materials include teacher guidance for differentiation instruction and activities for students who have not yet reached proficiency on grade-level content and skills. For example, on page six of the *Implementation Guide*, the lesson and skill of /sh/ sound provides an activity for "sound discrimination support" and "guided word mapping."

The "Sound Discrimination Support" tells the teacher what to do (e.g., write *fish* and *sat*), and what to say (e.g., say, "decode each word").

The materials do not include paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

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

The *Implementation Guide* includes a "Unit-by-Unit Vocabulary" section that provides teacher-facing pre-teaching support for academic vocabulary used throughout the program. For example, in Unit 4, the term long vowel is defined as "a vowel that matches its letter name (e.g., *a* in *cake*, *o* in *rope*)." In Unit 5, teachers are expected to understand terms such as *r*-controlled vowel ("a vowel that is influenced by an *r* following it, causing a unique sound, e.g., *car*, *fern*, *turn*") and glued sound ("a set of phonemes that are blended tightly together and difficult to separate, e.g., *and* in *bank*, *ing* in *king*"). These supports help prepare teachers to deliver instruction aligned with academic language goals.

The materials do not include embedded supports for students to understand unfamiliar references in text, including figurative language, idioms, or academic vocabulary that may appear in decodable texts or lesson content. Student-facing scaffolds for language comprehension are not present in the instructional materials.

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 *Implementation Guide* includes a section titled "Differentiated Enrichment and Extension Activities for Proficient Students." This section outlines options such as advanced word-building exercises, higher-order thinking tasks, and decodable texts with challenge words and extended comprehension questions. These activities are designed for use after mastery of grade-level phonics content.

These enrichment activities are not embedded in the unit or lesson-level materials. The "Guided Feedback Procedures—Unit 1" section includes a capital letter formation extension activity, but it aligns with core instruction and does not increase task complexity. The "Guided Feedback Procedures—Units 2 through 7" section includes a repeated word mapping prompt ("Turn to a partner and say another word that ends with /sh/"), but this mirrors the core instructional routine and does not provide differentiated instruction for proficient learners. The materials do not include lesson-level guidance for adjusting instruction, pacing, or task demands based on student mastery. No unit or lesson embeds extension or enrichment activities within daily instruction.

3.2 Instructional Methods

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

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

The *Implementation Guide* includes a "Lesson Design and Structure" section outlining lesson plan components to provide guidance to support teacher understanding of explicit instruction components and daily tasks. Guidance on the I Do portion of lessons states, "The teacher models the new phonics skill explicitly, using direct instruction and guided demonstrations."

Unit materials provide explicit teacher guidance through explanation of concepts that students will learn in a unit introduction. For example, the Unit 5 "Introduction" outlines the two-part lessons of the unit with explanation for teachers concerning teaching the two parts over two days or one, explains the routines used to teach words containing *r*-controlled vowels and silent letters throughout the unit, and includes specific guidance on teaching high-frequency words with silent letters and *schwa*.

The materials include explicit prompts to support the teacher in modeling and explaining concepts in grade 2.

Across all units, lesson materials include scripted instructional language marked in bold under the label "Say." These scripts provide step-by-step guidance for delivery. In Unit 6, Lesson 14.1, the "Skill-Based Phonemic Awareness Warm-Up" includes prompts such as introducing the word *oat*, modeling how to add the /b/ sound to create *boat*, and then guiding students through a similar activity with the word *rain*, adding /d/ to form *drain*, with prompts for student repetition and response using a phoneme phone.

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

The *Implementation Guide* includes explicit teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches across lesson components. For example, multisyllabic word instruction includes Elkonin boxes, syllable tapping, decoding sheets, sentence strips, decodable passages, and dictation. Morphological awareness instruction incorporates word building, word sorting, morpheme mapping, word lists, sentence-building exercises, decodable texts, and dictation.

Lesson materials include a "Glossary of Manipulatives" outlining tools that support a variety of instructional approaches such as Elkonin Box Magnetic Answer Boards with magnets, Decodable Strips, Word Cards, Pocket Charts with grapheme cards, Word Work Mats, Magnetic Dry-Erase Activity Trays, and Phonics Word-Building Magnetic Tiles.

The materials consistently include recommendations for implementing these approaches effectively. For example, Unit 7, Lesson 3.1 includes a scripted warm-up directing the use of sound card chanting to review previously taught phonemes.

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 *Implementation Guide* includes guidance for multiple types of practice. It names guided, independent, and collaborative practice. It also outlines whole-group, small-group, and individual instructional structures. The "Lesson Design and Structure" and "Instructional Methods" sections describe the We Do and You Do lesson components. Each lesson starts with direct instruction. Then, the materials provide guided practice, followed by independent practice. This structure supports gradual release.

The "Guided Feedback Procedures" section connects practice types with group structures. It states that the routines work for whole-group instruction, small-group practice, intervention, and independent work. The Phrase Reading Practice routine directs students to read phrases alone, with a partner, and chorally as a class. The You Do section of the "Skill-Based Phonics Review" includes prompts for students to read and blend words independently.

