

Hand2mind, Inc.

English Phonics, 2

Phonemic Awareness and Phonics Toolkit Intervention: Foundational Skills–Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798899380259	Both Print and Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Noncompliant	Flags Not in Report	9	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	22 out of 26	85%
3. Supports for All Learners	18 out of 27	67%
4. Phonics Rule Compliance	28 out of 31	90%
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	4
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	All criteria for guidance met.	2/2
1.1c	The materials do not explain how concepts build on one another across the course.	1/2
1.1d	The materials do not provide unit internalization or mention how the units are connected.	1/2
1.1e	The materials do not provide resources or guidance for instructional leaders to support teachers.	0/2
—	TOTAL	8/12

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

The *Phonemic Awareness and Phonics Toolkit Implementation Guide* includes a "Scope and Sequence" document that outlines the order of the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) for each lesson. The materials identify key literacy concepts, including phonological awareness, phonemic awareness, phonics, and consonant digraphs.

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

The materials include a suggested pacing guide for "Intervention – Foundational Skills," which outlines the schedule by day, lesson, and topic across the school year. The pacing guide provides optional instructional calendars for 165, 180, and 210 days.

Each version supports planning and includes a "Review Data Directions" section with practical suggestions aligned with the selected calendar. The pacing guide also highlights when to use alternative word lists, administer quick checks, or revisit lessons. Standards alignment charts list the specific grade-level TEKS addressed in each lesson, supporting targeted intervention planning.

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 *Implementation Guide* provides a rationale for the order of instruction based on a research-based scope and sequence.

The "How to Use Phonemic Awareness and Phonics Toolkit, Intervention: Foundational Skills" breaks down each part of the lesson in the *Foundational Skills Teacher Guide*. The resource does not include an explanation for the rationale of the unit order.

The materials include some connections between foundational skill components. They define and describe phonological awareness as the most basic skill and explain how it connects to other components. For example, the phonemic awareness and phonics sections describe how each skill builds on the one before it.

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

The "Foundational Skills" section of the *How to Use Phonemic Awareness and Phonics Toolkit Intervention* supports teachers in internalizing lessons. The section includes pre-teaching routines, corrective feedback routines, phonological routines, phonics routines, oral language routines, and accommodations.

In the "Introduction to Pre-Teaching Routines" section of the *Implementation Guide*, the materials provide instructions for using the I Do, We Do, You Do format to structure lesson delivery. This format supports teachers in modeling, guiding, and then releasing responsibility to students.

The materials do not explain how the units connect to each other. Each lesson includes clear steps and objectives to support lesson internalization.

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

The material shows no evidence of resources or guidance for instructional leaders to support the teachers. The *Implementation Guide* does offer sample lessons as guidance for teachers.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	The materials do not contain support for families in Spanish or English.	0/2
—	TOTAL	2/4

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 *Phonemic Awareness and Phonics Toolkit—Intervention* provides a clear unit overview and specific background knowledge for each unit.

The "Pre-Teaching" section of the *Implementation Guide*, along with the phonological routines, explains how materials are used to implement each lesson. The routine cards in the materials support students by helping them connect what they already know to new skills. Each card includes consistent language and steps that reinforce prior learning. This structure helps students build on familiar routines while learning new phonemic awareness and phonics concepts.

The *Implementation Guide* provides a "Unit Summary" that contains Key Concepts, Why It Matters, Instructional Considerations, and Academic Vocabulary for each unit.

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 *Phonemic Awareness and Phonics Toolkit—Intervention* is only provided in English. The materials do not support communicating student progress to families, offer strategies or tools for reinforcing foundational skills, or provide toolkits that can be used at home.

The materials do not provide family-facing resources or supports available in English or Spanish, which limits families' ability, particularly Spanish-speaking families, to effectively support their child's reading development outside the classroom.

The *Teacher Guide's* "Assessment Score Sheets" may be used by teachers to communicate with families about the skills their students have learned.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	All criteria for guidance met.	4/8
1.3b	The materials do not provide 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 materials demonstrate alignment with standards for each grade level and explain how content standards are integrated across lessons. The *Implementation Guide* includes the ELPS for each grade level. The materials do not include lessons or activities designed to support students in meeting specific language standards.

The *Teacher Guide* includes lesson plans that support the implementation of grade-level instruction. Each lesson includes a daily objective aligned with the TEKS. Tasks follow a gradual release of responsibility structure to support mastery. Differentiation options are provided, including alternate tasks, extension activities, and supports for emergent bilingual students.

The lesson cards and "Phonological Awareness and Phonics Routines" lessons include questions aligned to the lesson objectives. The materials provide a scripted format based on the gradual release model. Skill-based questions appear during both guided and independent practice and are used to assess understanding. A "Differentiation" section outlines options to modify instruction based on learner needs. The materials do not include questions designed to support specific ELPS-aligned language objectives.

In Lesson 2: "Decode Closed Syllables," the objective is aligned to TEKS 2.2(B)(i). Tasks focus on decoding multisyllabic words with closed syllables and follow an I Do/We Do structure to model how to identify syllable types. Vocabulary instruction is integrated using relevant examples. The lesson includes a complete materials list, and tasks align with the stated objective. The lesson does not include explicit checks for understanding, questions that promote academic language use aligned to the ELPS, or a reference to how mastery will be assessed.

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 *Implementation Guide* states that each lesson is approximately fifteen minutes long, highlighting the benefits of a short lesson structure, including sustained focus and flexible scheduling. The materials do not include suggested timing for each individual lesson component.

The *Implementation Guide* section, "Introduction to Phonemic Awareness and Phonics Toolkit Intervention: Foundational Skills," lists the materials needed for most lessons. For example, it states that most lessons will need dry-erase markers, whiteboards, Elkonin boxes, letter/sound cards, etc.

The materials include clear lists of teacher and student materials necessary for effective lesson delivery. For example, Lesson 1, which focuses on analyzing vowel sounds in multisyllabic words and identifying final stable syllables, also includes comprehensive lists of required resources for both teachers and students. Instructional tools such as multisyllabic word lists, sound boxes, syllable-clapping routines, and dry-erase boards are incorporated to facilitate hands-on practice with phonological and phonemic awareness. These materials help students visualize and interact with language patterns, such as vowel length in open and closed syllables or the /-le/ sound in final stable syllables.

The materials are purposeful and developmentally appropriate. The lesson does not include timing guidance for each component, which may cause some parts of the lesson to be rushed or skipped. It may also lead to the lesson lasting longer than the suggested time.

The lessons outline how to utilize the necessary teacher materials to deliver the lesson effectively. For example, the *Implementation Guide* provides guidance on giving corrective feedback in the "Corrective Feedback in Action" section.

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

The *Implementation Guide* explains how teachers can extend lessons beyond the fifteen-minute time frame. The guide offers support for emergent bilingual students, advanced students, and at-risk students.

The materials include "Opportunities for Extension" activities designed for students who require additional support or enrichment. These activities provide additional modeling, guided practice, repetition, visual aids, and opportunities to apply skills in writing.

Each lesson includes clear differentiation supports listed at the bottom of the section. The materials provide targeted extensions for Approaching, Exceeding, and EL Support students within the

"Phonological and Phonemic Awareness" components. These supports help build foundational skills, such as isolating and encoding the prefix *dis-*. They also offer advanced learners opportunities to deepen their understanding by identifying *dis-* words with long vowel patterns or creating new *dis-* words with a partner.

Some lessons in the materials include opportunities for extension. Some components provide extended practice for EL, at-risk, or advanced students. For example, in Lesson 77: "Decoding: Suffix -ly," only one of the four components includes an extension activity for at-risk and advanced students.

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 provide diagnostic assessments at the lesson level.	7/9
2.1b	All criteria for guidance met.	2/2
2.1c	The materials do not include guidance for the accurate administration of assessments.	1/2
2.1d	All criteria for guidance met.	6/6
2.1e	All criteria for guidance met.	2/2
—	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.

In grade 2, "Foundational Skills" includes unit-level diagnostic and summative assessments with varied tasks and question types. The diagnostic assessment measures decoding readiness through tasks such as blending, segmenting, deleting, substituting phonemes, and word reading. These tasks address a broad range of phonological processes. The diagnostic assessments use primarily oral prompts with verbal responses, offering limited variation in format. In contrast, the unit-level Spiral Review Assessments serve as summative tools and include a greater variety of question types.

The materials support progress monitoring through the "Progress Monitoring Assessment" and "Word List" assessments. These tools align with the phonics patterns taught in the lessons. The materials include these assessments throughout instruction to track student mastery.

Formative assessment is consistently integrated into daily instruction. For example, data is gathered through observation using tools such as Elkonin boxes, letter card manipulation, and word reading. Informal strategies, such as choral response, guided practice, and oral production, support ongoing instructional decisions.

The materials include strong formative practices and frequent summative tools. The materials do not meet the indicator's requirement for lesson-level summative assessments because each standalone lesson does not consistently include an assessment at its conclusion.

The materials include unit-level summative assessments but do not provide unit-level diagnostic assessments.