3.3 Support for Emergent Bilingual Students

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	All criteria for guidance met.	2/2
3.3b	All criteria for guidance met.	1/1
3.3c	The materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, and building background knowledge through oral and academic discourse.	1/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	4/11

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 *Implementation Guide* includes teacher guidance on providing linguistic accommodations for various levels of language proficiency (as defined by the ELPS) to engage students in increasingly more academic language in the "Emergent Multilingual Support" section. The section provides linguistic accommodations for students at beginning, intermediate, advanced, and advanced high levels of language proficiency.

The "Emergent Multilingual Support" section outlines the following strategies to support language learners at a beginning proficiency level: visual supports (connect words to meaning with pictures, gestures, and real-life objects), explicit articulation support (model mouth placement and airflow for unfamiliar phonemes), extending modeling time (allows students to hear the new phoneme before articulating it), and total physical response (add hand motions and movement to reinforce sound-symbol relationships).

Recommendations in the "Emergent Multilingual Support" section of the *Implementation Guide* for learners on an intermediate language proficiency level include: leveraging sentence frames (provide structured sentence stems to support students), choral reading and repetition (students repeat after teacher to reinforce sound/word pronunciation), explicitly teaching high-frequency words (focusing on decodable and irregular words with an emphasis on meaning and pronunciation), and supporting

phonemic awareness with home language comparisons (relate English sounds to students' home language sounds when there is sound transfer).

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

The *Implementation Guide* outlines generalized multilingual classroom strategies for pull-out or inclusion models in the "Implementing Guided Phonics + Beyond in Multilingual Classrooms" such as using repetition and predictable routines, providing additional wait time, and scaffolding instruction with visuals, but does not embed these strategies into the lesson plans or provide specific skill-based support for teachers to effectively use the materials to support bilingual/English as a Second Language (ESL) students. The *Implementation Guide* includes a section titled "Guided Strategies to Support Emergent and Developing ELs." This section includes specific guidance such as cognate support, consonant-sound introduction, and short-vowel instruction.

The materials include routines that support teachers in effectively using the materials in bilingual and ESL programs. For example, the materials state, "support emerging English learners with a brief small-group preview before independent work" for the Independent Practice routine.

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 *Implementation Guide* includes general strategies in the "Emergent Multilingual Support" section to support emergent bilingual students. These strategies include visual supports, sentence frames, bilingual word banks, and structured oral language practice. The materials do not embed these strategies into daily lessons or instructional routines.

The materials include a supplemental document that describes strategies for supporting emergent bilingual students with cross-linguistic connections such as "emphasizing consonant sounds common to both English and Spanish" and "comparing English and Spanish digraphs and spelling patterns."

The materials do not provide embedded guidance to support the development of academic vocabulary, comprehension, or background knowledge through oral and written discourse. In Unit 6, as in other units, lessons do not include prompts, scaffolds, or instructional language designed to support these areas during core instruction.

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

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

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	4/4
—	TOTAL	6/6

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

The materials include systematic phonics instruction that begins in Unit 4 and builds on prior foundational knowledge. In Unit 4, Lesson 1.1, the materials guide teachers to provide explicit instruction on the *a_e* pattern through a consistent routine involving review, modeling, guided decoding, and independent application using decoding sheets.

Instruction follows a logical progression across units. For example, Unit 4 focuses on CVCe words, and Unit 5 addresses *r*-controlled vowels and ending blends. Furthermore, Unit 6 introduces long-vowel patterns, and Unit 7 emphasizes syllable types including open and VCe.

The "Unit Order Rationale" explains how phonics concepts increase in complexity from CVCe words to multisyllabic decoding. The rationale supports skill development based on a research-based scope and sequence.

The *Implementation Guide* outlines how each new phonics skill connects to prior learning, describing the instructional design as structured, intentional, and developmentally appropriate.

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

The materials provide explicit practice in isolation and connected text. In Unit 5, Lesson 7.1, the lesson involves practicing vowel combinations in isolation during "Skill-Based Phonics Instruction" and applying those skills during "Independent Application" by reading aligned decodable texts.

In Unit 4, Lesson 8.1, the You Do section provides word cards for *date*, *ride*, and *hike* to support isolated phonics practice. It also includes a decoding sheet with the sentence "Time will wipe the muck off the slate" to reinforce phonics patterns in connected text.

The materials include ongoing practice through embedded "Quick Checks" that follow a series of lessons. The decodable passage in Unit 6, Lesson 2.2 includes review of the blend *tr* from Unit 3 and the digraph *ch*.

Word mapping routines (e.g., Say It, Tap It, Map It, Write It) and repeated sentence-level practice in decodable strips ensure skills are revisited and reinforced across the year.

4.2 Daily Instructional Sequence and Routines

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	3/3
4.2c	All criteria for guidance met.	4/4
—	TOTAL	8/8

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

Daily lessons follow an I Do, We Do, You Do structure to support explicit phonics instruction with teacher modeling. In Unit 7, Lesson 1.1, the scripted lesson prompts the teacher to model phoneme deletion by removing /f/ from *flight* to form *light*, demonstrating the skill before student practice.

In Unit 6, Lesson 7.1, the scripted lesson prompts the teacher to model long *e* spelled *y* with words like *city*. Following that, the script prompts the teacher to decode additional words with students before moving to independent practice.

The *Implementation Guide* describes modeling as integral to daily phonics lessons. The materials recommend precise articulation and decoding demonstrations before guided and independent practice.