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

The *Assessment Guide* includes definitions of the types of assessments provided within the material. For example, definitions are provided for the Quick Checks, Spiral Reviews, and Teacher Guide Assessments, including instructions on how to use each one. For example, Quick Check 29 includes determining the definition of a word when a prefix is added and identifying which prefix needs to be added to a word to form the new word. The purpose of this particular assessment is to evaluate the students' learning of prefixes.

The *Implementation Guide* emphasizes formative assessment techniques such as Thumbs Up/Down, Turn and Talk, Whiteboard Responses, and Exit Tickets used during lessons. These Checks for Understanding allow teachers to gather real-time data and modify instruction, grouping students into "small-group, teacher-led centers" tailored to their specific needs based on assessment data.

The *Phonemic Awareness and Phonics Assessment Guide* defines each type of assessment and explains how each one supports instructional planning and delivery. For example, "Teacher Guide Assessments" track progress in phonemic awareness and phonics, as shown in the "Assessment and Progress Monitoring" section of the *Foundational Skills Teacher Guide*.

The *Assessment Guide* includes the intended purpose of the types of assessments. The intended purpose of the Quick Checks is to "focus on specific skills taught in individual lessons." The Spiral Review is a "comprehensive evaluation that covers multiple skills taught across several lessons." It helps "determine if students are retaining previously taught concepts across various phonological and phonics skills."

The *Teacher Guide* outlines the purpose of informal assessments used for progress monitoring within the We Do and You Do lesson activities. The guide also includes formal assessments administered at the beginning, middle, and end of the year, as well as tools for ongoing progress monitoring throughout the school year.

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

The *Teacher Implementation Guide* emphasizes "clear objectives and structured instruction," and provides teachers with ready-to-use manipulatives and visuals to create uniform lesson delivery conditions. This consistent framework ensures that assessments are embedded within a similar instructional context for all students.

The *Assessment Guide* provides explicit administration instructions, including: "Provide clear instructions and examples before each section," "Do not provide answers or excessive prompting," and "Record responses verbatim when possible," to ensure the accuracy of assessment data.

The *Phonemic Awareness and Phonics Toolkit Assessment Guide* offers three types of assessments, including multiple-choice questions and answer keys. The guide does not include specific guidance for grade 2 teachers on reading questions and answer choices aloud. This omission is significant, as many first graders are still developing reading fluency, and phonemic awareness is most effectively assessed through listening. Without clear, standardized instructions, the accuracy of the assessment may be compromised.

The *Assessment Guide* identifies the skills that can be evaluated and when assessments should be administered. This aligns with the intended purpose of the assessments. The materials do not include time expectations for administration. A suggested script or step-by-step protocol is not provided. The guide also does not specify whether assessments should be conducted one-on-one or in small groups.

The grade 2 materials do not include student-tracking tools that enable students to monitor their own progress and growth.

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

The *Implementation Guide* illustrates how each grade 2 lesson aligns with the TEKS. The *Assessment Guide* directs teachers to check student understanding during the We Do and You Do portions of each lesson, using these informal checks as formative assessments. For example, Lesson 71 focuses on decoding words with the prefix *re-*, aligning with the grade 2 TEKS on decoding words with prefixes.

The formative and summative assessments are aligned with the TEKS and lessons listed in the pacing chart. For example, Quick Check 29 is given after Lessons 71–74, which focus on prefixes.

Diagnostic assessments are aligned to the TEKS, but the alignment is not explicitly stated within each evaluation. The *Assessment Guide* and *Implementation Guide* include pacing charts that show correlations with the TEKS and ELPS. These charts help determine which standards are addressed in each diagnostic assessment.

Formative assessments aligned to the TEKS are not explicitly stated in each assessment. The material requires determining the TEKS for the formative assessments by correlating the pacing charts in the *Teacher Guide*, *Assessment Guide*, and *Implementation Guide*.

Pacing Charts show the TEKS and ELPS correlations.

Quick Checks and Spiral Reviews appear in the *Pacing Charts* after specific TEKS-aligned lesson sets. The charts link the TEKS to lessons that include embedded formative assessments in the We Do and You Do sections, supporting instructional alignment.

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

The grade 2 assessments incorporate at least two levels of complexity. The lesson includes identifying syllable types, a fundamental phonological skill, as well as decoding words with diphthongs and vowel teams. These skills require more advanced decoding techniques.

The materials utilize assessment tasks that require students to analyze their reading errors and apply correction strategies. The materials direct users to informally evaluate student understanding during the We Do and You Do phases of each lesson. These formative checks support real-time adjustments to instruction. The level of complexity can be modified during this time to differentiate based on student ability.

The *Phonemic Awareness and Phonics Toolkit Assessment Guide* offers a range of assessment formats. The materials make it difficult to connect assessment results to specific grade-level expectations. There is no clear alignment between the assessments and the grade 2 TEKS. This limits the ability to use assessment data to guide instruction based on state standards.

The Quick Check and Spiral Review assessments include a mix of oral response and multiple-choice questions. For example, in Quick Check 26, question 3 asks students to identify the r-controlled vowel in a given word. Question 4 asks students to choose the phrase that does not include an r-controlled vowel spelled with /ar/ or /or/.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	The materials do not provide guidance on interpreting student performance.	1/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	TOTAL	4/5

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

The materials include a variety of assessments, such as Quick Checks, Spiral Reviews, and Teacher Guide Assessments, used to evaluate students' phonemic awareness and phonics development. The assessments are accompanied by answer keys and a Scoring Guide Table. The Scoring Guide Table categorizes performance as Exceeds, Meets, and Approaching based on percentage scores. Each category includes general next-step guidance aligned with differentiated instructional paths; for example, reteaching with Approaching activities or advancing with the Exceeding component.

The *Implementation Guide* provides clear directions for using Quick Check results during Review Days lessons. The material directs teachers to choose lesson-based differentiation strategies or to assign alternative practice using the word list in the *Teacher Guide*.

The *Intervention: Foundational Skills Teacher Guide* includes score sheets for recording assessment results and space for teacher observations. The materials support surface-level data use but do not support deeper analysis. Deeper analysis is not possible because only the initial core guide for score correlation is included.

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 guidance on tasks and activities that address student performance on assessments. The *Implementation Guide* provides "Corrective Feedback Routines" with strategies teachers can use to redirect students when needed. This section highlights the importance of consistent routines to support student success.

The *Phonemic Awareness and Phonics Assessment Guide's* "Scoring Guide Table 1" provides clear thresholds for categorizing performance levels on both Spiral Review and Quick Check assessments. The materials use score ranges to identify performance as Approaching, Meets, or Exceeds. The lessons direct users to select differentiated lesson paths based on these categories. The materials include Approaching and Exceeding activities in the Blue Boxes to support reteaching or enrichment.

The "Scoring Guide" chart in the *Assessment Guide* offers clear guidance on selecting instructional tasks based on assessment results. The What to Use column directs teachers to use core lessons from the *Teacher Guide*, along with the corresponding Approaching or Exceeding activities found in the blue differentiation boxes within each lesson.

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 offer teacher-facing documentation tools, including Score Sheets, and space for anecdotal notes within the *Phonemic Awareness and Phonics Assessment Guide*. These tools support basic tracking of student performance on key assessments.

The *Teacher Guide* includes a student score sheet that teachers can use to monitor student growth and progress. The Score Sheet is organized by the specific skills taught in the lessons, with each section showing the total number of tasks. For example, in Section 11: Decode Long Vowels/Irregular Consonants, the highest possible score is 10/10. However, no scoring guide is provided to help interpret these scores or determine student performance levels.

The materials provide a collection of student data for teacher use.

The grade 2 materials include student-tracking tools that enable students to monitor their own progress and growth.

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	The materials do not provide teacher guidance for differentiated instruction or scaffolded lessons.	1/3
3.1b	The materials do not include preteaching or embedded supports for textual references.	1/2
3.1c	The materials do not provide teacher guidance for differentiated instruction or scaffolded lessons.	1/2
—	TOTAL	3/7

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

The materials include differentiated activities for students who have not yet reached proficiency. Each lesson contains a blue box labeled "Differentiate: ALTERNATIVE," which provides additional practice suggestions, such as using Phoneme Phones, Elkonin boxes, or repeated exposures. The materials offer practice activities that target specific skills, such as suffixes. Some lessons group words with common endings or recommend multisensory activities, such as finger stretching, to support student understanding. The materials include lessons with similar instructional goals, but they do not link them in a sequenced or scaffolded format. For example, lessons on suffixes use related strategies but are not presented as paired lessons that build upon each other. The *Implementation Guide* and *Assessment Guide* provide general information on lesson delivery and scoring, but they do not include specific teacher guidance on adjusting instruction when students are not proficient. The materials do not include explicit instructional pathways or scaffolded lesson sequences that respond to students' progress or learning needs.