In Unit 7, Lesson 2.2, the scripted lesson prompts the teacher to model syllable division with the word *robot*. The lesson transitions to a We Do component, where students practice identifying open syllables using the word *moment*.

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

The materials include daily guided instruction through structured routines. In Unit 5, Lesson 7.1, the scripted lesson includes a component where the teacher guides students through blending and encoding vowel-combination words using prompts in the We Do section of "Skill-Based Phonics Instruction."

In Unit 5, Lesson 4.1, the materials include a scripted prompt using words such as *twist*, *pest*, and *host* to support identification of ending blends.

The materials include guidance for immediate and corrective feedback. For example, the *Implementation Guide* shows a table for each grade level that includes the lesson and skill with if/then guidance for immediate and corrective feedback during the Skill-Based Phonics Introduction and the Skill-Based Word Mapping routines.

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

The materials include daily lessons that include a variety of opportunities for students to practice phonics skills through collaborative learning, and independent practice. In Unit 7, Lesson 3.2, the You Do section provides a scripted prompt for partner work, guiding students to decode VCe syllable sentences together. Collaborative prompts like this appear consistently across the units.

In Unit 7, Lesson 6.2, the materials provide a scripted prompt for students to decode and blend a sentence with a partner. This collaborative activity supports peer interaction and reinforces phonics skills that have been previously taught, along with those introduced in the current lesson.

The materials also offer consistent independent practice. In Unit 7, Lesson 4.2, students identify and build *r*-controlled syllables using the routine Say It, Clap It, Build It, Write It. The lesson extends independent practice through decoding words in context and answering comprehension questions related to the decodable text.

Lessons include decoding sheets, dictation tasks, and word chaining exercises to reinforce skill mastery across multiple modes of independent engagement.

The *Implementation Guide* describes collaborative opportunities such as "Partner Echo Reading" and "Quiz Quiz." For example, the guidance for "Quiz Quiz" says, "Partner 1 reads a word from the skill word list while Partner 2 writes it, followed by a quick accuracy check before switching roles."

4.3 Ongoing Practice Opportunities

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	2/2
4.3b	All criteria for guidance met.	1/1
4.3c	All criteria for guidance met.	1/1
4.3d	All criteria for guidance met.	2/2
—	TOTAL	6/6

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

The materials incorporate cumulative phonics review through "Quick Checks" and embedded lesson components. In Unit 6, a "Quick Check" after Lessons 6–10 includes decoding, spelling, and word reading that integrate previously taught phonics skills.

In Unit 6, Lesson 9.2, the "Skill-Based Phonics Review" section includes review with sound cards and word-building using the patterns in *loaf*, *float*, and *toad*.

The materials include repeated routines such as Say It, Tap It, Map It, Write It, oral practice with sound cards, and blending exercises. These components spiral previously introduced skills into new instruction.

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

Each practice activity aligns with the phonics skill introduced in the lesson. In Unit 5, Lesson 12.1, activities include decoding, mapping, and blending words with the *r*-controlled vowel pattern *er*.

In Unit 6, Lesson 10.2, the word chaining activity includes words with the vowel pattern *ow* such as *know* and *snow*. All words reflect previously taught phonics patterns.

Decoding sheets and connected sentences include only previously taught content. In Unit 7, Lesson 1.1, the decoding sheet includes words with closed syllables and digraphs introduced in Units 3 and 5.

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

The materials include decodable texts that blend current and prior phonics skills. In Unit 5, Lesson 9.2, the decodable text contains words with the target pattern *ank* (e.g., *Hank*, *tank*), digraphs (e.g., *shop*, *fish*), blends (e.g., *glass*, *milk*), and irregular words (e.g., *should*, *want*).

In Unit 6, Lesson 11.2, the decodable passage includes words with the vowel pattern *oe* (e.g., *toe*, *oboe*), CVCe words (e.g., *hope*, *came*), and *r*-controlled vowels (e.g., *hurt*, *work*).

In Unit 6, Lesson 2.2, the decoding sheet emphasizes the vowel pattern *ai* and includes words with previously introduced blends and digraphs.

In Unit 7, Lesson 2.1, the decoding sheet includes open syllables (e.g., *menu, tiger*) and vowel teams (e.g., *choose, roars*) taught in earlier units.

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

The materials include decodable texts that blend current and prior phonics skills. In Unit 5, Lesson 9.2, the decodable text contains words with the target pattern *ank* (e.g., *Hank, tank*), digraphs (e.g., *shop, fish*), blends (e.g., *glass, milk*), and irregular words (e.g., *should, want*).

In Unit 6, Lesson 11.2, the decodable passage includes words with the vowel pattern *oe* (e.g., *toe, oboe*), CVCe words (e.g., *hope, came*), and *r*-controlled vowels (e.g., *hurt, work*).

In Unit 6, Lesson 2.2, the decoding sheet emphasizes the vowel pattern *ai* and includes words with previously introduced blends and digraphs.

In Unit 7, Lesson 2.1, the decoding sheet includes open syllables (e.g., *menu, tiger*) and vowel teams (e.g., *choose, roars*) taught in earlier units.

4.4 Assessments

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

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

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

The materials include varied assessment formats such as oral phonemic tasks, decoding, encoding, and sentence reading aligned to grade 2 expectations. For example, Unit 5, Lesson 19.1 assesses *r*-controlled vowels using a phonemic awareness warm-up, word mapping, and independent application tasks.

The Unit 7 "Pre- and Post-Assessments" evaluate phoneme deletion and addition, multisyllabic word decoding, and fluency, reflecting developmentally appropriate skills for second grade.

The Unit 6 "Mastery Assessment" includes grade-level tasks such as decoding vowel teams and diphthongs, substituting and deleting phonemes, and applying phonics knowledge in both oral and written modalities.

Formative assessment tools like "Quick Checks" and lesson routines (We Do, You Do and Say It, Tap It, Map It, Write It) provide consistent, informal assessments embedded in daily instruction. For instance, Lesson 4.2 includes decoding *r*-controlled syllables during independent application aligned to TEKS 2B.

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

The materials provide progress monitoring tools such as pre- and post-assessments, observation checklists, and student trackers that align with the sequence of phonics instruction. For example, Unit 6 tools measure skills like phoneme manipulation, vowel variants, and diphthongs using defined mastery thresholds (e.g., 80%, and 95%).

The "Assessment Parameters" in each unit guide include clear evaluation criteria that support instructional decisions. These criteria help determine whether students have mastered the content or need additional support before moving forward.

The "Teacher Note-Taking Sheet" and "Student Tracking Chart" provide structured tools for monitoring phonics skill development. For example, the materials include a "Teacher Note-Taking Sheet" to record observed behaviors and student challenges and a "Student Tracking Chart."

Daily instructional routines such as the You Do and Skill-Based Words sections serve as embedded progress checks. For example, a progress check in Unit 6, Lesson 20.1 measures skills like dictation and decoding /aw/ words following explicit instruction and practice opportunities prescribed in the materials.

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

The materials provide ongoing assessment opportunities across the school year. These include unit-level pre-assessments, post-assessments, "Mastery Assessments," and daily formative checks. For example, Lesson 11.1 uses the Say It, Tap It, Map It, Write It routine to assess students' ability to encode compound words.

The program includes diagnostic, formative, and summative assessments in Units 4–7. Each unit offers an assessment cycle about every six weeks. These cycles align with progress monitoring tools that support tracking student skill development over time.

Daily lessons embed formative assessments within instructional routines. Activities such as dictation and skill-based phonics reviews help check student understanding. In Unit 6, Lesson 6.2 focuses on decoding long /e/ vowel team words during the You Do section. This task directly supports the decoding skills measured in the Unit 6 "Mastery Assessment."

The program integrates both informal and formal assessments throughout lessons and units. Informal assessments include routines like Say It, Tap It, Map It, Build It that allow for real-time feedback. Formal assessments such as unit post-assessments, evaluate mastery of the phonics objectives.

4.5 Progress Monitoring and Student Support

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

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

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

The materials include data-management tools such as the "End of Unit Reflection" and "Teacher Note-Taking Sheets" designed to track student progress in phonics and other foundational skills.

The materials include "Assessment Parameters" that outline specific instructional responses tied to student performance levels. For instance, the Unit 6 section on "Decoding, Encoding, and Writing Vowel Team Words" explains that a score below 80% suggests the student should start instruction in Unit 6, indicating the need for an instructional adjustment.

The materials include mastery recording pages in the *Assessment Guide* for documenting the number of correct and total student responses. These pages support identification of skills that may require reteaching or acceleration.

The materials provide a "Student Data Tracker" with fields for setting goals, identifying skill focus and outlining next steps. This tool supports ongoing progress monitoring and instructional planning.

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

The materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. A "Class DataBook" is provided that includes a column for student names and columns for each unit score.

The materials also include tracking tools such as the "Teacher Note-Taking Sheet" and "Student Data Tracker" that are designed for individual use.

The *Assessment Guide* and "End-of-Unit Reflections" are structured to document student-by-student performance.

The "How to Use Assessments" section highlights opportunities to evaluate individual student understanding, with formative checks designed to be used on a student-by-student basis.

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

The materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. For example, the *Assessment Guide* has a section titled "Adjusting Frequency for Student Need" that provides teachers guidance on the frequency of progress monitoring for students demonstrating advanced proficiency level.

The guidance states, "students demonstrating advanced performance" and perform 95–100% accuracy on "Quick Checks" may continue on the regular schedule with enrichment opportunities provided between checks.

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

The materials include unit-based pre- and post-assessments that support instructional acceleration based on student performance. For example, Unit 6 includes tasks such as substituting sounds, decoding vowel teams, and encoding diphthongs.

The "Assessment Parameters" provide acceleration guidance. For example, "If a 95% or over success rate is met, progress to the diphthong decoding, encoding, and writing tasks."

The *Implementation Guide* includes pacing guidance for small group instruction and intervention. It directs teachers to use ongoing assessment data to identify each student's entry point, and adjust pacing accordingly.

The materials include teacher guidance for forming small groups and tailoring instruction to ensure students receive targeted support or enrichment toward mastery.

5. Foundational Skills

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

5.B Oral Language

5.B.1 Oral Language Development

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	All criteria for guidance met.	8/8
5.B.1b	All criteria for guidance met.	4/4
5.B.1c	The materials do not include authentic opportunities for students to ask questions to understand information.	3/4
—	TOTAL	15/16

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

The materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods. For example, the *Oral Language Guide* includes opportunities for oral language or oracy for each lesson within the product, from Units 1–7.