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 embedded supports for unfamiliar vocabulary within lessons. Lessons define academic terms such as *blend*, *digraph*, and *r-controlled vowel* using clear, student-friendly language (e.g., "two letters that make one sound"). The *Implementation Guide* includes accommodations that prompt

teachers to define terms like *prefix* and *suffix* to support word-level understanding. Lessons use tools such as Elkonin boxes and blending wands to support vocabulary understanding through multisensory methods.

The materials do not include embedded supports for pre-teaching figurative language, idioms, or extended academic language.

The materials do not include routines for building reference tools (e.g., anchor charts) to support long-term vocabulary acquisition.

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

The materials include extension activities after lessons for students who demonstrate proficiency. These activities appear in a blue box labeled "Differentiate: EXTENSION." For example, in Lesson 70 on diphthongs and vowel teams, the extension prompts students to swap vowel sounds in word cards to create new words. This supports higher-level phonics applications. The *Assessment Guide* instructs teachers to use the Exceeding activities listed after each lesson when students score above proficiency on assessments. The materials reference optional enrichment ideas, such as exploring morphology or etymology, in the *Implementation Guide*. The materials do not provide clear teacher guidance or step-by-step instructions for implementing extension activities. There is no support for adapting enrichment tasks to meet the individual needs of students.

The materials do not contain differentiated instruction for students who have demonstrated proficiency in grade-level content and skills.

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 materials include guidance to support teachers in explaining and modeling concepts. The "Phonological Awareness Routines" provide guidance for each phonological awareness skill, offering specific examples that support effective lesson delivery. The section on "Rationale for Utilizing Routines in Explicit Phonics Instruction" guides "Strengthening Learning through a Multimodal Approach," including visual, auditory, kinesthetic, and tactile activities.

The "Oral Language Routines" section of the *Implementation Guide* provides specific steps and examples to explain and model oral language and phonological skills. Each routine includes a purpose, a precise sequence, and sample language to guide you. For instance, in Turn and Talk, students identify sounds in words like *dog* and repeat responses with a partner. In Word Building, students change one letter in a word like *pan* to make *tan* and read it aloud. The guide outlines how to introduce, practice, and reinforce each skill.

The "Phonics" section of Lesson 75 includes teacher modeling. The materials instruct teachers to write the word *like* and explain how to form *liked* and *liking*. The materials prompt teachers to model removing the silent *e* and adding *-ed* or *-ing*. Reading Rods are used to build and read each new word.

The materials include explicit prompts and guidance to support the teacher in modeling and explaining concepts. The gradual release model provides structured support that moves students from teacher-led instruction to independent practice. For example, Lesson 11: "Encode C-le Syllables," includes explicit prompts like, "Say: Break the word 'stump' into syllables. Then write the syllables on your ClearVu Answer Board."

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

The materials include guidance and recommendations for delivering effective lessons. Each lesson includes a gradual release of responsibility, which enables the teacher to model, provide support, and offer practice before the student works independently. The materials offer a variety of engaging activities, including game-like elements and hand/arm movements to reinforce skills.

Grade 2 materials utilize Elkonin boxes with chips and Reading Rods to isolate and build multisyllabic words that incorporate digraphs and suffixes. Lessons include modeling how to map sounds to boxes and how to connect rods to form words like mouthful or sunshine. Both approaches give concrete, visual support for phonics instruction.

The materials encourage the use of multisensory techniques such as clapping syllables and underlining digraphs or suffixes while reading aloud. This supports varied learning styles and provides multiple access points for decoding multisyllabic words.

The materials include teacher guidance and recommendations for effective lesson facilitation. Two examples include echo reading and partner reading, as well as the use of manipulatives.

The Quick Check Assessments and Spiral Reviews help determine what students understand. The *Scoring Guide* can be used to decide what to reteach or review. This supports lesson delivery by showing where to adjust instruction. It also enables teachers to employ various approaches tailored to individual student needs.

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 grade 2 lessons on digraphs and suffixes include clear, guided, and independent practice opportunities. During the guided phase, the materials prompt the teacher to lead students in clapping and segmenting words such as *carpet* and *sunshine*. For independent practice, the materials direct students to isolate and identify r-controlled vowels or suffixes in new words, reinforcing phonics concepts with minimal teacher involvement. While the materials do not explicitly outline collaborative practice, they leave room for teacher-led interpretation, lacking concrete prompts or structured guidance for peer interaction.

The materials provide clear, step-by-step instructions, for example, on how to use Reading Rods and where to place chips on Elkonin boxes to build multisyllabic words. The I Do, We Do, and You Do structure helps to release responsibility while gradually maintaining instructional clarity. Differentiation suggestions offer guidance for students with varying skill levels.

The materials include a consistent recommended structure throughout each lesson. The I Do section is considered the whole-group time, allowing students to watch and listen to the lesson first. The We Do section offers students opportunities to work in small groups. The I Do section also provides opportunities for both independent application practice and collaborative practice time.

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 provide embedded support for comprehension, or cross-linguistic or written discourse.	3/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	6/11

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

The materials promote participation in academic discussions and collaborative activities, utilizing target vocabulary aligned with ELPS for advanced learners. For example, digraph lessons encourage students to apply new language in group settings and through structured oral activities, supporting the development of academic language at this level.

The curriculum includes enrichment tasks such as morphology exploration and spelling pattern analysis. These tasks build depth but do not provide linguistic accommodations. There is no explicit teacher guidance that supports growth into increasingly complex academic language or specifies which proficiency level the activity accommodates.

The "Linguistic Accommodations" section in the *Implementation Guide* includes the direction to use a morphology wall with definitions and pictures to support vocabulary retention.

The materials provide specific guidance for supporting emergent bilingual students at different proficiency levels. The "Inflectional Endings -ed" lesson includes the use of academic language, such as "inflectional endings," and models words like *painted*, *rested*, and *checked*. It uses scripted prompts ("Say: Would you believe that the -ed ending has a third sound?"). The materials include accommodations such as visuals, native language support, sentence stems, or scaffolds to help students at varying levels of English proficiency.

The materials include teacher guidance on linguistic accommodations. The *Implementation Guide* features a page titled "Linguistic Accommodations." This page offers suggestions for simplifying lesson language. It also includes one example for pre-teaching vocabulary. These supports address only one level of language proficiency.

The materials include a variety of sentence stems and practice challenges within lessons. The EL supports are not specifically for a language proficiency level.

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

The *Teacher Implementation Guide* includes general suggestions for linguistic accommodations for multilingual students.

The materials provide explicit implementation guidance aligned to state-approved bilingual or ESL program models. For example, the guide notes that "instruction may extend" for multilingual students who require visual aids, gestures, or additional modeling to support their learning.

Lessons in the *Teacher Guide* include EL Support notes that suggest providing images to help students understand words.

The *Implementation Guide* lists the ELPS connections for each lesson objective.

3.3c – Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

The materials provide embedded guidance to support emergent bilingual students through oral discourse. In the "Short e" lesson, students engage in oral identification and repetition of target phonemes using Elkonin boxes and magnetic chips (e.g., *egg*, *fed*, and *best*). The EL Support guidance includes visual prompts to help students identify the middle sound orally. The lesson components support the development of academic vocabulary and background knowledge through oral discourse.

The materials include opportunities for EB students to listen, repeat, or respond to the teacher and peers using the academic language associated with the phonological and phonics skill lessons. The materials do not provide opportunities for students to develop vocabulary practice through written discourse.

The materials include embedded guidance to support comprehension connections through oral discourse.

There is also no evidence of written discourse support for academic vocabulary, comprehension, background knowledge, or cross-linguistic connections.

The materials include general EL Support notes, such as using visuals. They do not include support for cross-linguistic transfer.

The materials include opportunities for EB students to listen, repeat, or respond to the teacher and peers using the academic language associated with the phonological and phonics skill lessons. The materials do not provide opportunities for students to develop vocabulary practice through written discourse.

The materials include opportunities for EB students to increase comprehension through oral discourse.

The materials now include embedded guidance for making cross-linguistic connections through oral discourse.

Materials do not include embedded guidance to support teachers in any area of written discourse or increasing comprehension through oral discourse.

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 grade 2 materials provide systematic phonics instruction as outlined in the *Implementation Guide*. Lessons are organized into five instructional sections: "Short Vowel Closed Syllables," "Long Vowels," "Inflectional Endings," "Diphthongs and Vowel Teams," "R-Controlled Vowels," and "Prefixes and Suffixes." This structure reflects a cumulative progression that builds on prior knowledge and supports sound-symbol correspondence.

The grade 2 materials include a clear instructional sequence for intervention, detailed in the *Phonemic Awareness and Phonics Toolkit Implementation Guide* and the *Pacing Guides* for "Intervention: Foundational Skills." For example, students encode vowel teams in Lesson 49 and manipulate vowel teams and diphthongs in Lesson 61, showing progression from basic to more advanced concepts.

The grade 2 materials include systematic lessons that progress from simple to more complex skills. The *Pacing Guide* begins with instruction on closed syllables and advances to lessons on prefixes and suffixes. The TEKS alignment charts reflect this progression.