The opportunities include a section for "Modeling." In Unit 3, Lesson 1.1, this section states, "teacher models speaking in a clear, strong voice, then has the students repeat the sentence with the correct tone and inflection."

In Unit 3, Lesson 1.2, the section for "Extended Oracy with Decodable Passage" states, "after reading, (the) teacher leads a short group discussion about the meaning of shut using sentence frames."

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

The materials include opportunities for students to engage in social and academic communication for different purposes and audiences. The *Oral Language Guide* provides an entire section on "How the Program Addresses Social Communication" and "Opportunities for Different Purposes and Audiences."

Opportunities for social communication include Partner Sharing, Reciprocal Dialogue, and Personal Connection Opportunities. Opportunities for different purposes and audiences include Peer-to-Peer, Whole-Group to Teacher, and Academic Explanations.

Each opportunity provides an explanation about that strategy. For example, the Greeting routine states, "begin the lesson with a partner greeting before starting phonemic warm-up."

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 include structured routines for students to listen actively, engage in discussion, and share information and ideas during phonics and phonological awareness instruction. In Unit 7, Lesson 5.1, the lesson prompts the teacher to model identification of an *r*-controlled syllable while students listen and respond.

The materials include teacher scripting such as, "Listen as I delete a sound in the word," and "Listen as I blend: *great*," as seen in Unit 6, Lesson 3.2, prompting students to listen for sounds and decode words.

The *Oral Language Guide* includes ways to "Add Authentic Listening & Discussion to Phonics Lessons." In a section titled, "Embed Student-to-Student Follow-Up," the guidance states, "give students predictable sentence frames to make discussions focused and efficient."

The materials do not include authentic opportunities through prompts or structures for students to ask questions.

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 embedded lesson-level guidance to support teachers in providing explanatory feedback on common phoneme-grapheme misconceptions.	0/2
5.C.2c	All criteria for guidance met.	12/12
—	TOTAL	16/18

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 provide explicit teacher guidance to introduce letter-sound relationships. In Unit 6, Lesson 9.1, the materials emphasize teaching /oa/ using direct modeling and application in word mapping with words such as *boat* and *coat*.

The materials follow a systematic sequence that builds from CVCe words in Unit 4, to vowel teams in Unit 6, and multisyllabic patterns in Unit 7. In Unit 5, Lesson 1.1, the lesson prompts students to segment and encode blends like *-ft* and *-ld* in words such as *shift* and *raft*.

The materials include decoding and encoding routines such as Say It, Tap It, Map It, Write It, which guide students through sound identification and word construction using target letter-sound 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 include embedded teacher guidance for addressing phoneme-grapheme misconceptions. In Unit 6, Lesson 15.1, the lesson transitions to students decoding *cue* and *blue*, but the materials do not provide feedback prompts for correcting decoding errors.

The materials do not include scripting to support teachers in explaining sound-spelling confusions such as why *ue* makes the long /ū/ sound. Feedback guidance is general and found only in non-lesson-specific resources like the *Implementation Guide*.

The lessons do not identify common student errors or include sample teacher responses to clarify misunderstandings about letter-sound patterns.

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

The materials include a variety of activities for decoding one-syllable and multisyllabic words in isolation and connected text. In Unit 6, Lesson 18.1, the lesson uses words for students to decode such as *cook*, *wood*, and *book*. Then, the lesson transitions to students reading the sentence "Did you lend him that good book"?

The materials provide structured decoding practice with affixed and compound words. In Unit 7, Lesson 9.1, the lesson guide prompts students to decode *replay*, *preheat*, and *fearless*, then apply the skills in sentences like "The fearless girl kindly helped."

The materials include cumulative review. In Unit 7, Lesson 4.2, materials revisit *r*-controlled vowels in the decodable passage, "The Farmer," with sentences such as "Porter has lots of tasks on the farm."

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–2)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.1a	The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begin with simple skills and larger units of sound, and gradually transition to more complex skills and smaller units of sound.	0/2
5.D.1b	The materials do not include explicit instruction for teaching phonological awareness skills with explanatory feedback for students based on common misconceptions.	1/2
5.D.1c	All criteria for guidance met.	4/4
—	TOTAL	5/8

5.D.1a – Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)

The materials do not include a systematic sequence for introducing phonological awareness activities. Instruction begins at the phoneme level and does not move from larger to smaller units of sound as outlined in the TEKS progression.

Daily routines such as the Skill-Based Phonemic Awareness Warm-Up begin with advanced tasks (e.g., adding phonemes to base words), without addressing skills like syllable segmentation or alliteration recognition.

Across Units 4–7, phonological awareness instruction is limited to phoneme-level tasks and does not include lessons or routines targeting earlier-developing skills such as rime, onset-rime, or syllables.

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

The materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors. For example, the

Implementation Guide includes a table for each unit that details common errors during the Phonemic Awareness Warm-Up and Skill-Based Word Mapping routines.

In Unit 3, Lesson 1.1, the common error states, "student omits a sound." Then a prompt is provided for the teacher to redirect a student such as, "listen carefully. I will say it slowly."

The materials do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common misconceptions.

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

The materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). In the *Implementation Guide*, there is a section titled "Phonemic Awareness" that provides a variety of activities for Gestures and Movements, Visual Cues, and Manipulatives.

The *Implementation Guide* explains that "memory-building strategies help students retain phonological awareness skills by engaging multiple senses, providing repeated exposure, and connecting abstract sounds concepts to concrete actions."

Several ideas and examples are also provided to guide teachers in using the activities. For example, Clap Syllables guides the teacher to "say the word *basketball*. Students clap once for each syllable."

5.D.2 Phonemic Awareness (K–2)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	The materials do not include a systematic sequence for introducing phonemic awareness activities that begins with identifying phonemes.	2/3
5.D.2b	The materials do not include explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.D.2c	The materials do not include explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic decoding and encoding.	0/2
5.D.2d	All criteria for guidance met.	3/3
—	TOTAL	5/10

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

The materials include a systematic sequence for phoneme segmentation, blending, and manipulation, progressing to more complex tasks such as adding, deleting, and substituting sounds. In Unit 6, Lesson 5.1, the materials guide students to segment and blend the word *sleep* using magnets to represent each phoneme. In Lesson 6.2, the materials prompt deletion of the /k/ sound in *peak* to form *pea*. In Unit 7, Lesson 2.2, the materials include activities for segmenting syllables and individual phonemes in multisyllabic words such as *limbo* and *payment*.

The lessons provide daily opportunities for blending, segmenting, and chaining phonemes. For example, in Unit 6, Lesson 5.1, the materials support blending in *sleep* and deletion in *peak* to form *pea*. The materials do not begin the sequence with explicit instruction on identifying phonemes in isolation, which limits full alignment to the indicator.

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

The materials do not include explicit teacher guidance for responding to common phonemic awareness misconceptions.

No feedback prompts or sidebars are embedded in lessons to support teacher actions when students struggle with phoneme manipulation or blending.

Teachers are not provided with suggested scripts, examples of typical errors, or guidance to identify and address common student misunderstandings.

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

The materials do not give clear guidance to connect phonemic awareness to the alphabetic principle. Lessons do not help students move from working with sounds to matching those sounds with letters.

Encoding and decoding tasks are included, but they are not directly linked to oral-sound skills.

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

The materials include a variety of activities to develop, practice, and reinforce phonemic awareness. Lessons consistently include phonemic warm-ups, word mapping, and application tasks using decodable text. For example, in Unit 6, Lesson 6.1, students add phonemes to build new words such as *wheel* from *eel*, and practice chaining new words during independent work.

The materials reinforce skills across time using cumulative "Quick Checks," "Post-Assessments," and dictation activities that spiral previously taught phoneme manipulation skills. In Unit 6, "Quick Check 1," students decode and encode words such as *break* and *rail*, revisiting phoneme segmentation and blending skills taught earlier in the unit.

In Unit 6, Lesson 19.1, students engage in dictation activities that include decoding and blending words with the vowel pattern *u /oo/*, like *push*, *bush*, *book*, and *cook*.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

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

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

The materials include a systematic sequence for introducing sound-spelling patterns. Instruction progresses from CVCe and vowel-*r* combinations to advanced vowel teams, variant vowels, and morphological units.

The scope and sequence outlined in the *Implementation Guide* is followed across Units 4–7, with patterns introduced incrementally and practiced through daily routines.

Later units emphasize decoding multisyllabic and compound words using consistent instructional routines that build on prior knowledge.

In Unit 7, the materials focus on decoding compound words using letter cards and scripted blending routines. In Lesson 11.1, students combine words like *cup* and *cake* to form *cupcake*, using previously taught syllable knowledge to support decoding. Lesson 12.1 continues this focus by embedding contractions and multisyllabic words in dictation and decodable passages to reinforce decoding of complex words.

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

The materials include explicit instructional guidance for introducing sound-spelling patterns through detailed scripting and visuals. Lessons and instructional routines follow a gradual release model of I Do, We Do, You Do.

In Unit 5, the lesson prompts the teacher to introduce /or/ and /ir/ with clear scripts and visual aids like sound cards to support grapheme-phoneme connections. In Unit 5, Lessons 11.1 and 13.1, teachers are guided with scripted explanations such as, "When the vowel *a* is followed by *r*, the *r* controls the vowel."

The lesson script also includes visual support using the /or/ and /ir/ sound cards to show the sound-symbol relationship explicitly.

Lessons include decodable word cards and sentence frames to guide teachers through each phase of instruction, with opportunities for modeling and student response. In Unit 5, Lesson 1.2, the scripted "Skill-Based Phonics Introduction" guides teachers in decoding closed syllables using word cards like *kitten*, and provides sentence frames for the We Do and You Do sections to ensure student engagement and modeling opportunities.

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 a variety of activities and resources to develop, practice, and reinforce grade-level sound-spelling patterns. Instruction includes modeling, guided decoding, phoneme-grapheme mapping, and irregular word routines.

The materials include multisensory encoding and decoding activities such as Say It, Tap It, Map It, Build It. In Unit 6, Lesson 8.2, the routine Say It, Tap It, Map It, Write It supports decoding and spelling of words like *read*, *clean*, and *please*. The activity uses magnets, sound boxes, and writing tools to support phoneme-grapheme mapping through multiple sensory pathways.