The grade 2 materials provide sequential intervention lessons in the *Standards Alignment* for the "Intervention: Foundational Skills" section of the *Implementation Guide*. Instruction begins with long vowels and moves to diphthongs, vowel teams, and r-controlled vowels, reinforcing a logical skill progression.

The grade 2 materials include a sequenced structure as shown in the *Standards Alignment Charts*. Each chart maps the TEKS to specific lessons, beginning with Day 1, Lesson 1, confirming alignment with the systematic phonics sequence.

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 grade 2 materials provide explicit phonics practice in isolation through structured lessons. Each lesson follows an I Do, We Do, You Do routine and uses word lists and Elkonin boxes to support decoding of long vowels, vowel teams, r-controlled vowels, and inflectional endings.

The grade 2 materials present clear lesson objectives, use the gradual release model for instruction, and include a corrective feedback section that outlines specific strategies to address student errors. The grade 2 materials reinforce phonics skills through decodable text. Each lesson features a Fluency section with sentences aligned to the targeted phonics skill. For example, Lesson 74 includes a decodable sentence that supports the application of skills and development of fluency.

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.

The grade 2 materials in the *Final Consonant Blends* book provide explicit modeling using Reading Rods to decode words ending in *-st*. The lesson begins with segmenting the word *must* aloud while placing rods for each sound. The materials include guiding questions that prompt identification of the initial and vowel sounds. The lesson then shifts to joint practice as the teacher guides students to build and read the word *dust* using Reading Rods and choral reading.

The grade 2 materials include daily lessons with structured sections for modeling phonics skills. The I Do and We Do portions provide teacher scripts that guide what to say and ask during instruction, supporting both demonstration and student participation.

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

The grade 2 materials provide daily opportunities for explicit phonics instruction through structured lessons and teacher scripting. In the "Final Consonant Blends" lesson, the teacher introduces blends as two consonants that keep their individual sounds. The lesson includes modeling with the word *bend*, segmenting it as /b/ /ě/ /n/ /d/ to identify the final blend. In the We Do section, students segment *gift* and *shelf* with teacher support. The You Do section has students apply the skill independently with the word *land*. The materials include guidance for delivering corrective feedback or addressing student errors.

The grade 2 phonics materials include specific scripting and teacher-facing guidance for corrective feedback. Lessons provide teacher modeling and guided questions, and explain how to respond to student errors.

The *Implementation Guide* includes a "Corrective Feedback Routines" section that advises teachers to correct errors immediately and provide practice. The daily grade 2 lessons include specific guidance and examples on how to apply these routines during instruction.

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

The grade 2 materials provide consistent opportunities for independent phonics application. In the "Final Consonant Blends" lesson, the You Do section prompts students to segment and blend words like *land* on their own. In the "Decode Final Consonant Blend -st" lesson, students use Reading Rods to build and read words such as *trust* independently. These tasks appear daily and allow students to apply decoding skills without support.

The grade 2 materials include independent practice during the You Do phase of each lesson. For example, Lesson 38 directs students to encode words using Elkonin boxes and chips. The grade 2 materials support collaborative learning through group-based peer collaboration routines and teacher-led modeling. Lessons use tools like Reading Rods and Elkonin boxes to promote active participation.

The grade 2 materials include guided practice during lesson activities. Each lesson provides opportunities for students to collaborate in pairs, trios, 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	All criteria for guidance met.	2/2
4.3b	The materials do not provide practice opportunities using only phonics skills that have been explicitly taught.	0/1
4.3c	All criteria for guidance met.	1/1
4.3d	All criteria for guidance met.	2/2
—	TOTAL	5/6

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

The grade 2 materials include intentional cumulative phonics review across the curriculum. For example, Quick Check Assessment 13 requires encoding and decoding long /o/ words while applying previously taught long /a/ and /i/ patterns. Quick Checks 14–16 continue this pattern by reviewing long /u/, long /e/, and all previously taught vowel patterns.

The grade 2 *Assessment Guide* includes Spiral Review assessments and scoring guides placed after several lessons. For instance, Spiral Review Assessment 2 focuses on r-controlled vowels (/er/, /ir/, /ur/, /ar/, and /or/) and includes tasks that require both decoding and encoding.

The grade 2 materials incorporate Quick Checks and Spiral Reviews into the *Pacing Guide* to monitor phonics skill mastery. These checkpoints appear after several lessons and provide structured review. Word lists are also included to target skills students have not yet mastered before advancing to new content.

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

The grade 2 materials include practice opportunities that reinforce explicitly taught phonics skills. In the "Final Consonant Blends" lesson, the We Do and You Do sections focus on segmenting and blending words such as *land* and *trust*, which align with the lesson objective and previously taught skills.

The grade 2 materials occasionally introduce untaught phonics patterns. In the "Digraph ch" lesson, students read words like *batch* and *catch*. Although /ch/ is introduced in the lesson, the trigraph /tch/ appears without prior instruction.

The grade 2 intervention materials introduce multisyllabic words before foundational instruction. In Lesson 3, students read words like *laughter*, *reading*, and *quiet*, though previous lessons only addressed

rhyming and compound words. The materials do not yet introduce decoding strategies for affixes, inflectional endings, or multisyllabic words.

Another example is from Lesson 18, where students are taught the WH digraph, but they are asked to read words like *shell* and *with* without having previously been taught the digraphs /sh/, /th/, or the *floss* rule. In lesson 3, students read words like *laughter*, *reading*, and *quiet*, though previous lessons have only covered rhyming and compound words.

The grade 2 material does not provide practice opportunities using only phonics skills that have been explicitly taught.

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

The grade 2 materials include sentence-level decodable texts that reflect cumulative phonics practice. Sentences such as "She must not slip on the dust" and "The goat went to the hill" align with prior instruction in final consonant blends and vowel teams.

The grade 2 materials rely on controlled sentences rather than full passages. Sentences such as "He is brushing the mat" and "The toast is hot" integrate previously taught phonics patterns, providing decoding practice in connected print.

The grade 2 lesson materials include instruction in reading words with prefixes. Cumulative practice of previously taught phonics patterns within those lessons is not included.

The grade 2 materials include a "Fluency" section designed to reinforce new skills through reading word cards, word lists, high-frequency words, and sentence-level text. These texts provide focused decoding practice aligned with taught phonics concepts.

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

The grade 2 materials include sentence-level decodable texts that reflect cumulative phonics practice. Sentences such as "She must not slip on the dust" and "The goat went to the hill" align with prior instruction in final consonant blends and vowel teams.

The grade 2 materials rely on controlled sentences rather than full passages. Sentences such as "He is brushing the mat" and "The toast is hot" integrate previously taught phonics patterns, providing decoding practice in connected print.

The grade 2 lesson materials include instruction in reading words with prefixes. Cumulative practice of previously taught phonics patterns within those lessons is not included.

The grade 2 materials include a "Fluency" section designed to reinforce new skills through reading word cards, word lists, high-frequency words, and sentence-level text. These texts provide focused decoding practice aligned with taught phonics concepts.

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 a variety of developmentally appropriate assessment tools aligned to a systematic sequence of phonics skills. In grade 2, the assessments require students to build words, read and write words and sentences, and respond to multiple-choice questions.

The *Teacher Guide* includes a summative assessment administered three times per year. Each assessment features TEKS-aligned tasks, such as decoding words with long vowels and irregular consonants. Lesson activities incorporate manipulatives to support encoding and decoding of these word types.

The grade 2 assessment titled "Decode Words with Long Vowels/Irregular Consonants" features words with complex vowel patterns and irregular spellings, such as *rain*, *gnome*, and *theme*. These selections align with grade 2 phonics standards and support the development of advanced decoding skills.

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

The *Phonemic Awareness and Phonics Toolkit* offers systematic progress monitoring tools for grade 2 phonics skills, including diphthongs, vowel teams, r-controlled vowels, and inflectional endings. Tools are organized by phonics category and use clear word lists (e.g., *shown*, *spoil*, *clerk*, and *joyful*) that align with grade-level content. Each skill has a corresponding section on the student score sheet, with a (+/-) format allowing teachers to track mastery over time.

The *Phonemic Awareness and Phonics Toolkit Teacher Guide: Intervention—Foundational Skills* includes progress monitoring tools designed to document student growth in foundational literacy development.

The *Foundational Skills Teacher Guide* includes progress monitoring tools designed to assess decoding of prefixes, suffixes, and inflectional endings. For example, one tool features a word list that targets these specific word parts, allowing for tracking of growth in word analysis skills.

The materials include assessments designed to measure phonics skills. Embedded lesson assessments allow for real-time progress monitoring. Quick Checks and Spiral Reviews appear in the pacing chart to ensure timely evaluation after instruction, practice, and opportunities for mastery. These assessment tools align with the systematic progression of phonics instruction in grade 2, beginning with short and long vowel words and advancing to more complex phonics patterns.

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

The materials include assessments that align with the progress monitoring tools. The "Scoring Guide" in the *Implementation Guide* outlines performance levels and identifies corresponding lessons and assessments for each level. The guide also provides guidance on grouping students based on their performance. The tools are designed to document growth over time and support instructional planning throughout the year.