Lessons also suggest the use of visual aids, phoneme phones, and partner talk to support learning. In Unit 6, teachers use phoneme phones and word cards to help students visualize and rehearse sound-spelling patterns like *oa* in *goat*. The lesson guides teachers to prompt students to turn to a partner and say additional words with the pattern, reinforcing the skill through talk and visualization.

Cumulative review is embedded through "Quick Checks," decodable texts, and sentence-level dictation tasks. For example, Unit 5, Lesson 8.2 includes decoding passages with both current and prior skills such as blends, digraphs, and silent-e. In Unit 7, Lesson 3.2, students decode VCe syllable words like *bedtime* and *pancake* in isolation using the Say It, Tap It, Map It, Write It routine. They then apply those same skills to a decodable strip and a full decodable passage, which integrates previously taught patterns such as blends, contractions, and compound words.

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

The materials include decoding activities using letter cards, decodable passages, and word sheets. Students decode isolated words and connected text that reinforce current and previously taught sound-spelling patterns.

Encoding practice is embedded in daily routines like Say It, Tap It, Map It, Write It, and the Wrap-Up dictation. For example, in Unit 7, Lesson 7.1, students encode words like *turtle* and write dictated sentences such as, "Is that a turtle on the table"?

Instruction is cumulative, providing students with multiple opportunities to apply decoding and encoding skills using both familiar and new patterns in isolation and context.

5.E.2 Regular and Irregular High Frequency Words

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.2a	All criteria for guidance met.	2/2
5.E.2b	All criteria for guidance met.	4/4
5.E.2c	The materials do not include a variety of activities for students to reinforce skills to encode regular and irregular high-frequency words through cumulative review.	10/12
5.E.2d	The materials do not include a variety of activities and/or resources to 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 materials include a systematic sequence for introducing regular high-frequency words aligned with the phonics scope and sequence. In Unit 5, Lesson 8.2, the materials introduce the word *long* as a regular high-frequency word after instruction on the *ng* glued sound.

The materials include a systematic sequence for introducing irregular high-frequency words aligned with explicitly taught phonics skills. In Unit 4, Lesson 4.2, the materials introduce the irregular word *her*, which aligns with instruction on *r*-controlled vowels.

The materials provide explicit guidance in the *Implementation Guide* stating that decodable and irregular high-frequency words are "folded into the scope according to their sounds," supporting progressive introduction from less to more complex phonics patterns.

The materials include lesson routines such as Say It, Tap It, Map It, Build/Write It to reinforce high-frequency word instruction once introduced. For example, Unit 6, Lesson 24 includes instruction on the vowel variant *ou*, with practice for *round*, *shout*, *couch*, and *out*.

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

The materials include teacher guidance to provide explicit instruction for decoding regular and irregular high-frequency words. The *Implementation Guide* outlines scripting and instructional routines for Say It, Tap It, Map It, Write It, supporting decoding of words such as *want*, *again*, and *work* in Unit 6.

The materials include teacher scripting to support direct instruction for irregular high-frequency words. For example, in Unit 6, Lesson 4.2, the script explains the spelling irregularity in *want* and guides the teacher to explain how the /o/ sound is spelled with *a*.

The materials include scripting for encoding high-frequency words through sentence dictation. In Unit 6, Lesson 22.2, the "Wrap-Up" section includes a dictation sentence with the words *above* and *been* after explicit instruction.

The materials have limited detailed instructional routines that incorporate teacher modeling of encoding using multiple examples or strategies beyond sentence dictation. Encoding routines are limited to application after decoding instruction.

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

The materials include a variety of activities to develop decoding and encoding skills for high-frequency words. Unit 6, Lesson 7.2 includes Say It, Tap It, Map It, Build It routines and a sentence dictation using the words *any* and *many*.

The materials include decoding and encoding practice in isolation and connected text. In Unit 6, Lesson 10.2, students work with *own*, *show*, *grow*, *follow*, and *yellow* using mapping routines, word chaining, and decodable passages.

The materials include activities to reinforce decoding through cumulative review. Unit 6 Quick Checks and Pre- and Post-Assessments include previously taught regular and irregular high-frequency words such as *again*, *many*, and *today*.

The materials do not include a variety of activities to reinforce encoding high-frequency words across lessons. Encoding opportunities are limited to sentence dictation without structured cumulative review or application tasks.

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 include memory-building activities for reading and writing high-frequency words in isolation. Lessons incorporate Elkonin Boxes and magnetic tiles within the Say It, Tap It, Map It, Build It routine. For example, Unit 5, Lesson 10.2 includes the words *warm*, *smart*, and *far*.

The materials include scripted routines for encoding high-frequency words in isolation. Sentence dictation is included in each lesson's "Wrap-Up" section using current and previously taught words.

The materials include activities for reading and writing high-frequency words in connected text. For example, Unit 6, Lesson 17.2 includes a decodable passage and a dictation sentence using *I, will, have, two, new, and soon*.