The materials describe Quick Checks and Spiral Reviews as progress monitoring tools that identify skills needing additional support. Scoring sheets are included to support documentation and instructional decision-making.

The assessments use the same word types, phonics categories, and scoring formats as the progress monitoring tools. For example, assessments focused on inflectional endings and diphthongs include decodable words such as *spoiled*, *joyful*, and *rewritten*. These words also appear on the progress monitoring lists, ensuring consistency across both assessment types.

The *Phonemic Awareness and Phonics Toolkit Teacher Guide Intervention: Foundational Skills* includes a "Progress Monitoring Score Sheet" to assess grade 2 decoding diphthongs, vowel teams, and r-controlled vowels. These tools offer assessment opportunities throughout the school year and align with foundational phonics skills for developing readers.

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	The materials do not include tools for analyzing whole-class strengths or needs.	0/2
4.5c	All criteria for guidance met.	2/2
4.5d	All criteria for guidance met.	1/1
—	TOTAL	4/6

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

The *Phonemic Awareness and Phonics Assessment Guide* provides instructional planning guidance for grouping students with similar needs. The materials support general planning but do not include data-management tools to track individual progress. The lack of tracking tools limits the ability to make targeted instructional decisions based on ongoing performance data.

The material includes Quick Checks and Spiral Assessments that are scheduled throughout the pacing calendar. These tools can be used to monitor each student's progress in phonics and phonological awareness. In this guide, a Scoring Table helps teachers interpret student scores and suggests small-group lessons or differentiated activities based on individual needs.

The materials provide a data-management tool called a Score Sheet, which organizes assessment results by phonological awareness and phonics skills. Users record and review scores by individual skill areas to monitor progress. The materials do not consolidate data across assessments or generate summary reports. Users make instructional decisions by analyzing the recorded results for each skill.

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

The materials provide a data-management tool for tracking individual progress through the Student Score Sheet. The materials do not include tools for analyzing whole-class strengths or needs.

The materials include Score Sheets designed to record student performance by skill. These sheets support the identification of common errors and allow users to apply lesson-level suggestions to form small groups or address recurring misconceptions. Although not intended for whole-class analysis, the materials offer insights that support identifying trends across the class.

The *Phonemic Awareness and Phonics Toolkit Intervention* includes "Foundational Skills Assessments" that support monitoring individual student progress. The materials do not include tools for tracking overall class performance or analyzing patterns across students.

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

Grade 2 materials include regularly scheduled progress monitoring tools such as Quick Checks, Spiral Reviews, and Pacing Guide Checkpoints. The *Implementation Guide* provides instructions for using Review Days to assess data and implement differentiation strategies, including word lists and advanced tasks.

The *Intervention Toolkit* includes short Quick Checks, Spiral Reviews, and progress monitoring checks after each skill. The materials include guidance for reteaching before introducing new content. The scoring chart suggests regular progress reviews and supports flexible grouping based on performance.

The materials provide suggested, not fixed, timing for formative assessments. This structure allows for flexible and ongoing observation.

The materials encourage adjustments to progress monitoring based on skill mastery. The pacing charts schedule assessments after several lessons and guide decision-making on monitoring frequency based on results.

The materials include pacing charts that include assessments after several lessons. The materials guide teachers in making decisions on the frequency of progress monitoring based on the results.

The materials include a tracking sheet to support progress documentation. The materials offer opportunities for data analysis and provide instructional support for developing progress monitoring skills tailored to individual strengths and needs.

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

The materials include "Pacing Charts" that schedule assessments after several lessons. The materials do not provide guidance for determining the frequency of progress monitoring based on assessment results.

The materials offer opportunities for data analysis through tracking sheets. The materials do not include guidance for developing progress monitoring practices tailored to individual strengths or needs. Users must determine monitoring frequency based on their own data collection and analysis.

The *Assessment Guide* states that a score of 100 on the Spiral Review assessments indicates performance that exceeds grade-level expectations. The materials direct users to complete all lessons in the *Teacher*

Guide and to assign the Exceeding activities in the Blue Box after each lesson. The Exceeding activities provide opportunities to accelerate learning for students who show mastery. The materials offer minimal guidance for using these activities in broader instructional planning.

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 provide consistent guidance to support systematic oral language or oracy development.	4/8
5.B.1b	The materials do not provide structured opportunities that promote social or academic communication for various purposes or audiences.	2/4
5.B.1c	The materials do not include authentic opportunities for students to ask questions or share information and ideas.	2/4
—	TOTAL	8/16

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 grade 2 materials include explicit instruction for developing oral language using multiple methods. In the *Foundational Skills* lesson, "Decoding the Suffix -ful," the teacher models expressive reading with the sentence "I am thankful for the wonderful gift!" Students then echo the tone using Phoneme Phones and read independently with expression. The lesson includes modeling, guided, and independent practice, with optional extensions for fluency and expression.

The "Oral Language Routines" section in the *Implementation Guide* includes the Think-Pair-Share routine. The teacher shows a word. Students read it, discuss it with a partner, and explain how they blended the sounds. The guide tells the teacher what to say and do. This routine supports the development of explicit oral language through structured partner talk and teacher modeling.

In grade 2, the materials provide explicit instruction for developing oral language skills. In the "Encode/Decode 'have' Contractions" lesson, the teacher models how to combine *would* and *have* using Link 'N' Learn tools and builds the contraction *would've* with student participation. Students then practice writing and reading new contractions aloud, using Phoneme Phones for pronunciation and fluency. The lesson incorporates modeling, guided practice, and independent application, with built-in vocabulary support and differentiation.

The materials include guidance that is explicit for developing oracy skills through the routines. The *Implementation Guide* materials in the "Oral Language Routines" section include a Turn & Talk routine.

The routine provides direction for students to practice speaking and listening skills as they turn and talk to each other.

The materials provide support for developing oracy through a variety of methods, including modeling, guided oral reading, sentence building, and frequent opportunities for speaking. These strategies are integrated throughout the phonemic awareness, phonics, and fluency lessons to intentionally strengthen students' spoken language skills.

The materials do not provide systematic guidance for developing oral language or oracy. In a "Multisyllabic Words" lesson, students identify digraphs and syllables in words like *bathroom* and *toothbrush*, and answer the teacher's questions orally. The materials do not provide structured discussion, elaboration, or peer dialogue.

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

The grade 2 materials include opportunities for students to use spoken language for academic communication. In the "Suffixes and Inflectional Endings" lesson, students read aloud with a partner and create new sentences using suffixes, such as *-ful* and *-ly*. These tasks support spoken expression for different purposes and allow students to share their sentences aloud with others.

The materials support academic communication by prompting students to read and analyze words with suffixes and inflectional endings. In one task, students say the root word after removing the ending, using oral language to show understanding. The materials do not provide opportunities for students to explain their thinking or communicate with different social audiences.

The materials include a rhyming activity in the "Phonological Awareness Routines" section of the *Implementation Guide*. The materials direct students to sing lines, generate rhymes, and clap in response to matching sounds. This activity builds academic language.

The materials do not include guidance for engaging in meaningful conversations or building social language during the activity.

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 grade 2 materials introduce suffixes in the "Suffixes and Inflectional Endings" lesson through modeled identification of suffixes in words such as *careful* and *slowly*, followed by a sentence read-aloud for practice. The materials provide opportunities for echo reading with appropriate tone and fluency to reinforce recognition of suffixes. The read-aloud activity emphasizes listening for word structure.

The "Decode Words with the Suffix -ful" lesson includes a modeled read-aloud of the sentence "I am thankful for the wonderful gift!" with an expressive tone. The materials guide echo reading using Phoneme Phones and include a sentence frame activity that prompts the use of new words. These tasks support listening and speaking through structured oral language practice.

The materials provide authentic opportunities for students to listen actively. Each lesson includes teacher prompts that require students to listen actively and respond verbally or with an action that demonstrates participation and understanding. Active listening requires students to repeat, answer questions, and/or share ideas with peers.

The materials offer students opportunities to engage with peers and share ideas during lessons. The lessons do not provide authentic opportunities for discussion of the concepts presented. The materials offer only minimal opportunities for sharing information and ideas as they are prompted during the lesson. In grade 2, the "Vocabulary" sections of the *Syllable Type* book offer opportunities for students to share ideas and information.

The materials do not provide authentic opportunities for asking questions to gain understanding. Students are only prompted to listen and respond.

The materials do not have students explain their thinking or respond to others collaboratively. Speaking opportunities are limited to isolated tasks. The materials do not facilitate structured discussion or idea sharing.

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	All criteria for guidance met.	2/2
5.C.2c	All criteria for guidance met.	12/12
—	TOTAL	18/18

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)

In Lesson 21: "Encode and Decode Long a" from *Foundational Skills*, the materials provide explicit instruction in letter-sound relationships by focusing on the long /a/ sound in words such as *sail*, *wave*, and *main*. The materials include Elkonin boxes and colored chips to model segmenting and blending each sound. Magnetic Wands and Reading Rods support practice with building and reading words that contain the long /a/ pattern.