The materials do not include a variety of memory-building strategies or cumulative review tasks for reading and writing high-frequency words in connected text beyond isolated lesson tasks.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.3a	The materials do not include a systematic sequence for introducing grade-level syllable-division principles, as outlined in the TEKS.	1/2
5.E.3b	The materials do not include teacher guidance to provide explicit instruction for applying knowledge of syllable division principles to decode and encode one-syllable words.	4/8
5.E.3c	All criteria for guidance met.	12/12
5.E.3d	The materials do not provide a variety of activities and/or resources for students to practice encoding one-syllable or multisyllable words in connected texts. The materials do not provide a variety of activities for students to encode multisyllabic words using syllable division principles in connected texts.	4/8
—	TOTAL	21/30

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

The materials do not include a systematic sequence for introducing grade-level syllable types aligned to the TEKS. Syllable types such as closed, VCe, vowel teams, and *r*-controlled are introduced in Unit 7, the final unit of instruction.

The materials introduce open syllables in Unit 3 but do not reintroduce or sequence remaining syllable types until Unit 7.

The materials include a systematic sequence for introducing grade-level syllable division principles. Unit 7 includes a progression from simple to more complex rules, beginning with closed syllables and advancing through open syllables, VCe, vowel variants, diphthongs, and consonant+*le* syllables.

The *Implementation Guide* and lesson scripts provide a structured I Do, We Do, You Do format in Unit 7 to support syllable division such as Lesson 1.2, where students divide *napkin* and *rabbit*.

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

The materials include teacher guidance for explicit instruction in decoding multisyllabic words using syllable types. In Unit 7, Lesson 5.1, the script guides instruction for words such as *coastline* and *mailbox*, identifying each syllable and type.

The materials include teacher guidance for explicit instruction in applying syllable division principles to decoding. For example, Unit 7, Lesson 5.2 guides the teacher to mark V/CV in *railroad* and *teacher* and model the division process aloud.

The materials include encoding practice for multisyllabic words within daily routines. In Unit 7, the lesson prompts students to encode words such as *bathtub*, *velvet*, and *pigpen* using the Say It, Tap It, Map It, Write It and dictation sentence routines.

The materials do not include instructions for decoding and encoding one-syllable words using syllable patterns. Syllable-type application to single-syllable words is not explicitly addressed in teacher guidance.

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

The materials include a variety of activities for students to develop decoding and encoding of one-syllable and multisyllabic words. In Unit 7, Lessons 5.1 and 5.2 include routines such as phoneme-grapheme mapping, syllable division, and sentence dictation using words like *teacher*, *raincoat*, and *railroad*.

The materials include practice opportunities for decoding and encoding through connected text and isolation. Students decode *mailbox*, *badge*, and *hedge* using mapping routines and apply them in dictation sentences such as "The fudge is in the hutch."

The materials reinforce skills through repeated routines across lessons. Activities such as decodable passages, decoding strips, and Skill-Based Word Building allow students to revisit previously taught words. For example, in Unit 7, Lesson 3.2, students decode *destroy* and encode *voyage* and *rescue*.

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 decoding activities for multisyllabic words in isolation and connected text using syllable types. In Unit 7, Lesson 6.1, students decode *cowboy* and *destroy* in isolation and apply skills in sentences like "The cowboy rode his horse."

The materials include decoding activities using syllable division principles. In Unit 7, Lesson 7.2, students decode *bubble*, *muffle*, and *fiddle* using the Say It, Clap It, Build It routine and syllabication sheets to support practice.

The materials include encoding practice for multisyllabic words in isolation. Students encode words such as *harvest* and *thunder* in the "Write-It" section and "Wrap-Up" dictation. In Unit 7, Lesson 6.1, students encode *daughter* and *pursue* using diphthong syllables.

The materials do not include encoding practice in decodable texts using syllable division principles. Encoding application is limited to isolated sentence dictation and does not extend to tasks within decodable passages.

5.E.4 Morphological Awareness (1–3)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.4a	The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	0/1
5.E.4b	The materials do not include teacher guidance to provide explicit instruction for supporting recognition of common morphemes and using their meanings to support encoding.	3/4
5.E.4c	The materials do not include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills.	0/3
5.E.4d	All criteria for guidance met.	4/4
—	TOTAL	7/12

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

The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the 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 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 and reading comprehension. For example, in Unit 7, Lesson 10.1, "Skill-Based Phonics Review" uses the word *jumps* and guides the teacher to explain the endings *-s*, *-ing*, and *-ed*. Using each word, the script provides the meaning of the word based on the ending.

The decodable passage in lesson 10.2 includes a vocabulary question that supports reading comprehension using common morphemes. For example, in the decodable passage, the word is "loose." The question prompts students to "find the word loose, what does loose mean, what is another meaning for the word loose, and what is another word for loose."

The materials do not include teacher guidance to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings to support encoding.

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 do not include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills.

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

The materials offer 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 build on previous instruction (e.g., within sentences or decodable texts).

In Unit 7, Lesson 10.1, the lesson includes decoding in isolation through the "Decoding Sheet." The directions state, "students will decode, blend, and build fluency with lesson-based skill words via the decoding sheet." Words include *rushing*, *dropped*, and *bakes*. In Unit 7, Lesson 10.2, the materials include decoding in connected text through the "Decodable Passage." Words with morphemes within the "Decodable Passage" include *rushed*, *blowing*, and *stops*."

In Unit 7, there are a variety of activities for students to encode words with morphemes in isolation and in connected text. The "Skill-Based Word Building" includes encoding *sicker* and *sickest* in isolation among several other words. In addition, the "Wrap-Up" prompts teachers to dictate a sentence, "Kate watches a buzzing bee," and students then encode within connected text.