The materials include explicit instruction for letter-sound relationships applicable to basic decoding and encoding. The gradual release of responsibility provides reminders for letter-sound relationships before they build words using reading rods and write out words.

The materials present letter-sound relationships in an intentional and progressive order. For example, students begin with common vowel teams, such as /ai/ and /ea,/ before advancing to more complex patterns, including diphthongs and open syllables. Lessons incorporate single- and multisyllabic words. The material includes opportunities to revisit earlier patterns through word-building activities.

The materials meet expectations by providing explicit instruction with a systematic progression in decoding and encoding. In the "Inflectional Endings -ed" lesson, the materials introduce the *-ed* endings through modeled examples with words such as *played*, *hopped*, and *wanted*. The materials include guidance on identifying sounds and using rods and chips to build and segment words. The use of manipulatives and word-building activities reinforces decoding and encoding skills through repeated, structured practice.

The materials include systematic instruction for letter-sound relationships applicable to decoding and encoding. The gradual release of responsibility provides reminders for letter-sound relationships before learners build words with reading rods and/or write out words. The materials also include lessons that progress from simple words to multisyllabic words, reinforcing letter-sound relationships.

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 provide feedback for common errors within a lesson through the "Corrective Feedback in Action" resource.

The materials provide feedback strategies such as "try again," "stretch out the word," and "say the sounds slowly." The *Implementation Guide* offers specific guidance on tying corrections to the exact letter or letter combination, ensuring that feedback directly addresses the student's error.

The instructional materials provide explicit instruction for teachers to address common student errors in decoding and pronunciation. Specifically, the program includes explicit instruction on the varying sounds of the *-ed* ending, which is a frequent area of confusion for early readers. In Lesson 75: "Phonemic Awareness Sounds of *-ed*," teachers are instructed to model the pronunciation of words ending in *-ed*, such as *rained* and *talked*, and explain that the *-ed* ending can sound like /d/ or /t/.

The materials provide feedback for common misconceptions within a lesson through the "Corrective Feedback in Action" resource.

The materials provide explanatory feedback to help students overcome common decoding misconceptions, such as silent letters, vowel team variability, and diphthongs that do not sound as expected. The materials include examples of how to explain why *gnat* starts with /n/ and why *bread* uses *ea* but does not sound like /ē/.

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 that help students develop decoding skills for one-syllable and multisyllabic words. In the "Multisyllabic Words" lesson, students identify and compare vowel sounds. Visual aids, such as syllable clapping and sound boxes, support learning. Students also work with final stable syllables.

The materials include lessons that provide practice in decoding words in isolation, focusing on letter-sound skills. Lesson 36 provides a We Do and You Do section that offers decoding practice of words in isolation and through the reading of a sentence.

The materials include structured routines and tools to support review of decoding skills through cumulative activities. Lessons reinforce vowel patterns and syllable types by revisiting previously taught

skills. The materials cycle back to similar word structures with increasing complexity to strengthen and extend decoding skills.

The materials include a word list that offers grade 2 students opportunities to reinforce decoding skills in isolation. These words can be used to help students review letter-sound relationships as they apply to decoding words. The word lists include words from the lessons and include CV words to multisyllable words.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–2)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.1a	The materials do not include a systematic sequence for introducing phonological-awareness activities.	0/2
5.D.1b	All criteria for guidance met.	2/2
5.D.1c	All criteria for guidance met.	4/4
—	TOTAL	6/8

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 Implementation Guide contains a "Phonological Awareness Routines" section that outlines a broad sequence of activities; however, the lessons do not provide systematic instruction on specific skills. Foundational skills such as rhyming, alliteration, and sentence segmentation are not included.

The materials do not follow a systematic sequence from simple to complex phonological awareness skills. For example, Lesson 7 includes activities that focus on blending and segmenting phonemes. The materials introduce these tasks before providing practice with basic skills, such as identifying syllables or larger sound units.

Lessons do not transition from larger to smaller units of sound. In Lesson 8, students are asked to identify long and short vowel sounds in multisyllabic words, such as *robot* and *music*, before receiving adequate practice with single-syllable patterns or basic word segmentation tasks.

Twenty new lessons do not address the grade-level TEKS for grade 2. For example, Lesson 20 ends at blending syllables in compound words, but the grade 2 TEKS include distinguishing between long and short vowel sounds in one-syllable words.

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 instructions with recommended explanatory feedback based on common errors. Lesson directions instruct students to segment multisyllabic words, providing prompts and teacher guidance to correct segmentation mistakes.

The materials include explicit instructions with recommended explanatory feedback based on common misconceptions. Instructional content supports identifying and responding to common misunderstandings related to phonological awareness.

The Implementation Guide includes "Corrective Feedback in Action" for phonemic awareness.

The "Phonological Awareness Routines" section in the *Implementation Guide* includes explanatory feedback to address common misconceptions about rhyming. For example, the teacher models by saying, "These words rhyme because they have the same ending sound," while clapping on rhyming pairs in a nursery rhyme.

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 resources that support the development of phonological awareness using memory-building strategies. Lessons use Phoneme Phones, repetition, echo routines, partner reading, and sentence frames to support auditory memory. Lesson 8 includes a listening task where students identify vowel sounds in multisyllabic words, such as *robot* and *magnet*. Instruction is supported by clapping, underlining syllables, and modeled blending in the I Do section.

Oral routines use rhythm and structured repetition to reinforce phoneme awareness without the aid of print.

Optional activities in the lesson Blue Box (Alternate, Extension, and Phoneme Phones) provide opportunities for reinforcement.

Spiral Review assessments revisit previously taught sound patterns through repeated word lists.

5.D.2 Phonemic Awareness (K–2)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	The materials do not include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes and transitions to blending the phonemes into syllables and gradually to more complex manipulation.	0/3
5.D.2b	All criteria for guidance met.	2/2
5.D.2c	All criteria for guidance met.	2/2
5.D.2d	All criteria for guidance met.	3/3
—	TOTAL	7/10

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

The materials do not include a systematic sequence for teaching phonemic awareness in grade 2. For example, Lesson 5 introduces deletion tasks without prior instruction on identifying or segmenting phonemes. Lessons move from segmenting to phoneme manipulation without repeated practice or scaffolding. The pacing guide does not support a gradual increase in complexity. Manipulation activities appear early and are not preceded by foundational skill instruction. The *Standards Alignment Intervention* pacing guides do not include phonemic awareness lessons for grade 2.

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 *Implementation Guide* includes a "Corrective Feedback Routines" resource, which provides one example of feedback for phonemic awareness on sound manipulation.

The "Phonological Awareness Routines" section guides teachers in modeling the slow segmentation of sounds. This helps correct omissions and reversals of phonemes.

Lesson 20: "Short and Long *a*" includes scripts and guidance for addressing misunderstandings about vowel sounds. The materials prompt clarifying questions and modeling to support accurate understanding.

The "Phonological Awareness Routines" provide direction for using Elkonin boxes to emphasize sound position. This addresses misconceptions that all sounds occur in the same place within words. The "Corrective Feedback Routines" also include general suggestions for explaining errors and reinforcing accurate phoneme awareness.

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 include teacher guidance for decoding more complex one-syllable words. In Lesson 21, "Encode and Decode Long a," the instruction focuses on identifying individual sounds in words like *grape* and blending them to read the whole word. Repetition and sound cues are incorporated to support accurate decoding.

In grade 2, Lesson 23 provides structured guidance for decoding long /i/ words such as *bright*, *bride*, and *slide*. Reading Rods are used to connect letter patterns to their corresponding sounds, reinforcing phoneme-grapheme relationships.

The materials also support the connection between phonemic awareness and basic encoding. In Lesson 20, "Short and Long a," the encoding instruction includes slowly articulating each sound and modeling how to write the matching letters. Tools such as chips and Magnetic Wands help bridge listening and spelling tasks, reinforcing the alphabetic principle.

In grade 2, Lesson 46 focuses on encoding diphthongs in words such as *down*, *owl*, and *lawn*. The script prompts a discussion about the ending sound in *lawn* and guides students in selecting appropriate letters for the /aw/ sound using Reading Rods.

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 lessons help students develop phonemic awareness by identifying and working with sounds in longer words. In Lesson 6, students listen to each sound and practice hearing vowel sounds in one-syllable words. The teacher provides modeling and guidance to help students learn how to hear sound parts.

The materials include a variety of activities to help develop phonemic awareness. The I Do section of the lessons guides teachers to demonstrate and model how sounds make words by using Elkonin boxes, repeating sounds, and using hand gestures.

The materials include practice activities where students repeat and blend phonemes aloud. In Lesson 8, students listen to each sound in a word, such as *grape*, and blend them together. The oral tasks help students match the sounds they hear with spoken words.

The *Assessment Guide* offers multiple opportunities for a cumulative review of phonics skills in grade 2.

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	The materials do not provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in decodable connected text that builds on previous instruction.	2/4
—	TOTAL	7/9

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 grade 2 sound-spelling patterns, aligned with the TEKS. Instruction begins with common long vowel teams (e.g., /ai/, /ee/) and gradually introduces variant vowels, diphthongs, and multisyllabic patterns, including final stable syllables.

In Lesson 23, instruction explicitly targets the /ai/ and /ay/ spelling patterns through modeled words such as *pain* and *play*. The scripted lesson includes guided practice, corrective feedback, and targeted questions to reinforce new learning.

The *Implementation Guide* includes encoding lessons using a gradual release model, with explicit instructions and embedded feedback to support mastery of new spelling patterns.

A pacing guide outlines the scope and sequence of sound-spelling instruction. Diphthongs are introduced later in the year, ensuring that students first build a solid foundation with more basic vowel patterns.

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

The materials include teacher guidance to provide explicit instruction for grade-level sound-spelling patterns. Teacher scripts address common confusions in vowel teams by modeling multiple examples and prompting students to compare sound patterns in words. In the "Multisyllabic Words and Vowel Sounds" lesson, the teacher models vowel sounds in open and closed syllables, using examples like *robot* (long /o/) and *magnet* (short /a/). The instruction follows a clear, step-by-step process for connecting sounds to spelling patterns. Lesson 56 in the *Teacher Guide* provides explicit instruction on variant vowel

patterns. Teachers are guided to explain that the /oo/ sound can vary, as in *foot* (with a short sound) and *boot* (with a long sound), with examples and modeling included to support direct instruction.

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 practice grade-level sound-spelling patterns. Lessons include clapping syllables, highlighting spelling features, and using sound boxes to isolate vowel sounds. In the "Final Stable Syllables" lesson, the materials prompt repetition and segmentation of words such as *candle* and *giggle*. Practice continues with word-level routines that target digraphs, long vowels, and r-controlled vowels.

The materials include a variety of activities and resources to reinforce grade-level sound-spelling patterns. The Spiral Review assessments revisit previously taught sound-spelling patterns, including CVC, long vowels, digraphs, blends, and multisyllabic words. Students answer oral and written prompts that require decoding and manipulating sounds from earlier lessons.

The *Teacher Guide* includes multiple lessons that develop and practice grade 2 encoding skills. The *Assessment Guide* offers Quick Check assessments and Spiral Reviews for decoding words.

The *Implementation Guide* in the "Phonics Routine" section provides instruction that supports independent encoding practice. Students use tools like Elkonin boxes, chips, dry-erase boards, Magnet Wands, or Reading Rods to spell words such as *tape*, *train*, and *lake*. The materials include partner check activities and guidance for teacher support during practice. After spelling, students blend and read the words aloud.

The materials include a variety of activities to help develop sound spelling patterns. The I Do section of the lesson guides teachers to demonstrate and model how sounds represent letters by using Reading Rods.

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 offer a range of activities and resources to support word decoding in isolation. In grade 2, Lesson 71 in the *Teacher Guide* includes decoding practice with prefixes using Reading Rods and word cards.

The materials provide a range of activities and resources to support the encoding of words in isolation. In the *Teacher Guide*, Lesson 41 includes encoding practice with words such as *ploy*, *Troy*, *soil*, *broil*, and *join*. Lesson 45 continues with words such as *proud*, *brow*, *now*, *mouth*, and *cloud*, providing instruction on reading and spelling words in isolation.

The materials do not provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in decodable connected text that builds on previous instruction. For example, the lesson on the inflectional ending -er provides an isolated encoding opportunity using a teacher-written sentence, but it does not build on previously introduced concepts or follow a clearly sequenced instructional path.

5.E.2 Regular and Irregular High Frequency Words

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.2a	The materials do not include a systematic sequence for introducing regular and irregular high-frequency words.	0/2
5.E.2b	All criteria for guidance met.	4/4
5.E.2c	The materials do not include cumulative review lessons for high-frequency words.	8/12
5.E.2d	All criteria for guidance met.	4/4
—	TOTAL	16/22

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

The materials do not include a systematic sequence for introducing regular or irregular high-frequency words.

The *High-Frequency Words* book models instruction for a set of words (e.g., *the*, *in*, *for*, *are*, and *they*). The examples provided serve as standalone routines without structured introduction, pacing, or categorization of word types.

The materials reference a TEA Word List, but the list is not grouped by grade level or connected to specific lessons.

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 grade 2 materials provide one lesson on high-frequency words. The "High-Frequency Word" lesson provides a teacher script for introducing regular high-frequency words through the gradual release of responsibility. Students practice decoding words using the provided materials as the teacher guides them in building and pronouncing words.

The material helps students decode regular high-frequency words, such as *jump*, by identifying each sound and blending them to read the word. They also work on decoding irregular high-frequency words, such as *does*, with teacher support explaining that it does not follow the expected phonics rules.

In grade 2, the materials provide one lesson on high-frequency words. This lesson provides a teacher script for introducing regular and irregular high-frequency words through the gradual release of responsibility. Students practice encoding by building words with reading rods.

The lesson guides students to push chips for each sound in words like *they* and *one*, and to spell words like *are* and *back* using dry-erase boards. Teacher prompts include: "Write the words 'out' and 'they' on the dry-erase board," and "Push one colored chip into a box for each sound."

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 and resources designed to develop skills in decoding and encoding regular and irregular high-frequency words. The *High-Frequency Words* lessons use Reading Rods, Elkonin boxes, dry-erase boards, and oral modeling to build recognition and spelling. For example, Lesson 53: "Encode/Decode: ie/ea," develops the decoding and encoding of regular words, such as *see*, *heat*, and *chief*, through guided and independent practice.

The materials provide structured opportunities to practice decoding and encoding high-frequency words. In the *High-Frequency Words* lessons, You Do activities use Reading Rods to build and spell regular words, such as *see* and *get*, while Elkonin Boxes are used to map irregular words, including *there*, *when*, and *they*.

The materials include a cumulative review to reinforce skills with regular and irregular high-frequency words. Activities include sound segmentation, dictation, and repeated exposure through resources such as the *High-Frequency Word Booklet*, which reinforces words like *they*, *one*, *there*, and *when* from the Texas High-Frequency Word List.

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 a variety of activities and resources, including memory-building strategies, for reading and writing high-frequency words in isolation and connected text. Lesson 75 uses Reading Rods to read words in isolation, such as *closed* and *closing*, and provides opportunities to write high-frequency words within a sentence frame.

The materials include consistent routines for isolation practice using Elkonin boxes, colored chips, and dry-erase boards to spell and write words such as *they*, *one*, *will*, *the*, *in*, *for*, and *are*. Students read these words aloud, spell them, and write them during I Do, We Do, and You Do activities.

The materials provide connected-text practice by embedding high-frequency words into sentence prompts during lessons. For example, Lesson 75 includes reading and writing high-frequency words in sentences using dry-erase boards, reinforcing words taught within the lesson.

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 provide a systematic sequence for teaching syllable division principles, with limited guidance for explicitly teaching how to divide multisyllabic words beyond the use of examples and phonological awareness activities.	1/2
5.E.3b	All criteria for guidance met.	8/8
5.E.3c	All criteria for guidance met.	12/12
5.E.3d	All criteria for guidance met.	4/8
—	TOTAL	25/30

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 include a systematic sequence for introducing grade-level syllable types, as outlined in the TEKS. Instruction begins with closed syllables in Lessons 1–2 (upset, contrast), followed by VCe syllables in Lesson 3 (volume, recognize), open syllables in Lesson 9 (robot, we), vowel teams in Lesson 10 (boat, team, seed), r-controlled syllables in Lesson 11 (dirt, charm), and final stable syllables in Lesson 12 (candle, middle).

The materials in the *Multisyllabic Words Teacher's Guide* develop decoding and encoding skills using open and closed stable syllables in Lesson 1, with examples such as *hi*, *go*, *giggle*, and *table*. Activities include spelling, clapping syllables, identifying digraphs, and blending parts of multisyllabic words, such as *sparkle* and *perform*.

The materials include pacing guides and content pages outlining syllable progression (e.g., Lessons 8–14 for closed syllables, 20–30 for open syllables, 49–52 for vowel teams, 62–69 for r-controlled syllables) to ensure alignment with grade 2 TEKS.

The materials provide limited guidance for syllable division principles, with no systematic sequence for teaching division beyond examples and phonological awareness routines.

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 to provide explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable and multisyllabic words. In the

Multisyllabic Words lesson, the materials model syllable segmentation using a word table, prompting students to clap syllables and identify the final stable syllable, *-ble*. This lesson also includes encoding activities with multisyllabic words containing consonant digraphs and r-controlled vowels.

The materials provide lessons with explicit modeling of syllable division. For example, Lesson 6 directs the teacher to divide the word *describe* and then guide students to divide *beside* using the same principles. In Lesson 1 of the *Multisyllabic Words* book, students decode and encode words with final stable syllables by identifying syllable boundaries, reading, and writing each word.

The materials offer explicit instruction on specific syllable types for decoding and encoding. Lessons on closed syllables use words such as *recommend*, *contrast*, and *except*, with prompts to identify short vowels and syllable breaks. A VC-e syllable lesson introduces words like *volume*, *recognize*, and *decade*, with guidance to model the role of the silent *e* while students build and connect syllables using Reading Rods.

The materials also include instructional routines for vowel sounds in multisyllabic words. For example, in the Multisyllabic Words lesson, the word *robot* is segmented into /ro/-/bot/ to identify long and short vowels. Students apply these routines with words such as *napkin* and *silent* to reinforce syllable-type decoding and encoding.

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 and resources designed to develop skills in decoding and encoding one-syllable and multisyllabic words. Lesson 38 from *Foundational Skills* introduces multisyllabic words using Elkonin boxes and letter tiles to map and spell words. Students decode by syllable and encode using Reading Rods and dry-erase boards. The "Inflectional Ending -ed" lesson develops skills by having students stretch out sounds in words like *stayed* and *rested*, build base words such as *check* and *checked* with Reading Rods, and practice reading sentences aloud to improve fluency.

The materials include structured opportunities to practice decoding and encoding one-syllable and multisyllabic words. Lesson 37 includes blending routines, sound-mapping, and choral reading for added repetition. In the "Multisyllabic Words" lesson, students break words like *robot*, *music*, and *napkin* into syllables, identify vowel sounds, and apply long- and short-vowel rules. Activities such as clapping syllables, underlining vowels, and using sound boxes provide interactive word analysis.

The materials provide opportunities to reinforce decoding and encoding skills through cumulative review. Lessons 36–38 revisit previously introduced patterns and syllable types through sentence reading and written tasks. The "Inflectional Ending -ed" lesson reinforces skills by building and reading words like *play* and *played*, as well as *stay* and *stayed*. The "Differentiate" sections include strategies for Approaching,

Exceeding, and EL Support, while the Word List and Spiral Reviews in the pacing guide provide ongoing review.

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 structured decoding and encoding activities in isolation. In Lesson 38 from the *Foundational Skills* book, students decode words, identify syllables, and encode routines, including spelling each syllable separately using Reading Rods.

The materials provide opportunities to decode multisyllabic words.

In Lesson 3 of the *Syllable Types* book, students build the word *decade* using syllable links and Reading Rods. Students blend the syllables to read the words aloud. The materials include activities that require students to encode multisyllabic words. In Lesson 5, students write a definition and original sentence using *frequent*, which contains both open and closed syllables, but no syllable division principles were taught.

Materials support decoding and encoding of words with inflectional endings through activities in isolation and connected text. In the "Inflectional Endings -ed" lesson, students build words like *crash* and *crashed* with Reading Rods, decode words like *checked* and *stayed*, and read sentences like "Joe painted a picture of a spotted dog."

Materials do not support the encoding of multisyllabic words with inflectional endings by applying syllable division strategies in both isolated activities and connected text.

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 of grade-level morphemes.	0/1
5.E.4b	All criteria for guidance met.	4/4
5.E.4c	All criteria for guidance met.	3/3
5.E.4d	The materials do not include encoding in decodable, connected text that builds on previous instruction.	3/4
—	TOTAL	10/12

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

The materials include some sequences for introducing grade-level morphemes. Students identify the prefix *re-* and use it to determine word meanings in Lesson 71. In Lesson 72, students decode and build words with the prefix *un-* using Elkonin boxes and Reading Rods. Lesson 74 focuses on the prefixes *re-*, *un-*, and introduces *pre-*; however, *pre-* is not a required grade 2 TEKS affix. In Lesson 77, students decode and encode words with the suffix *-ly*, such as *kindly* and *sadly*, using chip boxes, wands, and sentence-building activities. Additional lessons cover *-er* and *-est* endings. In the *-er* lesson, students build words like *dancer* and *player* using Reading Rods and identify the morpheme's meaning as "person who." In the *-est* lesson, students decode and encode comparative and superlative adjectives, such as *highest* and *saddest*, with scaffolded modeling and practice. The materials do not include instruction on *-ion*, *-tion*, or *-sion*.

The materials include a systematic sequence for teaching morphemes. Lessons 71–80 follow a set order. The lessons begin with prefixes (*re-*, *un-*, and *pre-*). The lessons then teach inflectional endings (*-s*, *-ed*, and *-ing*). The lessons introduce suffixes (*-ful*, *-ly*, and *-er*) next. Materials include a systematic sequence for introducing grade-level morphemes.

Materials include a systematic sequence for introducing several grade-level morphemes aligned with the TEKS. For example, Lessons 71, 72, 77, and 78 teach morphemes such as *un-*, *re-*, *-ly*, and *-er*.

For grade 2, the materials provide lessons only on *-es*, *-er*, *-est* and the prefix *dis-*. There are no lessons for other prefixes or for comparative and superlative forms.

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

The materials include teacher guidance to provide explicit instruction for recognizing common morphemes and using their meanings to support decoding, encoding, and reading comprehension. Lessons introduce prefixes, suffixes, roots, and base words in a systematic sequence. For example, Lesson 73 models how to break words apart to identify the prefix *re-* and determine its meaning. Lesson 72 focuses on the prefix *un-* using words like *untie* and *unless*, and highlights that a prefix appears at the beginning of a word. Lesson 74 introduces the suffix *-ful* with words such as *hopeful* and *joyful* using Reading Rods and dry-erase boards to build and spell words. Lesson 75 examines the meaning of the suffix *-less* and illustrates how removing it alters word meaning.

The materials include hands-on routines and guided activities that support the decoding and encoding of words with morphemes. Lessons use Elkonin boxes, Reading Rods, and chips for segmenting, blending, and spelling. For example, Lesson 80 teaches students to identify and build words like *preheat*, *farmer*, and *hooked* by isolating prefixes, suffixes, and inflectional endings.

The materials provide explicit connections between morphemes and reading comprehension. Lesson 80's Fluency section includes sentences such as "My teacher will rewrite the weekly pretest neatly," requiring students to understand the meaning of *re-* in *rewrite* and *-ly* in *weekly*. Teacher guidance explains how morphemes support comprehension of text.

The materials in grade 2 introduce additional morphemes, such as *-es*, *-er*, *-est*, and *dis-*. Lessons explain how these endings and prefixes change word meaning, with some application to connected text (e.g., single-sentence practice). However, comprehension support in grade 2 lessons is minimal, extending only to word-level activities.

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 include a variety of activities and resources to develop grade-level morphological skills. Lessons explicitly teach the meanings and functions of common prefixes and suffixes. For example, Lesson 74 models how the suffix *-ful* changes the meaning of base words, and Lesson 80 introduces prefixes *un-* and *re-* and suffixes *-er* and *-ly* using examples such as *heat*, *test*, and *teach*. Students use Elkonin boxes and Reading Rods to segment and decode words like *teacher*, *pretest*, and *mouthful*, supporting the development of morphological understanding.

The materials include opportunities to practice grade-level morphological skills. Lessons offer interactive word-building activities and guided practice sections, including We Do and You Do. For example, Lesson 75 includes sentence reading, writing definitions, and explaining the meaning of words with the suffix *-less*. Lesson 80 includes combining prefixes, base words, and suffixes to form complete words, along with writing and spelling activities to apply these skills in context.

The materials include resources to reinforce morphological skills through cumulative review. Lesson 76 revisits previously taught prefixes and suffixes, using words such as *awful*, *mouthful*, and *thankful*. Quick Check Assessment 2, located in the grade 2 *Assessment Guide*, reviews inflectional endings *-s*, *-ed*, and *-ing* in mixed formats. Spiral Reviews, Fluency sections, and connected text activities (e.g., "My teacher will rewrite the weekly pretest neatly") further reinforce understanding of morphemes, linking word structure to both decoding and comprehension.

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

The materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation and in decodable connected text that builds on previous instruction. Lessons use Reading Rods and word lists to segment, build, and spell words with prefixes and suffixes. For example, Lesson 74 introduces the suffix *-ful* and provides decoding practice with words such as *hopeful* and *joyful* through guided reading and fluency tasks. Lesson 75 focuses on *-less* words in connected sentences, while Lesson 76 includes writing *-ful* and *-less* words in isolation and applying them in written responses. Lesson 77 extends practice through sentence-based spelling tasks. The materials include decoding and encoding activities with prefixes such as *re-*, *un-*, and *pre-*. Lesson 74 presents words like *prevent*, *recheck*, and *untie* in isolation using Reading Rods for segmenting and building. Students then apply these skills by reading sentences containing the same words, linking isolated decoding to connected text.

The materials provide additional grade 2 resources for decoding and encoding morphemes. Word lists allow practice with words like *fizzes* and *tosses*, while morphological lessons guide encoding of words like *dancer* and *player*. The Fluency sections offer connected text practice through sentences that include target morphemes, though opportunities for connected-text practice are limited to these sections.

The materials do not include encoding in decodable connected text that builds on previous instruction.